

Gettysburg College Course Catalog 2021–2022

[Gettysburg College](#)

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Introduction

The provisions of this catalog are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

It is the policy of Gettysburg College not to discriminate improperly against any matriculated student, employee or prospective employee on account of age, race, color, religion, ethnic or national origin, gender, sexual orientation, or being differently abled. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is a highly selective national, four-year residential college of liberal arts and sciences. With a student body of approximately 2,600, it is located on a 200-acre campus adjacent to the Gettysburg National Military Park in Pennsylvania. The College was founded in 1832. Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.

The online academic catalog contains the most recent information. It is archived as a PDF annually on May 1.

[View the 2019-20 Academic Catalog as a PDF.](#)

Catalog Sections

- [Programs of Study](#)
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Policies

Academic Policies

Academic Level

A student's academic level or class year is determined on the basis of the number of course units completed for the degree according to the following listing:

Class Year Units

First Year 6 or fewer

Sophomore 7-14

Junior 15-22

Senior 23 or more

Academic Standing

Students generally maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To accomplish that goal, a student needs to achieve at least a 2.00 accumulative average, a 2.00 average for the semester, and a 2.00 average in the major field of study by the end of the junior year and during the senior year and to make appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not meet these normal standards will be given a warning, placed on academic probation, placed on suspension alert, or, if not making satisfactory progress toward graduation, suspended or dismissed permanently from the College.

The student who falls below the following minimum standard is subject to suspension or permanent dismissal: for the first year-1.50 GPA and six course units completed; for the second year-1.80 GPA and thirteen course units completed; for the third year-1.90 GPA and twenty course units completed; for the fourth year-2.00 GPA and twenty-six course units completed; and for the fifth year-2.00 GPA and thirty-two to thirty-three course units completed. First-year students may be suspended after one semester if their GPA is 1.00 or below.

A student on one of the forms of academic warning listed above is permitted to remain at the College as long as the student is making satisfactory progress toward graduation by removing the academic deficiency during the following semesters. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

While students on warning, academic probation, or suspension alert are permitted to participate in extracurricular activities at the College, they are reminded that their first priority is the academic program and that they must therefore give careful consideration to time commitments and responsibilities associated with extracurricular activities.

These students are urged to consult with their faculty advisors and the deans of Academic Advising about curricular and extracurricular choices.

Accommodation of Physical and Learning Disabilities

Gettysburg College provides equal opportunities to students with disabilities admitted through the regular admissions process. The College promotes self-disclosure and self-advocacy for students with disabilities. Students seeking accommodation should contact the Office of Academic Advising and Student Support Services for additional information.

For students with physical disabilities, the College provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs.

For students with learning disabilities, the College accommodates on a case-by-case basis. All requested accommodation, which must be consistent with the data contained in documentation that meets the College's standards, is reviewed by the College's own consultant. Reasonable accommodation for students with learning disabilities may result in some curricular modifications that do not substantially alter course content or involve waiving requirements essential to the academic program.

For students with psychiatric disabilities, the College accommodates on a case-by-case basis. All requested accommodation, which must be consistent with the data contained in documentation that meets the College's standards, is reviewed by a qualified representative of the College.

The deans in the Office of Academic Advising and Student Support Services assist students with disabilities with their accommodation requests.

Alcohol and Drug Required Leave

A key component of Gettysburg College's mission is to provide a safe environment where students are able to pursue their academic and social goals. The College may require a student to take a leave of absence if a student illustrates that they are repeatedly unable to make sound and safe decisions about alcohol and drug use, or the student engages in drinking or drug use that threatens the life, health and safety of one's self or others. This term of Alcohol and Drug Required Leave will be invoked for significant or repeated violations of the terms of the College's Alcohol and Drug Policy Points System.

The Vice President for College Life and Dean of Students or their designee will determine the terms of the Alcohol and Drug Required Leave. Generally, students will be on AOD Leave for the remainder of the current semester of the incident plus the full subsequent semester. If a student violates the terms of the Alcohol and Drug Policy Points System by reaching or exceeding ten points, the terms of the Alcohol and Drug Required Leave will normally include a provision for the student to receive care (medical, psychiatric, psychological, counseling, or therapy) while on leave.

Our procedures will follow the protocol outlined in the Medical Leave of Absence and Withdrawal Policy of the Handbook of Student Rights and Responsibilities. The Vice President for College Life and Dean of Students or their designee may identify additional criteria in order to return to campus. The Vice President for College Life and Dean of Students or their designee, in consultation with Health and Counseling Services, will determine if all criteria have been met and if the student is eligible to return. If a student is required to leave during the fall semester, normally the leave will be extended to the entire spring semester as well.

A student returning from Required Leave will have 5 points on their record upon return.

A student that accumulates 10 or more points for a SECOND time during their Gettysburg career will be referred to the Student Conduct Review Board for consideration of suspension/expulsion, along with any sanctions assigned through the point system process. Instances of any of these behaviors, whether alcohol-related or not, could also be referred to the Student Conduct Review Board for consideration of possible suspension or expulsion (along with other sanctions, as detailed in the Handbook of Student Rights and Responsibilities).

Center for Global Education

If you are thinking about making global study a part of your education, you will be joining over 350 of your peers who study globally each year (almost 60% of the class of 2020). Gettysburg College considers global study to be a vital part of its academic program.

Students study globally for many different reasons. Whether you want to develop language skills, make your resume stand out from the crowd, build global competencies that are important to employers, and/or to add a special facet to your degree, you will find that global study gives you these opportunities—and many more. Students can study globally as soon as the first semester of their sophomore year, and as late as the first semester of senior year.

Anyone can, and everyone should, study globally. Please feel welcome to discuss any accommodation that will be necessary for you to study globally with a CGE advisor, or any questions you may have anticipating your experience off campus.

All students must meet the stated [eligibility requirements](#) in order to study globally. For detailed information about the Center for Global Education, please visit our [website](#).

Class Attendance General Policies and Policies for Athletics & Other Extracurricular Activities

From Faculty Handbook, 2005 Edition

“At the heart of Gettysburg College,” insists the College's Statement of Purpose “is the academic program.” Commitments to the academic program take priority over other College activities. But, the College also offers students the opportunity to participate in extracurricular activities because it believes that these activities can make important contributions to their education as whole persons. The following statement describes the appropriate relationship between academic and extracurricular activities.

Gettysburg College's Policy on Class Attendance and Absence

The College recognizes that regular attendance at all classes is an essential part of its academic purpose and clearly is the responsibility of the individual student. Each student is accountable for all work missed because of absences from class, and instructors are under no obligation to make special arrangements for students who are absent from classes. Instructors must explain their individual or departmental attendance policy during the first class meeting and/or in their course outlines.

Class absences will be dealt with on a case-by-case basis by the instructor of the course. There is no such thing as an “officially excused” absence from a class at Gettysburg College. If a student will miss class for any reason (for example, religious observances, college trips, family emergencies, or illness), students must discuss this absence with their instructor in advance whenever possible. The student will be ultimately responsible for making up any missed work; however, in some cases, it may not be possible to make up missed work. When students are seen in the Health Center, they are provided documentation of each appointment, and they can share this documentation with faculty if needed.

If you must miss class, we encourage you to notify your professors as soon as possible with as much information as you can provide about the date of your anticipated absence, the reasons, and your plan for making up any missed work. Students should ask the professor to let them know if they have any questions about the absence or any instructions to give about making up the missed work. Students should include in any written or e-

mail message their campus box number, telephone number, and e-mail address.

On occasion, even if absences are due to documented medical or emergency situations, students may miss so much class that they are not able to meet the goals of the course. In these cases, students may be advised to withdraw from the course.

A student who receives an Excessive Absence Warning through the online Progress/Midterm Deficiency Report system is being formally notified that an instructor has warned the student about excessive absence in the course and that further absence may result in the student being required to withdraw from the course.

The Office of Academic Advising and Student Support Services may notify faculty of certain student absences, by request, if the student is unable to notify faculty directly. Health Services does not write notes for students but will contact the Office of Academic Advising and Student Support Services about student visits or certain diagnoses at a student's request. These notifications are not to be construed as "official excuses" sanctioned by the Office of Academic Advising and Student Support Services; individual faculty are far better suited to assess the legitimacy of students' explanations for an absence than the Office of Academic Advising and Student Support Services. The Office of Academic Advising and Student Support Services does not notify faculty of sports or college related absences.

Practice and Activities Times

The period from 4:00 p.m. to 6:30 p.m. on Monday through Friday has traditionally been set aside for athletic practices and other extra-curricular activities. It is intended that activities such as band, choir, theatre productions, community service activities, and athletic practices will ordinarily take place during this time without conflict with scheduled classes or with other academic obligations, including make-up tests.

It is a violation of NCAA regulations for a coach to require an athlete to attend a practice that conflicts with a class. Therefore, no student will be expected to miss a class or leave class early in order to be at practice.

Sometimes, especially early in the second semester, indoor athletic practices must be scheduled. Because the College lacks sufficient space for all teams to practice indoors between 4:00 p.m. and 6:30 p.m., practices will occasionally meet at other times. No practice scheduled at a time other than 4:00 p.m. to 6:30 p.m. can be made mandatory for athletes. If such a practice conflicts with an assigned academic activity, the academic activity must take precedence. Apart from the condition just specified, no formal or informal team practices, training sessions, etc. should be scheduled at times other than 4:00 p.m. to 6:30 p.m.

It is especially important that faculty let students know if testing, review sessions, extra classes, etc. will be scheduled in the 4:00 p.m. to 6:30 p.m. period. Faculty members should make every effort to avoid the situation where the only opportunity for a student to make up a test or complete some other required activity occurs between 4:00 p.m. and 6:30 p.m.

An administrator from the College Life Division shall act as a liaison between students, faculty, coaches, and advisors of extra-curricular organizations should complaints or misunderstandings arise concerning the implementation of this policy. It will be the responsibility of coaches and advisors of extra-curricular activities to be sure that all students involved in athletics and these activities are aware of this person and his or her function.

Absences Due to Athletic Contests or Other Extracurricular Activities

As noted in the College's Policy on Class Attendance, it is the student's responsibility to request permission from faculty members to miss class because of a scheduled event and to make arrangements with the faculty members to make up any work missed because of an athletic contest or other extracurricular activity. If the level of anticipated absences is so high that the student may have problems in reasonably meeting the requirements of the course for class attendance and other matters, the student has the responsibility of determining whether or not it is possible for him or her to continue to participate in that extracurricular activity. If it is not possible to continue to participate in the extracurricular activity and still meet the requirements of the class, the student must decide whether to withdraw from the activity or, in certain circumstances, to postpone the class to a later semester.

If, for any reason, (including injury or disciplinary sanction by a coach), a student will not be playing in an away game and this is known before the team leaves for the game, a student should be so informed and not be required to travel with the team. Coaches will encourage students who will not be playing in a contest (where the trip to the contest requires them to miss a class) to attend class rather than miss the class.

Deans List

The names of those students who attain an average of 3.60 or higher for the semester are placed on the Deans Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.30 to 3.59 are placed on the Deans Commendation List. To be eligible for these honors, students must take a full course load of at least four courses, with no more than one course taken under the S/U grading option during that semester (except for students participating in the Lutheran College Washington Semester program, who may take two units S/U). First-year students who attain an average of 3.00 to 3.29 are placed on a First-Year Recognition List for commendable academic performance in their first or second semester.

Exemption from Degree Requirements

The College may recognize work on the college-level completed elsewhere by a student. This recognition may take the form of exemption from

degree requirements and may carry academic credit. Students should present their requests for exemption to the Registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Board, or examinations administered by the department concerned. Decisions on exemption and credit rest with the department and the Registrar.

International and other students who learned in a language other than English during the final three years of secondary school may petition for exemption from the second language requirement. Please contact [Office of the Registrar](#) for additional information.

Grading System

Courses are normally graded A through F, with these grades having the following significance:

A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

Letter grade A+ A A- B+ B B- C+ C C- D+ D D- F

Grade point 4.33 4 3.67 3.33 3 2.67 2.33 2 1.67 1.33 1 0.67 0

A student's accumulative average is computed by summing his or her quality points and dividing by the number of course units taken. The average is rounded to the second decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College offers a satisfactory/unsatisfactory grading option. This option is intended to encourage students to be adventurous intellectually in courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for requirements for graduation, or for courses taken in a student's major field. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first ten class days of the semester.

Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of Inc (Incomplete) is issued by instructors when emergency situations, such as illness, prevent a student from completing the course requirements on time. The Office of Academic Advising and Student Support Services supports instructors in their decision to give a student an INC or NG when extenuating circumstances (e.g., sickness, a recent death in the immediate family, serious personal problems, or other circumstance of equal gravity) prevents completion of course requirements by the end of the semester. The Office of Academic Advising and Student Support Services *does not* document or maintain INC/NG agreements made between students and instructors.

The missing work must be completed by the end of the add/drop deadline of the semester following the one in which the incomplete was incurred.

A student who withdraws officially from a course after the ten-day add/drop period, but within the first eleven weeks of the term, receives a W (withdrew) grade. If a student withdraws from a course during the last five weeks of the semester, he or she will receive an F (failure) in the course. A student who withdraws officially for medical reasons receives a W regardless of the time of withdrawal. The W grade is not used in computing averages.

The symbol N/F is used in cases where a student registers for a course but does not attend or participate in the course and then fails to withdraw properly. It is assigned 0 quality points and is used in the GPA.

Graduation, Honors, and Commencement

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years of residence at Gettysburg College; grade point average computations are based on four years' performance.

- Valedictorian - to the senior with the highest accumulative average.
- Salutatorian - to the senior with the second highest accumulative average.
- Summa Cum Laude - to those seniors who have an accumulative average of 3.90 or higher.
- Magna Cum Laude - to those seniors who have an accumulative average of 3.70 through 3.89.
- Cum Laude - to those seniors who have an accumulative average of 3.50 through 3.69.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor

during at least two years in residence at Gettysburg College and have presented excellent transfer grades. To arrive at a decision, the Committee will factor in all grades earned at other institutions and during off-campus study programs.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students, as computation for this award is not necessarily based on four years in residence at Gettysburg College.

Participation in the May Commencement exercises shall be limited to those students who have completed all graduation requirements by that Commencement ceremony.

Honor Code

In May of 1957, the Faculty approved in principle an Honor Code and accepted in fact a Constitution for the Honor Code at Gettysburg College. With these measures, the Faculty delegated to the Honor Commission responsibility for the regulation of student academic conduct. The final responsibility for the regulation of student conduct remains with the Faculty. The current version of the Honor Code is the result of substantial revision approved by the Faculty, Honor Commission, and Student Senate in 2006.

The Gettysburg College Honor Code articulates the relationship between our shared values of honesty and integrity and our mission as an institution devoted to learning and the pursuit of knowledge. In short, this mission depends on trust and trust requires honesty and integrity. The entire College community is enjoined to actively support our principles of honesty and integrity as summarized in the Gettysburg College Pledge:

I affirm that I will uphold the highest principles of honesty and integrity in all my endeavors at Gettysburg College and foster an atmosphere of mutual respect within and beyond the classroom.

For information about responsibilities to support the principles of the Honor Code and information about procedures for addressing breaches of the Honor Code, students should consult the full text of the Honor Code and the summary in the next section or at the following website:

<http://www.gettysburg.edu/honorcode>

Honor Societies

Phi Beta Kappa

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 270 Phi Beta Kappa chapters in American colleges and universities, twenty of which are in Pennsylvania. The Gettysburg College chapter elects to membership about ten to fifteen percent of the senior class who have distinguished academic records and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.

Other Academic Honorary Societies

The College promotes excellence in the academic program by supporting the following honorary societies for students with outstanding academic records in a particular major or area of study.

Alpha Kappa Delta: International sociology honor society, open to junior and senior students who have taken at least four courses in sociology, have a GPA of 3.2 or better in sociology and a 3.0 overall GPA, and are in the top 35 percent of their graduating class.

Ankh Maat Wedjau Honor Society: Non-secret, non-profit organization which promotes scholarly study, research, publication and other scholarly activity in the field of Africana Studies among students at academic institutions, and among academic professionals in the field of Africana studies.

Delta Phi Alpha: National honorary society that recognizes excellence in the study of German, provides incentives to higher scholarship, and promotes the study of the German language, literature, and civilization.

Eta Sigma Phi: Classics honorary society for students who have taken at least two courses in the Classics Department with a B or better average and who are enrolled in an additional classics course.

Kappa Delta Pi: International honor society in education. To qualify for membership, a student must meet the following criteria: a cumulative GPA of 3.0 or greater, have at least 6 credit hours in education course work completed; have completed at least 24 credits of collegiate course work.

Lambda Alpha: Honorary society for anthropology majors and minors. Student must have completed at least four anthropology courses, be a junior anthropology major or minor, have at least a 3.5 average in anthropology, have at least a 3.33 average overall, and be in the top 35 percent of his or her graduating class.

Omicron Delta Epsilon: This organization is the national economics honorary society. Students can be considered for membership once they have achieved the following: Taken at least **four courses** in Economics, including two Introductory Economics courses (101 and one course from those numbered 201-239), and the two Intermediate Theory courses (243 and 245). Achieved a grade point average of 3.2 or above in the major, and 3.1 or above overall.

Phi Alpha Theta: Honorary society that recognizes academic achievement in history and that actively carries on dialogue about history-related issues outside the classroom

Phi Sigma Iota: Romance languages honorary society for junior and senior majors in French and/or Spanish with at least a B average in the major and overall.

Pi Lambda Sigma: National honorary society for majors in management, economics, and political science with at least five courses in their major with a GPA of 3.1 or better.

Pi Sigma Alpha: Nu Psi chapter of the national political science honor society for junior and senior majors in political science. To qualify for membership, a student must meet the following criteria: a 3.0 grade point average overall, a 3.2 grade point average in the major, completion of four courses in the major, and rank in the top third of his or her class. Student officers administer the organization and plan programs as well as social events.

Psi Chi: Honorary society in psychology that serves to advance the science of psychology; for students who have completed a minimum of three courses and are enrolled in their fourth and who have achieved an average of at least 3.0 in the major and overall.

Sigma Alpha Iota: International society for women in music, advocating and encouraging excellence in scholarship, advancement of the ideals and aims of the Alma Mater, and adherence to the highest standards of citizenship and democracy.

Sigma Pi Sigma: National honorary society that recognizes outstanding scholarship in physics, encourages interest in physics among students at all levels, and promotes an attitude of service of its members toward their fellow students, colleagues, and the public.

Theta Alpha Kappa is the national honor society for excellence in Religious Studies. To be admitted students must earn a Grade Point Average of 3.5 in at least four courses in Religious Studies, have an overall GPA of 3.0, and be ranked in at least the top 35% of their class at the time of induction.

Suspension, Leaves of Absence, and Reinstatement

Students are expected to be enrolled continuously from their matriculation through graduation. Understanding that unexpected events may occur, however, the College allows for leaves of absence. If a student withdraws from a course during the last five weeks of the semester, the student will receive an F (failure) in the course unless granted a withdrawal for approved medical reasons.

For enrollment accounting purposes, all students will be withdrawn after 180 days from the last day of class attendance. Students who have been suspended, placed on leave, or withdrawn do not have to reapply for admission to the College, but they may be required to submit information for review and approval before being reinstated. Any such requirements will be set forth when the suspension or leave is initiated. Students may also voluntarily, permanently withdraw from the College.

Students who have been suspended, placed on leave, or withdrawn may not remain on campus, may not participate in College activities, and may not visit campus.

Gettysburg College reserves the right to initiate or require a leave or suspension for academic, disciplinary, medical, or behavioral reasons and reserves the right to defer or refuse reinstatement or return.

Suspensions

A student may be suspended for academic or disciplinary reasons. Please refer to the College policy on Academic Standing for additional information on academic related suspensions or the Student Code of Conduct for additional information on disciplinary related suspensions. At the time of suspension, the student will be notified of the semester that the student may be eligible for readmission to the College. A student academically suspended for a second time is not eligible for readmission.

Leaves of Absence

The College has three types of leaves of absence: Personal, Medical, and Behavioral (College-Initiated). All leaves are administered through the Office of Academic Advising and Student Support Services. To initiate a leave of absence, a student must submit a leave of absence request form to the Office of Academic Advising and Student Support Services. A student who is on leave may petition the Academic Standing Committee to transfer credit for courses taken at another institution. Proposals for such study **must** be submitted in advance to the Registrar for review by the Academic Standing Committee. All leaves will be refunded in accordance with the College's refund schedule. For further details about regulations and policies, consult the Academic Advising website. For information about refunding of tuition and fees, please consult Student Accounts or the [Withdrawal and Leave of Absence Refund Policy](#).

1) Personal Leave. A student may request a Personal Leave at any time. If the College has information to suggest that a Medical Leave is appropriate, however, the College may refer the request to Health and Counseling for review and recommendations. At its discretion, the College may transmute a Personal Leave into a Medical Leave.

2) Medical Leave. Medical Leave requires the support and approval of Health or Counseling Services. All applications for medical leave are reviewed on a case-by-case basis. Students who are hospitalized during the semester require approval from Health or Counseling before being

allowed to return to campus. Students may be advised to take a health leave following hospitalization, pending review on a case-by-case basis.

Students who are granted a Medical Leave are expected to be on leave for any remainder of the current semester and for the subsequent semester. Students who are granted late course withdrawals from some but not all courses are generally expected to take a Medical Leave for the subsequent semester.

3) Behavioral Leave (College Initiated). The College will apply the procedures outlined in this policy to determine, at its discretion, whether a Behavioral Leave is necessary. Behavioral Leave generally carries the expectation that: a) student is withdrawn for the remainder of the current semester and the subsequent semester; and, b) completes associated requirements before being allowed to return to campus. Students are normally encouraged to consider a voluntary leave before the College initiates a Behavioral Leave. The College may implement Interim Measures (see "Interim Measures" below) during this process. Alcohol and Other Drugs leaves are addressed separately in the Student Code of Conduct.

The College may initiate a Behavioral Leave if, in the judgment of the Dean of Students' Office, the student meets one or more of the following standards:

1. The student's behavior compromises the health and safety of self or others. This may include behavior that necessitates unreasonable measures to ensure the student's and/or others' wellbeing.
2. The student's behavior is disruptive to others. This includes behavior that causes emotional, psychological or physical distress substantially above that normally experienced in daily life or that disrupts College operations.
3. The student fails to comply with an assessment, intervention or Medical Leave recommended by the College because of academic, medical, or behavioral concerns. Where the recommended assessment is impossible, as with the student's failure to comply, indirect behavioral observations will constitute the basis for judgment.
4. The student requires specialized care or interventions to manage behavioral issues that the College cannot reasonably provide.
5. The student is enrolled but has a pattern of class absences demonstrating failure to maintain their enrollment status (full- or part-time).

Procedures for a Behavioral Leave

Any individual who believes that a student meets one or more of the standards described above should contact the Dean of Students' Office, which will refer the matter to an administrator designated as the Coordinator of the student's case. The Coordinator will appoint other personnel to form a Review Committee, which the Coordinator heads.

The Review Committee may require an assessment of the student by a medical/psychiatric provider on- or off-campus to determine if the student meets the standards above. An assessment is not required in determining whether the standards above have been met, however. The Review Committee will consider all medical, psychological, observational and academic reports submitted with regard to or on behalf of the student that are relevant to determining the appropriateness of a Behavioral Leave. Treatment and evaluation reports should include information pertaining to diagnosis, treatment and prognosis. With the information available, the Review Committee will also determine if a reasonable accommodation can be made to maintain the student's enrollment.

If the Review Committee concludes that the student does not meet any of the standards for a Behavioral Leave, it will inform the student in writing and this process will terminate. Generally, a member of the Review Committee will meet with the student to consider appropriate alternatives, including a behavioral contract or disciplinary action.

If the Review Committee concludes that the student does meet one or more of the standards for a Behavioral Leave, the Review Committee will notify the student of its decision in writing and will include reasons for its conclusion. The Review Committee's decision will become effective immediately.

Appeal Process for a Behavioral Leave

A decision reached by the Review Committee may be appealed by the student to the Dean of Students' Office within five (5) calendar days of the decision. Such appeals should be in writing and include specific points the student wishes the Dean of Students' Office to consider. The Dean of Students' Office has five (5) calendar days to review the information presented and inform the student of the decision in writing. The Dean of Students' Office may (1) uphold the decision of the Review Committee, (2) adjust the finding, (3) refer the matter back to the Review Committee for further proceedings, or (4) reverse the decision of the Review Committee and reinstate the student. The appeal decision is final.

Interim Measures

To ensure the safety of individual students and the community, the College may take interim measures while working through disciplinary and Behavioral Leave reviews. Interim measures include residential separation or relocation, class schedule changes, restrictions from College activities and/or facilities, work or job assignment changes, "no contact" directives, temporary separation from the College, a health evaluation (see "Health Evaluation" below), or other measures to ensure the well-being of all students.

Health Evaluations

Health evaluations must address 1) attendance dates of the evaluation and any previous dates of contact; 2) a description of the evaluation procedures (tests, interviews, etc.); 3) specifics about recommended courses of treatment; 4) an opinion about the fitness of the student to return to residential living OR suggestions for alternative arrangements; 5) an opinion about whether and under what circumstances the student appears to

represent a danger to self or others. Based on the information submitted, the Director of Health or Counseling may refer students for additional evaluation if it is determined by the Director that more information is needed to determine eligibility for reinstatement.

Students undergoing health evaluations must sign releases of information that allow 1) their medical/psychiatric providers to communicate with Health and/or Counseling Services; and, 2) Health and/or Counseling Services to communicate information to College Life. Releases are available on the Counseling Services website at <https://www.gettysburg.edu/offices/health-counseling-services/counseling-services/general-releases>

Note that securing a valid health evaluation can take weeks; thus when a health evaluation is required, the student may be advised/required to take a leave.

Process for Reinstatement after Suspension or Leave

Students must resolve all incomplete coursework before they will be permitted to return from leave.

Students placed on Suspension or Leave must follow the requirements set forth in writing at the time they left. Failure to do so or to provide accurate and complete information is grounds for denying reinstatement. Return may include stipulations concerning class schedule, extracurricular activities, place of residence or other conditions as may be judged to be in the best interest of the student and the College community. While the College seriously considers the opinions of external individuals (medical providers, e.g.), the ultimate decision about reinstatement belongs to the College. Thus, a recommendation for return from a student's healthcare provider(s) is not in itself sufficient grounds for reinstatement.

Students may participate in upcoming registration activities after being officially approved for reinstatement.

All students wishing to return from suspension/leave must notify the Office of Academic Advising and Student Support Services of their intent to return per the following dates:

Notification to Academic Advising

Suspension April 15 for fall return

November 1 for spring return

All other leaves May 1 for fall return

November 1 for spring return

All students must then submit required supporting materials (set forth in writing at the time the leave was taken) to these offices by the designated dates:

Suspension Academic Advising May 15 for fall

Dec 1 for spring

All other leaves Counseling & Health June 1 for fall

December 1 for spring

Registration

Students must be registered officially for a course in order to earn academic credit. By formally registering for courses, the student pledges to abide by College regulations. Students may also enroll in a course for credit during the first ten days after the beginning of the semester. Students may not enroll in a course after the ten-day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The College may withdraw a student from classes and withhold transcripts and diplomas for failure to pay college charges. The College may deny future enrollments for a student with a delinquent account.

Residence Requirements And Schedule Limitations

The normal program consists of eight courses per year, with four courses in each semester. (Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year.) A minimum of sixteen course units must be taken at Gettysburg College or in an approved College program. The last full year of academic work must be completed as a full-time student. Unless given approval, students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the Academic Standing Committee through the Office of the Registrar. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a

degree may take fewer courses than this without permission of the Academic Standing Committee.

After the first semester, students may enroll in five courses in any two semesters without petitioning for the right to do so; after two such five course unit enrollments, students will have to petition to overload. For the purposes of determining a full load of four courses, summer internship credit recorded in a subsequent semester will not count. The four course load will apply to study abroad programs. In all cases, students will be allowed to pre-register for only four one-unit courses, and those eligible for an overload may add a fifth course unit during the start-of-term registration period.

Majors and minors in music must take quarter courses, in addition to the normal course load. Other students may take quarter courses in applied music, with the approval of the music department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will appear on the student's transcript.

The College offers a limited opportunity for students to register for and complete a course of study during the summer. Primarily these are off-campus individualized study or internship courses and are arranged through academic departments.

Special Interest and Dual Degree Programs

Special Interest Programs

Students may petition the Academic Standing Committee for permission to take courses at another college, university or study site that offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are urban studies, media and communication, and journalism. Interested students should consult the Office of the Registrar.

Dual-Degree Programs

For all of our Dual-Degree programs, once Gettysburg students apply for and are accepted to an affiliated university, they become students of that university while retaining an affiliation with Gettysburg College through graduation. Students who qualify for financial aid at Gettysburg College are not guaranteed a similar financial aid package at our affiliated universities. Financial aid at the affiliated university must be applied for directly through that university. All other services will also be provided by that university.

Transcripts

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must include the student's written signature and should be directed to the Office of the Registrar. There is no charge for this service unless special handling is required. The College reserves the right to deny a student's request for a transcript when there is a debt or obligation owed to the College or when there is an unresolved disciplinary or honor code action pending against the student.

Transfer Credit

This policy applies to all courses presented for transfer to Gettysburg College except those completed through the Central Pennsylvania Consortium or through an affiliated program administered by the Center for Global Education.

After enrolling at Gettysburg College, students may transfer a maximum of three course credits. Transfer credit may be presented at the time of matriculation. After matriculation, all transfer credit must be pre-approved by the Office of the Registrar. Students entering Gettysburg College as a transfer student must satisfy all additional course requirements and a minimum of 16 course credits at Gettysburg College or through a regular College-approved program of off-campus study.

Credit for academic work completed at another institution may be awarded based upon the following criteria:

1. Student must arrange for the transfer institution to send an official transcript to the Gettysburg College Office of the Registrar.
2. Transfer institutions within the United States must be regionally accredited. Institutions outside of the United States must be recognized as degree granting institutions by their home country. International transcripts may require a third-party evaluation by World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.
3. Credit of at least two semester hours or three quarter hours and a grade of C- or better (or its equivalent) must be earned to be eligible for transfer.
4. Courses must be similar to Gettysburg College courses in content, method of instruction, and rigor. Online, hybrid, distance learning courses: Normally credit is not accepted for courses without regular meeting times, or contact time with the course instructor. Transfer credit for this type of course can be considered on an individual basis only with the support of the appropriate department chair.

To insure that a full load under another credit system equates to a full load at Gettysburg College, the following conversion scheme applies to students presenting more than three transfer course credits for evaluation:

Sem. Hrs. Gettysburg Units Qtr. Hrs. Gettysburg Units

4	1.00	6	1.00
3	.80	5	.80
2	.50	4	.65
		3	.50

Exemption from these rules may be considered on a case-by-case basis.

Admissions Policies

Admission Evaluation Criteria

Gettysburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic backgrounds who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation that will enable them to profit from the many opportunities that Gettysburg College offers.

Since admission is highly competitive, the admission staff gives careful consideration to each application. Its decisions are based on two categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record.

Gettysburg College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, honors, International Baccalaureate and advanced placement courses is highly desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

It also assumes graduation from an approved secondary school or home-school program.

Students also must submit the SAT I of the College Board or the test results of the American College Testing (ACT) program. Strong applicants who believe that standardized tests do not represent their academic achievement can choose to apply testing-optional.

Evidence of personal qualities.

There is high interest in individuals of character who will contribute in positive ways to the College community. In estimating such qualities, the admissions staff relies on what students say about themselves in essays and interviews, and the confidential statements from secondary school principals, headmasters, teachers, and guidance counselors; Essentially, any evidence of in-depth involvement in secondary school activities and/or participation in community affairs is favorably considered in the admission process.

All acceptances by Gettysburg College are conditional and dependent upon students continuing to do satisfactory work in all subjects, avoiding disciplinary circumstances, and earning a secondary school diploma.

Application Process

Early Decision

Students for whom Gettysburg College is a first choice are strongly encouraged to apply for Early Decision admission. The deadline for Early Decision I is November 15 and the deadline for Early Decision II is January 15. A non-refundable fee of \$60 must be sent with the application. Those students accepted under this admission plan are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be mailed within a month after the deadline. Payment of a \$500 deposit is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT I or the ACT in the junior year, scores from the October/November testing date of the senior year will also be considered. Some Early Decision applicants who are not offered acceptance at that time will be deferred to the Regular Decision admission pool and their application will be reviewed again. Additional semester grades or new test scores may be submitted for students deferred to Regular Decision.

Regular Decision

Students applying as Regular Decision candidates to Gettysburg College should submit an application by January 15; a nonrefundable fee of \$60 must be sent with the application. Most offers of acceptance will be mailed by late March. Payment of a \$500 deposit is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

[More information](#)

Sunderman Conservatory Application Process

Prospective students for the **Bachelor of Arts in Music, Bachelor of Music in Performance, Bachelor of Music Education and Music Minor** programs will interview with a member of the conservatory faculty and audition in their performance area. Students who are interested in

the music minor may elect to audition after they arrive on campus.

All students who wish to enroll in a Sunderman Conservatory of Music degree program must be admitted to Gettysburg College by the admissions office through the standard admissions process and must be accepted for study by the conservatory faculty through audition.

[More information](#)

International Student Application Process

The College welcomes applications from international students who can read, write, speak, and understand the English language with considerable proficiency. International applicants should send the completed application form with official secondary school transcripts and an explanation of grading procedures; the SAT of the College Board or the test results of the American College Testing (ACT) program, either of which is very strongly recommended; the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) results; the application essay; and The College Board Certification of the Finances Form. International students applying for financial aid must also file the College Board's International Student Financial Aid Form.

[More information](#)

Transfer Student Application Process

Gettysburg welcomes applications from students interested in transferring to the College. Transfer students applying for the spring semester should submit their application by November 1, and students applying for the fall semester should apply by April 15; transfers applying after those preferred deadline dates should do so as soon as possible.

Reactivating the application

Students who have previously applied to Gettysburg College and now wish to reactivate their application must submit a Gettysburg College Application Reactivation form. In order to update and complete the application, send the final secondary school transcript, college transcript(s), the College Report, and the Instructor Evaluation form.

Applying for the first time

Transfer students should submit an application for admission, the final secondary school transcript, SAT and/or ACT results, college transcript(s), the College Report, and the Instructor Evaluation form. Transfer students who do not wish to have SAT or ACT results considered for admission can choose to apply under the College's Test Optional Policy.

Transfer of credits

Transfer credits are granted provisionally for individual courses passed with a C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. During the first semester, transfer students must review the graduation requirements with their academic advisor or the Registrar. Transfers are required to earn all additional credit at Gettysburg College or through a regular College-approved program of off-campus study. In order to complete the transfer of course credits, transfer students are required to complete one year of satisfactory work at Gettysburg College. All transfer students must satisfy the course requirements in their major area of interest.

[More Information](#)

Home-Schooled Student Application Process

Students who have been home-schooled are welcome to apply to Gettysburg College. Although we use the same criteria to evaluate home-schooled applicants as we do for those students applying from accredited high school programs, we do understand that home-school academic backgrounds are distinctive. Candidates for admissions who have been educated in the home must interview with an admissions counselor and include with the application both the accrediting and evaluative documentation mandated by their home state. In order for us to get the best picture of your college preparation, we also ask that you submit the following with your application:

- A transcript from a reputable home-school correspondence program, or a detailed roster (including subject areas studied, texts used, and time spent on each discipline) of academic coursework at the secondary level. Classes taken during the senior year at a local two or four year college or university is highly valued and transcripts should be included with the application.
- A short narrative, written by the person other than yourself who has been most responsible for your academic life, describing the nature of your secondary-level education. This document should not be a recommendation, but rather a description of your instruction in recent years.
- In addition to the admissions essay, a graded paper in an academic area of your choosing is required.
- A letter of reference from a tutor, evaluator, or teacher who is not a family member.
- SAT and/or Act scores are recommended. We strongly recommend that home-schooled students submit three SAT II subject tests, preferably in writing, mathematics, and a third subject of the student's choosing.
- An interview with an admissions counselor is required.

Guest Student Application Process

A high school graduate, not a candidate for a degree, may apply for admission as a non-matriculated student. Normally, such a student may enroll in a maximum of two courses per semester and take no more than eight courses as a non-matriculated guest student.

Taking courses as a guest student requires filing an application for guest student status with the admissions office as well as permission of the instructor(s) of the course(s) involved.

A guest student who may later wish to become a candidate for a degree and a matriculated student at Gettysburg must submit an application under regular admission procedures as either a first-year or transfer student. Guest students have the same academic classroom duties and privileges as regular full-time students, but no promise is made in advance that the guest student will be admitted as a candidate for a degree.

Advanced Placement (AP), International Baccalaureate (IB), and Advanced Credit

Students who have taken advanced placement courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of The College Board. All entering students who submit a score of four or five on these tests may receive one course credit for each tested area toward the 32-course graduation requirement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Those high school students who have taken regular courses at the college level in regionally accredited junior or four-year colleges may receive credit for these courses.

Gettysburg College recognizes the quality of the International Baccalaureate (IB) Diploma in the admission process. In addition, the College awards one course credit in each subject area for Higher Level examination scores of five or higher.

Visiting Campus

A campus visit through the admissions office is strongly recommended as it gives prospective students a personal look at the rich opportunities and variety offered in the academic and extracurricular program. Prospective students are welcome to visit the campus for a tour and/or a group session at any time. Interviews may be scheduled between April 1 of the junior year and mid-February of the senior year. Students can arrange an interview, group session, or campus tour by calling the Office of Admissions at 717-337-6100 or 800-431-0803 or scheduling an appointment online. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.

[More information](#)

Financial Policies

Semester Tuition, Room and Meals (Comprehensive Fee)

Gettysburg College bills each full-time student tuition, room and meals (also referred to as the comprehensive fee), on a semester by semester basis. A full-time student is one registering for at least three courses per semester.

Fees for books and supplies, telephone, certain private music lessons, optional off-campus courses, and optional health insurance coverage are in addition to the comprehensive fee.

2022-23 Fees

Tuition - Full Time Student: **\$61,760**

Meal Plans

USA Plan (Unlimited Servo Access): **\$6,920**

*required for all First year students

Servo Plus – (Includes \$125 Dining Dollars, Plus Lite Fare, Plus Portability): **\$6,920****

**Not available to First Year students

Traditional 12/\$200 Meal Plan: **\$5,800**

Apartment 7 Meal Plan: **\$3,040**

Room Rates

Regular Room: **\$8,010**

Middle Rate Room: **\$9,150**

Single or Apartment Room: **\$10,080**

Special Student Fees and Per Course Charges

Part-time matriculating students will be charged **\$8,000** per course.

Students completing their student teaching requirement as a 9th semester course will be charged a Post Graduate Student Teaching course charge of **\$5,140**.

Any student who is not a candidate for a degree will be charged at the rate of **\$4,000** per course.

Music Lesson charges for non-majors are **\$275** - one weekly half hour lesson.

Students electing to participate in a non-affiliated global study program will be billed a Non-Affiliated Global Study Fee (each semester) that covers the administrative services provided by Gettysburg College for the student. The fee for this year is **\$2,150**.

Payment of Bills and Billing Statements

The College operates on a two-semester calendar. An itemized statement of charges for each semester will be available online approximately one month before the payment due date.

During the semester, monthly billing statements will be available online by the fifth business day of the month and will include any additional charges or fees incurred during the prior month.

Billing Statement	Availability	Due
Fall Semester	mid-June	August - First business day
Spring Semester	Early December	January – First business day
Monthly Statements	Fifth business day	Monthly – on the 25th

The College uses an online billing and payment system for Student Account statements and optional online payments. Student account statements are distributed monthly to the student's official Gettysburg College email address and to anyone designated as an Authorized Payer within the online billing system. Establishing an authorized payer allows someone other than the student to receive and view, and/or make a payment to the student account. Gettysburg College encourages students to consider identifying parents or guardians as authorized payers. Students and their parents/guardians may print a billing statement from the online system if a paper copy is desired. Instructions and the link for authorized payers to access the online billing system are available online on the Student Accounts Webpage.

Students and their parents/guardians may make payments online from a personal checking or savings account (without a fee) or via credit/debit card (with payment of a convenience fee) using the online billing and payment system. PLEASE NOTE: Credit/debit card usage is limited to VISA, MasterCard, Discover, and American Express. There will be a convenience fee of 2.75% added to each credit card payment when using this service. This fee is not associated with or passed on to Gettysburg College.

International students may make payment via GBURG Billing by choosing the foreign currency option and following the instructions on the screen and completing the requirements for the funds to be transferred to make the payment. Allow up to 10 days for processing.

International students may also make payments via the Western Union payment link on the Student Accounts webpage.

Payment may also be made in the form of cash, personal check, certified check, or money order. Checks should be made payable to Gettysburg College and should include the student's ID number to ensure proper credit to the student account. Checks should be mailed to Gettysburg College, Student Accounts Office, Campus Box 437, 300 North Washington Street, Gettysburg, PA 17325. Please note: A \$30 charge will be assessed for all returned checks and returned online ACH payments.

Student Financial Responsibility

By registering for classes at Gettysburg College, students agree that they accept full financial responsibility for all tuition charges and fees related to their attendance and course registration, regardless of whether the instructor, location, or modality of the course is modified for any reason, including any [Force Majeure event](#).

In addition, students accept full financial responsibility for all charges related to their meal plan, housing, and any other related fees and fines.

Students choosing to participate in a Global Study Program agree that they accept full financial responsibility for all charges related to their Global Study Program. In addition, students accept full financial responsibility for the charges relating to their Global Study meal plan, housing, and any other related fees or fees incurred while on the program.

Students who choose to enroll in extracurricular programs or participate in other related activities that require a fee for participation accept full financial responsibility for these charges.

Students also accept full financial responsibility for any charges for service, fines, penalties, damage fees, program fees or any other fees that they may incur and are applied to the student account.

Students are to complete payment of their tuition, room, meal and other charges and fees or their Global Study Charges by the due dates on the billing statements to maintain active enrollment status and their ability to register for courses for future semesters.

Delinquent accounts are subject to a penalty charge of 1% per month.

Gettysburg College policy provides for the withholding of all credits, educational services, and issuance of transcripts and certification of academic records from any person whose financial obligations to the College (including delinquent accounts, deferred balances and liability for damage) are due and unpaid.

Force Majeure: Gettysburg College will not be liable to the Student or the Student's Parent for any failure or delay in performance under this Agreement, and no default or breach of this Agreement will have occurred, when and to such extent the failure or delay is due to circumstances beyond the College's reasonable control including without limitation, Acts of God, flood, fire, earthquake, explosion, loss of power, war, terrorist threat or act, protest or other civil unrest, external disruptions, pandemics or epidemics, labor disruptions, or official governmental or judicial action.

Arbitration of Disputes and Venue for Claims: In the event that any dispute related to payment of tuition, fees, or any other charges cannot be resolved directly between the College and the student, the dispute shall be submitted to binding arbitration before a single arbitrator selected by mutual agreement of the parties. The arbitrator shall establish the rules, schedules, and other procedures to be used during the arbitration. The decision of the arbitrator, absent fraud or plain error of law, shall be final and binding upon the parties and shall be enforceable in courts of proper jurisdiction. In the event that all parties agree that a dispute should not be arbitrated or in the event that any dispute is not arbitrable, then venue for any claim shall be exclusively within the Court of Common Pleas of Adams County, Pennsylvania and/or the United States District Court for the Middle District of Pennsylvania.

Waiver of Class Action Rights: THE STUDENT AND THE COLLEGE AGREE THAT EACH MAY PURSUE CLAIMS AGAINST THE OTHER ONLY IN YOUR/ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING.

If any overdue obligation is referred for either College internal collection efforts or an outside agency or attorney for collection efforts and/or legal suit, the debt shall be increased to cover all reasonable collection fees, allowed by State and Federal law, including, but not limited to a reasonable collection agency fee which may be based on a percentage at a maximum of 33% of the delinquent account, together with all costs and expenses, including reasonable attorney's fees and court costs, necessary for the collection of the delinquent account balance. In the event that additional collection services are required, the debt may be increased to cover reasonable collection agency fees which may be based on a percentage at a maximum of 42.87% of the delinquent account, together with all costs and expenses, including reasonable attorney's fees and court costs, necessary for the collection of the delinquent account balance.

By providing a cellphone number or wireless device information to Gettysburg College, students authorize Gettysburg College, the Department of Education, Collection Agencies, the Perkins and College loan servicer and their respective agents and contractors to contact them, at the current or any future number that is provided, using automatic telephone dialing equipment or artificial or pre-recorded voice or text messages, regarding their student account balance and/or any loan(s) including the payment of their student account balance or the repayment of their loan(s) to Gettysburg College.

To assist in payment of past due balances, College and other resources may be available to a student. If a student's family financial status changes or a student is otherwise unable to make a payment when scheduled, the student is encouraged to contact the Student Accounts Office prior to the scheduled due date to discuss alternative payment arrangements or the Financial Aid office to discuss the potential opportunity for additional aid.

Enrollment Deposit

A \$500 enrollment deposit is payable by all students prior to enrollment or readmission following a withdrawal. This non-interest bearing deposit remains with the College for the duration of a student's enrollment. An enrollment deposit is refundable when the student graduates or withdraws with the following exceptions:

- Unpaid charges at the time of graduation or withdrawal will be deducted from the enrollment deposit prior to refund.
- The deposit is forfeited if a student, who pre-registered for classes for the upcoming academic year, withdraws subsequent to June 1.
- The deposit is forfeited if a first-year student withdraws prior to the start of the academic year.

Payment Plans

The College offers an interest free optional monthly payment plan by semester through GBURG Billing for those who wish to make installment payments over a 5 month period. Fall plans begin on June 15th and Spring plans begin on November 15th. Parent(s)/Guardian(s) will need to be invited via GBURG Billing to be a payer on the student account to set up a plan. The plan is available via the GBURG Billing Dashboard. Payment Plan payments are online only. There is a non-refundable fee of \$35 per semester to enroll in this plan. For more details, contact the Student Accounts office at studentaccounts@gettysburg.edu or call [717-337-6220](tel:717-337-6220). Cashnet is the provider of this plan and can be reached at [1-877-821-0625](tel:1-877-821-0625).

Withdrawal and Leave of Absence Refund Policy

A student must notify the Office of Academic Advising in writing that he or she intends to withdraw or request a leave of absence from Gettysburg College. (See withdrawal and leave of absence policy.) The date of withdrawal will be the last day of attendance in classes or of residence in college housing.

Financial aid recipients who leave the College during a term will have their Title IV aid recalculated according to the federal refund requirements, which state: "Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of

Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.”

See Volume 5 of the most recent [FSA handbook](#).

Title IV funds include and will be returned in the following order: Unsubsidized Direct Stafford Loan, Subsidized Direct Stafford Loan, Direct PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other Title IV grant funds.

See Volume 5 of the most recent [FSA handbook](#)

Students receiving financial assistance may have a portion of their original award returned to the programs as required by federal regulation and the Gettysburg College refund policy, thus creating a balance due to the College. For this reason, students contemplating withdrawing during a term of enrollment are strongly encouraged to meet with the Financial Services and Financial Aid Office prior to leaving the College.

Refunds for Tuition, Global Study Tuition* and Program Fees*

Refunds for the above are calculated as follows:

- 100 percent, if notice is received by the tenth day of classes;
- 80 percent, if notice is received by the third week of classes;
- 50 percent, if notice is received by the fourth week of classes;
- 25 percent, if notice is received by the sixth week of classes.

No refund will be calculated after the end of the sixth week of classes.

*Refunds for Global Study Tuition and Program fees will be based on the affiliated global study program institution’s refund policy. Gettysburg College retains the right to charge the student for any non-recoverable costs due to the student’s withdrawal from the program.

Refunds for Room charges will be calculated based on the time the student was in their room for the semester. A credit for the unused time will be applied to the Student Account.

Refunds for Meal plans will be calculated based on the time the student was on campus for the semester. A credit for the unused portion of the meal plan will be applied to the Student Account.

Required Withdrawal

A student who is required to withdraw for disciplinary reasons, after the stated refund period, will forfeit all fees which he or she has paid.

Tuition Refund Insurance

We recommend every family consider GradGuard’s™ Tuition Protection Plan.

We believe it’s important to offer an easy, affordable way to protect the investment your family has made in higher education. That’s why Gettysburg College has negotiated with GradGuard™ to provide our families with tuition insurance featuring special plans and rates not available to the general public.

This coverage expands the scope of our refund policy by ensuring reimbursement for tuition, room and board and other fees for covered withdrawals **at any time during the semester**. Plans also include Student Life Assistance: a 24-hour emergency hotline that offers students and parents even greater peace of mind.

For important information related to COVID-19 and tuition refund insurance, please see the following information on the GradGuard site: [Tuition COVID-19 Coverage Alert](#) (PDF)

Learn more at www.gradguard.com/tuition/gettysburg or call [1-877-794-6603](tel:1-877-794-6603).

College Store

The College Bookstore account has a charge limit per student of up to \$750 for books and merchandise during the first full month of classes. After that, the available charge limit is set to up to \$200 per month, depending on the Student Account balance status. Students with an unpaid student account balance may not have the full charge limit available to them.

The monthly charges from the College Bookstore are transferred to the Student Account at the beginning of each month and appear on the online monthly billing statement as “Transfer from College Store”. Full payment for any amount charged at the College Bookstore is expected by the due date on the billing statement with the charge from the College Bookstore on it. In addition, a College Bookstore transactional summary is available monthly on the GBURG Billing online billing and payment system.

The College Bookstore also accepts cash, checks, Barnes and Noble gift cards, MasterCard and Visa as methods of payment.

A student's College Bookstore account may be closed at the discretion of the Student Accounts Office or upon written request sent to studentaccounts@gettysburg.edu.

Credit Balance Refund Policy

- Students may be eligible for a refund if a credit balance is reflected on their student account. The criteria for obtaining a refund are listed below. The refund process will begin after the drop/add period of every term, which is 10 school days after the start of the semester.
- Students have the option to receive a refund via paper check or direct deposit. The refund process is run twice a week, typically on Tuesdays and Thursdays, after the drop/add period of each semester.
- Requests should be submitted and received no later than 2:00 p.m. on the day preceding the desired refund.
- The direct deposit process allows refunds to be deposited directly into a student's checking or savings account of their choice. Depending on the banking institution, the refund should post in 1 to 3 business days.
- Paper checks will be sent to the address the student designates on the refund request.
- All refunds for students who withdraw, take a leave of absence, or graduate will be processed via paper check.
- The refund policy is in compliance with Federal Regulations 34 CFR 668.164e.

Refund Criteria:

- The Student Account must reflect a credit balance.
- Credit balances due to an overestimated payment plan are not eligible to be refunded. The payment plan can be adjusted to take into account the overpayment.
- Credits due to payments made by personal checks are not eligible for a refund for 10 working days after the payment has been posted to the student account.
- Credits due to payments made via the GBURG Billing system are not eligible for a refund for 7 working days after the payment has been posted to the student account.

Other items of significance:

The Student Accounts Office reserves the right to decline a refund request based on pending charges from other campus departments, eg. dining dollars, college store charge, health center charges, etc., that will reduce the credit available on the student's account.

Process:

1. Students may request refunds for eligible credit balances on their account via email or in person at the Student Accounts Office window.
2. Students may data enter the bank account information via Self Service if they wish to have the funds direct deposited to their student account.
3. Direct Deposit Refunds cannot be made to multiple bank accounts or to an International bank account.
4. Students who do not set up the direct deposit refund information in the Student Center will receive a check to the address indicated on the refund request form.
5. Students who incorrectly data enter their banking information will receive a refund via check within 10 business days of the return notice being received from the bank. A \$15 charge may also be incurred to cover the return charge from the bank.
6. Gettysburg College is not responsible for any inconvenience to the student or parent, fees charged by the student or parent's bank, or additional processing time due to invalid banking information data entered by the student for a direct deposit refund.
7. If a return notice is received from the bank due to invalid information, the direct deposit refund enrollment will be deactivated and a new direct deposit will need to be setup with valid information.
8. Once the Direct Deposit Refund option is set up by the Student, all refunds will default to direct deposit unless otherwise requested by the student.
9. Students may data enter the Parent direct deposit information in the Student Center and select that account as the account to be refunded if parents wish to receive a direct deposit refund
10. The Student Accounts Office has no access and cannot set up direct deposit refund information for students or parents in the Student Center.
11. Email notification will be sent to the student's Gettysburg email address from the Accounts Payable Office once the refund has been processed and sent to the bank.
12. If enrolled in Direct Deposit, students should not close their bank account until any expected refunds have been processed and received.

Insurance

Student Health Insurance

The College requires all students to have adequate health insurance coverage. Student Health Insurance is billed to each student on the fall bill. This coverage is optional for those who already have an existing health plan. The College will waive the charge for those with an existing health plan upon completion of the proof of health insurance waiver found under the Self Service link in the Student Center.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students

are encouraged to provide their own personal property insurance.

Meal Plan Policy

First-year students are required to participate in the USA Meal Plan. Transfer students transferring in as a sophomore or higher class year may choose from any plan, initiated members of fraternities living in College owned housing and upper-class students residing in non-apartment style housing are required to enroll in a plan listed as an option for their particular residence hall. Students residing in housing that has no meal plan requirement may choose any meal plan. Please see the Gettysburg College [Dining Services web site](#) for current meal plan residency requirements. Students who have special dietary needs associated with a medical condition are urged to contact Dining Services for assistance. Dining Services staff members are very familiar with special diets and can provide foods necessary to meet these requirements.

Dining Accommodations

Dining Services offers a variety of dining options for every student. Upperclass students may select Servo Plus, which provides 20 meals per week and includes 125 Dining Dollars per semester, plus free lite fare in the Dining Center. Up-to-date meal plan offerings can be found on the Dining Services webpage at <https://www.gettysburg.edu/offices/dining-services/meal-plan-information/>. Dining Dollars and meals are not transferable or refundable and must be used in the semester in which they are purchased.

Cooking is not allowed in residence hall rooms. An important part of the residential experience is the philosophy of “table sharing.” Students are urged to select a meal plan that enables them to eat a majority of their meals in the Dining Center which is an all-you-care-to-eat facility.

ID cards and meal plans are nontransferable and use of someone else’s ID card will be considered theft. Unauthorized entrance into the Dining Center and/or removing food, plates, silverware, trays, cups, mugs, etc. from the Dining Center will be treated as theft. Our no-limits policy in the Dining Center provides students with all they care to eat while in the dining room and does not entitle you to take food from the dining hall for later consumption. Taking items from the Bullet Hole, The Dive, the Commons, and Ike’s without paying will be treated as theft.

Dining Services Hours of Operation

For hours of all Dining Services operations, please visit the [Dining Services website](#).

Merit-Based Scholarships

The Eisenhower, Abraham Lincoln, Presidential, David Wills, and 1832 Founders Scholar Programs reward prospective students for academic excellence, with no consideration of financial need. Conservatory Scholarships are awarded to musicians pursuing a music major or music minor, and occasionally to highly talented non-majors.

[More information](#)

Need-Based Financial Aid

Gettysburg College has a financial aid program for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

[More information](#)

Veterans Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Department of Veterans Affairs in accordance with the appropriate laws and regulations. Please contact the [Office of Financial Aid](#) regarding the Yellow Ribbon Program and how Veterans Benefits are included as a part of financial aid awards or the [Office of the Registrar](#) regarding certification of enrollment.

Degree Requirements

Credit System

The course unit is the basic measure of academic credit. For transfer of credit to other institutions, the College recommends equating one course unit with 4 semester hours. Half unit courses equate to 2.0 semester hours. The College offers a small number of quarter unit courses in music and these courses equate to 1.0 semester hour. Half unit and quarter unit courses may not be accumulated to qualify as course units for graduation; however, these courses are included in GPA calculations. Half unit and quarter unit courses may be accumulated to qualify as course units for graduation toward the 36 unit Bachelor of Music and Bachelor of Music Education Degrees.

Requirements for the Degree

The College confers four undergraduate degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Music (B.Mus.), and Bachelor of Music Education (B.M.E.). The general graduation requirements are the same for all degree programs except where indicated for B.Mus., and B.M.E degree students.

- 32 course units (may include a maximum of 1.00 unit of music ensembles and 1.00 unit of music applied lessons)
- 36 course units for the B.Mus. and B.M.E. degrees
- Minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field
- Fulfillment of the goals of the Gettysburg Curriculum
- Minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program.
- Discharge of all financial obligations to the College

A list of the specific courses that may be used to satisfy the curricular goals may be found on the Registrar's web page. Curricular goals may be satisfied, with or without course credit, by students who can qualify for exemption. (See [Exemption from Degree Requirements](#)). Individualized study courses and internships may not be used to fulfill curricular goals.

The Gettysburg Curriculum

The overarching goal of the Gettysburg College Curriculum is the development of lifelong learners who

- Are able to acquire and process information and ideas in multiple ways
- Are integrative thinkers
- Are skilled in communication
- Are prepared for the responsibilities of informed citizenship

Students demonstrate their progress toward achieving these goals through their performance in a range of courses or comparable faculty-sponsored experiences, their completion of a major field of study, and their ability to demonstrate connections across the curriculum.

Multiple Inquiries Goal

The development of an understanding of multiple frameworks of analysis and of proficiency in reading texts that span the breadth of human expression. The divisional requirements are designed to begin this process of development. Students must take:

- One course in the division of the arts
- One course in the division of the humanities
- One course in the division of the social sciences
- Two courses in the division of natural sciences, at least one of which must have a laboratory component (B.Mus. and B.M.E. degree students complete one science course with lab)
- One course in quantitative, inductive, and deductive reasoning

Through these courses, students encounter the perspectives and modes of inquiry and analysis that characterize academic disciplines, an encounter that continues in greater depth in the major field of study.

Integrative Thinking Goal

The development of a critical and open mind that seeks to adopt well-argued points of view through the active consideration and integration of alternative methodologies, perspectives, and foundational presuppositions. This process of development receives special emphasis in the curriculum in three different ways.

- The Interdisciplinary/Course Cluster Requirement, normally completed by the end of the sophomore year, in which students take two designated interdisciplinary courses or a two-course cluster that emphasizes interdisciplinary or multidisciplinary approaches to a common theme. The Course Cluster is a noncredit integrative experience connecting two courses that is graded satisfactory/unsatisfactory (S/U). Through these experiences, students gain an understanding of the connections and tensions among approaches to common issues, texts, and phenomena.
- The Capstone Requirement, a course or faculty-sponsored experience in which students bring together what they have learned in their major curriculum and demonstrate mastery over the chosen area of concentration.

Effective Communication Goal

The development of proficiency in writing, reading, and the use of electronic media. Central to these skills is the ability to articulate questions clearly, identify and gain access to appropriate kinds of information, construct cogent arguments, and engage in intellectual and artistic expression. Emphasis on this goal begins in the first year of study and continues in the major.

- First-Year Writing Requirement, a course that introduces students to the essentials of college-level writing. The course may be Introduction to College Writing (ENG 101), a specially designated First-Year Seminar, or an introductory course in a particular discipline.
- Major Field Communication Requirement, a course or series of courses or experiences through which students demonstrate they have learned the communication conventions of their chosen field of study. The means through which students will learn these conventions and

demonstrate their mastery are determined by the individual departments.

Writing Policy

Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. Instructors may reduce grades on poorly written papers, regardless of the course, and, in extreme cases, may assign a failing grade for this reason.

Informed Citizenship Goal

The development of the skills, understandings, appreciations, and moral dispositions enabling students to be committed members of and meaningful contributors to their local, national, and global communities. Three requirements have been developed to assist students in achieving this curricular goal.

- **Second Language Requirement.** All students must complete one year of language study or its college-level equivalent, as a college graduation requirement. The two-course sequence will be in the same language. International and other students who learned in a language other than English during the final three years of secondary school may petition for exemption from the second language requirement. Please contact the [Office of the Registrar](#) for additional information.
(All B.Mus. degree vocal performance students are to complete four courses in language, one year minimum studying each in two of the following approved languages: Italian, French, German, Spanish)
- **Cultural Diversity Requirement,** two courses designed to help students develop a comprehensive understanding of human diversity by a focus on cultures, roles and experiences of peoples who have historically been underrepresented in the curriculum, and/or on analysis of the construction of social identity and social difference. Students must take one Global Understanding course that has a principal focus people of Africa, Asia (including the Middle East, but excluding European Russia), the Caribbean, Latin America, and/or indigenous peoples. These courses will help students to engage the distinctive ways in which the identified people(s) view, experience, and/or act in the world. Students must also take one Conceptualizing Diversity course with a focus on the experiences of groups that have been marginalized due to race/ethnicity, gender, religion, class, sexuality, age, different ability, etc. Key themes typically include a combination of inequality, power, privilege, subaltern agency, intersection of identities, and/or social justice. These courses will help students pay attention to marginality in society, whether in the US or elsewhere.
- **Science, Technology, and Society Requirement,** one course with a focus on the methodological analysis, historical context, or discussion of the social ramifications of some aspect of natural science or technology.

A major field of study, including a capstone experience. (See Major Requirements following this section.)

No course used to obtain a bachelor's degree elsewhere may be counted toward the requirements for a Gettysburg College degree.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. The College normally requires students to complete degree requirements in effect at the time of their original enrollment and the major requirements in effect at the time that students declare the major at the end of the first year or during the sophomore year.

Major Requirements

Each student must successfully complete the requirements in a major field of study. Most majors consist of eight to twelve courses and may include specific courses from one or more other departments and/or programs. No more than twelve courses may be required from a single subject area, with the exception of the B.Mus. and B.M.E. degrees. Since the general graduation requirements are essentially the same for all degree programs, students completing the major requirements leading to two different degrees must choose which degree to receive at graduation. (Requirements of the various majors are listed in the department and program introductions in the Courses of Study section.)

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

- Africana Studies
- Anthropology
- Art History
- Art Studio
- Biology
- Chemistry
- Cinema and Media Studies
- Classics
- Computer Science
- East Asian Studies - China
- East Asian Studies - Japan
- Economics
- English
- Environmental Studies
- French

- German Studies
- Greek
- Health Sciences
- History
- International and Global Studies
- Italian Studies
- Mathematics
- Music
- Organization & Management Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Public Policy
- Religious Studies
- Sociology
- Spanish
- Spanish/Latin American, Caribbean, and Latino Studies
- Theatre Arts
- Women, Gender, and Sexuality Studies

Bachelor of Science:

- Biology
- Biochemistry and Molecular Biology
- Chemistry
- Computer Science
- Environmental Studies
- Health Sciences
- Mathematical Economics
- Physics

Bachelor of Music:

- Music Performance with tracks for Keyboard, Strings, Voice, Winds and Percussion

Bachelor of Music Education

- Music Education

Optional Minor:

Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs.

A minor shall consist of six course units, no more than two of which shall be 100-level courses. Because of the language required, an exception to the two 100-level course limitation may occur in classical studies. Students must maintain a 2.00 average in the minor field of study. Although a certain minimum number of courses constitute a minor field of study, all courses in the minor field will be considered in determining the minor average.

Minors are offered in all major fields listed earlier, except for management, music education, music performance, psychology, biochemistry and molecular biology, Globalization Studies, International Affairs, Spanish/Latin American Studies, Organization & Management Studies, and Public Policy. In addition, minor fields of study are possible in the following areas:

- Business
- Civil War Era Studies
- East Asian Studies
- Elementary Education
- Film Studies
- Greek
- Judaic Studies
- Latin
- Latin American Studies
- Middle East and Islamic Studies
- Neuroscience
- Peace and Justice Studies
- Public History

- Secondary Education
- Writing

Academic Internships

Gettysburg College students have the opportunity to participate in internships during their four years of study. All students who wish to participate in an internship should schedule an appointment with a career counselor in the [Center for Career Engagement](#), which maintains information on internship sites located in both the United States and abroad, as well as resources that can connect students to even more opportunities. The Center staff will also educate and assist students in looking for an internship site in their geographic location of preference. Internships taken for academic credit are carefully designed to provide a program with a substantial academic component, as well as practical value. These interns are generally advised by a faculty member within a student's major field of study. Academic credit is awarded by the appropriate department once the student completes the requirements of the department. Internships provide students with a valuable opportunity to apply academic theory to the daily task of business, nonprofit, and government settings. This experience also helps students identify career interests and gain valuable work experience. Students are encouraged to begin the process of finding an internship early in their college career.

Programs of Study

Africana Studies

Africana Studies Program Description

Learn critical approaches that will enable you to better conceptualize and engage the complex and distinctive experiences, lives, and contributions of peoples of African descent throughout the Diaspora with an Africana Studies major or minor.

Among students of *all* backgrounds, you will:

- Explore the varied expressions of traditional and contemporary African, African American, and Caribbean cultures.
- Re-assess the ways in which Africans and Afro-descendants engage with past and present social, economic, spiritual, and psychological realities in the United States, Africa, and the Caribbean.
- Establish a solid grounding in philosophical traditions, epistemological approaches, theories, and paradigms of people of African descent.
- Learn contemporary strategies for achieving justice and equality and enhancing life opportunities for people of African descent.
- Develop interdisciplinary skills of investigation, analysis, and communication.

As an Africana Studies graduate, you will be well prepared for graduate study or a career in a variety of fields (international development, government and nongovernmental organizations, and the private sector), incorporating analyses of race, culture, and identity—essential in an increasingly globalized world.

Africana Studies Program Requirements

Major

The Africana Studies major requires that you take 10 courses. Students can take the courses in any sequence, although we recommend starting with the lower-level courses. All majors must take 2 of the introductory courses and the Africana intellectual history course. In line with the diasporic outlook of the program, students must take at least one course on each of the geo-cultural regions: Sub-Saharan Africa, the Caribbean, and Black America (US). Students are also required to take a gender-specific course. In addition to these requirements, majors must complete 3 elective courses. Finally, all majors must have a capstone/senior seminar experience. Please note that at least 2 of the courses for the major must be at the 300-level and no more than 3 of the 10 courses may be individualized study courses, including the capstone. Details are provided below:

I. Core Requirements:

- Two from the AFS introductory courses: AFS 130, 131, 132
- One course on Sub-Saharan Africa from the following: AFS 233, 262, 321, HIST 271, 272, 371, 373, 376, ECON 212 or other approved Africa-specific course. [AFS 131 may be used if not taken as introductory course requirement]
- One course on the Caribbean from the following: AFS 225, 236, 238, 246, 251, 270, 274, 325, 346, 370, 374, LAS 223 or other approved Caribbean-specific course. [AFS 132 may be used if not taken as introductory course requirement]
- One course on gender from the following: AFS 248, 267, 274, ENG 258, WGS/LAS/ANTH 231 or other approved gender-specific course.

II. Intellectual History Course:

- AFS 331

III. Senior Seminar/Capstone:

- Senior Seminar/Capstone: AFS 450, 460, 470 (Individualized Study-Internship-Study Abroad)

IV. AFS Electives:

- Three additional AFS, cross-listed or affiliated courses. May include AFS 130 (if not taken as introductory course), ANTH 239, ECON 250, 253, EDUC 220, ENG 235, 236, 353, FREN 331, HIST 236, 238, 270, 271, 272, 346, 364, 373, 374, 413, 424, MUS_CLAS 110, POL 363, SOC 209, WGS/LAS 231. **At least one must be at the 300-400 level**

Minor

Students wishing to minor in Africana Studies are required to complete 6 courses: two from AFS 130, AFS 131, and AFS 132; the intellectual history course—AFS 331, a second 300-level AFS course, and two (2) other core, cross-listed, or affiliated courses. Students should consult with an Africana Studies advisor for guidance. Please see details below:

I. Requirements:

- Two from the following: AFS 130, 131, 132
- AFS 331
- 300-level AFS course, cross-listed or affiliated course
- And two other AFS, cross-listed or affiliated courses: May include ANTH 239, ECON 250, 253, EDUC 220, ENG 235, 236, 250, 252, 263, 353, 403, FREN 331, HIST 106, 236, 238, 270, 271, 272, 346, 364, 373, 374, 413, 424, MUS_CLAS 102, 110, POL 363, SOC 209, WGS/LAS 231

Acceptable Non-AFS Courses

History

- HIST 106: The Atlantic World 1600-1850
- HIST 238: African American History
- HIST 270: Topics in African History
- HIST 271: African History & Society to 1880s
- HIST 272: African History & Society since 1880s
- HIST 346: Slavery, Rebellion and Emancipation
- HIST 350: The Modern Black Freedom Struggle
- HIST 364: Social Difference in Brazilian History
- HIST 371: Modern African Environments
- HIST 373: Sub-Saharan Africa in the 20th Century
- HIST 376: France and Sub-Saharan Africa
- HIST 413: Decolonization in Africa
- HIST 424: Race on Trial

English

- ENG 235: Survey of African American Literature
- ENG 252: 20th Century African American Literature
- ENG 262: Contemporary African American Literature
- ENG 263: Voice & Visibility
- ENG 362: LGBTQ African American Literature
- ENG 367: James Baldwin in Fiction and Essays
- ENG 378: Autobiography in African American Narrative
- ENG 403: The Bible & African American Literature

Economics

- ECON 212: African Economic History & Development
- ECON 250: Economic Development
- ECON 253: Intro to Political Economy & African Diaspora
- ANTHROPOLOGY
- ANTH 231: Gender & Change in Africa and Afro-Latin America (cross-listed with WGS/LAS 231)
- ANTH 239: African Modernities

Philosophy

- PHIL 247: Philosophy of Race
- PHIL 366: Great Philosophers (if only on Anna Julia Cooper & W.E.B. Dubois)

Sociology

- SOC 209: Race and Ethnicity

French

- FREN 331: Francophone Identities (French proficiency required)

Political Science

- POL 363: Politics of Developing Areas

Music

- MUS_CLAS 102: World Music Survey
- MUS_CLAS 110: Survey of Jazz
- MUS_ENS 171: Jazz Ensemble*
- MUS_ENS 194: Jazz Dispatch*

* Credit for these courses are granted on a case-by-case basis. For details, see Chair of Africana Studies or Prof. Paul Austerlitz

Africana Studies Courses

- AFS-130 Introduction to African-American Studies

Consideration of African Americans within the broader context of the African Diaspora. Students are introduced to a broad range of themes in their historical context, from the African origin of world civilization to the formation of African American societies and cultures. Other themes include the enslavement of Africans, rise and fall of slavocracy, Civil Rights and Black Power struggles, and the emergence of African-centered scholarship and praxis.

- AFS-131 Introduction to African Studies

Introduction to the study of the history and culture of various regions and groups in Africa. This course focuses on both the actual history and culture and how these have been portrayed from different intellectual perspectives. Topics covered include, African philosophical beliefs; an examination of the slave trade, the participants and its impact; political traditions and systems in Africa; economic systems and the impact of, and resistance to imperialism.

- AFS-132 Introduction to Caribbean Studies

Sunny skies, white sands, and mixed drinks with a dash of Bob Marley: that's the image many have of the Caribbean. Once the preeminent site of imperialist expansion and a major cog in the development of capitalism, the Caribbean now sits at the margins of the global economy. This multi-disciplinary course will traverse a geographically tiny, yet politically, historically, and culturally rich terrain. This course seeks to enliven the many other aspects of life in the Caribbean outside of tourism; it will commence with the historical influences of the Indigenous peoples as well as the colonizers, and cover contemporary issues such as international and sustainable development, climate change, race-based politics, and syncretic art forms and religions.

- AFS-215 Race, Language, and the American Media

Pop culture provides us with the stories, images, and scripts that enable us to imagine and practice racial identities. These images and practices, in turn, are imbued with gender and sexuality values and characteristics as well. The racial and ethnic norms generated by popular culture are reproduced in the ways in which audiences both perform and navigate racial terrain in their own lives. Media consumers absorb these norms in the ads they see, the movies/television they watch, and the music they listen to. This course enables students to do critical thinking about these images, practices, and stories. AFS 215 and CIMS 215 are cross-listed.

- AFS-221 Francophone African Women Writers: Breaking the Mold

A study of Francophone African literature by major women authors. The course covers themes pertinent to the contemporary representation of African society and women's place in it. A small and accessible body of post-colonial and critical theory supplements the works of fiction to help place the novels in their literary and cultural context.

- AFS-224 African American Religions

Examination of the religious traditions of black Americans from 'slave religion' to the present. Course focuses on the religious beliefs of African Americans and the ways those beliefs have been used to develop strategies to achieve freedom and justice. Subjects covered include the influence of African religion, African American religious nationalism, Pentecostalism, spirituals and gospel music, and the Civil Rights movement. Offered in alternate years.

- AFS-225 The Haitian Diaspora in Fiction

Study of the evolving identity of Haitians from the diaspora through careful reading of literary works from Haitian diasporic writers. The focus is on the experience of the protagonists who are exiled, and subsequently need to negotiate their past roots as independent Haitians with their new identity as displaced subjects in Europe or North America. Major emphasis is placed on the study of literary texts, but the historical context is also

covered as well as themes such as slavery, racism, post/colonialism, women, displacement, trauma, disaster and death. A small and accessible body of postcolonial and critical theory supplements the works of fiction, and will help place the novels in their literary and cultural context.

- **AFS-236 Mapping Caribbean Identities**

Study of the evolution of the Caribbean people from colonial to post-colonial times through careful reading of literature. Course includes novels from the English, Spanish, and French Caribbean. A small and accessible body of post-colonial theory supplements the works of fiction. Focus is on the different political, economic, and cultural realities imposed on the various islands and their populations by the respective colonizing powers. AFS 236 and LAS 223 are cross-listed.

- **AFS-240 Race and Slavery in the American South from 1619-1860**

Exploring the diverse, complex, and coercive forms of enslavement from European contact to the beginning of the American Civil War---This is the line of inquiry that runs through this course. Recovering the experiences of the enslaved offers students an opportunity to see how systems of oppression did not mute black voices. Primary sources, especially memoirs, are essential to this class. Material and visual culture of enslaved people also figures prominently in class research projects. Racial theory provides students a chance to see how ideologies of oppression arise out of specific, but changing historical circumstances, a critical learning goal of this course. CWES 240 and AFS 240 are cross-listed.

- **AFS-244 Jazz: African American Classical Music**

Jazz is appropriately considered to be African American classical music because 1) its major innovators are black; 2) it is acknowledged as a uniquely American art form, and, 3) like European and Asian classical musics, it stresses virtuosity, is performed by professionals, and (nowadays) is meant primarily for listening. This course surveys the development of jazz in relation to African American history and aesthetics, addressing socio-political contexts as well as musical style. AFS 244 and MUS_CLAS 244 are cross-listed.

- **AFS-246 Human Rights Policy and Practice in the Caribbean**

“Everyone has the right to leave any country”; “Everyone has the right to work and to receive equal pay for equal work”; “Everyone has the right to education”: These are excerpts from the Universal Declaration of Human Rights (UDHR), a document adopted in 1948. This course involves exploration of the rise and spread of human rights; various human rights policies and practices in different parts of the world, with an emphasis on the Caribbean.

- **AFS-247 History of African American Music**

A survey of the history of African American music in the United States, beginning with a perusal of music in Africa and the Caribbean and tracing its development from spirituals to hip-hop. Disciplinary perspectives range from ethnomusicology (the study of music in its cultural context) to anthropology, religious studies, critical race theory and gender studies. No previous academic experience with music is required. Cross-listed with AFS 247.

- **AFS-248 African American Women Writers**

Survey of poems, essays, novels, short stories and plays written by African American women. Starting with late 18th century poet Phillis Wheatley and ending with 1993 Nobel Prize Laureate Toni Morrison, we investigate the political, social, and aesthetic concerns with which these women writers contend: spiritual conversion; woman's labors under slave bondage; reconstructing the womanhood and family ties in the post-Emancipation Era; protest against racist violence, specifically lynching and rape; black women's moral reform movement; racial passing and socioeconomic mobility; government challenges to black women's reproductive rights; and collaborative methods to organize black women-centered communities. Cross-listed with AFS-248. Offered occasionally. Fulfills humanities and conceptualizing diversity requirements.

- **AFS-250 Topics in Africana Studies**

Rigorous, detailed examination of the philosophical and intellectual traditions that shape a common social heritage shared by Africans and African Americans. Course assumes a cultural perspective toward human organization to understand the social dimensions of the historical and contemporary ordering and governance of the African life by systems of religious, economic, and educational thought. Fulfills either the Global Understanding or Conceptualizing Diversity requirement.

- **AFS-251 Topics in Musicology**

An examination of music in Cuba, the Dominican Republic, Haiti, Puerto Rico, Jamaica, and Trinidad. Disciplinary perspectives come from ethnomusicology (the study of music as culture), Africana Studies, and Latin American Studies. Covers recreational musics (such as reggae and salsa) as well as religious musics (such as bata drumming) in relation to broader cultural currents such as national identity, race, social class, gender, sexuality, and religion. MUS 251, AFS 251, and LAS 251 are cross-listed.

- **AFS-256 African Economic History and Development**

In this course, we explore the economic history and development of Africa, focusing on theories, methods, empirical analysis and key debates. We examine the external and internal, institutional and resource-based explanations of the region's development from pre-colonial period to the modern economy. We will consider the role of development practitioners such as international financial and trade institutions, nongovernmental bodies, and global governance institutions. Africa is a large and diverse continent, better understood through an appreciation of individual country development experiences – many countries on the continent remain underdeveloped while others have achieved emerging status. As such, we will make use of country case studies and current events to better understand the differences and similarities of the effects of both policy responses, resource and institutional constraints. Prerequisite: ECON 103 and 104; ECON 241 recommended. AFS 256 and ECON 256 are cross-listed.

- **AFS-262 Africa in Fiction, History, and Memory**

A critical examination of the literary, filmic, historical, and memorial representations of Africa. The course traces and analyzes the politics that

informs the cultural constructions of Africans as people who live in particular spaces and times. The course compares various African(ist) literary, cinematic, and historical traditions and maps out the areas of convergence and differences as far as the representation of Africa is concerned. Engaging with history as a discipline, it highlights alternative ways in which intellectuals and laypeople have laid claim to the interpretation of the African past. Finally, moving away from Euro-centrism, the course emphasizes cultural productions of African writers, film directors, and public historians to show that Africans are not just subjects of history; they are equally agents of historical representation in its various guises. AFS 262 and HIST 273 are cross-listed. Offered as staffing permits.

- **AFS-264 Education for Social Change**

This course explores how schooling has made us the people that we are today, and asks if formal education has prepared us for the challenges that we face in this age of globalization. The course assaults the status quo nature of education and challenges us to imagine a pedagogy that is central to social change. This interrogation of education is not meant to raze the entire historical edifice to the ground, but rather to lead us to critically reflect on the far too frequent manifestations of dull educational processes that produce conformists, rather than inspire us to creatively overturn structures of inequities. AFS 264 and EDUC 264 are cross-listed.

- **AFS-267 Race, Gender and The Law**

A study of how U.S. law has dealt with African Americans and Women, from their status as property to the current cases about affirmative action and 'reverse discrimination.' Includes an introduction to Critical Race Theory and Critical Feminist Theory as approaches to viewing the law. Each student will work with their own Supreme Court case, wrestling not only with the legal concepts contained in the case, but the historical context from which it arose, with both a broad (national) and local (parties to the case's community) focus, as well as who represented whom and how were they paid, applying theory in a direct and practical fashion. Offered as staffing permits.

- **AFS-270 The Postcolonial Condition: Race, Gender & Identity in the Caribbean**

After World War II, decolonization gained momentum across the world, and in its wake, emerged many newly-minted sovereign nation-states. Most countries in the Caribbean became independent in the 1960s, yet the Caribbean has remained a geo-political space demarcated by rupture, fragmentation and disjuncture. Myriad races/ethnicities (including indigenous, European- mostly English, Spanish, French, Dutch-, Africans, Indians, Chinese, Syrians and Lebanese) came together in the Caribbean under the rubrics of colonialism, slavery and indentureship. In this course we will spend considerable time exploring many theories of postcoloniality around the world, then connect them to various fragments of postcolonial life in the Caribbean, centering on issues of race/ethnicity, gender and identity.

- **AFS-274 Globalization and its Discontents: The Caribbean Case**

Globalization is one of today's buzzwords. It is at once everywhere and sometimes nowhere. It is a maddening nexus of seeming contradictions. Although the course utilizes the Caribbean as a case study for many of the issues pertaining to globalization processes, it also pays close attention to global forces that connect seemingly divergent locales. In essence, from week to week, the course shifts from the macro to the micro and back. This affords a more comprehensive sense of the complicatedness of both the homogenizing trajectory of globalization as well as the disjunctures it engenders. The course spans disciplines and topics such as history, political economy, sociology, international relations, culture, media, (im)migration, environment, race, class, and gender.

- **AFS-280 African American English: Language in Black and White**

Investigation of the variety of English referred to as African American English (or Ebonics) with specific focus on the following areas: grammatical structure, pragmatics, history, and educational issues.

- **AFS-290 Language, Race and Education**

An exploration of the educational consequences of linguistic and cultural diversity and a broad overview of sociolinguistic topics, with the goal of introducing students to current issues in the field. Topics include language contact and language prestige, multilingualism and bidialectalism, communicative competence, language and social identity, code switching and diglossia, language socialization and language ideology and their consequences for educational policy and practice.

- **AFS-318 Africana Music: Juju to Hip Hop**

An interdisciplinary perusal of issues surrounding Africana musics ranging from African music such as juju to Afro-Caribbean styles such as salsa and African American forms such as jazz and hip-hop. This discussion-oriented course calls upon perspectives from Africana studies, ethnomusicology (the study of music in its cultural context), anthropology, religious studies, history, philosophy, critical race theory, gender studies, and literary criticism. Cross-listed with AFS 318.

- **AFS-321 Francophone African Women Writers: Breaking the Mold**

A study of Francophone African literature by major women authors. The course covers themes pertinent to the contemporary representation of African society and women's place in it. A small and accessible body of post-colonial and critical theory supplements the works of fiction to help place the novels in their literary and cultural context.

- **AFS-325 The Haitian Diaspora in Fiction**

Study of the evolving identity of Haitians from the diaspora through careful reading of literary works from Haitian diasporic writers. The focus is on the experience of the protagonists who are exiled, and subsequently need to negotiate their past roots as independent Haitians with their new identity as displaced subjects in Europe or North America. Major emphasis is placed on the study of literary texts, but the historical context is also covered as well as themes such as slavery, racism, post/colonialism, women, displacement, trauma, disaster and death. A small and accessible body of postcolonial and critical theory supplements the works of fiction, and will help place the novels in their literary and cultural context.

- AFS-331 Africana Intellectual History

Exploration of the evolution, links, and applications of black thought in the Atlantic World. Efforts toward political, economic, and social change in the African Diaspora are examined through the lenses of various ideologies and historical contexts, such as black emancipation and nationalist movements, black and African feminism, and global expansion of hip hop culture. Students conduct extensive analysis and discussion of oral traditions and primary writings, stretching from Sundiata to C. L. R. James, Sojourner Truth to Franz Fanon, and Frederick Douglass to Angela Davis. AFS 331 and HIST 274 are cross-listed. Offered every other year.

- AFS-346 Human Rights Policy and Practice in the Caribbean

“Everyone has the right to leave any country”; “Everyone has the right to work and to receive equal pay for equal work”; “Everyone has the right to education”: These are excerpts from the Universal Declaration of Human Rights (UDHR), a document adopted in 1948. This course involves exploration of the rise and spread of human rights; various human rights policies and practices in different parts of the world, with an emphasis on the Caribbean.

- AFS-348 Advanced Topics in Africana Studies

Examinations of the political, cultural, historical, or economic experience and expressions of the people of the African Diaspora. Topics numbered 348 fulfill cultural diversity domestic conceptual, 349 fulfill cultural diversity nonwestern and 350 fulfill either goal.

- AFS-349 Advanced Topics in Africana Studies

Examinations of the political, cultural, historical, or economic experience and expressions of the people of the African Diaspora. Topics numbered 348 fulfill cultural diversity domestic conceptual, 349 fulfill cultural diversity nonwestern and 350 fulfill either goal.

- AFS-350 Adv Topics in Africana Studies

Examinations of the political, cultural, historical, or economic experience and expressions of the people of the African Diaspora. Fulfills either the Cultural Diversity Domestic/Conceptual or Nonwestern Goal

- AFS-367 Black Men, White Law

This course offers an in-depth study of the interaction between law in America and its most adversely affected subject: black men. From slavery to the death penalty, from cocaine sentencing to hate crime prosecutions, no other group has been punished more. In the practice of law, while other groups suffer from a glass ceiling, for black men it is bulletproof Plexiglas. This course will address the causes, conditions, and consequences of this separate and unequal treatment of black men by the law. Offered as staffing permits.

- AFS-370 The Postcolonial Condition: Race, Gender & Identity in the Caribbean

After World War II, decolonization gained momentum across the world, and in its wake, emerged many newly-minted sovereign nation-states. Most countries in the Caribbean became independent in the 1960s, yet the Caribbean has remained a geo-political space demarcated by rupture, fragmentation and disjuncture. Myriad races/ethnicities (including indigenous, European- mostly English, Spanish, French, Dutch-, Africans, Indians, Chinese, Syrians and Lebanese) came together in the Caribbean under the rubrics of colonialism, slavery and indentureship. In this course we will spend considerable time exploring many theories of postcoloniality around the world, then connect them to various fragments of postcolonial life in the Caribbean, centering on issues of race/ethnicity, gender and identity.

- AFS-374 Globalization and its Discontents: The Caribbean Case

Globalization is one of today’s buzzwords. It is at once everywhere and sometimes nowhere. It is a maddening nexus of seeming contradictions. Although the course utilizes the Caribbean as a case study for many of the issues pertaining to globalization processes, it also pays close attention to global forces that connect seemingly divergent locales. In essence, from week to week, the course shifts from the macro to the micro and back. This affords a more comprehensive sense of the complicatedness of both the homogenizing trajectory of globalization as well as the disjunctures it engenders. The course spans disciplines and topics such as history, political economy, sociology, international relations, culture, media, (im)migration, environment, race, class, and gender.

- AFS-375 Aid and Volunteering in Africa: From Missionary Service to Peace Corps

A critical examination of the evolution of foreign aid provision and volunteering in Africa. The course analyzes the international and transnational politics of assisting Africans in their quests for a better life. The course also examines the various ways in which aid provision and volunteering have constructed Africa as the ultimate “paradigm of difference.” It assesses the impact of aid and volunteering on African societies and investigates the possibility of alternative approaches to aid provision. The course finally explores how Africans have historically been instrumental in the development/modernization of their respective societies. AFS 375 and HIST 375 are cross-listed. Offered as staffing permits.

- AFS-401 Africana Studies Seminar

Topics vary each year.

- AFS-410 Africana Studies Senior Seminar

Intensive culminating experience for Africana Studies majors. Under the direction of a faculty member, students work to integrate their major and their understanding of the field(s) of Africana Studies. Prerequisite: AFS 331. The course reinforces students’ understanding of the intellectual foundations and theoretical frameworks that shape the field(s) of Africana Studies, informs and sharpens their awareness of current scholarly debates in Africana Studies, provides an opportunity for student collaboration in constructing reading lists and devising project methodologies, and builds intellectual accountability among students and faculty.

- AFS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- AFS-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- AFS-452 Individualized Study-Tutorial

Individualized tutorial not counting toward minimum requirements in a major or minor, graded A-F

- AFS-453 Individualized Study-Tutorial

Individualized tutorial not counting toward the minimum requirements in a major or minor, graded S/U

- AFS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- AFS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- AFS-462 Individualized Study-Research

Individualized research not counting toward minimum requirements in a major or minor, graded A-F

- AFS-463 Individualized Study-Research

Individualized research not counting toward the minimum requirements in a major or minor, graded S/U

- AFS-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- AFS-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- AFS-472 Individualized Study-Internship

Internship not counting toward the minimum requirements in a major or minor, graded A-F

- AFS-473 Individualized Study-Internship

Internship not counting toward the minimum requirements in a major or minor, graded S/U

- AFS-474 Summer Internship

Summer Internship graded A-F, counts for minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- AFS-475 Summer Internship

Summer Internship graded S/U, counts for minimum requirements for major or minor only with written permission filed in the Registrar's Office.

- AFS-477 Half Credit Internship

Half credit internship, graded S/U.

Anthropology

Anthropology Program Description

Indulge your curiosity about the world and how people make their way in it as an Anthropology major or minor. You'll learn about human cultures throughout history, explore the richness and diversity of human life in the present as well as the past, and investigate human practices, relationships, and value systems—both their commonalities and what sets them apart.

Your studies can focus on two of the four major branches of anthropology - cultural and archaeological - and you'll have flexibility to set your own direction.

You might:

- Focus on a particular world area, such as Latin America, Asia-Pacific, Africa, Europe, North America, or the Middle East.
- Attend archaeological field schools or volunteer with projects. Past students have worked in the United States, Italy, Honduras, England, Macedonia, South Africa, and more.
- Perform anthropological research on a topic of interest. Recent students have written theses on surfing and sexuality in Costa Rica, the social role of women in ancient Celtic society, the Korean drama wave in Japan, education and development in South Africa, social hierarchy among the Susquehannock, and social divisions in a Pennsylvania courtroom.

Through discussion-based, lively, and interactive classes, you'll develop strong critical thinking and communication skills. You'll learn to think like a global citizen, gaining enhanced cultural awareness and sensitivity, as well as insight into some of the world's most pressing social problems.

Our graduates have gone on to attend graduate programs in top anthropology programs; join service programs such as City Year, Teach For America, and the Peace Corps; and enter fields as varied as law, medicine, education, government, finance, and the nonprofit sector.

Anthropology Program Requirements

Requirements for the Anthropology Major

The Anthropology major consists of 5 required and 5 elective courses.

Core Courses - All students are required to take the following courses:

ANTH 103: Introduction to Cultural Anthropology

ANTH 106: Introduction to Archaeology and Physical Anthropology

ANTH 300: History of Anthropological Theory

ANTH 323: Field Methods in Cultural Anthropology **OR**

Anthropology Courses

- **ANTH-103 Introduction to Cultural Anthropology**

Comparative study of social practices and cultural systems, using a series of case studies of non-Western and Western cultures, including our own. Course gives overview of history of cultural anthropology, major questions and theoretical debates, fieldwork and research methods, and the relevance of anthropology to the modern world. No prerequisites.

- **ANTH-106 Introduction to Archaeology**

Study of how archaeologists and physical anthropologists reconstruct what people's lives were like in the past. Course uses case studies drawn from historical and ancient societies to examine how archaeology and physical anthropology contribute to anthropology's goal of understanding and comparing human behavior, religious beliefs, political structure, social organization, and economy. Students are introduced to the range of materials that archaeologists and physical anthropologists study, including burials, buildings, monumental art, trash, and texts; and to important theoretical concepts and methods. No prerequisites.

- **ANTH-205 Primate Behavior & Human Origins**

Introduction to the anthropological study of human origins. Course focuses on primatology (the study of monkeys and apes) and human paleontology (the study of the human and pre-human fossil record.) Topics include different explanations for the evolution of humans from prehuman ancestors; current debates, such as the relationship between humans and Neanderthals; and the role of culture in human evolution. Prerequisites: Anthropology 103 or 106.

- **ANTH-210 Civilizing the Barbarians?**

Investigation of the impact that the Roman Empire had on the indigenous Celts and other peoples of Western Europe. The course takes a critical look at the idea that the spread of Roman "civilization" was ultimately beneficial to the supposed "barbarians" brought under imperial rule. The course also compares Roman colonialism with modern empires and imperial projects, and analyzes how examples of modern colonialism used the Roman Empire as a model and ideological justification for European colonial expansion and domination. ANTH 210 and CLA 210 are cross-listed.

- **ANTH-212 Archaeology of Pennsylvania: From the First Nations to Modern Times**

Survey of the major archaeological sites and time periods of Pennsylvania from the earliest peoples to the twentieth century. The class focuses in particular on archaeological practice, including participation in excavations and working with artifacts. Other important themes include the use of both archaeology and historical texts to understand the past, and the ethics of archaeological practice and interpretation, especially in regard to the material record of the state's original peoples.

- **ANTH-214 Celts: Ancient and Modern**

Survey of the ancient peoples of Europe during the first millennium B.C. and their relation to the seven modern Celtic nations of the Atlantic fringe. Through an examination of archaeology, ancient history, mythology, and anthropology, this course investigates the relation between ancient and modern Celtic cultures, and the ways in which the archaeology of the ancient Celts has been used to construct modern Celtic identities. Prerequisite: ANTH 103 or ANTH 106

- **ANTH-215 Culture on Film: Exploring Anthropological Cinema**

Survey and overview of the use of film in anthropological analysis and documentation. Course includes viewing and analysis of films, digital video production, and the making of short ethnographic films. Explores historical and contemporary trends in ethnographic filmmaking as these relate to the concerns of anthropology, including technical limitations and ethical issues encountered by ethnographic filmmakers. This course involves reflexive writing and hands-on film production work. Prerequisites: Anthropology 103 or 106, or Film Studies 101.

- ANTH-217 Exploring French Foodways

Study of the relationship between food and national identity in the French context. Through close readings of historical, sociological, and anthropological texts, as well as analysis of debates surrounding recent food controversies (rising obesity rates, genetically modified foods, regionally certified “authentic” foods), this course aims to develop students’ understanding of important anthropological theory in the study of food (taste, consumption, gifts), while building their awareness of the role food plays in the construction and expression of individual and group identity. Prerequisite: FREN 310. FREN 315 and ANTH 217 are cross-listed.

- ANTH-218 Islam and Women

Ethnographic look at the lived experiences of Muslim women. The course explores how these experiences are informed or mediated by religious texts and practices, as well as by political systems, ethnicity, sectarianism, class, family, migration, and other factors. A major focus is women’s rights and how activists are shaping their discourses of rights through reinterpretation of Islamic texts and critiques of state governments and legal institutions. Prerequisite: Anthropology 103 or 106.

- ANTH-221 Language and Culture

Introduction to the anthropological study of language and communicative behavior. The course compares human language with non-human primate communication; examines language acquisition among children; looks at ethnographies of communication from around the world; and explores linguistic relativity. In addition, the course touches on sociolinguistics to elucidate how communicative behavior varies within communities and nations according to age, gender, race, ethnicity, caste, and class. Students explore how languages change over time, and ask how people cope with linguistic difference during the contemporary era of globalization. Prerequisites: Anthropology 103 or 106.

- ANTH-222 Environmental Archaeology

Course addresses the approaches used by archaeologists to analyze how past peoples interacted with and shaped their environments. The course begins with a survey of methods employed to collect environmental data, followed by the analysis of case studies illustrating the relationships between cultural practice and ecology. Key topics include climate change, agricultural systems, nutrition, colonialism, and urban development.

- ANTH-223 Indigenous Peoples and Globalization

Course focuses on indigenous peoples in a globalizing world, examining how local communities interact with corporations, nation-states, and non-state entities that seek to dispossess them of their natural resources and territory and assimilate them into national structures. Analyzes indigenous experiences around the world, along with efforts by communities to link up with the global indigenous rights movement. Through this movement indigenous peoples and their transnational allies make new claims for environmental and social justice, human rights, and self-determination. Prerequisites: Anthropology 103 or 106.

- ANTH-224 Corporations and Communities

Examination of how multinational corporations interact with local communities around the world, particularly impoverished communities in the global south. Focuses on laborers, indigenous peoples, food-producers, and consumers who depend upon corporations for the means of survival (utilities, water, and medicine). Probes the lived experiences of local communities as they engage with corporations and experience human rights abuses, impoverishment, and environmental degradation. Focuses on ethics and social justice while taking the stance of applied anthropology, which aims to formulate solutions to real-world social problems.

- ANTH-225 Food, Culture, and Globalization

Study of food as a lens for understanding culture and globalization. The course considers religion, gender, ethnic identity, socioeconomic inequality, exchange, and nationalism through the study of the production and consumption of food in local and global settings. The course examines debates on the impact of globalization on local cultures through case studies of colonial food trades and contemporary global food industries.

- ANTH-226 Archaeology of the Body

Examination of archaeological and physical anthropological research on the human body. Course considers how such research is carried out, what it contributes to our understanding of prehistoric and ancient societies, and what are the ethical issues unique to the analysis of human remains. Prerequisites: Anthropology 103 or 106.

- ANTH-227 Religion, Power, and Belief

Study of theories of religion and aspects of religious systems in cross-cultural perspective. Through ethnographic case studies of religious practices among indigenous peoples, the course explores debates in anthropology regarding the definition of religion. Other central themes include: the role of religious leaders and ritual practitioners, myth and ritual, politics and religion, gender and religion, religious movements, and the role of religion in sociocultural change. Prerequisites: Anthropology 103 or 106.

- ANTH-228 Cross-Cultural Perspectives on Gender and Sex Roles

Examination of the social roles of women and men, the dynamics of sexual identity, and the ideologies of gender in various societies. Course explores broad theoretical issues (such as biological vs. cultural determinants; gender stratification and inequality; the effects of social, cultural, and economic variables), as well as a range of specific societal studies. Prerequisites: Anthropology 103 or 106.

- ANTH-229 Tourism and Culture in China

Study of the literary and bodily encounters between places, people, capital, and cultures in the context of China’s modernization and globalization. Students read historical and contemporary travel writings, view documentary films, and analyze ethnographically-based research to explore what happens on the meeting grounds between “hosts” and “guests” and how these encounters shape landscapes, nation building, ethnic identities,

traditions, and gender and class boundaries. All readings are in English. Prerequisites: One of the following courses: ANTH103, ANTH 106, HIST 103, HIST 106, HIST 110, HIST 301, REL 101, or ARTH 131. Cross-listed with Asian Studies.

- ANTH-231 Gender and Change in Africa and Afro-Latin America

An exploration of the diversity of women's familial, political, economic and social realities and experiences in West Africa and the African Diaspora in South America and the Caribbean. Particular attention is given to the processes by which indigenous West African gender and cultural patterns and their inherent power relations have shifted since pre-colonial times and across the Atlantic into the New World. Finally, the course examines the concept of Diaspora and theories relative to processes of cultural change, resistance, and retentions, as well as the role gender plays in these processes. No prerequisites. ANTH 231, WGS 231 and LAS 231 are cross-listed.

- ANTH-232 Precolumbian Civilizations of Mesoamerica

Introduction to the organization and development of Native American civilizations in Mexico and Central America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Olmec, Maya, and Aztecs. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. Prerequisites: Anthropology 103 or 106; or Latin American Studies 140 or 147. Anth 232 and LAS 232 are cross-listed.

- ANTH-233 Plural France

Study of how social and cultural differences are understood, used, and managed in contemporary France. Through close readings of historical, anthropological, and sociological works, as well as analysis of literary, philosophical, and political texts, this course aims to shed light on recent polemics concerning headscarves, the banlieue, gay marriage, affirmative action, and the new Paris museums of immigration and "primitive" art. In the process, it invites reflection on the relativity of such notions as race, ethnicity, gender, and national identity. Prerequisite: French 310. Cross-listed with ANTH 233.

- ANTH-236 Precolumbian Civilizations of South America

Introduction to the organization and development of Native American civilizations in South America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Inka, Moche, and Chavin. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. Prerequisites: Anthropology 103 or 106; or Latin American Studies 140 or 147. Anth 236 and LAS 236 are cross-listed.

- ANTH-239 African Modernities

Study of contemporary African peoples and cultures based on anthropological readings, films, and novels. Course explores how global processes of colonialism, trade, and international development have influenced the lifestyles and social structures of different culture groups throughout the continent. Course examines, from an anthropological perspective, such contemporary topics as family life, gender and patriarchy, religion and the occult, ethnicity, migration, violence and war, child soldiers, youth crisis, environmental degradation, popular culture, informal economies, and emerging diseases. Prerequisites: Anthropology 103 or 106.

- ANTH-240 Modernity and Change in Asia/Pacific

Examination of contemporary societies in Southeast Asia and the Pacific from an anthropological perspective. Focus is on current ethnographic writings about modernity and change among indigenous peoples. Major themes include migration and urbanization, transformations of gender and religion, ethnic conflict and violence, environmental change and environmental movements, and the effects of globalization at the local level. Prerequisites: Anthropology 103 or 106.

- ANTH-242 Scandinavia Today: Culture, Politics, and Immigration

Exploration of work in anthropology on Scandinavian cultural values, with particular emphasis on contemporary Denmark, Sweden and Norway. Examines egalitarianism in Scandinavian societies, national identities, and social welfare policies. Key topics include ethnographic work on childhood and youth socialization, immigration and the incorporation of immigrants, and the role of religion and secularism in contemporary Scandinavia, including Norse neo-pagan religious movements and reenactment relating to the Viking age.

- ANTH-243 Conflict and Crisis in Contemporary France

Study of political and social unrest in France. By examining such issues as anti-immigrant sentiment, fear of homegrown Islamic fundamentalism, youth uprisings, and panic over food safety, this course aims to shed light on shifting conceptions of French national identity. More broadly, it invites reflection on what it means to belong to any society in the context of an increasingly globalized, pluralistic world where the risks we face are ever more complex and diffuse. Prerequisite: ANTH 103 or 106; or permission of the instructor.

- ANTH-245 Language, Culture, and Identity in the Middle East

Study of cultural variability in Middle East/North Africa region. The course introduces various ethnic and language groups as well as religious sects across national borders in the region. An understanding of the lived experiences of individuals and groups is encouraged through ethnographic readings. A major focus is how stereotypical notions of culture are deployed in political claims both within and concerning the region, including claims about group origins and homelands, women's rights, and political Islam. Prerequisites: Anthropology 103 or 106.

- ANTH-250 Topics in Anthropology

Exploration of a particular topic, chosen by a faculty member

- ANTH-252 Everyday Life in Ancient Gettysburg and Tokyo

Students learn and reconstruct what daily life was like in Gettysburg and Tokyo in the 17th–19th centuries using the approaches and methodologies of household archaeology. This course uses different lines of evidence, such as material culture from domestic contexts and textual and scientific evidence from relevant archaeological and historical sites. Students explore various themes, including household composition, production, identity, inequality, cooking, gender relation, and religious faith. AS 252 and ANTH 252 are cross-listed.

- ANTH-255 Archeology of the Ancient Mediterranean World

Survey of various sites and material cultures of the Mediterranean world, from c. 1500 BCE through 500 CE, including some discussion of the goals, methods, and cultural/ legal issues involved in archaeological research. Normally offered every other year. ANTH 255 and CLA 255 are cross-listed.

- ANTH-275 Public Archaeology

Over the course of this semester, we will engage with readings and class discussions to examine the various iterations and diverse goals of public archaeology. We will discuss the advantages and pitfalls of public engagement and consider how methodologies for collaboration and outreach could be improved. By the end of this course, you will have the opportunity to design and pitch your own public archaeology project based on your unique interests and expertise.

- ANTH-300 History of Anthropological Theory

Analysis of the rise of anthropology and development of its major theoretical models. Course traces the precursors of anthropology, the emergence of the field of "anthropology" and its subdisciplines in the nineteenth century, the elaboration of the culture concept and fieldwork methods in the twentieth, and recent trends in post-colonial anthropology. Prerequisites: Anthropology 103 and 106.

- ANTH-301 Social Life of Things

A cross-cultural exploration of how members of various societies, past and present, invest objects with symbolic meanings as they produce, utilize, and exchange them in everyday life. Drawing primarily on non-Western case studies, the course will integrate perspectives from studies of material culture in fields such as economic anthropology, archaeology, and the anthropology of art. These resources will illuminate the many ways that things acquire a kind of metaphorical life in association with the lives of people who use them. Prerequisites: Anthropology 103 or 106, and one 200-level Anthropology course.

- ANTH-302 Human Rights through an Anthropological Lens

A study of human rights examined cross-culturally. The course focuses on gendered violence, violation of children's rights, genocide and ethnic persecution, refugees and exile, and disease and healthcare. Students explore linkages between non-Western peoples and transnational advocacy networks; media representation of indigenous peoples and human rights victims; processes of truth and reconciliation; and the fragility of domestic and national bonds in the face of human rights abuses. Students view these topics primarily through the lens of cultural anthropology, but include works by medical and forensic anthropologists. Prerequisites: Anthropology 103 or 106, and one 200-level Anthropology course.

- ANTH-304 Violence and Conflict

Exploration of anthropological approaches to the study of war, violence, conflict, and conflict resolution. The course considers anthropological theorizing on the causes and effects of diverse forms of violence and conflict, including state and ethnic violence. Ethnographic examples provide insight into how ethnicity, sectarianism, class, kinship, poverty, nationalism, religion and other factors cause and mediate conflict. The course serves as an introduction to political and legal anthropology and examines ethical issues surrounding anthropologists' study of and involvement in conflict situations. Prerequisites: Anthropology 103 or 106, and one 200-level Anthropology course.

- ANTH-310 Advanced Topics in Anthropology

Intensive exploration of an advanced anthropology topic, chosen by a faculty member.

- ANTH-323 Field Methods in Cultural Anthropology

Seminar on how anthropologists conduct ethnographic fieldwork. The course covers participant observation, semi-structured interviews, and other ethnographic methods. Students examine the ethics of these methods along with strategies for organizing and analyzing fieldnotes. Assignments include writing a research proposal, carrying out original fieldwork, and writing a final research paper. In addition, students read about and discuss the subjective challenges of working with communities different from their own, confronting such issues as cultural relativism, poverty, political activism, and gender bias. Prerequisite: Anth 103 and one additional course in anthropology.

- ANTH-324 Field Methods in Archaeology

This class trains students to conduct archaeological field research and is broken up into three parts. Part 1 focuses on research design. Students learn how archaeologists develop appropriate research questions, create research plans, and perform other preliminary research and documentation including consultation of historical documents, survey and mapping. Part 2 focuses on excavation methods and artifactual analysis. Over the course of five weeks students will participate in an archaeological excavation on campus and will also perform basic artifact analysis. Part 3 focuses on data analysis. Students explore the various ways that data can be used to answer research questions and inform future fieldwork. Prerequisite: ANTH 106

- ANTH-325 Technology in Ancient Societies

Study of technology as a social process and as part of a cultural system in prehistoric and ancient societies. The course considers how and why archaeologists try to reconstruct technologies from earlier eras through analysis of material culture, experimentation, and comparative research in cultural anthropology and related disciplines. The relationship between technology and social roles, economic organization, the development and

transmission of skills and knowledge, and the reproduction of cultural values is central to the course. Prerequisites: Anthropology 103 or 106, and one 200-level Anthropology course.

- ANTH-345 Inequality in the Ancient World

Study from both a theoretical and methodological level of the various forms of social inequality that emerged in the ancient world, as well as the forms of egalitarianism that have persisted throughout the world to the present day. The course emphasizes in particular a critical understanding of the ways in which ancient forms of inequality compare and contrast to what we see today in the modern world. ANTH 345 and CLA 345 are cross-listed.

- ANTH-400 Capstone Experience in Anthropology

Intensive culminating research experience for anthropology majors. Seminar is designed around particular topics or debates, which provide unifying themes for students' research projects. Course guides students as they consolidate their understanding of the anthropological perspective. Prerequisites: Anthropology 103, 106, and 300, or consent of instructor.

- ANTH-450 Individualized Study-Tutorial

Individualized Study Independent study in fields of special interest outside the scope of regular course offerings. Prerequisite: Consent of department.

- ANTH-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- ANTH-452 Individualized Study-Tutorial

Individualized tutorial not counting toward minimum requirements in a major or minor, graded A-F

- ANTH-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- ANTH-460 Individualized Study-Research

Individual investigation of a research topic in anthropology under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal paper to the faculty. Required for departmental honors. Students must submit a proposal a minimum of two weeks before the end of the semester preceding the proposed study. Prerequisite: Consent of department. Open to juniors and seniors only.

- ANTH-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- ANTH-462 Individualized Study-Research

Individualized research not counting toward minimum requirements in a major or minor, graded A-F

- ANTH-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- ANTH-466 Field Research in Archaeology

- ANTH-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- ANTH-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- ANTH-472 Individualized Study-Internship

Internship not counting toward the minimum requirements in a major or minor, graded A-F

- ANTH-473 Individualized Study-Internship

Internship not counting toward the minimum requirements in a major or minor, graded S/U

- ANTH-474 Summer Internship

Summer Internship graded A-F, counts for minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- ANTH-475 Summer Internship

Summer Internship graded S/U, counts for minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Art and Art History

Art and Art History Program Description

Creativity, a passion for hands-on work and a drive to cross boundaries and explore cultures—an Art and Art History major or minor will give you the skills to take these interests to new levels, whether as a form of personal expression or to enrich other fields of study. In an ever-increasing visual world, our Studio and Art History programs provide crucial tools for understanding the power of images, exploring why works of art are made and why art has played such a significant role in cultures and societies throughout history. Our students love their work here and have gone on to prosper in various jobs and graduate programs, whether it be in Art Therapy, museum work or street art.

From curating shows to exhibiting your own work, we promote dynamic student research and creative activity by engaging the diverse and rich world of artistic expression. Working with objects first-hand is key, with numerous field trips to major museums in Baltimore and Washington, D.C. as well as an extended visit to New York City. Our majors and minors will be encouraged to expand their learning through Study Abroad for one or even two semesters.

Studio majors learn the technical and conceptual skills to develop and professionally exhibit their own body of work, including a digital portfolio and artist's statement, with faculty experts and facilities in drawing, painting, sculpture, ceramics, printmaking and photography. You will have numerous chances to exhibit and discuss your artwork in a variety of spaces, from Introductory class work in the West Gallery to a competitive Juried Show in Schmucker Art Gallery, which includes awards. Seniors have their own private studios and work with a Graphic Designer on a professionally-produced Capstone catalog for their senior exhibition.

As an Art History major, you'll develop skills in visual analysis, historical research, writing and public speaking as well as curation and exhibition display. You will learn from faculty experts in Asian Art, African American Art and Art of the African Diaspora, 19th-century America and the Italian Renaissance. Our students regularly carry out original research on works in Musselman Library's Special Collections and have curated a vast range of exhibitions and objects, from Renaissance prints by Albrecht Dürer to polaroids by Andy Warhol to an Ethiopian magic scroll in a Chamber of Wonders. Art History seniors craft their own senior thesis research topic with funding available for travel and professionally present their work as part of an Art History Symposium to the campus public. You'll be prepared for graduate study in Art History or Museum Studies or a career in a range of fields.

Art and Art History Program Requirements

Students interested in a major or minor in art history or studio art should contact the department for a current check sheet.

Major in Art History

To complete a major in art history students are required to complete eleven courses:

- ARTH 125 or ARTH 126
- Methods Course ARTH 214
- One course in ancient or medieval fields (ARTH 201 or 202)
- One course in Renaissance or Baroque fields (ARTH 203, 284, 303, 306, 307, 308 or FYS 188-1, FYS 197)
- Two courses in 19th century or modern fields (ARTH 206, 210, 217, 221, 240, 318, 322)
- One course in a non-western field (ARTH 131, 234, 235, 236)
- One additional course in art history or theory (May include approved Internships and Independent Studies)
- Two Studio Courses
- Major Capstone course (ARTH 400)

May use no more than two transfer or off-campus study courses toward the minimum requirements for the major.

Major in Studio Art

To complete a major in studio art students are required to take the following courses:

- ARTS 141
- Four Core Studio classes (ARTS 251, 255, 261, and 263)
- Two second-level Studio core courses (or a second level drawing)
- One elective Studio (may use approved media or internship)
- Three courses in theory and history (Must include one entry-level survey in art history (ARTH 125 or ARTH 126) and one upper-level course on the history of art after 1945 (ARTH 318). Third course may include FYS 188, 197, PHIL 334 or any other art history course.
- Major Capstone course ARTS 401

May use no more than two transfer or off-campus study courses toward the minimum requirements for the major.

Minor in Art History

To complete a minor in art history students are required to take the following courses.

- ARTH 214 or substitute at the discretion of the department chair

- Three 200-400 level Art History or Theory courses
- One course in a non-western field (ARTH 131, 234, 235, 236)
- One studio course

Please note that no more than two 100-level courses are acceptable to fulfill the requirements for the minor. The art history courses used in a Studio Art major may not count in the Art History minor.

Minor in Studio Art

To complete a minor in studio art students are required to take the following courses

- ARTS 141
- Must take two of the following:
 - Introduction to Painting (ARTS 251)
 - Introduction to Printmaking (ARTS 255)
 - Introduction to Sculpture (ARTS 261)
 - Introduction to Ceramics (ARTS 263)
- Must take one second-level of the core you chose above. May include second-level drawing here as well.
- Must include one entry-level survey in art history, and one other art history

The minor must include 6 courses; no more than two of which shall be 100-level courses. May use no more than two transfer or off-campus study courses toward the minimum requirements for the minor. May not double count courses toward art history major or minor except for ARTS 141 and one entry-level art history survey.

Art and Art History Courses

- ARTS-141 Introduction to Drawing
Drawing from models and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis is placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Prerequisite: First-year students and sophomores only.
- ARTS-160 Introduction to Digital Media
Introduction to Digital Media is a preliminary studio for digital art, graphic design, and new media. Coursework introduces principles and techniques of visual communication and builds the capacity to discuss aesthetic, conceptual, and technical aspects of contemporary media. Workshops, sketching, informal writing, and constructive group reviews build visual discernment and teach industry standard tools and experimental technologies.
- ARTS-251 Introduction to Painting
Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. Prerequisite: ARTS 141 or permission of instructor.
- ARTS-252 Intermediate Painting
Development of unique and experimental techniques, procedures, images, presentations, and textural applications. Series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. Prerequisites: ARTS141, 251, or permission of instructor. Offered once a year.
- ARTS-255 Introduction to Printmaking
Creative process as conditioned and disciplined by intaglio techniques. Discussion of past and contemporary methods, and the study of original prints. Prerequisites: ARTS141 or permission of instructor. Offered once a year.
- ARTS-256 Intermediate Printmaking
Introductory course in experimental work, with a primary concentration on cameo techniques. Lithography and serigraphy are often introduced in alternate semesters. Prerequisite: ARTS 255. Offered once a year.
- ARTS-261 Introduction to Sculpture
Introduction to fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations are used to acquaint students with those aspects of sculptural history and theory relevant to studio projects. Course is intended for both general students, and art majors. Prerequisite: ARTS 141 or permission of instructor. Recommended course: ARTS 335. Offered once a year.
- ARTS-262 Intermediate Sculpture
Program of studio projects (arranged by instructor and student) concerned with developing an individual approach to three-dimensional form, using fabrication and construction techniques involving a series of experiments in spatial organization. Prerequisite: ARTS 261. Offered once a year.
- ARTS-263 Introduction to Ceramics

Introduction to clay as a medium for personal three-dimensional expression. Material is approached in a utilitarian and sculptural way. Both wheel and hand-building will be practiced. Introduction to kilns and glaze techniques. Offered once a year. Prerequisite: ARTS 141; or permission of the instructor

- ARTS-265 Introduction to Photography

Introductory course with a concentration on camera usage, design theory, and darkroom techniques in the black-and-white creative process. Additional emphasis on origins, evolution, and relationship of the photographic image to contemporary materials and methods. Prerequisite: ARTS 141, or permission of instructor. Offered once a year.

- ARTS-266 Intermediate Photography

- ARTS-267 Special Topics in Studio

Focuses on materials, techniques, and compositional parameters not systematically covered in the regular curriculum. Topics are chosen by individual studio faculty members and may include cast metal sculpture, welded sculpture, calligraphy, computer graphics, color photography, figurative drawing, watercolor painting, assemblages, installations and earthworks. Not offered every year.

- ARTS-341 Advanced Drawing

Emphasis on individual concepts as developed in a series of interrelated drawing problems, materials, and techniques. Prerequisites: ARTS 141 or permission of instructor. Offered infrequently.

- ARTS-351 Advanced Painting

Emphasis on advanced painting concepts and the development of individual student concerns in a series. Prerequisites: ARTS 251 and 252. Offered infrequently.

- ARTS-361 Advanced Sculpture

Exploration of individual three-dimensional concerns, with concentration in one media and technique. Prerequisites: ARTS 261, 262. Offered infrequently.

- ARTS-401 Senior Portfolio

Creation of a cohesive, individualized body of work for inclusion in the Senior Show, accompanied by portfolio presentation and faculty review. Emphasis is placed on extending unique student interests and strengths in an exploration of media, imagery, and technique, which result in mature, high quality aesthetic conclusions. Students participate in all aspects of offering the public a provocative, thoughtful series of well-crafted work that is displayed professionally. Offered every spring semester.

- ARTS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- ARTS-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- ARTS-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- ARTS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- ARTS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- ARTS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- ARTS-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- ARTS-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- ARTS-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- ARTS-471 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded S/U

- ARTS-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F

- ARTS-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U

- ARTS-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- ARTS-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

- ARTH-125 Survey of Western Art

An introduction to Western art from about 25,000 BC to the 21st century. Students learn some of the many relationships of visual art to various environmental contexts and some of the ways humans have employed art as a means to respond to life's experiences and also to influence those experiences. Additionally, students learn various methodologies of approaching art, such as formalist, feminist, Marxist. Through practice, students learn techniques of visual analysis and build skills to evaluate visual images.

- ARTH-126 Introduction to Modern and Contemporary Art

Study of the history of art from the mid-nineteenth-century to today, loosely from Post-Impressionism to art made within the past five years. We critically engage with the works themselves and situate them with their larger global and cultural context and trace the evolution of artists' various formal, social, and political commitments. In this class we will ask: What constitutes a vital artistic intervention into any era and why? What are the aesthetic, social, and technological conditions that variously inform the making and interpretation of modern and contemporary art? What publics and whose politics do art and its institutions aim to engage, contest, or occlude? In attending to these questions, we will move more or less chronologically from the mid-nineteenth century up to the present, surveying major trends and thematic, while also homing in on specific artists, exhibitions, and works that emblemize both the cultural contradiction of the modern and contemporary moment and the transformative potential of aesthetics within culture.

- ARTH-131 Introduction to Asian Art

A survey of the Arts of Asia from Neolithic period to Modern times. Three general topics, including Ancient Civilization, Asian Religion and Art, Traditional China and Japan will be discussed. The course covers different art forms primarily painting, sculpture and architecture from several regions: India, China, Japan, Central Asia and Southeast Asia. The works of art are important in their own contexts and we want to learn what they reveal about their parent cultures. Offered every semester.

- ARTH-201 Arts of Ancient Greece and Rome

Introductory survey of the art and architecture of Ancient Greece and Rome, beginning with the Bronze Age in the Aegean to the reign of emperor Constantine. The course covers the history, culture and social context of major works produced by these civilizations and analyzes developments in style, taste and use of materials. Recommended ARTH 125. Offered once a year. ARTH 201 and CLA 201 are cross-listed.

- ARTH-202 Medieval Art

Survey of the arts of the Middle Ages and their development from the Roman catacomb through the high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. Recommended prior course: ARTH 125.

- ARTH-203 Northern Renaissance Art

Introductory survey of the art of the Northern Renaissance, ranging from the meticulous detail of Jan van Eyck to the superb workmanship of Albrecht Dürer to the mysterious and grotesque figures of Hieronymus Bosch. In lectures, readings and class discussions, students explore the artistic styles, history, culture and social context of works produced during the 15th-16th centuries in Northern Europe. Topics include the rise of naturalism in the Renaissance, the pioneering advances in oil painting and printmaking, the use of "disguised symbolism", portraiture and genre subjects, and the impact of religious conflict and the Reformation.

- ARTH-206 European Painting 1700-1900

Introduction to eighteenth-century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Alternate years. Prerequisite: any 100-level ARTH, ARTH 201, or permission of instructor.

- ARTH-210 20th Century European Painting

Study of the schools and critical writings surrounding the major figures in the first half of the 20th century. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism are examined. Recommended prior courses: ARTH111, 112, or 120.

- ARTH-214 Methods in Art History

An introduction to the history of the art historical discipline and its research and interpretive methods. A broad goal of the course is to have students build a foundation of knowledge and methodology from which to approach works of art with understanding and critical appreciation.

Through lectures and class discussions students will develop a thorough familiarity with various art-historical methodologies and be able to evaluate their applicability to the analysis of individual works of art. Students in the class will curate an exhibition of artworks from the college special collection in the Schmucker art gallery. The theme for this year's exhibition is Nature in Art. Prerequisite: ARTH 125, or permission of the instructor.

- ARTH-221 18th & 19th Cent Amer Painting

Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years.

- ARTH-225 History and Theory of Photography

"History and Theory of Photography" explores critical issues in photography from its invention in 1839 through the present. The course examines the following themes: the photograph as document, landscape photography in the American West, the relationship between photography and painting, the practice of street photography, and postmodern photography.

- ARTH-234 Arts of China

An introduction to a world of visual and intellectual richness of Chinese art. The course will provide a base for the students to understand how the Chinese have viewed themselves and the world through time and how this has been expressed in the visual arts. Various art forms will be discussed chronologically. Within each period the arts are not only analyzed visually and stylistically, but are examined in their cultural, social and political contexts. Offered once a year.

- ARTH-235 Chinese Painting and Aesthetics

A study of Chinese painting and the art forms that have long held prestige positions in Chinese art. This course is intended to introduce the students to artistic practices created by both professional artists and scholar-painters. Class lecture and discussion focus on painting, the history of collections, theories on connoisseurship and aesthetics from the 3rd c to modern times. The interplays between painting and poetry, philosophy and politics are emphasized. Ink and brushworks is also analyzed and demonstrated in class.

- ARTH-240 Arts of the African Diaspora

We are examining the transnational flows and exchanges that make up the cultures of the African diaspora. We survey theoretical approaches to the African diaspora and visual approaches to race, as well as the processes of forced migration and dispersal that gave birth to a Black Atlantic world. Throughout this process, we encounter a broad set of visual practices and aim to understand how issues such as modernity, race, and coloniality can be complicated when investigated through African diasporic aesthetics.

- ARTH-245 Art of the Global Renaissance

An overview of art and architecture produced across cultures from the 14th-17th centuries. The course looks at the vibrant array of visual works from different areas of the world to de-center the traditional Euro-centered definitions of "Renaissance" and incorporate diverse perspectives, techniques, materials, iconographies, social expectations and cultural contexts. This course draws on new approaches to art in a global context and explores how different geographies interacted with each other through the circulation of goods, resources and knowledge.

- ARTH-267 Topics in Visual Arts History

Focuses on specific aspects of the history and theory of art and architecture not usually covered in the regular curriculum. Topics are chosen by individual faculty members; not offered every year.

- ARTH-284 Wonders of Nature and Artifice: The Renaissance Quest for Knowledge

Examination of Renaissance collections and the social context of their development. The course explores the quest for knowledge by Renaissance naturalists and collectors, whose wonders of nature and artifice were displayed in curiosity cabinets, gardens, and writings. The interaction of art and science and the role of economics, politics and culture are explored. Students engage in hands-on work, analyzing a Renaissance chamber of wonders at the Walters Art Museum and putting together their own "cabinet" in the Schmucker Art Gallery.

- ARTH-303 Art of the Italian Renaissance

Survey of the art and architecture of the Italian Renaissance from the thirteenth to the beginning of the sixteenth century. Course explores the characteristics of this important historical period, traditionally defined as a time of rebirth. Class material introduces students to primary sources and biographies of prominent artists, including Michelangelo, Leonardo da Vinci and Raphael, as well as the broader historical context of patronage, politics and social customs. Prerequisite: ARTH 115, or 125, or 201, 202; or permission of the instructor. Offered once a year.

- ARTH-306 Michelangelo and the Age of Mannerism

Seminar-style course on the late work of Michelangelo Buonarroti, including the Last Judgment, the San Lorenzo projects, and the later Pietas, and his influence on art and architecture in sixteenth-century Italy. The class will study various aspects of his life and working conditions and explore the Age of Mannerism, the 'stylish style', and how artists such as Pontormo, Rosso Fiorentino, Bronzino, Cellini and Vasari reinterpreted Michelangelo's style and celebrated his achievements as part of their own legacy. Readings will include Michelangelo's poetry and biographies by Vasari and Cellini. Prerequisite: ARTH 115, or 125, or any 200-level art history course, or permission of the instructor. Offered alternate years.

- ARTH-307 Baroque Art in the Age of Caravaggio and Vermeer

Art Study of painting, sculpture, and architecture in Europe, from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy are discussed, as well as allied approaches in northern Europe and Spain. Works of some of the world's best known artists are examined, including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco,

Velasquez, and Poussin. Prerequisite: ARTH 115, or 125, or any 200-level art history course; or permission of the instructor. Alternate years.

- ARTH-318 Art After 1945

Critical examination of the art forms and issues that identify the current post-modern phase of twentieth-century art. Past and current usages of the terms 'modern' and 'avant-garde' are explored in the context of contemporary modes of visual expression, art criticism, communications technology, and cultural pluralism. Prerequisite: two courses in art history and/or theory or permission of the instructor.

- ARTH-322 Painting in America, 1900 to 1960

Since 1900 Survey of twentieth-century painting. Course concentrates on two basic themes: the changing social role of painting as America's needs and self-image change, and the on-going eclectic process in which American painters extend and deepen their familiarity with world art.

- ARTH-400 Seminar in Art History

Discussion of methods, approaches and professional practices of Art History alongside the development of individual research projects and the organization of an academic symposium. Topics for critical discussion include formalism, iconography, social history, feminism and gender, high and low culture, challenging the canon and postmodernism. Students define and carry out an advanced research topic, the results of which will be written as a scholarly paper and delivered as a professional presentation with images in an Art History Symposium open to the public. Prerequisites: Senior Art History majors only. Offered in Spring semester.

- ARTH-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- ARTH-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- ARTH-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- ARTH-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- ARTH-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- ARTH-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- ARTH-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- ARTH-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- ARTH-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- ARTH-471 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded S/U

- ARTH-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F

- ARTH-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U

- ARTH-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- ARTH-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Biochemistry and Molecular Biology

Biochemistry and Molecular Biology Program Description and Requirements

Emphasizing independent research and one-on-one collaboration with faculty members, Gettysburg's interdisciplinary biochemistry-molecular biology (BMB) major requires study in the biology, chemistry, mathematics, and physics departments, consistent with recommendations of the American Society of Biochemistry and Molecular Biology.

Students gain hands-on experience with state-of-the-art biochemical analysis and recombinant DNA technology as they examine the structures and chemical reactions within living cells. A capstone research project frequently results in professional publications co-authored by students and professors or presentations at scientific meetings.

Students receive excellent preparation for graduate study, medical school, or careers in a broad range of fields.

Requirements

Students may earn a B.S. degree in biochemistry and molecular biology by completing the following requirements:

- Biology 111 Introduction to Ecology and Evolution (or Biology 113)
- Biology 112 Form and Function of Living Organisms or Biology 118 The Chemistry of Life
- Biology 211 Genetics
- Biology 212 Cell Biology
- Biology 351* Molecular Genetics
- Chemistry 105 Fundamental Chemistry: Down on the Farm or Chemistry 107 Chemical Structure and Bonding
- Chemistry 108 Chemical Reactivity or Chemistry 118 The Life of Chemistry
- Chemistry 203 Organic Chemistry
- Chemistry 204 Organic Chemistry
- Chemistry 305 Physical Chemistry
- Chemistry 333 Biochemistry I
- Chemistry (or Biology) 334* Biochemistry II
- Mathematics 111 Calculus I
- Mathematics 112 Calculus II
- Physics 109 Introductory Physics I
- Physics 110 Introductory Physics II

In addition, students must complete any two of the following courses (at least one must be at the 300 level and at least one must contain a laboratory component):

- Biology 250 Introduction to Bioinformatics
- Biology 315 Molecular and Genome Evolution
- Biology 320* Developmental Biology
- Biology 332 Immunobiology
- Biology 335 Neurobiology
- Biology (or Chemistry) 359 X-Lab: Drugs and Cells
- Chemistry 246 Physics of Life
- Chemistry 317 Instrumental Analysis
- Chemistry 320 Materials Science
- Chemistry 358 X-Lab: Salty and Fatty
- Chemistry 375 Advanced Inorganic Chemistry
- Research* (Biology 460 or 461 or Chemistry 460 or 465)

*Biology 320, Biology 351, Biology/Chemistry 334, Biology 460, Biology 461, Chemistry 460, and Chemistry 465 have components that fulfill the capstone experience for the biochemistry and molecular biology major.

In addition, first-year students interested in developing research skills in molecular biology may take either Bio 114 Phage Genomics (as part of a year-long sequence beginning with Bio 113) or Bio 115 Molecular Responses to DNA Damage. These courses provide first-year students an opportunity to engage in original research leading to public presentation and possible publication. Bio 114 and Bio 115 count toward the college graduation requirement but do not count toward the BMB major.

The program is directed by a Biochemistry and Molecular Biology Committee (BMBC), consisting of biology and chemistry faculty members.

Individualized Study projects (Biology 460, Biology 461, Chemistry 460, or Chemistry 465) may be directed by any BMBC member. Otherwise, the project requires the approval of the BMBC.

Biology

Biology Program Description

Explore the complexities of living things as a Biology major or minor. This hands-on, experiential program will give you a solid foundation in biological concepts and principles, as well as lab experience and research opportunities.

Studies span a range of biological specialties, allowing you to focus on a particular area of interest, such as:

- Cell biology
- Genetics
- Physiology
- Microbiology
- Immunobiology
- Developmental biology
- Neurobiology
- Animal behavior
- Ecology
- Evolution

You'll have access to modern scientific instrumentation—the same tools practicing scientists use—such as specialized microscopes, a greenhouse, environmental chambers, ultracentrifuges, and other molecular equipment.

In collaboration with faculty, you'll perform [research](#) that often leads to co-authored papers and presentations to campus or at scientific meetings.

Gettysburg Biology majors have an outstanding record of success in the nation's leading graduate and professional schools, medicine, science-related careers, and many other fields.

Unique opportunities

- Combine your biological studies with other scientific pursuits through the [Cross-Disciplinary Science Institute](#).
- Discover new viruses in the [Phage Hunting Research Experience for First-Year Students](#).

Biology Program Requirements

Students who major in biology may pursue a Bachelor of Arts degree or a Bachelor of Science degree.

All courses taken to satisfy the requirements for the B.A. or B.S. degree or for the minor must be taken using the A-F grading system (except for Bio 461 which can be taken Satisfactory/Unsatisfactory). Bio 453 does not count towards the requirement of the Biology major/minor.

Requirements for the Bachelor of Arts (B.A.) in Biology

- **Nine courses in Biology**, which include:
 - The four-course core sequence: Biology 110 or 111 or 113, 112, 211, and 212
 - One course from each of these three areas:
 - Cellular/Molecular: Biology 115 (Spring 2016), 214, 230, 232, 251, **315, 320, 330, 333, 334, 335, 340, 351, 359
 - Organismal: Biology 115 (Spring 2015), 204, *206, 221, 223, 224, 227, 228, *229, *307
 - Population/Community: Biology 205, *206, 225, *229, 240, 306, *307, 314, **315, 316, 361; ES 211, ES 350
 - Two additional elective courses, selected from the areas listed above or in Research Methodology (Biology 260*, 460, and 461)
- *Bio 206, 229, and 307 may count for the Organismal group **or** the Population/Community group.
Bio 315 may count for the Cellular/Molecular **or the Population/Community group.
Bio 111 (or 110) and 112 are prerequisites for all upper level Biology courses.
Bio 113 can substitute for Bio 111 (or Bio 110)
Bio 110 is intended as a prerequisite to Bio 112 for non-Biology majors.
- **Four courses in related departments, to include:**
 - Chemistry 107 (or 105) and 108 (or 118) - to be typically taken in the first year
 - A mathematics course, selected from: Biology 260*; Mathematics 105-106, 107, 111, 112, Psychology 205
 - One elective, selected from: Chemistry 203, 204; Chem/Phy 246; Computer Science 111 (or 107); Environmental Studies 223; Physics 103, 104 or 109; 110, 111, or 112; Psychology 236, 237, or 238; HS326.

*Note: If Biology 260 is chosen to meet the mathematics course requirement, it may not also count as a biology elective course.

- **A Capstone Experience** - Fulfilled by Biology 307, 314, 320, 334, 335, 351, 460, or 461. All of these courses require independent research as well as a research or review paper.

Requirements for the Bachelor of Science (B.S.) in Biology

Students seeking the B.S. in Biology must fulfill all of the requirements listed for the B.A., plus the following:

- **One additional elective biology course** (for a total of 10 biology courses)

- **One additional course in a related department** (from the above list for a total of five courses in related departments - only one of the CS courses can count for the Biology major)

For those considering graduate or medical school

Students applying to most medical school programs, and some other medically-related graduate schools, such as dental school, are required to complete two years of Chemistry (105 or 107, 108, 203, & 204), one year of Physics (103-104 or 109-110 or 111-112), and one or two courses in Mathematics (usually 105-106, or 111 and/or 112). Most PhD programs are more flexible (see: [Graduate school for a masters or doctoral program](#)), but some do also prefer students to take both Organic Chemistry (Chem 203 & 204) and Physics, in addition to the usual Biology major requirements. Students who do complete all of these courses only need 5 Biology electives (instead of 6) for the B.S., or 4 Biology electives (instead of 5) for the B. A. Students considering any graduate program should work closely with their advisor to plan their course of study.

Requirements for the Minor in Biology

Students qualify for a minor in Biology by completing six courses in Biology:

- Biology 111 (or 110 or 113) and 112. Both courses with at least a C- grade.
- Four additional Biology courses that count toward the major.

Students selecting upper-level courses to meet the requirements for the minor must also fulfill any prerequisites that may be required for those courses

Biology Courses

- **BIO-101 Basic Biological Concepts**

Course covers basic topics in cell biology, bioenergetics, gene expression, and patterns of inheritance with a focus on important topical issues. Designed for nonscience majors. Laboratory emphasizes the experimental nature of biological investigation. Three class hours and laboratory. Students may not receive credit for both BIO 101 and BIO 110.

- **BIO-102 Contemporary Topics in Biology: Biological Basis of Disease**

Designed for nonscience majors. Course covers selected biological topics related to human diseases and focuses on contemporary problems and their possible solutions. Three class hours and laboratory.

- **BIO-103 Contemporary Topics in Biology: Plants and Society**

Designed for nonscience majors. Course covers selected biological topics related to the importance of plants to humans.

- **BIO-104 The Evolution of Social Behavior**

Evolutionary biology can provide an understanding of who we are and where we came from. Sociobiology is the study of the biological basis of social behavior. This course introduces students to the ways biologists address questions about the evolutionary origin and mechanisms of social behavior in all animals, including humans. We learn how the scientific method is applied to test hypotheses in biology and use this understanding to evaluate studies of sociobiology of animals. Sociobiology is the part of behavioral ecology that examines the effect of the social environment on the evolution of behavior. E. O. Wilson defined the discipline and was publicly criticized by other biologists who believed that his ideas were dangerous because they could be used by eugenicists to justify social inequalities. Those dangers still exist.

- **BIO-110 Introductory Biology: Molecules, Genes & Cells**

Introduction to cell biology, bioenergetics, gene expression, and patterns of inheritance with a focus on important topical issues. Laboratory emphasizes the experimental nature of biological investigation. Students not majoring in biology but who are interested in the health professions may, with a grade of C- or better in Biology 110, enroll in Biology 112. Three class hours and laboratory. Students may not receive credit for both BIO 101 and BIO 110.

- **BIO-111 Introduction To Ecology and Evolution**

Designed to introduce students to general biological principles, with a focus on ecology and evolution. Topics include adaptation, nutrient cycling and energy flow, population growth and species interactions, Mendelian and population genetics, speciation, and the history of life. Laboratory emphasizes the experimental nature of biological investigation. Designed for science majors with a high school background in biology, chemistry, and mathematics. Three class hours and laboratory.

- **BIO-112 Form and Function in Living Organisms**

Designed for science majors. Morphology and physiology of plants and animals are emphasized. Lecture and laboratory topics include nutrition, energetics, internal regulation, neural and hormonal integration, and reproduction. Prerequisite: Bio 111, or Bio 110 (prior to Fall 18), with a C- or better. Three class hours and laboratory.

- **BIO-113 Introduction to Phage Biology**

Designed to introduce potential science majors to general biological principles – cell biology, gene expression, inheritance, ecology and evolution. Laboratory emphasizes the experimental nature of biological investigation using the biology of viruses (bacteriophages) and their bacterial hosts as

a model. Six lecture/laboratory hours, and two discussion hours.

- **BIO-115 First Year Research**

One-semester research experience for first-year students. This course alternates between two different topics, one that is lab-based, and the other, which is a combination of lab- and field-work. On even-numbered years students will investigate mechanisms that protect DNA and the cancer-enabling properties of cells in which critical cancer-protective proteins are missing, with a view to understanding “why normal cells get it right every time they divide, and why cancer cells get it wrong every time they divide”. Projects use techniques of genetics, molecular biology, and genetic engineering to investigate how genome instability, marked by loss of cell cycle control and impairment of DNA repair, accelerates cancer progression. On odd-numbered years students will investigate the startling global declines of amphibians (salamanders, frogs, and caecilians). Projects will include work on limb deformities, estrogenic compounds, ecosystem services, emerging infectious diseases, and species "arks." Students will learn techniques in experimental design, modeling, field sampling, histology, quantitative PCR, and project-specific methodologies (e.g. diet analysis, GIS, etc.).

- **BIO-204 Biology of Flowering Plants**

Identification, classification, structural diversity, ecology, and evolutionary relationships of the angiosperms. Course includes field work for collection and identification of local flora. Three class hours and laboratory-field work.

- **BIO-205 Ecology**

Principles of ecology, with emphasis on three levels of the biological hierarchy-organisms, populations, and communities-that are needed to understand the factors that determine the abundance and distribution of any species. Course includes a number of field trips. Three class hours and laboratory-field work. Credit cannot be received for both this course and Environmental Studies 211.

- **BIO-206 Physiological Ecology**

Exploration of environmental effects on fundamental physiological processes and adaptations used by animals to cope with both abiotic factors such as temperature and water availability and biotic forces such as herbivory, predation and competition. Factors determining the distribution and abundance of animals will also be discussed. The history of studies in physiology and ecology will be introduced. Prerequisite: BIO 111 & 112 (grade of C or better in each course) AND permission of instructor. BIO 110 is an acceptable pre-requisite for students who also have completed an Ecology course such as ES 211

- **BIO-211 Genetics**

Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation, genetic engineering, molecular evolution, and population genetics. Three class hours and laboratory. Prerequisite: Bio 112 with a grade of C- or better and Chem 107.

- **BIO-212 Cell Biology**

Structure and function of eukaryotic cells. Topics include protein structure, enzyme function, membrane structure and transport, protein sorting, energy transduction by mitochondria and chloroplasts, chromosome structure, cell division and cell-cycle control, cell communication, cell motility, and cell biology of cancer. Three class hours and laboratory. Prerequisite: Bio 112 and Chem 108 with a grade of C- or better in both courses.

- **BIO-214 Phage Genomics**

Covers basic topics in genome science, focusing on describing and annotating a newly sequenced phage genome obtained by students in the previous fall semester. Designed for science majors. Laboratory emphasizes the experimental nature of biological investigation. Three lecture/computer laboratory class hours. Pre-requisite Bio 112

- **BIO-217 An Evolutionary Survey of the Plant Kingdom**

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology or vegetative and reproductive characters, unique features, and evolutionary trends in plants.

- **BIO-221 Symbiosis**

Exploration of common themes in symbiotic associations between organisms, techniques used to investigate these relationships, and future trends of this increasingly important field of biology. Topics include components of animal behavior, development, genomics, evolution, and ecology. Primarily a lecture format although will also include in-class demonstrations and projects. These projects will occasionally require a greater time commitment than the scheduled class meetings. Prerequisite: Biology 112. Counts as an Organismal course within the BIO major.

- **BIO-223 Entomology**

This course uses evolutionary theory as a framework to introduce students to insect biology. An emphasis is placed on insect ecology and its influence on major group radiations. Students learn major concepts in insect form and function as well as in the ecology, behavior, development, and conservation of insects. This course also addresses the impact of insects in human society. Laboratories provide students with a hands-on introduction to insect anatomy, identification and entomological techniques. We experience insects in their natural habitats with a series of field trips and a semester-long research project on insect diversity.

- **BIO-224 Vertebrate Zoology**

Introduction to systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Optional trip to North Carolina. Six hours in class, laboratory, and field work.

- **BIO-225 Animal Behavior**

Study of animal behavior through readings, discussions, and field and laboratory observations. Phenomena considered range from simple reflex response to complex social organization. Role of behavioral adaptations in the biology of animal species is emphasized. Three class hours and laboratory.

- **BIO-226 Comparative Vertebrate Morphology**

Lab-lecture course that integrates the learning of vertebrate anatomy with semester-long research projects. It is designed to be a Course Based Undergraduate Research Experience where students primarily work on independent research. The anatomy component will largely rely on the college's Anatomage tables and their comparative anatomy features. The independent projects will rely on publicly available 3-dimensional scans of museum and research specimens and a range of investigative techniques in the R programming language. Students will generate their own datasets and will explore these for interesting trends and morphological structure-function relationships. Prerequisite: BIO 112

- **BIO-227 Invertebrate Zoology**

Study of the structure, physiology, and behavior of the major groups of animals representing 99 percent of the animal kingdom. Focus is on functional morphology and evolutionary adaptation. Course includes individual or group research projects. Six hours in class-laboratory work.

- **BIO-228 Tropical Marine Biology**

Biology of tropical marine organisms and study of the geological, chemical and physical processes in tropical marine ecosystems. Course requires a 2-week summer field/lab program at a marine research station in the Bahamas (additional costs). In the field, the students snorkel to observe diverse marine organisms in habitats such as coral reefs and rocky/sandy intertidal zones. Prerequisite: Permission of the instructor.

- **BIO-229 Tropical Terrestrial Biology**

This course familiarizes students with current and relevant topics in tropical biology. Students learn major concepts in tropical biodiversity, community ecology, and conservation and discuss current research advances in these areas. Students also develop an appreciation for the diversity of life and the processes that contribute to this diversity. This course combines a lecture/seminar section during the Spring semester with a lab section/field trip to Manu National Park in Peru, at the beginning of the summer break. Prerequisite: Bio 111, BIO 112 and permission of the instructor

- **BIO-230 Microbiology**

Biology of viruses and bacteria, with emphasis on morphology, metabolism, taxonomy, reproduction, and ecology. Laboratory includes isolation, culture, environmental influences, identification, and biochemical characterization of bacteria and their viruses. Three class hours and laboratory.

- **BIO-236 Biology of Aging**

Introduction to fundamental concepts related to aging at the organismal, cellular, and molecular levels. Topics covered in this course include genetic and cellular mechanisms of aging, common functional losses associated with aging, age-related diseases (e.g. Alzheimer's disease, heart disease), and modulation of aging and longevity. Information related to humans and model organisms used in aging research is emphasized. The course includes a laboratory component which addresses questions related to the modulation of healthspan during aging. Prerequisite: BIO 112

- **BIO-240 Paleobiology**

Paleobiology. Diversity, biology and ecology of ancient life; the major biological and geological changes that had a significant impact on our evolutionary history and the key geological and physical processes that shaped our earth during its 4.5 billion year history. Laboratory component introduces students to the techniques required for the proper collection, preservation, identification and cataloging of fossils; and involves visits to local fossil collection sites and museums. Students are required to develop a personal fossil collection during this course.

- **BIO-250 Topics in Biology**

Exploration of a particular topic in Biology, chosen by a faculty member

- **BIO-251 Introduction to Bioinformatics**

Introduction to the emerging field of bioinformatics, where biology and computer science intersect to interpret and use the rapidly expanding volume of biological information produced by genome sequencing and proteomic exploration of life processes. Application of bioinformatic software tools to the analysis of gene sequences and protein structures is emphasized. Students undertake a laboratory project combining in silico and in vitro approaches to isolate and then analyze a segment of their own DNA. An introduction to computer algorithms used in bioinformatic software is provided. Three class hours and laboratory. Biology 251 and CS 251 are cross-listed.

- **BIO-260 Biostatistics**

Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention given to experimental design and hypothesis testing. Three class hours and one hour discussion. Credit cannot be received for both this course and Health Science 232, Mathematics 107, Psychology 205, or Economics 241.

- **BIO-290 Mentored Research Internship**

Quarter credit internship graded S/U.

- **BIO-306 Marine Ecology**

Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea are examined. Problems of pollution, beach erosion, and the management of declining fisheries is also presented.

Quantitative field work in a variety of coastal habitats is conducted on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. Alternate years. Prerequisite: ES 211.

- **BIO-307 Freshwater Biology**

Study of the physical, chemical, and biological characteristics of inland waters. Topics include nutrient cycling, biological interactions, and effects of human activities. Course includes individual research projects and a number of field trips. Six hours in class, laboratory, and field work. Capstone Course. Prerequisite: Junior or Senior Standing

- **BIO-314 Evolution**

Study of the transformation and diversification of populations through time. Topics include history of life, adaptation, selection and population genetics, speciation and extinction, evolutionary innovations, and patterns of diversity. Three class hours and laboratory. Capstone course. Prerequisite: Bio 211.

- **BIO-315 Molecular and Genome Evolution**

The study of the factors that shape the evolution of genes and genomes. The organization, origin, and mechanisms of change of viral, prokaryotic and eukaryotic genomes are explored. Topics include: structure and function of genes, chromosomes, and genomes; the roles of natural selection and chance as drivers of molecular evolution; rates and patterns of DNA and amino acid sequence evolution; molecular phylogeny; reticulate evolution; gene duplication and mobile elements; genome evolution. Prerequisite: BIO 211

- **BIO-316 Conservation Biology**

A discipline comprising pure and applied science, which focuses on the preservation of biological diversity. Focus implicitly recognizes that preserving the genetic and ecological features of a species requires preservation of that species' niche. Topics include food web organization, spatial heterogeneity and disturbance, consequences of small population size and inbreeding, captive propagation, demographics of population growth, and species reintroduction and management. Prerequisite: Environmental Studies 211 or BIO 111. BIO 316 and ES 316 are cross-listed.

- **BIO-320 Developmental Biology**

Survey of the phenomena and principles of animal development. Major attention is given to the genetic and cellular mechanisms that control cell differentiation and the development of form in several model organisms. Vertebrates are emphasized in the study of organ development. Three class hours and laboratory. Capstone course. Prerequisite: Bio 211 and 212.

- **BIO-330 Microbial Pathogenesis**

Will explore the various strategies employed by microbial pathogens and will focus on the molecular mechanisms of virulence, gene regulation, pathogenesis, host-pathogen interactions and epidemiology. Prerequisite: BIO 230 Microbiology or permission of instructor

- **BIO-332 Immunobiology**

Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases of self/non-self discrimination are emphasized. Three lecture hours plus one hour discussion. Prerequisite: Bio 211, or Bio 212.

- **BIO-333 Molecular Basis of Biofilms**

Biofilms are communities of microbes that adhere to each other and to surfaces. This course focuses on the molecular mechanisms of biofilms in disease, the natural environment, and the built environment. You will develop an understanding of the strategies biofilm residents employ to form, persist, and disperse. Advanced concepts of molecular and cell biology will be integrated with basic bioinformatics. You will use web-based & commercial applications to examine the structure and function of proteins using computation analysis, statistics, and pattern recognition. Prerequisite: BIO 211 or BIO 212

- **BIO-334 Biochemistry II**

Detailed survey of the primary and secondary metabolic processes in living cells. Topics discussed include the overall organization of metabolic pathways, carbohydrate and fatty acid metabolism, biological oxidation and reduction and energy production. Special attention is given to regulation, hormone action, metabolic disorders and disease. Laboratory work includes an independent research project. Three class hours and one laboratory. Spring semester. Capstone course for Biology majors. Prerequisite: CHEM 204. Biology majors -- BIOL 212 and CHEM 204, or permission of the instructor.

- **BIO-335 Neurobiology**

An exploration of the biological basis of brain function, including: electrical and chemical signaling of nerve cells; modulation and plasticity of signaling occurring in different behavioral states or during learning; and the structure, function, and development of circuits of interconnected nerve cells involved in sensory perception and motor coordination. Emphasis is placed on the behavioral and clinical aspects of modern neurobiology: how particular properties of the brain underlie specific behaviors, and how malfunctions of neural mechanisms lead to various neurological disorders. Capstone course for Biology majors. Prerequisite: Bio 212 with a C- or better or Bio 112 and Psych 236 both with a C- or better.

- **BIO-340 Comparative Animal Physiology**

Regulation of basic physiological processes in animals. Unifying principles are studied using a comparative approach. Three class hours and laboratory. Credit cannot be received for both this course and HS 210. Prerequisite: grade of C or better in Bio 212.

- **BIO-351 Molecular Genetics**

Study of the basic mechanisms of information storage and retrieval from DNA and RNA. Topics include genome organization and the regulation of gene expression in prokaryotes and eukaryotes; DNA replication and repair; molecular genetics of cancer and human-inherited disorders; and recombinant DNA technology. Three class hours and laboratory. Capstone course. Prerequisite: Bio 211 and 212.

- BIO-359 X-lab: Drugs and Cells

Combined upper-level biology and chemistry laboratory where students design and synthesize organic compounds and determine the impact of structural modifications on these compounds' biological activity. The semester is divided into two parts: the synthesis, isolation, and characterization of a derivative of a known, biologically active organic compound; and the assessment of its biological activity using in vivo disease models. Two laboratories. Spring semester. Prerequisite: CHEM 204 and BIO 211 or permission of the instructor.

- BIO-361 Evolutionary Medicine

Study of the application of evolutionary thinking to human health issues. Topics to be covered include evolution of pathogens and virulence; mal-adaptations to modern lifestyles; genetic conflicts associated with reproduction including pregnancy; evolution of aging and age-related diseases. Seminar will address if and when medical treatment or public health policies benefit from incorporating an evolutionary perspective. Prerequisite: Bio 211 and Bio 212.

- BIO-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- BIO-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- BIO-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- BIO-453 Individualized Study-Tutorial

Independent investigation of a topic of special interest, directed by a faculty member familiar with the general field of study. May be used as preparation for enrollment in Biology 460. Prerequisite: Approval of directing faculty member.

- BIO-460 Individualized Study-Research

Independent investigation of a topic of special interest, normally including both literature and laboratory research. Directed by a faculty member. Results of investigation are presented to the department. Open to juniors and seniors. Capstone course Prerequisite: Approval of both the directing faculty member and department.

- BIO-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U Capstone course

- BIO-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- BIO-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- BIO-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- BIO-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- BIO-472 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded A-F

- BIO-473 Individualized Study-Intern

Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. Prerequisite: Approval of both supervisor and department. Contact Center for Career Development for application and further assistance.

- BIO-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- BIO-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

- BIO-477 Half Credit Internship
Half credit internship, graded S/U.

Business, Organizations, and Management

Business, Organizations, and Management Program Description and Requirements

For students enrolled at Gettysburg College in or after Fall 2019

Note: The Department of Management offers a major in **Business, Organizations, and Management** for students enrolled at Gettysburg College in or after Fall 2019; a major in [Organization and Management Studies \(OMS\)](#) for students enrolled prior to Fall 2019; and a [minor in Business](#).

The Business, Organizations, and Management major offers a dynamic interpretation of business, management, and organizations by utilizing a critical management perspective to better understand their relationship with contemporary society. Although the fundamentals of business and management are still relevant, the ever-changing environment of business, globalization, and the impact on society requires a more fluid and analytical understanding. The Department of Management encourages students to use the skills and knowledge they will gain to analyze contemporary issues in a critical manner that is unfettered by traditional frameworks. Workers, communities, and social justice are given equal consideration with profit and shareholder returns.

The Business, Organizations, and Management major is anchored in the social sciences, and reaffirms the central role of the liberal arts in studies of business, organizations, and management. Critical thinking, rigorous inquiry, and the acquisition of knowledge are central to the Business, Organizations, and Management major. The curriculum stresses intellectual boldness, creative problem solving, entrepreneurial thinking, and the practice of socially responsible management. It is an ideal major for anyone aspiring to a management or leadership position in business, government, the nonprofit sector, or any other organizational environment.

The Business, Organizations, and Management major is designed to give students not only a solid grounding in core principles of business, but to do so within a framework that extends beyond traditional pedagogical views for studying and teaching business. Students will rely on a critical managerial perspective for understanding and analyzing the evolving relationships of businesses with local, national, and global constituencies.

Students who major in Business, Organizations, and Management will take microeconomics, accounting, organizational behavior, statistics, research methods, marketing, and ethics. Business, Organizations, and Management majors will also have the opportunity to explore the critical analysis of corporate finance, marketing, business law, entrepreneurship, small business management, and business policy and strategy. In addition, they can choose to critically study the complex relationships among individuals, policies, and structures within business and organizations through courses on organization theory, systems thinking, decision making, as well as topics related to the future of work, organizational culture, human resource management, leadership, employee motivation, and well-being.

Critical Action Learning Experience

Students in the Business, Organizations, and Management major should complete an applied, substantive experience outside the classroom before beginning their senior year, referred to as a Critical Action Learning (CAL) Experience. This can be accomplished through global study programs with the Center for Global studies, a registered internship with the Center for Career Engagement, and immersion projects with the Center for Public Service. Once the experience is completed, students are responsible for writing an 8-10 page reflection paper about the experience that is contemplative, introspective, and incorporates theories and empirical literature from the field of Critical Management Studies (CMS). Students will work with their Management Faculty Advisor to complete a reflection paper upon conclusion of the CAL experience.

For students relying on internships to meet the CAL experience requirement, please see details for registering the internship and documenting the experience. Once the CAL experience and reflection paper are successfully completed, the student will receive a satisfactory grade for the internship (if applicable) and "credit" towards the BOM major.

Please note that neither the CAL assignment, nor the internship credit count towards one of the 32 course credits required for graduation.

Please contact the department CAL and Internship Coordinator, Professor Duane Bernard (dbernard@gettysburg.edu), for further inquiries.

[Business, Organizations, and Management checksheet](#) (PDF)

Business, Organizations, and Management Courses

- MGT-155 Accounting for Management Decisions

Integration of financial and managerial accounting topics, emphasizing what accounting information is, why it is important, and how it is used. Topics such as understanding, interpreting and analyzing financial statements, coupled with cost behavior, decision making and budgeting, will form a solid accounting foundation for future managers. Prerequisite: ECON 103.

- MGT-235 Statistical Methods

The introduction of quantitative thinking in organization and management studies which develops students' capacity to understand the use of statistics at the level of college mathematics. Topics include measurement, statistical methods, logic and decision making, and quantitative aids.

- MGT-242 Sociology of Tourism

Examination of the tourism industry through a sociological lens. The course educates students on the delicate balance between business profit-maximization and social responsibility. The course uses interdisciplinary theoretical frameworks but filter them through a sociological lens to understand the industry. The course takes current tourism marketing and market segmentation approaches and examines explicit and implicit biases in business models and strategies and how they reflect, maintain, or even promote systematic societal inequalities and stereotypes. Prerequisite: Soc 101, 102, 103 or permission from instructor. SOC 242 and MGT 242 are cross-listed.

- MGT-265 Financial Regulation Policy

Regulation of financial markets and institutions. The course examines risk-taking by financial market participants and attempts by government to regulate in the interests of financial stability. Special attention to the 2007 world financial crisis, the Dodd-Frank regulatory reform act of 2010, and current regulatory reform proposals. Taught from the perspectives of public policy, economics, and business management. Prerequisite: ECON 103, and 104 or ECON/BUS 267. Cross-listed as PP 265, ECON 265, and BUS 360.

- MGT-267 Finance

Emphasis is on financial planning, investment analysis, asset management, and sources and costs of capital. Prerequisites: Econ 103 or 104, and ECON 241 or an equivalent statistics course.

- MGT-270 Organizational Behavior

Theory of behavioral sciences applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational culture.

- MGT-275 Organization Theory

Conceptual and empirical understanding of the structure of organizations and the managerial principles that affect productivity and organizational effectiveness. The ambiguity and complexity of human organizations will be examined by systematizing and interrelating basic concepts of organization theory from both managerialist and critical perspectives. An open systems approach recognizes the dynamic interaction of organizations with their environments. Prerequisite: MGT 270

- MGT-301 Research Methods

Introduction to scientific methods as they apply to research (whether public or internal research) in management and organizations, as well as ethical considerations throughout the process. Emphasis will be placed on the various analytic procedures most appropriate for different types of research and populations, including qualitative and quantitative analyses, advanced measurement, and sampling strategies. Prerequisite: MGT 235.

- MGT-303 Systems Thinking

Feedback systems, causal loop diagrams, systems archetypes, and systems dynamic modeling for complex social and organizational issues. Emphasis is placed on the basic differences between mechanistic problem solving and systemic thinking, as well as how systems thinking and modeling can be used to clarify complex issues and provide actionable leverage points for change. Prerequisite: MGT 235 and MGT 275

- MGT-304 Decision Making

Rational decision making, bounded rationality, heuristics, game theory, and dynamic decision making for social systems. The successful functioning of any social system is dependent on the quality of the decisions being made throughout the system. This course will enrich students' understanding of both prescriptive and descriptive decision making techniques and strategies. Prerequisite: MGT 235 and MGT 275

- MGT-321 Topics in Operations Management

An introduction to the models and theories of operations management used in manufacturing and service industries. The course focuses on analyzing and evaluating current process management issues currently challenging industry. Introduces quantitative and qualitative techniques for improving both manufacturing and service firms' operations in terms of quality, cost and customer response. Prerequisite: MGT 235 or a declared business minor that has completed the statistics requirement.

- MGT-330 Organizational Culture

A conceptual and empirical examination of the study of organizational culture. The course will focus on the major theories used to understand and assess organizational culture with an emphasis on how culture influences change and decision making within an organizational context. Both quantitative and qualitative methods will be used to analyze cultural influences. Prerequisite: MGT 270 or permission of the instructor.

- MGT-332 Organizations and Society

Social, political, and economic perspectives used to explore the dynamic relationship between organizations and society from both historical and contemporary perspectives. Special emphasis will be placed on the evolution of the purpose of corporations from the 17th century to the present. Prerequisite: MGT 275 or permission of the instructor.

- MGT-335 Negotiation and Conflict Management

The concept of negotiation and conflict management with a focus on strategic aspects of negotiations such as interests, goals, positions, rights, and power. A basic premise of the course is that, while you will need analytical skills to discover optimal solutions to problems, you will also need a

broad array of negotiation skills to implement these solutions and make sure that they are truly effective. Your long-term effectiveness—both in your professional and personal life—is likely to depend on your negotiating abilities. This course will give you the opportunity to develop these skills experientially and to understand the analytical frameworks that underlie negotiations. Prerequisites: MGT 270

- **MGT-338 The Bandits of Wall Street: White Collar Crime in the 21st Century**

A review of white collar crime from Enron, Worldcom and Adelphia; to Medicaid fraud by local doctors. Students engage in a case study-based look at the costs of corporate crime, from the legal structure set up to protect society from fraud, the concept of fiduciary duties, and the current regulatory systems that govern corporate America. Students prepare and present a project based on individual instances of white-collar crime, discussing not only the causes and costs of the crime, but also proposing solutions to prevent further similar crimes from occurring, or from occurring undetected. The solutions must address all of the management concerns of implementing or complying with the new law(s), as well as a cost-benefit analysis of the new law(s) versus the status quo. The goal is for the project to be of a quality to be submitted to the Senator and/or Representative of the student.

- **MGT-350 Labor Relations**

This course opens up managerial frameworks of labor relations in terms of complying with different labor laws. It introduces students to employee relations frameworks, which ensures integration of legal compliances with governance of human resources. Awareness of labor laws can help HRM professionals to avoid costly lawsuits and help them to resolve many employment related issues amicably. As the global economy witnesses technological disruptions and political upheavals, labor relations acquires increasing importance to negotiate employment contracts on fair terms to enable productivity and security. Prerequisite: MGT 270

- **MGT-360 Financial Regulation Policy**

Regulation of financial markets and institutions. The course examines risk-taking by financial market participants and attempts by government to regulate in the interests of financial stability. Special attention to the 2007 world financial crisis, the Dodd-Frank regulatory reform act of 2010, and current regulatory reform proposals. Taught from the perspectives of public policy, economics, and business management. Prerequisite: ECON 103, and 104 or ECON/BUS 267. Cross-listed as PP 265, ECON 265, and BUS 360.

- **MGT-361 Marketing Management**

Study of the dynamic nature of contemporary marketing: the marketing concept, consumer buying behavior, marketing research, the promotional mix, and international marketing. Incorporates case studies, current problems, and ethics of marketing. Prerequisite: MGT 235; approved statistics course for BUS minor

- **MGT-363 Business Law**

Legal environment of business and how law affects managerial decision-making; introduction to law of torts, business crimes, contracts, sales, product liability, consumer protection, bankruptcy, leases, formation of corporations and partnerships, employer-employee rights, environmental regulation, intellectual property, Uniform Commercial Code; examination of court systems, legal process; discussion of international business law, governmental regulation of business, constitutional issues relevant to business; use of case study method where appropriate. Prerequisite: Sophomore, Junior or Senior status only.

- **MGT-364 Business Analytics**

- **MGT-365 Topics in HR Management**

Topics could include theoretical and applied concepts in recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as privacy, cultural diversity, workplace discrimination, and legal issues. Project work within organizations anticipated. Prerequisite: MGT 270.

- **MGT-366 Marketing Research**

- **MGT-367 Work, Family, and Life Balance**

The examination of the work-family interface. The course will focus on how work and family interactions are defined in bi-directional ways, and illustrate how the work-family interface is of concern for organizations. Students will be able to identify the impact of the work domain onto family as well as the impact of the family domain onto the work domain, addressing issues surrounding the presence, lack thereof, and implementation of family-friendly policies, supervisor support for work-life balance, and family-supportive organizational culture. Prerequisite: MGT 270 or special permission may be granted to Psychology majors on a case by case basis.

- **MGT-368 Investment Management**

Investment practices, risks of investment, and selection of appropriate investment media for individuals, firms, and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is on analysis and selection of securities, portfolio management, and operation of securities markets.

- **MGT-370 Workplace Motivation**

The investigation of theories of motivation as they apply to workplace situations. Classic theories are critically reviewed, including needs-based and processed-based theories of work motivation, as well as theories of goal setting and the role of intrinsic and extrinsic motivation. Other issues might include the application of such theories to performance management, the distinction between control and facilitation, learning and mastery goals, the role of pay as a motivator, and the role of self- and group-efficacy. Prerequisite: MGT 270 or special permission may be granted to Psychology majors on a case by case basis.

- **MGT-375 Federal Taxation for Business Entities**

This course provides students with a comprehensive explanation of the federal tax structure, an understanding of the tax consequences of business transactions, and training in the application of tax principles to inform management decision-making. More specifically, the student should be able to: (1) calculate corporation gross income, allowable deductions, tax liability, gain/loss/basis on property transactions, (2) develop the ability to prepare federal income tax returns for corporations, (3) develop a mindset of tax planning based on the specific business operations. Prerequisite: MGT 155

- **MGT-381 Entrepreneurship and Small Business Management**

Study and critical analysis of principles and procedures for establishing, developing, and managing a small business. Relevant differences between large and small business management are examined. There is a focus on sustainability.

- **MGT-385 International Management**

Examination of problems and opportunities confronting business enterprises that operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments. Prerequisite: MGT 270 preferred.

- **MGT-390 Leadership Theories**

A conceptual and empirical understanding of leadership theory. The goal is to both simplify and complicate the picture of leadership—to simplify by systematizing and interrelating some basic leadership concepts and to complicate by unpacking the ongoing debates, controversies, and unknowns within the leadership literatures. Topics of these deliberations include the leadership construct, arguments for and against innate leadership abilities, gender issues, and the role of followership in the leadership equation. Prerequisite: MGT 270 or permission of the instructor.

- **MGT-395 Organizational Ethics**

Exploration of the relationship between law and ethics, of ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision-making, and policy in private and public sector organizations. The course content will focus on a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism; emphasis on case study method. Prerequisite: Junior or Senior status or permission of the instructor.

- **MGT-396 Social Justice, Ethics, and Business**

Exploration of the relationship between law, policy, business, and justice and of ethical factors and restraints, recognition of the complex relationship between economic development and social justice, and policy in the private and public-sector organizations. Examination covers a variety of social justice issues, such as those relevant to the environment, consumer protection, discrimination, and economic inequality. Prerequisite: ECON 103, MGT 270, and junior status.

- **MGT-399 Policy & Strategy**

Upper level elective course concerned with the role of senior executives in business enterprises. Course focuses on problems of strategy formulation, organization design, and organization renewal.

- **MGT-400 Advanced Topics in Business**

- **MGT-405 Advanced Topics in OS**

- **MGT-410 Advanced Topics in Management**

- **BUS-155 Accounting for Management Decisions**

Integration of financial and managerial accounting topics, emphasizing what accounting information is, why it is important, and how it is used. Topics such as understanding, interpreting and analyzing financial statements, coupled with cost behavior, decision making and budgeting, will form a solid accounting foundation for future managers. Prerequisite: ECON 103.

- **BUS-267 Finance**

Emphasis is on financial planning, investment analysis, asset management, and sources and costs of capital. Prerequisites: Econ 103 or 104, and ECON 241 or an equivalent statistics course. ECON 267 and BUS 267 are cross-listed.

- **BUS-361 Marketing Management**

Study of the dynamic nature of contemporary marketing: the marketing concept, consumer buying behavior, marketing research, the promotional mix, and international marketing. Incorporates case studies, current problems, and ethics of marketing. Prerequisite: ECON 103 and an approved statistics course.

- **BUS-363 Business Law**

Legal environment of business and how law affects managerial decision-making; introduction to law of torts, business crimes, contracts, sales, product liability, consumer protection, bankruptcy, leases, formation of corporations and partnerships, employer-employee rights, environmental regulation, intellectual property, Uniform Commercial Code; examination of court systems, legal process; discussion of international business law, governmental regulation of business, constitutional issues relevant to business; use of case study method where appropriate. Prerequisite: Sophomore, Junior or Senior status only.

- BUS-368 Investment Management

Investment practices, risks of investment, and selection of appropriate investment media for individuals, firms, and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is on analysis and selection of securities, portfolio management, and operation of securities markets.

- BUS-381 Entrepreneurship and Small Business Management

Study and critical analysis of principles and procedures for establishing, developing, and managing a small business. Relevant differences between large and small business management are examined. There is a focus on sustainability.

- BUS-400 Policy & Strategy

Integrative capstone course concerned with the role of senior executives in business enterprises. Course focuses on problems of strategy formulation, organization design, and organization renewal.

- BUS-460 Individualized Study-Research

- BUS-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- BUS-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F.

- BUS-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U.

- BUS-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F.

- BUS-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U.

- BUS-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- BUS-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor.

- BUS-477 Half Credit Internship

Half credit internship, graded S/U.

- OMS-111 Organization Theory

Conceptual and empirical understanding of the structure of organizations and the managerial principles that affect productivity and organizational effectiveness. The ambiguity and complexity of human organizations will be examined by systematizing and interrelating basic concepts of organization theory from both managerialist and critical perspectives. An open systems approach recognizes the dynamic interaction of organizations with their environments. Prerequisite: Sociology 101 or 103; or Psychology 101.

- OMS-235 Statistical Methods

The introduction of quantitative thinking in organization and management studies which develops students' capacity to understand the use of statistics at the level of college mathematics. Topics include measurement, statistical methods, logic and decision making, and quantitative aids.

- OMS-270 Organizational Behavior

Theory of behavioral sciences applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational culture. Pre-requisites: SOC 101 or PSYCH 101 or a declared business minor.

- OMS-301 Research Methods

Introduction to scientific methods as they apply to research (whether public or internal research) in management and organizations, as well as ethical considerations throughout the process. Emphasis will be placed on the various analytic procedures most appropriate for different types of research and populations, including qualitative and quantitative analyses, advanced measurement, and sampling strategies. Prerequisite: OMS 235.

- OMS-303 Systems Thinking

Feedback systems, causal loop diagrams, systems archetypes, and systems dynamic modeling for complex social and organizational issues. Emphasis is placed on the basic differences between mechanistic problem solving and systemic thinking, as well as how systems thinking and modeling can be used to clarify complex issues and provide actionable leverage points for change. Prerequisite: OMS 111 and OMS 235 or permission of the instructor.

- OMS-304 Decision Making

Rational decision making, bounded rationality, heuristics, game theory, and dynamic decision making for social systems. The successful functioning of any social system is dependent on the quality of the decisions being made throughout the system. This course will enrich students' understanding of both prescriptive and descriptive decision making techniques and strategies.

- OMS-321 Topics in Operations Management

An introduction to the models and theories of operations management used in manufacturing and service industries. The course focuses on analyzing and evaluating current process management issues currently challenging industry. Introduces quantitative and qualitative techniques for improving both manufacturing and service firms' operations in terms of quality, cost and customer response. Prerequisite: OMS 235 or a declared business minor that has completed the statistics requirement.

- OMS-330 Organizational Culture

A conceptual and empirical examination of the study of organizational culture. The course will focus on the major theories used to understand and assess organizational culture with an emphasis on how culture influences change and decision making within an organizational context. Both quantitative and qualitative methods will be used to analyze cultural influences. Prerequisite: OMS 270 or permission of the instructor.

- OMS-332 Organizations and Society

Social, political, and economic perspectives used to explore the dynamic relationship between organizations and society from both historical and contemporary perspectives. Special emphasis will be placed on the evolution of the purpose of corporations from the 17th century to the present. Prerequisite: OMS 111 or permission of the instructor.

- OMS-334 Knowledge Management

Concept of Knowledge Management and the formal and informal systems that enable people to acquire, store, distribute and process knowledge in various forms. Will investigate knowledge in explicit and tacit forms, such as insights and experiences. Understand how systems thinking is integral to understanding and managing knowledge.

- OMS-335 Negotiation and Conflict Management

The concept of negotiation and conflict management with a focus on strategic aspects of negotiations such as interests, goals, positions, rights, and power. A basic premise of the course is that, while you will need analytical skills to discover optimal solutions to problems, you will also need a broad array of negotiation skills to implement these solutions and make sure that they are truly effective. Your long-term effectiveness—both in your professional and personal life—is likely to depend on your negotiating abilities. This course will give you the opportunity to develop these skills experientially and to understand the analytical frameworks that underlie negotiations. Prerequisites: OMS 270

- OMS-338 The Bandits of Wall Street: White Collar Crime in the 21st Century

A review of white collar crime from Enron, Worldcom and Adelphia; to Medicaid fraud by local doctors. Students engage in a case study-based look at the costs of corporate crime, from the legal structure set up to protect society from fraud, the concept of fiduciary duties, and the current regulatory systems that govern corporate America. Students prepare and present a project based on individual instances of white-collar crime, discussing not only the causes and costs of the crime, but also proposing solutions to prevent further similar crimes from occurring, or from occurring undetected. The solutions must address all of the management concerns of implementing or complying with the new law(s), as well as a cost-benefit analysis of the new law(s) versus the status quo. The goal is for the project to be of a quality to be submitted to the Senator and/or Representative of the student.

- OMS-350 Labor Relations

This course opens up managerial frameworks of labor relations in terms of complying with different labor laws. It introduces students to employee relations frameworks, which ensures integration of legal compliances with governance of human resources. Awareness of labor laws can help HRM professionals to avoid costly lawsuits and help them to resolve many employment related issues amicably. As the global economy witnesses technological disruptions and political upheavals, labor relations acquires increasing importance to negotiate employment contracts on fair terms to enable productivity and security. Prerequisite: MGT 270

- OMS-350 Women, Organizations & Society

This course addresses what sex and gender have to do with organizations. Following a review of empirical evidence for differences in where women and men tend to show up in organizational structures and how they tend to behave once there, we will examine how scholars from a wide range of humanities and social science disciplines study and interpret this data. Throughout, the focus will be on what it all means for you. Topics to be investigated include: women and men in the history of organizations; gender roles and gendered expectations; sex and gender discrimination; leadership and management styles; women's organizing and women's organizations; intersections of race, class, and culture with sex, gender, and organizational structure; and, representations of women and organizations in popular media. Prerequisite: OMS 111 and OMS 270

- OMS-365 Topics in Human Resources Management

Topics could include theoretical and applied concepts in recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as privacy, cultural diversity, workplace discrimination, and legal issues. Project work within organizations anticipated. Prerequisite: OMS 270.

- OMS-367 Work, Family, and Life Balance

The examination of the work-family interface. The course will focus on how work and family interactions are defined in bi-directional ways, and illustrate how the work-family interface is of concern for organizations. Students will be able to identify the impact of the work domain onto family

as well as the impact of the family domain onto the work domain, addressing issues surrounding the presence, lack thereof, and implementation of family-friendly policies, supervisor support for work-life balance, and family-supportive organizational culture. Prerequisite: OMS 270 or special permission may be granted to Psychology majors on a case by case basis.

- OMS-370 Workplace Motivation

The investigation of theories of motivation as they apply to workplace situations. Classic theories are critically reviewed, including needs-based and processed-based theories of work motivation, as well as theories of goal setting and the role of intrinsic and extrinsic motivation. Other issues might include the application of such theories to performance management, the distinction between control and facilitation, learning and mastery goals, the role of pay as a motivator, and the role of self- and group-efficacy. Prerequisite: OMS 270 or special permission may be granted to Psychology majors on a case by case basis.

- OMS-385 International Management

Examination of problems and opportunities confronting business enterprises that operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments. Prerequisite: OMS 270 preferred.

- OMS-395 Organizational Ethics

Exploration of the relationship between law and ethics, of ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision-making, and policy in private and public sector organizations. The course content will focus on a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism; emphasis on case study method. Prerequisite: OMS 111 and Junior or Senior status or permission of the instructor.

- OMS-397 Ethics and the Playing Fields of Competition

A study of competition as a human endeavor infused with ethical significance. The course focuses on the playing fields of competition as places where human beings strive intensely in one another's company and search for proper arrangements for the conduct of their competition. Students consider case studies of competition in public discourse, science, diplomacy, politics, business and sports. Prerequisite: OMS 111 and Junior or Senior status or permission of the instructor.

- OMS-400 Advanced Topics in Organizations and Society

Intensive culminating experience for organizations and society-track majors. Under the direction of a faculty member, students work to integrate their major and their understanding of the organizations and society perspective by focusing on an advanced topic in the field.

- OMS-405 Advanced Topics in IOD and OS

Intensive culminating experience for intra-organizational dynamics or organizations and society-track majors. Under the direction of a faculty member, students work to integrate their major and their understanding of the intra-organizational dynamics and organizations and society perspectives by focusing on an advanced topic in the field.

- OMS-406 Organizations, Civil Society, Water

A study of the historical influence of a business enterprise (e.g., agriculture, mining) on the private associations (e.g., family, church, neighborhood, union) that matter greatly for the human beings who belong to them; emphasis on a particular region of North America. Prerequisite: OMS 111 and Junior or Senior status or permission of the instructor.

- OMS-410 Advanced Topics in Intra-organizational dynamics

Intensive culminating experience for intra-organizational dynamics-track majors. Under the direction of a faculty member, students work to integrate their major and their understanding of the intra-organizational dynamics perspective by focusing on an advanced topic in the field.

- OMS-415 Corporate Social Responsibility

Exploration of corporate social responsibility as a framework for the private sector, alongside government and civil society, to develop strategies that enable the alleviation of poverty and sustainable development. Emphasis will be placed on the sometimes dichotic relationship between traditional free market systems and corporate social responsibility.

- OMS-417 Law and Organizations: Property, Liberty, and Society

A systems approach to the examination of landmark court cases, statutes, and administrative directives concerned primarily with organizations and secondarily on the impact upon society and individuals. Using systems methodology, cases, and statutes students will examine intended, foreseeable, and unintended consequences of historic cases on organizations, individuals, and society. The philosophical and ethical dimensions will be considered along with the legal.

- OMS-419 Personnel Selection and Job Analysis

An analysis of jobs and subsequent selection systems for individuals applying for those jobs. Students are guided through the process of organizational, individual, and job-level analysis. The psychometrics of assessment and measurement are applied to selection systems, with focus on validity. Students propose selection systems based on their analyses of the jobs and their understanding of assessment. Prerequisite: OMS 235 and OMS 270.

- OMS-439 Leadership Theories

A conceptual and empirical understanding of leadership theory. The goal is to both simplify and complicate the picture of leadership—to simplify

by systematizing and interrelating some basic leadership concepts and to complicate by unpacking the ongoing debates, controversies, and unknowns within the leadership literatures. Topics of these deliberations include the leadership construct, arguments for and against innate leadership abilities, gender issues, and the role of followership in the leadership equation. Prerequisite: OMS 270 or permission of the instructor.

- OMS-460 Individualized Study-Research

Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a faculty member. Students wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. Prerequisite: Permission of supervising faculty member. Please note that the department and College have a policy for students interested in credit for their internship experience. Students interested in this option should obtain a copy of the procedures and must discuss the internship with a faculty advisor prior to the internship experience.

- OMS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- OMS-462 Individualized Study-Research

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- OMS-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- OMS-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- OMS-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U.

- OMS-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F.

- OMS-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U.

- OMS-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- OMS-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor.

- OMS-477 Half Credit Internship

Half credit internship, graded S/U.

Business

Business Program Description and Requirements

Business Minor

The business minor-which includes courses in finance, marketing, accounting, organizational behavior, and economics, plus one elective-is designed to give students in any major a solid grounding in the core principles of business.

The six-course business minor offers the opportunity to integrate fundamentals of business literacy into any major field of study. The minor is intended to give basic skills and knowledge to operate an organization, whether that organization is economic, social, or political in nature.

The department also offers a Pre-Business Advising program, offered to all students regardless of major or whether they plan to complete the business minor. The program is for any student who has questions about business study or careers, including those considering graduate school in business or related fields.

[Business Minor Check Sheet](#)

Chemistry

Chemistry Program Description

Put your curiosity to work in the dynamic field of chemistry. Whether you're exploring the building blocks of the universe or uncovering chemical reactions that could save lives, chemistry's challenges are vast and thrilling. With a background in chemistry, you could create new medicines, contribute to clean energy, or develop advanced materials, such as those used in medical implants, to name a few.

As a Chemistry major or minor or a Biochemistry and Molecular Biology (BMB) major, you'll gain a foundation in the basic theories and methods of chemical investigation and apply them to unique problems using state-of-the-art technology.

You'll have the opportunity to participate in:

- Interdisciplinary courses
- Faculty-mentored research
- Co-authorship with faculty on scientific publications
- Seminars by and discussions with speakers from academia, industry, and government labs
- A summer research program with >50 students in the sciences from all across campus
- Regional and national conferences where you will present your research findings

As a graduate of this program, you'll obtain strong problem solving and quantitative skills that will prepare you for graduate study in chemistry or biochemistry, medical and dental schools, industrial and government research laboratories, secondary school teaching, or careers in a broad range of fields.

Unique opportunity

Combine your Chemistry studies with other scientific pursuits through the [Cross-Disciplinary Science Institute](#).

Chemistry Program Requirements

Requirements

Students may earn a **Bachelor of Arts** in chemistry by completing the following requirements in the Chemistry Department

*Chemistry 107 - Chemical Structure & Bonding

*Chemistry 108 - Chemical Reactivity

Chemistry 203 - Organic Chemistry 1: Structure and Mechanism

Chemistry 204 - Organic Chemistry 2: Reactivity and Chemical Synthesis

Chemistry 222 - Chemistry: Contemporary Issues & Practices

‡Chemistry 305 - Physical Chemistry 1: Chemical Thermodynamics & Kinetics

Two additional 200- or 300-level Chemistry courses, at least one of which must have a lab or be a lab-only course.

In addition, students must complete the following courses from other departments

Physics 109 - Introductory Physics I

Physics 110 - Introductory Physics II

Math 111 - Calculus I

Math 112 - Calculus II

‡Chemistry 306-Physical Chemistry 2: Quantum Chemistry and Spectroscopy, can be taken in place of Chemistry 305, but Math 211 is a pre-requisite.

Those students who wish to pursue a **Bachelor of Science** in chemistry are required to complete the following requirements in the Chemistry Department:

*Chemistry 107 - Chemical Structure & Bonding

*Chemistry 108 - Chemical Reactivity

Chemistry 203 - Organic Chemistry 1: Structure and Mechanism

Chemistry 204 - Organic Chemistry 2: Reactivity and Chemical Synthesis

Chemistry 222 - Chemistry: Contemporary Issues & Practices

Chemistry 305 - Physical Chemistry 1: Chemical Thermodynamics & Kinetics

Chemistry 306-Physical Chemistry 2: Quantum Chemistry and Spectroscopy

Two sections of of 300-level advanced laboratories – choose from the I-Labs (354-357) and the X-Labs (358 and 359)

Chemistry 375 - Advanced Inorganic Chemistry

Chemistry 410 - Senior Research Seminar

One additional 200- or 300-level Chemistry course

In addition, students must complete the following courses from other departments

Physics 109 - Introductory Physics I

Physics 110 - Introductory Physics II

Math 111 - Calculus I
Math 112 - Calculus II
Math 211 - Multivariable Calculus

Students who wish to pursue an **American Chemical Society accredited degree** must complete the Bachelor of Science degree plus one of the following courses.

Chemistry 333 - Biochemistry 1
Chemistry/Biology 334 - Biochemistry 2

Students who wish to pursue a **minor** in chemistry must complete the following courses

*Chemistry 107 - Chemical Structure & Bonding
*Chemistry 108 - Chemical Reactivity
Three courses at or above the 200-level
One course at or above the 300-level.

Note: If Chemistry/Biology 334 is used to meet the requirements of a major in Biology, it may not also be used to satisfy course requirements for a Chemistry minor.

* Students intending to take Chemistry 107/108 must take a [placement test](#) prior to enrolling in Chemistry 107. Chemistry 107-I and Chemistry 108-I, which provide students with extra support through weekly recitation sections, count as the equivalent to Chemistry 107 and Chemistry 108.

Chemistry Courses

- CHEM-107 Chemical Structure and Bonding

Study of fundamental chemical principles focusing on properties of matter and theories of chemical bonding, atomic and molecular structure and chemical reactions. This material will be taught through the lens of a specific theme and highlight applications to convey how chemistry is used to resolve current questions in science. Laboratory experiments are designed to offer a hands-on familiarity with the principles discussed in the lectures. Fall semester. Three class hours and one laboratory. Students registering for CHEM 107 must take the Chemistry Placement Exam.

- CHEM-107-I Chemical Structure & Bonding

Study of fundamental chemical principles focusing on properties of matter and theories of chemical bonding, atomic and molecular structure and chemical reactions. This material will be taught through the lens of a specific theme and highlight applications to convey how chemistry is used to resolve current questions in science. Laboratory experiments are designed to offer a hands-on familiarity with the principles discussed in the lectures. This is a more intensive version of CHEM-107, designed for students with a limited background in chemistry. Fall semester. Three class hours, one discussion hour, and one laboratory. Prerequisite: permission of instructor. Students registering for CHEM 107 – I must take the Chemistry Placement Exam.

- CHEM-108 Chemical Reactivity

Covers the fundamental principles of chemical reactivity, including kinetics, equilibrium, electrochemistry and thermodynamics. This material will be taught through the lens of a specific theme and highlight applications to convey how chemistry is used to resolve current questions in science. Laboratory work is designed to illustrate and complement materials discussed in class. Spring semester. Three class hours and one laboratory. Prerequisite: CHEM 107 or CHEM 107 – I.

- CHEM-108-I Chemical Reactivity

Covers the fundamental principles of chemical reactivity, including kinetics, equilibrium, electrochemistry and thermodynamics. This material will be taught through the lens of a specific theme and highlight applications to convey how chemistry is used to resolve current questions in science. Laboratory work is designed to illustrate and complement materials discussed in class. This is a more intensive version of CHEM-108, designed for students with a limited background in chemistry. Three class hours, one discussion hour, and one laboratory. Spring semester. Prerequisite: CHEM 107 or CHEM 107 – I and permission of instructor.

- CHEM-203 Organic Chemistry I: Structure and Mechanism

Study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on molecular structure, stereochemistry, and the application of spectroscopy to the structure of organic compounds. The reactivity of organohalides, alkenes, and aromatic molecules is discussed. Three class hours, one lab discussion hour, and one laboratory. Fall semester. Prerequisite: CHEM 108.

- CHEM-204 Organic Chemistry II: Reactivity and Chemical Synthesis

Continuation of Chemistry 203 with an emphasis on the reactivity of carbonyl compounds, cyclic compounds, and biological molecules such as amino acids, carbohydrates, and peptides. Strategies for design of multistep chemical syntheses are also discussed. Three class hours, one lab discussion hour, and one laboratory. Spring Semester. Prerequisite: CHEM 203.

- CHEM-222 Chemistry: Contemporary Issues and Practices

Understanding the different subfields of chemistry and the implications of each of those fields on society. This course covers topics ranging from historical development of the field to the medical, environmental, and industrial applications of chemistry on modern society. The laboratory is focused on problem-solving—students refine their hands-on skills, develop independence, and design experiments—and culminates in an

independent project. Three class hours and one laboratory. Spring semester. Prerequisite: CHEM 203; Recommended co-requisite CHEM 204.

- CHEM-246 The Physics of Life

The course is designed to provide a basic familiarity with the most common techniques used in structural biology and their applications to challenging biochemical, biotechnology and medical problems. Course focuses on current state-of-the-art biophysical methods that are being applied to study structure and function of biological macromolecules and biological systems with a focus on the most informative methods, such as X-ray crystallography, NMR spectroscopy, and single molecule techniques. Theoretical underpinnings and the practical applications are covered. Three class hours. Spring semester. Prerequisite: CHEM 108 and either PHYS 110 or PHYS 211, or permission from the instructor

- CHEM-290 Mentored Research Internship

Quarter credit internship graded S/U. Students must consult with faculty member with whom they are interested in working prior to the semester they enroll in CHEM 290. Fall and Spring semesters. Prerequisite: Permission of instructor.

- CHEM-305 Physical Chemistry I: Chemical Thermodynamics and Kinetics

Study of the principles of classical and statistical thermodynamics and chemical kinetics as applied to the states of matter, chemical reactions and equilibria using lectures, readings, problems, discussions, and laboratory exercises. Computers are used as a tool for solving problems and for the analysis of experimental data. Fall semester. Three class hours, one discussion hour, and one laboratory. Fall semester. Prerequisites: CHEM 108, PHYS 110, and MATH 112 or permission of instructor.

- CHEM-306 Physical Chemistry II: Quantum Chemistry and Spectroscopy

Introduction to theories of quantum mechanics, spectroscopy, and molecular reaction dynamics, and their application to chemical systems through the use of problems, lectures, readings, discussions, and laboratory investigations. Three class hours, one discussion hour, and one laboratory. Spring semester. Prerequisites: CHEM 108, PHYS 110, and MATH 211 or permission of instructor.

- CHEM-317 Instrumental Analysis

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, chromatography, and other chemical analysis methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures and includes an independent project. Three class hours and one laboratory. Fall semester. Prerequisite: CHEM 108

- CHEM-320 Materials Chemistry

Synthesis, properties, and characterization of materials. Topics include mechanical, electrical, and optical properties, synthesis and fabrication of materials including semiconductors and nanoparticles, surface chemistry, surface sensitive spectroscopies, electron and probe microscopies, and applications of these materials in advanced technology. Three class hours. Spring semester.

- CHEM-333 Biochemistry I

Detailed study of the structure and function of macromolecules and macromolecular assemblies as they pertain to living organisms. Topics include the structure and chemistry of proteins; the mechanisms and kinetics of enzyme catalyzed reactions; and the structure, chemistry, and functions of carbohydrates, lipids, nucleic acids, and biological membranes. Classic and modern bioanalytical methods are emphasized. Fall semester. Prerequisite: CHEM 204. Three class hours and one laboratory.

- CHEM-334 Biochemistry II

Detailed survey of the primary and secondary metabolic processes in living cells. Topics discussed include the overall organization of metabolic pathways, carbohydrate and fatty acid metabolism, biological oxidation and reduction and energy production. Special attention is given to regulation, hormone action, metabolic disorders and disease. Laboratory work includes an independent research project. Three class hours and one laboratory. Spring semester. Capstone course for Biology majors. Prerequisite: CHEM 204. Biology majors -- BIOL 212 and CHEM 204, or permission of the instructor.

- CHEM-353 Advanced Organic Chemistry

Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, pericyclic reactions, and the design of multistep syntheses of complex molecules. Three class hours. Fall semester. Prerequisite: CHEM 204.

- CHEM-354 Integrated Chemistry Lab

Upper-level chemistry laboratory course emphasizing analytical techniques and integrating concepts and methods from at least two of the following: biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. Students undertake in-depth research projects to solve complex problems using approaches across chemical disciplines. Skills including literature searching, experimental design, implementation of research plans, and data analysis are highlighted, and the projects culminate in oral and written presentations. Lab only course, meets two afternoons per week. Pre-requisite: Chemistry 204.

- CHEM-355 Integrated Chemistry Lab

Upper-level chemistry laboratory course emphasizing analytical techniques and integrating concepts and methods from at least two of the following: biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. Students undertake in-depth research projects to solve complex problems using approaches across chemical disciplines. Skills including literature searching, experimental design, implementation of research plans, and data analysis are highlighted, and the projects culminate in oral and written presentations. Lab only course, meets two afternoons per week.

Pre-requisite: Chemistry 204.

- CHEM-356 Integrated Chemistry Lab

Upper-level chemistry laboratory course emphasizing analytical techniques and integrating concepts and methods from at least two of the following: biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. Students undertake in-depth research projects to solve complex problems using approaches across chemical disciplines. Skills including literature searching, experimental design, implementation of research plans, and data analysis are highlighted, and the projects culminate in oral and written presentations. Lab only course, meets two afternoons per week. Pre-requisite: Chemistry 204.

- CHEM-357 Integrated Chemistry Lab

Upper-level chemistry laboratory course emphasizing analytical techniques and integrating concepts and methods from at least two of the following: biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. Students undertake in-depth research projects to solve complex problems using approaches across chemical disciplines. Skills including literature searching, experimental design, implementation of research plans, and data analysis are highlighted, and the projects culminate in oral and written presentations. Lab only course, meets two afternoons per week. Pre-requisite: Chemistry 204.

- CHEM-358 X-Lab: Salty and Fatty

Combined upper-level chemistry and physics lab designed to emphasize the use of tools in these disciplines to answer questions in biology. This course concentrates on the role of lipids (fats) and ions (salt) in biology. Utilizing multiple biochemical and biophysical techniques, students will perform multiple experiments to ultimately answer a complex biological problem. Two laboratories. Spring semester. Prerequisite: CHEM 108 and either PHY 110 or PHY 211, or permission from the instructor.

- CHEM-359 X-lab: Drugs and Cells

Combined upper-level biology and chemistry laboratory where students design and synthesize organic compounds and determine the impact of structural modifications on these compounds' biological activity. The semester is divided into two parts: the synthesis, isolation, and characterization of a derivative of a known, biologically active organic compound; and the assessment of its biological activity using in vivo disease models. Two laboratories. Spring semester. Prerequisite: CHEM 204 and BIO 211 or permission of the instructor.

- CHEM-375 Advanced Inorganic Chemistry

Study of group theory, coordination chemistry, and organometallic chemistry. Topics include symmetry, molecular orbitals, crystal and ligand field theories, electronic transitions, catalysis, and bioinorganic chemistry. Lab focuses on inorganic, organometallic, and bioinorganic techniques and includes an independent project. Three class hours and one laboratory. Spring semester. Prerequisite: CHEM 204

- CHEM-410 Senior Research Seminar

Senior research seminar for all Chemistry majors and for BMB majors doing research in the Chemistry Department. Students perform independent research projects, present their results in oral presentations, compose a senior thesis, critique their classmates' and their own work, and take part in literature discussions. A student who plans to receive credit for independent research supervised in the Chemistry Department as part of the Chemistry or BMB major should register for this course in the spring semester of the senior year. Spring semester.

- CHEM-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- CHEM-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- CHEM-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- CHEM-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- CHEM-460 Individualized Study-Research

Independent investigation in an area of mutual interest to the student and faculty director. Project normally includes both a literature and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken. Open to junior and senior chemistry majors. Offered both semesters.

- CHEM-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- CHEM-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- CHEM-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- CHEM-464 Individualized Study-Research
- CHEM-465 Individualized Study-Research
Funded eight to ten week independent investigation in an area of mutual interest to the student and research director. Project normally includes both a literature and a laboratory study. Oral reports to staff and students and a final written thesis are required. Students wishing to enroll should consult with a chemistry department faculty member early in the spring semester.
- CHEM-470 Individualized Study-Internship
Internship counting toward the minimum requirements in a major or minor, graded A-F
- CHEM-471 Individualized Study-Intern
Internship counting toward the minimum requirements in a major or minor, graded S/U
- CHEM-472 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded A-F
- CHEM-473 Individualized Study-Intern
Internship not counting in the minimum requirements in a major or minor, graded S/U
- CHEM-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- CHEM-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Cinema and Media Studies

Cinema and Media Studies Program Description

Cinema, television and other media, arguably the most ubiquitous and globalized cultural forms in our world today, are often not well understood and frequently understudied. Gettysburg College offers a program and Cinema and Media Studies that will provide a broad liberal arts perspective on a powerful part of students' lives today. This program offers both a major and minor in Cinema and Media Studies that include approaches from both Cinema Studies and paradigms for studying popular culture commonly known as Cultural Studies. Students will understand these media as not merely artistic forms, but also as cultural, economic and socio-political entities.

Cinema and Media Studies Program Requirements

Cinema & Media Studies Major

Required Core Courses

1. CIMS 101 Introduction to Cinema & Media Studies
2. IDS/CIMS 219 Global Media Industries
3. IDS/CIMS 226 Media & Cultural Theory or CIMS 252 Film Aesthetics: Analysis & Theory
4. CIMS 220 Introduction to Video Production
5. CIMS 250 History of World Cinema, 1895 to 1945
or
CIMS 251 History of World Cinema, 1945 to the Present
6. Seminar Topics course: one from CIMS 339, 350, 355, 361, 362, 363, 365 or 375*
7. CIMS 400 or 464 CIMS Senior Capstone Project

Electives - Select three from the list below

On Campus Approved Elective Courses

- AFS/CIMS 215
- ANTH 215
- ARTH 225
- AS 253/353 (REL 253)
- CIMS 205
- CIMS 228
- CIMS 230

- CIMS 255
- CIMS 261
- CIMS 262
- CIMS 263
- CIMS 265
- CIMS 270
- CIMS 272
- CIMS 275
- CIMS 284
- CIMS 290
- CIMS Independent Studies (CIMS 339, 350, 355, 361, 362, 363, 365 or 375)
- ES 241
- ES 319
- GER 260 (CIMS 260)
- GER 280 (CIMS 280)
- IDS 217
- IDS 252
- IDS 280
- ITAL/WGS 280
- ITAL 291 (CIMS 291)
- JOUR 203
- LAS 304
- PHIL 335
- SOC 102
- SOC 204
- SOC 237
- SOC 250 (topic: Soc of Digital Culture and Online Behavior)
- THA 105
- THA 120
- THA 212
- THA 214
- THA 215
- THA 255
- THA 282
- WGS 218
- WGS 220

Recommended Off-Campus Programs

Cinema & Media Studies minor

The Cinema & Media Studies minor consists of six courses:

- CIMS 101, *Introduction to Cinema & Media Studies*;
- either CIMS 250 or CMS 251, *History of World Cinema, 1895-1945 or 1945-present*;
- Four other courses approved for the minor.*

It is strongly recommended that one of these be CIMS 220, *Introduction to Video Production*. Having hands-on experience like this is invaluable even for those who do not go into the field.

CIMS 252, *Film Aesthetics and Analysis*, will also provide a wide range of critical skills, and will touch on film theory as well.

*Other than CIMS courses, electives may include: Anth 215, AS 220, Eng 303 or 413, Fren 332, 333, IDS 217, Phil 335, Soc 204, Span 353, WGS 220, one FYS film course, one Individualized Study or Internship.

For further information please contact [Prof. Jim Udden](#).

Cinema and Media Studies Courses

- CIMS-101 Intro Cinema & Media Studies

Introduction to cinema and other media such as television. This course provides an overview of the basic properties of cinema and television as visual media. Topics include technological/economic factors, form and style, plus a basic introduction to the deeper issues in both cinema studies and cultural studies, the main paradigm used to study television and other media as popular art forms.

- CIMS-205 Graphic Novels to Film

Graphic novels and their film adaptations examination. Graphic Novels to Film investigates the linkage between graphic literature, especially in its comic narrative form, and cinema. Through readings and screenings, the course seeks to compare and contrast the storytelling techniques unique to

graphic novels with cinematic language systems.

- CIMS-215 Race, Language, and the American Media

Pop culture provides us with the stories, images, and scripts that enable us to imagine and practice racial identities. These images and practices, in turn, are imbued with gender and sexuality values and characteristics as well. The racial and ethnic norms generated by popular culture are reproduced in the ways in which audiences both perform and navigate racial terrain in their own lives. Media consumers absorb these norms in the ads they see, the movies/television they watch, and the music they listen to. This course enables students to do critical thinking about these images, practices, and stories. AFS 215 and CIMS 215 are cross-listed.

- CIMS-217 American Civil War on Film

An examination of how the Civil War has been presented by various American filmmakers from the silent era to the present. Students are asked to consider the various themes common to Civil War films: violence, race, politics, and iconography, among others. The class serves as an introduction to cinematic language systems while using Hollywood images of the Civil War as its central documents for analysis. Course not offered every year. IDS 217 and CIMS 217 are cross-listed.

- CIMS-218 Global Media Cultures

Consideration of the current state of international media, combining theoretical approaches to globalization with case studies of films, websites and broadcasting systems. Lecture and discussion is complemented by live interactions (either in person or online via skype) with media producers from across the world. The course emphasizes the development of students' abilities to merge theoretical insights with empirical data, allowing class participants to engage in original analyses of specific aspects of the rapidly growing world of international media.

- CIMS-219 Global Media Industries

Global overview of media industries in the world today. With a primary focus on cinema and TV, this course interrogates the political economy of the globalized media industries through economic, political, legal, and aesthetic analysis. Topics include the rise of multimedia, multinational conglomerates, followed by the impact of new technologies creating media convergence, and ending with sections on key global players in Europe and outside of the west. Course cross-listed as CIMS/IDS/PP 219.

- CIMS-220 Video Production

Introduction to the basics of video production. This course provides the basic hands-on skills and requisite conceptual backing to understand the entire production process for video. Students learn the basic properties of camera optics, mise-en-scene, lighting, sound design, editing, screenwriting, narrative, documentary and experimental forms. Students also come away with basic terminology and concepts that apply over a wide range technical situations, as well as how the medium is used in varying social, political and historical contexts.

- CIMS-225 Women in Film: European and North American Directors

Course explores various images of women as constructed for the male and female spectator in both dominant and independent film. Traditional ways in which women have been represented in film are examined critically through the use of feminist theories. Course aims to examine how various feminist filmmakers challenge the traditional uses of the female voice in their own films. Films from other cultures than the U.S. are included. WGS 220 and CIMS 225 are cross-listed.

- CIMS-226 Media and Cultural Theory

Investigation of the major theories that guide the study of media texts and systems. This course aims to enhance the student's ability to analyze film, radio, television, the Internet and video games from a perspective that emphasizes the cultural significance of these media. Through an overview of thinkers from traditions including structuralism, Marxism and British Cultural Studies, students will learn to write about specific texts in a manner that engages deeply with broader traditions of social thought.

- CIMS-228 Feminism and Pornography

This course investigates the controversial issues of pornographic discourse within a feminist context by examining the arguments that continue to divide feminists to this day. This course tracks the debate from a historical, theoretical and critical perspective. Particular focus is given to topics such as power structures and sexual oppression, the effects of pornography, the problems of a common definition, the implications of censorship, gender and representation, homosexual production and consumption of pornography, female subjectivity and agency, and the difference between pornography and erotica.

- CIMS-230 The Social Network

Introduction to computer-mediated communication technologies (CMC) examining how digital media is used for interpersonal interactions and collective action. Social connections through various new media platforms (Facebook, Twitter, Instagram, and more) are explored to convey the possibilities and limitations of using digital platforms for social interaction. We will draw from various academic disciplines such as cultural studies, communications, and new media studies to critically evaluate the influence of social media on activism, politics, mainstream media, relationships and identity. Students will maintain an online blog throughout the semester and utilize social media during the course to engage with new media content.

- CIMS-235 The Holocaust through Film

Study of representations of the Holocaust across film genres and in other media. Both the events of the 1930s-1940s (Nazi persecution, ghettos, camps, killing centers) and the field of Holocaust memory and representation are a central focus. Topics include: documentary films, propaganda, resistance/protest, humor/comedy, commodification, trials, revenge fantasies, and stories told and untold. Films are in a number of languages (English, German, Polish, Hebrew, Hungarian, French, Italian, etc.). Course conducted in English. CIMS 235 and GER 235 are cross-listed.

- CIMS-250 History of World Cinema , 1895 to 1945

Exploration of the origins and evolution of world cinema from its official inception in 1895 up to the end of World War II. Notable developments, such as the invention and diffusion of cinema, early Italian features, French Impressionism, German Expressionism, Soviet Montage, Japanese cinema in the 1930's and the Rise of American cinema as the dominant economic force, are all covered. In lab, students watch a film or films that represent a particular time period and/or a particular national or regional cinema. In lectures, these films are analyzed and discussed in light of every possible contextual factor (cultural, national, political, industrial, etc.) which explains why films are made in certain ways under different conditions.

- CIMS-251 History of World Cinema, 1945 to the Present

Exploration of world cinema from the end of World War II up to the present day. In labs, students watch a film or films representing a particular time period and/or larger transnational trends, including films from Hollywood, Europe (i.e. Italy, France, Germany, Denmark), Africa (i.e. Senegal), the Middle East (i.e. Iran), East Asia (i.e. Japan, South Korea). In lectures, these films are analyzed and discussed in light of every possible contextual factor (cultural, political, industrial, transnational, etc.), which explains why films are made in certain ways under different conditions including how cinema is a leading force in cultural globalization.

- CIMS-252 Film Aesthetics: Theory and Analysis

Study of various types of films and what makes them complete works of art resulting in certain aesthetic effects. This course provides various critical, analytical and theoretical models which help students understand a single film in its entirety, noting how various discrete parts make up a single aesthetic whole. The films shown in labs include popular Hollywood films, independent films, European art cinema, Asian cinema and others. Students are asked to write in-depth analyses of these films, and to note their own aesthetic responses. Prerequisite: Film 101 or permission of the instructor.

- CIMS-255 Film Genres: Comedy & Horror

In-depth study of a range of issues revolving around film genres. Topics include basic theories of film genres (including their deep cultural implications), followed by a historical overview of comedy and horror using philosophical, industrial, socio-political, psychoanalytic and postmodern approaches. Exemplary films from both genres are shown in labs, including both American and non-American examples for sake of comparison.

- CIMS-260 Media Violence: Violence in European and American Media

Discussion of the aesthetics and political function of violence in literature and visual culture. Topics include cultural negotiations of hierarchies of power in the family, abuse, trauma, terror, war and the representation of the Holocaust. Shorter secondary readings will complement the close reading of German literary texts, film and TV productions, and the discussion of digital games and their (alleged) contribution to the propensity for violence.

- CIMS-261 Japanese Media: From National to Global

Overview of Japanese Media past and present. This course explores Japanese cinema and other media through the twin lens of culture and economics and how these two interact in a modernizing East Asian setting. It examines why Japanese cinema is arguably the most successful national cinema historically. It also explores how Japan went from a national to a global media entity, with special emphasis place on J-Horror, J-Drama and anime.

- CIMS-262 Hong Kong Cinema: Local, Regional, Global

A historical investigation of Hong Kong Cinema from the 1960's to the Present. This course explores the works of Bruce Lee, Jet Li, Jackie Chan, Michael Hui, Ann Hui, Tsui Hark, John Woo, Chang Cheh, King Hu, Lau Kar-leung, Stanley Kwan, Wong Kar-wai and others to determine how this is arguably the most physical and energetic popular cinema ever created. Generic, cultural and industrial backgrounds are provided to explain a cinema that actually kept Hollywood at bay for decades.

- CIMS-263 Asian Media & Globalization

Study of Asian media in relation to globalization. A particular focus is placed on the dynamic relationship between culture and economic development and how Asia's success in economics general has also translated into success in media that far surpasses even Europe. Case studies include Japan and Hong Kong as models, with in-depth look at India, South Korea and China.

- CIMS-265 Authorship in Cinema & TV

Study of thorny issues concerning authorship for both film and TV. This courses critiques the various ways the ideas of authorship have been used both past and present. It also contextualizes a wide range of film and TV soothes such as Francois Truffaut, Alfred Hitchcock, John Ford, Federico Fellini, Alfonso Cauron, Terrence Malick, Alexandr Sokurov, Lucrecia Martel, Wong Kar-wai, Shonda Rhimes, David Chase, Sam Esmail and Jenji Kohan.

- CIMS-270 Topics in Film

Study of a variety of directors, genres, techniques and other aspects of film and filmmaking.

- CIMS-272 Introduction to Documentary Film Studies

Introductory course in the history and theory of documentary film practice. Students explore the ethical issues of representing "reality", as well as the social, political, and cultural functions of the medium through the examination of various types of documentary films. Students analyze the components of documentary style including narrative, cinematography, mise-en-scene, sound, and editing; as well as the different modes of documentary representation.

- CIMS-275 Comparative National Cinemas & TV

A study of comparative national cinemas. This course is an in-depth look at the notion of "national cinemas." This concept seems straightforward as numerous film courses and film festivals are organized around it. But there are numerous issues raised by trying to define a national cinema, none of which are easily resolved. This course explores these issues by comparing four distinct "national" responses to a globalizing medium. Prerequisite: One course in Film

- CIMS-280 European Cinema in Global Context

Introduction to the cinemas of Europe of the twentieth and twenty-first centuries. Study of well-known movements such as Weimar Expressionism, Italian Neorealism, French Nouvelle Vague, etc. The course challenges the widely accepted binary opposition between European Art Cinema and Hollywood by also considering popular genre cinema. Similarities and differences between national cinemas are studied in their respective historical, cultural, and commercial contexts. Conducted in English. Cross-listed with Cinema and Media Studies.

- CIMS-284 Arab Film

This course will introduce students to the culture of the Arab World and its diasporas through the study of major films from Egypt, Morocco, Palestine, Lebanon, and others. We will focus on popular realist, feminist, and postcolonial Arab films. The topics of discussion will range from modernity, nationalism, secularism, Islam, politics, gender and human rights or censorship. Different cinematic genres, themes and common trends will be the focus of this course. Students examine the socio-political and cultural contexts in which Arabic films operate and which are necessary for their critical comprehension. Films are also studied as artistic works.

- CIMS-290 Television History and Criticism

Exploration of broadcasting content and technology from the origin of television to the present day. Major technical, regulatory, cultural and aesthetic developments are placed within a historical context. Students engage with the preeminent schools of thought in television criticism, including those emerging from Marxism, feminism, post-colonialism and critical race theory. Although the United States plays a major role in the course material, international topics are also discussed at length.

- CIMS-291 Italian Cinema and Culture

This course provides a close look at Italy's cinematic tradition from the perspectives of history, aesthetics, and cultural studies. Topics include Italian Neorealism, the Spaghetti Western, the Mafia, and the "cinema d'autore." By employing an interdisciplinary approach, students analyze internationally acclaimed films by directors such as Federico Fellini, Sergio Leone, and Paolo Sorrentino. In addition, they investigate Italian history and culture as they delve into issues like migration, gender, race, political corruption, and organized crime. In English. ITAL 291 and CIMS 291 are cross-listed.

- CIMS-339 Media and Memory After the Holocaust

Study of the representations of Holocaust memory across a range of media. The selections for "Media and Memory After the Holocaust" explore how aesthetics and media shape testimony. By examining memory and the means of its making—in film, literature, oral recordings, comics, holography, and more—this class places emphasis on the philosophical and ethical dimensions of documenting the Holocaust. Field trips to the United States Holocaust Memorial Museum as well as class visits from scholars and artists complement the course offerings. CIMS 339 and IDS 339 are cross-listed.

- CIMS-350 Topics Seminar in Film Theory

Study of a variety of directors, genres, techniques and other aspects of film theory. Prerequisite: One course in Film.

- CIMS-355 Film Genres: Comedy & Horror

In-depth study of a range of issues revolving around film genres. Topics include basic theories of film genres (including their deep cultural implications), followed by a historical overview of comedy and horror using philosophical, industrial, socio-political, psychoanalytic and postmodern approaches. Exemplary films from both genres are shown in labs, including both American and non-American examples for sake of comparison.

- CIMS-361 Japanese Media: From National to Global

Overview of Japanese Media past and present. This course explores Japanese cinema and other media through the twin lens of culture and economics and how these two interact in a modernizing East Asian setting. It examines why Japanese cinema is arguably the most successful national cinema historically. It also explores how Japan went from a national to a global media entity, with special emphasis place on J-Horror, J-Drama and anime.

- CIMS-362 Hong Kong Cinema: Local, Regional, Global

A historical investigation of Hong Kong Cinema from the 1960's to the Present. This course explores the works of Bruce Lee, Jet Li, Jackie Chan, Michael Hui, Ann Hui, Tsui Hark, John Woo, Chang Cheh, King Hu, Lau Kar-leung, Stanley Kwan, Wong Kar-wai and others to determine how this is arguably the most physical and energetic popular cinema ever created. Generic, cultural and industrial backgrounds are provided to explain a cinema that actually kept Hollywood at bay for decades.

- CIMS-363 Asian Media & Globalization

Study of Asian media in relation to globalization. A particular focus is placed on the dynamic relationship between culture and economic development and how Asia's success in economics general has also translated into success in media that far surpasses even Europe. Case studies include Japan and Hong Kong as models, with in-depth look at India, South Korea and China.

- CIMS-365 Authorship in Cinema & TV

Study of thorny issues concerning authorship for both film and TV. This course critiques the various ways the ideas of authorship have been used both past and present. It also contextualizes a wide range of film and TV sooths such as Francois Truffaut, Alfred Hitchcock, John Ford, Federico Fellini, Alfonso Cauron, Terrence Malick, Alexandr Sokurov, Lucrecia Martel, Wong Kar-wai, Shonda Rhimes, David Chase, Sam Esmail and Jenji Kohan.

- CIMS-375 Comparative National Cinema

A study of comparative national cinemas. This course is an in-depth look at the notion of "national cinemas." This concept seems straightforward as numerous film courses and film festivals are organized around it. But there are numerous issues raised by trying to define a national cinema, none of which are easily resolved. This course explores these issues by comparing four distinct "national" responses to a globalizing medium. Prerequisite: One course in Film

- CIMS-400 Senior Seminar in Cinema and Media Studies

Intensive capstone experience for senior CIMS majors. This seminar will aim to reinforce the main learning outcomes of the Cinema and Media Studies major, such as visual literacy, contextual/historical analysis, theoretical analysis, plus issues regarding globalization and media. Select examples of media and readings will be used every week to cover different topic areas with assessment exams. In addition, students will each do their own capstone projects, whether a production project, a research project or a combination of the two.

- CIMS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- CIMS-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- CIMS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U.

- CIMS-460 Individualized Study-Research

- CIMS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- CIMS-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- CIMS-464 Individualized Study-Research

Required Capstone for the Cinema and Media Studies Major

- CIMS-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F.

- CIMS-471 Individualized Study-Intern

- CIMS-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- CIMS-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Civil War Era Studies

Civil War Era Studies Program Description and Requirements

Gettysburg College's distinctive Civil War Era Studies (CWES) minor, housed in the [Civil War Institute](#), draws on the college's unique historical location to integrate classroom experiences and experiential learning with the power of place. Minors have access to a wide range of courses, fellowship experiences, internship opportunities, and scholarly networks to enhance their understanding of the Civil War era and its continued resonance in contemporary American society.

At Gettysburg, the battlefield itself serves as an outdoor classroom for the study of the Civil War – but that study extends far beyond the field itself to encompass the social, cultural, artistic, economic, literary, and political dimensions of the conflict itself and the years that preceded and followed it. Students also have many opportunities to explore how the events and unresolved questions of the Civil War and Reconstruction period continue to affect American society in the 21st century and how historical memory of the era has been constructed and deployed over time.

Recent Graduates Are Employed By:

- National Park Service
- Smithsonian National Air & Space Museum
- Sam Houston State University
- Virginia Commonwealth University Libraries
- Thomas Jefferson Foundation
- Four Score Consulting, LLC
- Cardinal Education
- Pamplin Historical Park
- City of Columbia, SC
- SAE International
- Old Dominion University

Requirements for the Civil War Era Studies Minor

Requirements Effective Beginning with the Class of 2024

- CWES 205 (Introduction to Civil War Era Studies)
- 2 courses in the American Civil War Era
- 1 course in War & Society
- 1 elective course
- 1 additional course from any of the categories below

American Civil War Era Courses (Students Take Two)

- **CWES 210:** Civil War Memory: Race, Politics, and Commemoration
- **CWES 212:** Narratives of Illness
- **CWES 225:** Cameras, Canvas & Cannon: Visual Culture of the Civil War
- **CWES 237:** From Reconstruction to Black Lives Matter
- **CWES 240/AFS 240:** Race & Slavery in the American South
- **CWES 245:** Gettysburg to Charlottesville: Race in the American Imagination
- **CWES 250:** Topics in Civil War Studies
- **CWES 340:** Mark Twain's Civil War
- **HIST 245:** Gender and the American Civil War
- **HIST 247:** Gettysburg in History & Memory
- **HIST 339:** From Old South/New South
- **HIST 343:** The Early Republic
- **HIST 344:** Lincoln
- **HIST 345:** The Civil War
- **HIST 346:** Slavery, Rebellion, and Emancipation in the Atlantic World
- **HIST 351:** Social Protest in the Nineteenth Century

War and Society Courses (Students Take One)

- ***ANTH 304:** Violence and Conflict (open to CWES minors w/o prerequisite)
- **CWES 215:** Introduction to War Studies
- **CWES 310:** War in the 19th Century
- **CWES 320:** Aftermath: The Experience of War and "Modern" Memory
- **HIST 244:** American Military History
- **IDS 315:** The Muse of Fire: War Stories & Culture

Elective Courses (Students Take One)

- **ARTH 225:** History and Theory of Photography
- **AFS-130:** Introduction to African-American Studies (sections offered by Hancock and Melton)
- **ANTH 212:** Archaeology of Pennsylvania
- **FYS 121-3:** Soldiers' Tales
- **FYS 133-3:** Structures of Memory: Why We Build and Topple Monuments
- **FYS 183:** Investigate the Battlefield of Gettysburg
- **FYS 183-4:** Blood on the Moon: Literature of the Civil War
- **FYS 184-4:** Remembering Slavery & the Civil War from 1865 to the Age of Black Lives Matter
- **ENG 237:** American Realism and Naturalism
- **ENG 243:** Riot, Rebellion, Revolution: The Tradition of Protest in Nineteenth-Century US Literature
- **ENG 258:** African American Women Writers
- **ENG 341:** American Gothic

- **HIST 201:** Introduction to Public History
- **IDS 217:** The American Civil War on Film
- **ITAL 285:** Wartime Italy: Cinema and Novel
- ***PHIL 219:** Philosophy of Peace and Nonviolence
- ***PHIL 226:** Philosophy of Resistance
- ***POL 253:** Nationalism and Ethnic Conflict
- ***POL 303:** Topics – Civil Wars and Political Violence
- ***POL 347:** Global Conflict Management
- ***POL 351:** The Political Economy of Armed Conflict

***Course has a prerequisite.**

Final Requirement

- Students must select a **second course** from any of the lists above.

Requirements Effective for the Class of 2022 and 2023

- CWES 205 (Introduction to Civil War Era Studies)
- 1 additional CWES course
- 1 course from the list of CWES electives (housed in a department outside CWES)
- 3 additional courses (may be CWES courses OR courses from the list of approved electives)

CWES Courses

- **CWES 210:** Civil War Memory: Race, Politics, and Commemoration
- **CWES 212:** Narratives of Illness
- **CWES 215:** Introduction to War Studies
- **CWES 225:** Cameras, Canvas & Cannon: Visual Culture of the Civil War Era
- **CWES 237:** From Reconstruction to Black Lives Matter
- **CWES 240/AFS 240:** Race and Slavery in the American South
- **CWES 245:** Gettysburg to Charlottesville: Race in the American Imagination
- **CWES 250:** Topics in Civil War Era Studies
- **CWES 310:** War in the 19th Century
- **CWES 320:** Aftermath: The Experience of War and “Modern” Memory
- **CWES 340:** Mark Twain's Civil War

Cross-Listed Electives

- **ANTH 106:** Introduction to Archaeology
- **ANTH 212:** Archaeology of Pennsylvania
- **ENG 237:** American Realism and Naturalism
- **ENG 241:** Literature of the Civil War Era
- **ENG 243:** Riot, Rebellion, Revolution: The Tradition of Protest in Nineteenth-Century US Literature
- **ENG 341:** American Gothic
- **ENG 404 Seminar:** American Literature
- **FYS 121-3:** Soldiers' Tales
- **FYS 133-3:** Structures of Memory: Why we Build and Topple Monuments
- **FYS 183:** Investigate the Battlefield
- **FYS 183-4:** Blood on the Moon: Literature of the Civil War
- **FYS 184-4:** Remembering Slavery & the Civil War from 1865 to the Age of Black Lives Matter
- **FYS 185-3:** Visualizing Emancipation: The African American Image, In and Around the Civil War
- **HIST 201:** Introduction to Public History
- **HIST 244:** American Military History
- **HIST 245:** Gender and the American Civil War
- **HIST 247:** Gettysburg in History & Memory
- **HIST 339:** From Old South/New South
- **HIST 343:** The Early Republic
- **HIST 344:** Lincoln
- **HIST 345:** Civil War & Reconstruction
- **HIST 346:** Slavery, Rebellion, and Emancipation in the Atlantic World
- **HIST 351:** Social Protest in the Nineteenth Century
- **IDS 217:** The American Civil War on Film
- **IDS 315:** The Muse of Fire: War Stories & Culture

Civil War Era Studies Courses

- CWES-205 Introduction to the American Civil War Era

Interdisciplinary introduction to the Civil War Era (roughly 1848-1877) in American history. Student is introduced to the basic history of the Civil War, with an emphasis on the fundamental causes of the war, the war years themselves, both at home and on the battlefield, and Reconstruction period. Assigned readings include a mix of primary sources and a basic survey text. History majors may count CWES 205 as a major course.

- CWES-210 Civil War Memory: Race, Politics, and Commemoration

An exploration of the complex, contentious and frequently contradictory ways that memories of the Civil War have reverberated in American culture from the immediate postwar years through the present day. Taking race, politics, and commemoration as primary lenses, the course will devote significant attention to the ways historical figures used the diverse landscapes of public memory – including battlefields, works of art, monuments & memorials, cultural programs, fiction and film – in an ongoing struggle to define the meaning and legacy of the war.

- CWES-212 Narratives of Illness

This course has two objectives: firstly, to conduct an interdisciplinary investigation of the various ways that the medical profession, patients, and the state narrate illness; secondly to chart the history of medicine and public health, paying particular attention to the changing roles of doctors, the history of disease causation, and how these two phenomena overlap especially in the mid to late nineteenth century. While this course covers a broad chronology, it focuses on the Civil War era, which gave rise to sanitary principles and provided the foundation for the bacteriological revolution at the end of the nineteenth century.

- CWES-215 Introduction to War Studies

This course introduces students to the study of warfare from an interdisciplinary context. Students will approach the subject of war through five distinct perspectives: the philosophy of war; the history of war; the experience of war; war, culture, and society; and the memory of war. The overall goal of the class for students to develop a sophisticated approach to the study of war through an interdisciplinary way of analyzing conflicts both in the past, but also, in our present. By the end of the semester, students will endeavor to answer the following questions: what is war; how does war affect participants/victims; how do societies remember war?

- CWES-225 Cameras, Canvas & Cannons: Visual Culture of the Civil War Era

This course examines American visual culture in the Civil War period, encompassing painting, sculpture, prints, and photography. It treats works that directly depict aspects of the conflict, and those that address how everyday life and perceptions of what it meant to be American were shaped by the war and its aftermath. We examine how the making and circulation of images shifted during this pivotal period.

- CWES-237 From Reconstruction to Black Lives Matter

Despite the ratification of Constitutional amendments after the Civil War, which provided Black people with both citizenship and voting rights, there has been both legal and customary efforts to block Black people from gaining access to these rights. This course examines those prohibitions but it also centers how Black people have responded; and in so doing it charts the rise of Black protest from the Reconstruction period to Black Lives Matter.

- CWES-240 Race and Slavery in the American South from 1619-1860

Exploring the diverse, complex, and coercive forms of enslavement from European contact to the beginning of the American Civil War---This is the line of inquiry that runs through this course. Recovering the experiences of the enslaved offers students an opportunity to see how systems of oppression did not mute black voices. Primary sources, especially memoirs, are essential to this class. Material and visual culture of enslaved people also figures prominently in class research projects. Racial theory provides students a chance to see how ideologies of oppression arise out of specific, but changing historical circumstances, a critical learning goal of this course. CWES 240 and AFS 240 are cross-listed.

- CWES-245 Gettysburg to Charlottesville: Race in the American Imagination

Study of the role of Civil War history and mythology in America's self-understanding and its continuing problem of race. Integrating Civil War Era Studies, Literature, Film Studies, and Political Science, the class seeks to understand the Jim Crow Era, the Civil Rights Movement, and the elections of 2008 and 2016. The class centers on the book and movie, *Gone With The Wind*, but will view other significant films pertaining to "race and reunion."

- CWES-250 Topics- Civil War Era Studies

Topics course in Civil War Era Studies

- CWES-305 Global Epidemics: From Subjugation to Science

This course examines how physicians throughout the British and American empires in the nineteenth and twentieth centuries depended upon populations of dispossessed people of color in Africa, the Caribbean, the American South, India, Latin America, and other parts of the world to advance new theories about the cause of disease transmission. CWES 305 and HIST 305 are cross-listed.

- CWES-310 War in the Nineteenth Century

This is a course designed to give students an understanding of the nature of war on a global scale during the nineteenth century. Students will study the history of specific conflicts – their origins and nature – but also the ways in which war changed and transformed over the course of the ‘long’ nineteenth century. The hope for this course is that students who are interested in the American Civil War can gain further appreciation of the political and military changes associated with an age marked by conflicts of state formation and imperial expansion.

- CWES-320 Aftermath: The Experience of War and ‘Modern’ Memory

This is a course that will examine, primarily, two conflicts in modern history and their lasting representations in cultural history and literary memory.

Wars have long cultural legacies. Both the American Civil War and First World War changed not only the ‘war generation’ of each conflict, but also, demonstrate case studies of the representation of war and the polemics of memory within nation states. In this class students will engage with the cultural and military histories of two different conflicts and compare their lasting impact in our contemporary perception of war and society. As such, the ‘experience of war’ will be our broad topic of consideration. We will access this theme by examining memory sources that detail and represent these experiences over time. The class’s methodological themes will address the following: conceptions of victory and defeat, the memory of participants and their representations of war, the writing of history and the mythologies created by conflicts and their chroniclers. By studying the cultural history of combat and its aftermath, students will learn something about the way history is written and historical events depicted over time. Through interdisciplinary representations of war in film and literature, it is hoped that students will gain an understanding of the changing perceptions of wars, within the conception of modern memory.

- CWES-337 Reconstruction and the Legacy of the American Civil War

An exploration of the various aspects of Reconstruction, including political conflicts over how the defeated South would be treated, the struggle over civil rights for African Americans, an overview of Reconstruction historiography, the contested nature of Civil War memory, and the enduring legacy of this vital yet often overlooked period of our past.

- CWES-340 Mark Twain's Civil War

Soldier in the Confederate Army, Connecticut Yankee, friend of U. S. Grant, favorite speaker at Grand Army of the Republic Reunions. Mark Twain called himself "not an American, but THE American." No American author wrote more incisively about race, war, reconstruction, and the American Way. Mr. Clemens fought his own personal civil war against Mark Twain, and lost.

- CWES-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F.

- CWES-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F.

- CWES-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F.

- CWES-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- CWES-477 Half Credit Internship

Half credit internship, graded S/U.

Classics

Classics Program Description

Classical Studies provides a holistic and interdisciplinary approach to the study of ancient Greek and Roman cultures within the broader context of the ancient Mediterranean civilizations. Through the study of literature, history, archaeology, philosophy, art history, and languages (ancient Greek and Latin), our students explore antiquity through a variety of lenses that provide insight into the world we now inhabit. Through our programs, students engage in a dialogue between the past and present, reflecting on topics and questions of contemporary significance and crucial for living meaningful lives in a complex world. In addition to the courses we offer on campus, our students have opportunities to study abroad and participate in excavations with our faculty.

We offer a major in Classical Studies and minors in Classical Studies, Greek, and Latin. The Classical Studies major may include the study of Greek or Latin, depending on a student's interests.

Classics Program Requirements

Classics Major

[Classics Major Check Sheet - Effective with the Class of 2018](#)

[Classics Major Check Sheet - Effective with the Class of 2022](#)

*Students from the Class of 2020 and 2021 should refer to the 2018 Check Sheet and see the Department Chair.

New Classical Studies Major

The new Classical Studies Major is open to students starting with those in the graduating class of 2021 (current juniors).

Because Classical Studies is multidisciplinary, the major includes a number of courses cross listed with History, Anthropology, WGS, Art History,

and Philosophy in addition to Latin and Greek language courses and Latin and Greek Literature and culture courses.

The NEW major allows students to complete the Classical Studies major with or without Latin or Greek study. Students who learn Latin or ancient Greek can include in the major Latin 102 and Greek 102 and any Latin (LAT) or Greek (GRK) literature courses focused on reading Classical authors in their original languages, or add a Latin or Greek minor to their program (with approval from the department). Students who choose language study other than Latin or Greek can also major in Classical Studies.

Requirements:

I. 9 CLA, Latin, or Greek courses:

- Any CLA 100-level courses and ANTH 106: students may count up to 2;
- Latin 102 and Greek 102: students may count both (not required);
- CLA, Latin, or Greek courses at the 200 or 300 level and above: at least 1 must be at the 300-level.

II. 1 Extra-disciplinary Approach Course: ANTH 221, 227, 300; ENG 299, 210, 211, 212, 213, 214, 221, 223, 310, 312, 315, 316, 317; ES 230; HIST 208, 300; POL 102; REL 204, 205; THA 203; or other course approved by the Department.

III. Capstone Seminar or approved CLA 464 or other approved 400-level course.

Classical Studies Minor

Six courses are required: Any Classical Studies course beyond the 100-level, or any Greek or Latin course at any level. May include two from the following: CLA 103, 104, 130, CLA/HIST 102, ANTH 106.

Greek Minor

A minor in Greek (GRK) shall consist of any six courses at any level; OR any five courses in Greek (GRK) at any level, plus one course in Classics (CLA) at any level. (See course offerings under “**Greek.**”)

Latin Minor

Any six courses in Latin (LAT) at any level; OR any five courses in Latin (LAT) at any level, plus one course in Classics (CLA) at any level. (See course offerings under “**Latin.**”)

Classics Courses

- GRK-101 Ancient and New Testament Greek I
Introduction to ancient Greek in preparation for reading Attic and New Testament texts, with emphasis on vocabulary, pronunciation, morphology, and syntax.
- GRK-102 Ancient & New Testament Greek II
Continuation of Greek I, introduction to ancient Greek in preparation for reading Attic and New Testament texts, with emphasis on vocabulary, pronunciation, morphology, and syntax. Offered every spring. Prerequisite: Greek 101 or placement.
- GRK-201 Intermediate Greek I
Designed to increase the student's skill in reading texts. Selections chosen at the discretion of the instructor. Offered every fall. Prerequisite: Greek 102 or placement.
- GRK-202 Intermediate Greek II
Designed to increase the student's skill in reading texts. Selections chosen at the discretion of the instructor. Prerequisite: Greek 102
- GRK-300 Plato
Select dialogues by Plato, chosen at the discretion of the instructor. Prerequisite: Greek 202 or placement.
- GRK-301 Homer
Selections from the Iliad and/or the Odyssey, with attention to Homeric syntax, meter, style, and composition. Prerequisite: Greek 202 or placement.
- GRK-302 Greek Historians
Selections from the histories of Herodotus, Thucydides, or other ancient historians. Prerequisite: Greek 202 or placement.
- GRK-303 Greek Comedy
Select plays from Aristophanes and/or Menander, with attention to meter and style. Prerequisite: Greek 202 or placement.
- GRK-304 Greek Tragedy

Select plays from Aeschylus, Sophocles, and/or Euripides, with attention to meter and style. Prerequisite: Greek 202 or placement.

- GRK-306 Greek Oratory

Reading and analysis of selected speeches of Aeschines, Demosthenes, Isocrates, Lysias, and/or other Athenian orators. Not offered every year. Prerequisite: Greek 202 or placement.

- GRK-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- GRK-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U.

- GRK-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F.

- GRK-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U.

- GRK-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F.

- GRK-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U.

- GRK-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F.

- GRK-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U.

- GRK-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F.

- GRK-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U.

- GRK-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F.

- GRK-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U.

- GRK-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- GRK-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- LAT-101 Beginning Latin I

Introduction to reading and pronunciation of Latin, with emphasis on vocabulary, morphology, syntax. Juniors and Seniors need permission of Department Chair.

- LAT-102 Beginning Latin II

Continuation of Latin I, introduction to reading and pronunciation of Latin, with emphasis on vocabulary, morphology, syntax.

- LAT-301 Topics in Latin

Exploration of historical, literary, or philosophical topics with special attention to the careful reading of select Latin texts. Prerequisite: Latin 202 or placement.

- LAT-303 Latin Prose Topics

The purposes of this course are to develop students' Latin reading skills and to familiarize them with the distinguishing features of various genres and authors of Latin prose. In addition to developing students' command of Latin grammar and vocabulary acquired in prior study, the course will focus on central questions involved in the interpretation of Latin prose and the significance of particular authors and their works in the broader

context of Roman literary history and culture. Authors and texts studied will vary from semester to semester. With departmental permission, students may repeat the course. Students who enroll in this course at the 303 level will have additional/special assignments as set by the instructor. Pre-requisite: At least one Latin course at the 200 or above, or by departmental permission or placement

- LAT-304 Latin Poetry Topics

The purposes of this course are to develop students' ability to read Latin verse, familiarizing them with various meters, genres, and authors of Latin poetry. In addition to developing students' command of Latin grammar and vocabulary acquired in prior study, the course will focus on central questions involved in the interpretation of Latin poetry and the significance of particular poets and their works in the broader context of Roman literary history and culture. Poets and texts studied will vary from semester to semester. With departmental permission, students may repeat the course. Students who enroll in this course at the 304 level will have additional/special assignments as set by the instructor. Pre-requisite: At least one Latin course at the 200-level or above, or by departmental permission or placement.

- LAT-305 Ovidian Transformations

Readings in Latin in various works of the Augustan poet Ovid, with an emphasis on elegy and epic. The course focuses on technical matters such as grammar, syntax, scansion, rhetorical figures, oral recitation, and on interpretation. Typically, interpretation needs to be distinctly secondary in order to convey the degree to which sophisticated interpretation depends on technical precision as well as on exegetical finesse. Prerequisite: Latin 202 or placement.

- LAT-306 St. Augustine

Selections from Confessions, with attention to the differences between Late Latin and Classical Latin. Not offered every year. Prerequisite: Latin 202 or placement.

- LAT-308 Roman Satire

Selections from Horace, Martial, and Juvenal, with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year. Prerequisite: Latin 202 or placement.

- LAT-309 Roman Historians

Selections from Livy and Tacitus, with attention to their peculiarities of language and style. Not offered every year. Latin 202 or placement.

- LAT-311 Lucretius

Extensive reading in On the Nature Of Things, with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year. Prerequisite: Latin 202 or placement.

- LAT-435 Topics in Classics

In-depth exploration of a unifying topic in Classics, using original Latin texts and appropriate historical, literary, philosophical or other analytical frameworks. Topics vary with the interest and expertise of the instructor. Prerequisite: 300-level course in Latin or permission of the instructor.

- LAT-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- LAT-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- LAT-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- LAT-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- LAT-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- LAT-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- LAT-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- LAT-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- LAT-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- LAT-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- LAT-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F

- LAT-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U

- LAT-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- LAT-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Computer Science

Computer Science Program Description

Our program emphasizes systematic approaches to problem-solving and soft skills within a computing environment. As a student, your studies may involve ongoing research in collaboration with faculty in addition to wide range of advanced topics in Computer Science.

You will build a strong foundation in both the theory and application of computer science, as well as clear thinking, logical reasoning and the ability to adapt to the fast-changing computing environment.

As a graduate, you will be prepared for a career or graduate study in computer science. Through your capstone experience you will learn business or research skills appropriate for your chosen path.

Computer Science Program Requirements

Requirements for the Computer Science major

The requirements for a **Bachelor of Arts** in computer science are 10 courses in computer science at the level of Computer Science 111 or above. One of the courses may be selected from a list of approved courses offered by other departments.

The 10 courses must include:

- Computer Science 111: Computer Science I
- Computer Science 112: Computer Science II
- Computer Science 201: The Mathematics of Computation OR Math 215: Abstract Mathematics I
- Computer Science 216: Data Structures
- Computer Science 221: Computer Organization and Assembly Language Programming
- Computer Science 301: Theory of Computation
- Computer Science 440: Advanced Systems Design (taken during the senior year)

Plus three CS elective courses (non-core) at the 200- or 300-level, optionally including at most one from the following list:

- Biology 251
- Mathematics 353 and 366
- Physics 240
- Psychology 315, 316 or 338

In addition to the 10 courses in computer science, students must take:

- Equivalent of Mathematics 111 or above (usually taken during the first year)

Bachelor of Science major in Computer Science

A **Bachelor of Science** major in Computer Science has the same requirements as a Bachelor of Arts major in Computer Science **plus** four additional courses from formal and/or natural science departments. At most two of the additional courses may be at the 100-level.

Requirements for the Computer Science minor

The minor in Computer Science consists of any six Computer Science courses numbered 111 or above and must include CS216 and at least one 300 level course (other than CS301).

Grade Requirements: All courses taken to satisfy the requirements for the major or minor must be taken using the A–F grading system. To advance to a course with prerequisites, a minimum grade of C– is required for each prerequisite course. A student completing a Computer Science major course may not concurrently or subsequently be enrolled in a prerequisite, alternate prerequisite, or non-major Computer Science course. For example,

- 216 disallows 103, 107, 111, 112.
- 112 disallows 103, 107, 111.
- 111 disallows 103, 107.
- 107 disallows 103.

Note: Starting with Fall 2020 CS107 is no longer equivalent to CS111.

Computer Science Courses

- **CS-103 Introduction to Computing**

Liberal arts introduction to the discipline of computer science and the use of computers in a variety of fields. Topics include a historical survey of technology and the use of computers, computer application, software systems design, programming with scripts, computer hardware and digital logic design, and implications of computing. Course is laboratory-oriented and includes several hands-on laboratory projects. Tailored for non-majors interested in learning about the field of Computer Science. Concurrent registration with CS 107 or CS 111 is not allowed; credit cannot be received for CS 103 after credit received for CS 107 or CS 111. Prerequisite: none.

- **CS-107 Introduction to Scientific Computation**

Introduction to computer science with a scientific computation language (e.g., MATLAB or Python). Emphasis is on fundamental programming constructs, algorithmic thinking and problem-solving, fundamental data structures, and recursion. Course projects include common scientific computing challenges and data visualization. Tailored for non-majors interested in mathematics or the sciences. Concurrent registration with CS 103 or CS 111 is not allowed; credit cannot be received for CS 107 after credit received for CS 111. Prerequisite: none..

- **CS-111 Computer Science I**

Introduction to computer science with an emphasis on fundamental programming constructs, algorithmic thinking and problem-solving, fundamental data structures, and recursion. Students implement projects using the Java programming language. This course is the usual beginning course for students planning to pursue a major or minor in computer science. Prerequisite: none.

- **CS-112 Computer Science II**

Second course in the introductory sequence for computer science majors and students interested in the principles of programming. Special attention is given to object-oriented program design methods, algorithms, and elementary data structures. Prerequisite: Computer Science 111.

- **CS-201 The Mathematics of Computation**

Study of the mathematics needed for an understanding of the theoretical foundations of computation. Topics include mathematical logic, set theory, mathematical induction, mathematical definitions and proofs, graph theory, and an introduction to finite-state automata. Applications and illustrative examples are drawn from computer science topics such as digital circuits, analysis and correctness of algorithms, automata, decidable problems, and efficient searching. Prerequisites: Computer Science 107/111 and Mathematics 111.

- **CS-216 Data Structures and Algorithms**

Introduction to major data structures and some of their applications. Topics include sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and an introduction to the analysis of algorithms. Prerequisite: Computer Science 112.

- **CS-221 Computer Organization and Assembly Language Programming**

Programming at the machine level, with emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, data representation, hardware organization, systems software, and compilers. Prerequisite: Computer Science 112.

- **CS-251 Introduction to Bioinformatics**

Introduction to the emerging field of bioinformatics, where biology and computer science intersect to interpret and use the rapidly expanding volume of biological information produced by genome sequencing and proteomic exploration of life processes. Application of bioinformatic software tools to the analysis of gene sequences and protein structures is emphasized. Students undertake a laboratory project combining *in silico* and *in vitro* approaches to isolate and then analyze a segment of their own DNA. An introduction to computer algorithms used in bioinformatic software is provided. Three class hours and laboratory. Biology 251 and CS 251 are cross-listed.

- **CS-301 The Theory of Computation**

Study of the basic theoretical principles of the computational model. Topics include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, P and NP classes, the halting problem, unsolvability, computational complexity, and program verification. Prerequisite: Computer Science 201.

- **CS-322 Introduction to Computer Networks**

Introduction to principles used to analyze and build a network of computers. Course covers concepts and issues relating to low-level

communications and protocols of computer networking. Students study formal methods for integrating communication events into normal process cycles of the computer, then concentrate on a study of practices for defining and specifying a formal communications protocol. Throughout the course, students apply principles that they study to existing networks within the department. Prerequisite: Computer Science 216. Offered alternate years.

- CS-324 Principles of Operating Systems

Study of fundamental concepts of operating systems. Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects include writing of a program to simulate major components of an operating system. Prerequisite: Computer Science 216. Offered alternate years.

- CS-327 Parallel and Distributed Processing

Introduction to techniques used to implement multiple processor problem-solving environments. Investigation includes several different environments for parallel computing, including SIMD (Single Instruction Multiple Data stream), MIMD (Multiple Instructions Multiple Data stream), and computing in a distributed workstation environment. Students work with actual implementations of each of these environments and explore their advantages and design algorithms appropriate for these environments. Prerequisite: Computer Science 216. Offered alternate years.

- CS-341 Principles of Programming Languages

Study of fundamental concepts in the design of programming languages. Concepts include BNF grammar specification, abstract syntax trees, variables, expressions typing, scope, lexical address, procedures, data types, static/dynamic binding, and environment-passing interpreters. Special emphasis is placed on the development of an interpreter using a functional programming language. Other languages are introduced to further illustrate these concepts. Prerequisite: Computer Science 216. Offered alternate years.

- CS-360 Principles of Database Systems

Study of fundamental concepts of database systems. Topics include physical organization of databases, indexing techniques, and query processing. Particular models studied include the Entity-Relationship and Relational. Class projects stress design and implementation of a database. Prerequisite: Computer Science 216. Offered alternate years.

- CS-371 Introduction to Artificial Intelligence

Study of modern techniques for creating software that behaves intelligently. Topics include uninformed and heuristic search, constraint satisfaction, stochastic optimization, game-tree search, propositional reasoning, probabilistic reasoning, Bayesian networks with Markov chain Monte Carlo techniques, and robotics. Course concludes with a class robotics project. Prerequisite: Computer Science 216. Offered alternate years.

- CS-373 Computer Graphics

Study of methods and issues surrounding the construction of graphical images on the computer. Topics include windowing systems and user input, two-dimensional graphics packages, curve drawing techniques, modeling in three dimensions, use of lighting and shading techniques, and the process of rendering images. Student work consists both of using existing packages to create images and of implementing algorithms used in graphical systems. Prerequisite: Computer Science 216. Offered alternate years.

- CS-374 Compilers

Introduction to techniques used to translate high-level computer languages into machine code. Course covers current implementation techniques and relevant theory. Topics include lexical scanning, parsing, abstract syntax trees, semantic analysis, intermediate code generation, and code generation. Students complete a major project involving the compilation of a particular computer language. Prerequisite: Computer Science 216. Offered alternate years.

- CS-391 Selected Topics

- CS-392 Selected Topics

- CS-440 Advanced Systems Design

Senior capstone course teaching a formal approach to techniques of computer project development. Integral part of course is the involvement of students, working as a team, in the development of a large project. Topics include formal requirement and specification, software testing techniques, written and spoken communication skills in technology, and user interfaces. Research option is available by permission of the instructor with a faculty research sponsor and recommendation from a previous research supervisor. Prerequisites: Computer Science 216, two 300-level computer science course (other than CS 301; one may be taken concurrently), and senior status or permission of department.

- CS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- CS-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded S/U. In consultation with faculty advisor students prepare course proposal that includes description of topic of study, readings list, and course schedule. Prerequisite: Computer Science 216 and permission of department.

- CS-477 Half Credit Internship

Half credit internship, graded S/U.

Data Science

Data Science Program Description and Requirements

Data science is an interdisciplinary field of study that focuses on understanding, processing, interpreting, visualizing, and communicating data.

Minor Requirements

The minor comprises three core courses (a statistics course from any department, DS 256, and DS 325), and three electives.

- One course in statistics
- DS 256 Data Science Programming
- DS 325 Applied Data Science
- Three electives

Core Courses

Course Number	Course Title	Approved Statistics Courses	
			Prerequisites
BIO 260	Biostatistics	Bio 112	
ECON 241	Introductory Economics and Business Statistics	ECON 103 and 104, and one of the following: Math 105-106, 111 or equivalent; or department permission	
HS 232	Statistics for Health Sciences	None	
MATH 107	Applied Statistics	None	
MATH 353	Probability and Statistics	Math 211 & Math 212 with a C- or better	
MGT 235	Statistical Methods	None	
POL 215	Methods of Political Science	Completion of Pol 101, 102, 103, or 104 and sophomore status or above	
PSYCH 205	Introduction to Statistics	PSYCH 101 and Psychology major	
SOC 299	Data Analysis and Statistics	1 100-level Sociology course and 1 200-level Sociology course	

DS 256 Data Science Programming

Data scientists apply methods from statistics, data analysis, computer science, and machine learning in order to gain insight from data. In Data Science Programming, we focus on developing the programming and machine learning skills necessary to gain such insight. Through experiential learning, we equip students with the fundamental computer problem-solving skills and tools to clean raw data, engineer data features, build statistical and machine learning models, predict unknown values and/or discern patterns, and present data insights. No prerequisites.

DS 325 Applied Data Science

Advanced treatment of data science concepts. Through a series of case studies, students explore datasets from a variety of domains and extract meaningful information and insights using mathematical, computational, and other scientific methods and algorithms. Topics include the fundamental algorithms of data science: regression, decision trees, support vector machines, clustering, and neural networks. Through a semester-long project, students demonstrate knowledge of fundamental data science concepts and ability to interpret and communicate effectively the results of the analysis. Prerequisites: DS 256: Data Science Programming and an approved statistics course.

Elective Courses

Students must take three approved elective courses. At least one elective must be taken outside the student's major (s), and only one elective can be at the 100-level. One possible elective is the newly approved DS 150 Data Science and Society, but we offer many other courses that fulfill the elective requirement.

DS 150: Data Science and Society

This course introduces students to data science and research design. This course is divided into two parts. During the first half of the semester, students will be introduced to theories of science and how systematic and falsifiable analysis applies to a wide variety of fields of study. During the second half of the semester, students will be introduced to data management, statistical and computer programming software, and econometrics.

Approved Elective Courses

Course Number	Course Title	Prerequisites
ARTS 160	Introduction to Digital Media	None
BIO 251/CS 251	Introduction to Bioinformatics	BIO 112
BIO 315	Molecular and Genome Evolution	BIO 211
CIMS 230	The Social Network	None
CS 360	Principles of Database Systems	CS 216
CS 371	Introduction to Artificial Intelligence	CS 216
DS 150	Data Science and Society	None
DS 220	Cultural Analytics	Any 100-level course in SOC or CIMS; MUS_CLAS-213; OR any 200-level course in ENG or foreign languages and literatures; OR any gateway course for area, ethnic, group, or global studies majors (e.g. LAS 145).
DS/SOC 245	Visual Sociology	SOC 101, SOC 102, or SOC 103
DS 265	“Just” Data	Previous credit or concurrent registration in one of CS 107 or 111; OR Math 107 or equivalent; OR DS 256.
ECON 344	Energy Economics & Public Policy	ECON 241 and 245
ECON 350	Econometrics	ECON 241, 243, and 245

East Asian Studies

East Asian Studies Program Description

Expand your understanding of the world by studying its most populous continent and birthplace of some of its oldest civilizations and most exciting contemporary pop cultures. As an East Asian Studies major or minor, with a concentration in either China or Japan, your studies will take an interdisciplinary approach to exploring the region through:

- Languages
- Literature
- Folklore
- Film and media
- Archeology and history
- Political science
- Economy
- Religion

You'll also have the opportunity to study abroad through one of our affiliate programs in Beijing, Shanghai, Tokyo, and Hirakata City (halfway between Osaka and Kyoto). Your experiences there may include living with a host family, field trips to cultural and historical sites, visits to businesses, internships, and local art shows or viewings.

As a graduate, you'll be prepared for graduate study or any career that requires cultural competency in a region that continues to grow in global significance.

East Asian Studies Program Requirements

Chinese Track Requirements

The Chinese Studies major and minor are interdisciplinary in nature. Students are offered a structured approach to the study of Chinese history, art, language, literature, customs, culture, economy, and politics while allowing the flexibility to pursue individual areas of interest.

Students pursuing a program in Chinese Studies are strongly encouraged to study abroad for a semester or a year in China. Gettysburg College is affiliated with study-abroad programs in [Beijing](#) and [Shanghai](#) jointly administered by [CET Academic Programs](#), Capital Normal University, and

[Donghua University](#). In addition to language study through the advanced level, the program offers a wide range of courses appropriate to the China specialization within the East Asian Studies major or minor.

East Asian Studies Major – Chinese Track Requirements: Effective with the Class of 2018

Students pursuing the East Asian Studies Major – Chinese Track must complete eleven courses consisting of three core courses, two language study courses, two electives, three disciplinary cluster courses, and a capstone course.

- **Core Courses:**

AS 151 Chinese Culture & Society, HIST 223 Modern China, and one comparative course. A comparative is either a course with a broad East Asian Focus or a course on Japan.

Potential Comparative Courses:

PHIL 240: World Philosophy
REL 244: Introduction to Buddhism
ARTH 131: Introduction to Asian Art
ECON 213: East Asian Economic History and Development
HIST 221: History of East Asia to 1800
HIST 222: History of East Asia from 1800 to the Present
PSYCH 210: Cultural Psychology
REL 210: Buddhist Spiritual Autobiographies

- **Language study:**

CHN 301 and CHN 302 or their equivalent as determined by placement tests.*

**Kindly note that CHN 101 & 102: Beginning Chinese and CHN 201 & 202: Intermediate Chinese are pre-requisites for CHN 301 and CHN 302, but do not count towards the major. However, students who have previously studied Chinese may enter the 200-level as determined by the language placement exam. Chinese language proficiency at the 202 level is required and determined by the department.*

- **Electives:**

Students will select two courses that focus on China from the following three categories: Arts & Humanities, History & Social Sciences, and Language (beyond CHN 302 or in Japanese).

Arts & Humanities:

ARTH 131: Introduction to Asian Art
ARTH 234: Arts of China
ARTH 235: Chinese Painting and Aesthetics
FILM 262: Hong Kong Cinema
AS 225: Contemporary Chinese Writers
AS 222: China: 30 Years in Literature and Film
REL 210: Buddhist Spiritual Autobiographies
REL 244: Introduction to Buddhism
REL 248: Religions of China
REL 254: Intro to Confucianism

History & Social Sciences:

AS 224: Chinese Folklore
AS/ANTH 229: Tourism and Culture in China
ECON 213: East Asian Economic History and Development
HIST 221: East Asia to 1800
HIST 222: East Asia 1800 to the Present
HIST 223: Modern China
POL 270: Government and Politics in China
PSYCH 210: Cultural Psychology
SOC 243: Chinese Diaspora

Language:

CHN 401: Advanced Chinese
CHN 407: China in Literature and Media – High Advanced Level Chinese
JPN 101: Elementary Japanese
JPN 102: Elementary Japanese

- **Disciplinary cluster:**

Students will select two courses in a discipline and the methods course of that discipline. Courses must be approved by the East Asian Studies Department, and at least one course must focus on China or East Asia. Potential areas of disciplinary focus are listed below:

Potential Areas of disciplinary focus:

Anthropology:

ANTH 103: Intro to Cultural Anthropology
AS/ANTH 229: Tourism & Culture in China
ANTH 323: Field Methods in Cultural Anthropology

Art History:

ARTH 131: or other approved 100-level
ARTH 214: Methods
ARTH 234 or 235

History:

HIST 110 or other approved 100-level
HIST 300: Methods
Course on East Asian history

Political Science:

POL 104: Intro to Comparative Politics
POL 215: Methods
POL 270: Politics of China

Economics:

ECON 104: Intro to Macroeconomics
ECON 213: East Asian Economics
ECON 251: International Economics

Religious Studies:

REL 244: Intro to Buddhism
REL 200 level Research/Methods
East Asian Religion course

Sociology:

SOC 101, 102, or 103
SOC 243: Chinese Diaspora
SOC 302: Methods

Film Studies:

FILM 101: Introduction to film
FILM 252 or FILM/IDS226
East Asian film course

Literature:

ENG 299: Methods
A 200 level English course (except 205)
AS Literature Course

• **Capstone experience:**

Students will complete one capstone course taken in the form of seminar or an independent study to be completed in the senior year. A substantial paper (25+ pages) and an oral presentation open to the faculty, majors and minors and guests are required. The topic of the paper must be mutually agreed upon by the student and his or her advisor. It is expected that the paper will build upon the courses constituting the student's "disciplinary focus."

[Check Sheet for East Asian Studies Major-Chinese Track – Effective with the Class of 2018](#)

East Asian Studies Minor –Chinese Track Requirements: Effective with the Class of 2018

The East Asian Studies minor with a specialization in China requires six courses.

- **Core Courses:** Students take one core course: AS 151: Chinese Culture & Society
- **Electives:** Students take three elective courses specializing in China. These courses must come from three different disciplines, with at least one course from the arts & humanities and one from the history & social sciences.*
- **Comparative Course:** Students take one course that offers a comparative perspective within East Asia or focuses on Japan.*
- **Language:** Students specializing in China must take CHN 201: Intermediate Chinese.**

* *Categories and potential courses appear above in the description for the Chinese major requirements.*

***CHN 101 & 102: Beginning Chinese are pre-requisites for CHN 201 but do not count towards the minor. However, students who have previously studied Chinese may enter the 200-level as determined by the language placement exam. Chinese language proficiency at the 202 level is required and determined by the department.*

Check Sheet for East Asian Studies Minor - Effective with the Class of 2018

Japanese Track Requirements

The Japanese Studies major and minor are interdisciplinary in nature. Students gain a broad understanding of the language, culture, literature, history, art, film, music, theatre, religion, and politics of Japan.

Students pursuing a program in Japanese studies are strongly urged to study abroad for a semester or year at a Japanese university. Gettysburg College is affiliated with Kansai Gaidai University and Temple University Japan. Kansai Gaidai is located in Hirakata City, between the business and industrial center of Osaka and the ancient capital of Kyoto. Temple University is located in downtown Tokyo. Both universities offer not only instruction in Japanese language and a full range of courses on Japanese topics in English, but also offer many opportunities outside the classroom living with a Japanese host family, field trips to cultural and historical sites, study of traditional arts, visits to Japanese businesses, and internships. Students may also choose to attend other universities in Japan.

Credit for courses taken at Kansai Gaidai and Temple University may be transferred and counted toward the electives for the major and minor with departmental approval. Kindly note, 300 level content courses taken while studying abroad, do not count as 300-level courses required for the major. 300-level courses must be taken at Gettysburg College.

East Asian Studies Major –Japanese Track Requirements: Effective with the Class of 2018

Students pursuing the East Asian Studies Major – Japanese Track must complete eleven courses consisting of three core courses, two language study courses, two electives, three disciplinary cluster courses, and a capstone course.

- **Core Courses:**

AS 150: Japanese Culture & Society*, HIST 224 Modern Japan, and one comparative course. A comparative is either a course with a broad East Asian Focus or a course focusing on China.

- **Potential Comparative Courses:**

PHIL 240: World Philosophy
REL 244: Introduction to Buddhism
ARTH 131: Introduction to Asian Art
ECON 213: East Asian Economic History and Development
HIST 221: History of East Asia to 1800
HIST 222: History of East Asia from 1800 to the Present
PSYCH 210: Cultural Psychology

**AS 150 is recommended for first and second year students, and cannot be taken by those who have already studied in Japan.*

- **Language Study:**

JPN 301 & JPN 302: Advanced Japanese, or their equivalent as determined by placement tests.*

**Kindly note that JPN 101 & 102: Elementary Japanese and JPN 201 & 202: Intermediate Japanese are pre-requisites for JPN 301 and JPN 302, but do not count towards the major. However, students who have previously studied Japanese may enter the 200-level as determined by the language placement exam. Japanese language proficiency at the 202 level is required and determined by the department.*

- **Electives:**

Students will select two courses that focus on Japan from the following three categories: Arts & Humanities, History & Social Sciences, and Language (beyond JPN 302 or in Chinese).

- **Arts & Humanities:**

AS 238: Classical Japanese Literature
AS 247/347: Extraordinary Fiction in Japan and the World
AS 248/348: Traditional Japanese Theatre
AS 250/350: The Ebb and Flow: Japanese Women's Literature, the First 1200 Years
AS 340/401: Modernity in Modern Japanese Fiction
AS 241/341/402: Genre in Modern Japanese Literature
AS 343/403: Who Dunit and Why? Japanese Detective Fiction, Past and Present
FILM 261: Japanese Cinema
PHIL 240: World Philosophy

REL 244: Introduction to Buddhism
REL 249: Religions of Japan
ARTH 131: Introduction to Asian Art
FYS 149-2: Japanese Popular Culture Goes Global

History & Social Sciences:

ECON 213: East Asian Economic History and Development
HIST 221: History of East Asia to 1800
HIST 222: History of East Asia from 1800 to the Present
HIST 224: Modern Japan
HIST 226: History and Science of the Atomic Bombings of Japan
HIST 323: Gender in Modern Japan
HIST 325: Tokugawa Japan
HIST 422: The Pacific War, 1931-1945
POL 271: Government and Politics in Japan
PSYCH 210: Cultural Psychology
FY 149: Geisha and Samurai

Language:

JPN 303: Advanced Reading, Comprehension & Conversation
JPN 304: Advanced Reading, Comprehension & Conversation
CHN 101: Beginning Chinese
CHN 102: Beginning Chinese

• **Disciplinary cluster:**

Students will select two courses in a discipline and the methods course of that discipline. Courses must be approved by the East Asian Studies Department, and at least one course must focus on Japan or East Asia. Potential areas of disciplinary focus are listed below:

Potential Areas of disciplinary focus:

Literature:

ENG 299: Methods
A 200 level English course (except 205)
AS Literature Course

Art History:

ARTH 131: Intro to Asian Art
ARTH 214: Methods
ARTH 100 or 200-level

History:

HIST 110 or other approved 100-level
HIST 300: Methods
Course on East Asian history

Political Science:

POL 104: Intro to Comparative Politics
POL 215: Methods
POL 271: Politics of Japan

Economics:

ECON 104: Intro to Macroeconomics
ECON 213: East Asian Economics
ECON 251: International Economics

Religious Studies:

REL 244: Intro to Buddhism
REL 200 level Research/Methods Course
East Asian Religion course

Theatre Arts:

THA 105: Intro to Theatre
THA 203: History of Theatre
AS/THA 248: Traditional Japanese Theatre

Film Studies:

FILM 101

FILM 252 or FILM/IDS226

East Asian film course

- **Capstone experience:**

Students will complete one capstone course taken in the form of seminar or an independent study to be completed in the senior year. A substantial paper (25+ pages) and an oral presentation open to the faculty, majors and minors and guests are required. The topic of the paper must be mutually agreed upon by the student and his or her advisor. It is expected that the paper will build upon the courses constituting the student's "disciplinary focus."

[Check Sheet for East Asian Studies Major- Japan Track - Effective with the Class of 2018](#)

East Asian Studies Minor –Japanese Track Requirements: Effective with the class of 2018

The East Asian Studies minor with a specialization in Japan requires six courses.

- **Core Courses:** Students take one core course: EAS 150: Japanese Culture & Society*
- **Electives:** Students take three elective courses specializing in Japan. These courses must come from three different disciplines, with at least one course from the arts & humanities and one from the history & social sciences. **
- **Comparative Course:** Students take one course that offers a comparative perspective within East Asia or focuses on China. **
- **Language:** Students specializing in Japan must take JPN 201: Intermediate Japanese.***

**AS 150 is recommended for first and second year students, but cannot be taken by those who have studied in Japan.*

*** Categories and potential courses appear above in the description for the Japanese major requirements.*

**** JPN 101 & 102: Elementary Japanese are pre-requisites for JPN 201 but do not count towards the minor. However, students who have previously studied Japanese may enter the 200-level as determined by the language placement exam. Japanese language proficiency at the 202 level is required and determined by the department.*

[Check Sheet for East Asian Studies Minor - Effective with the Class of 2018](#)

East Asian Studies Courses

- AS-150 Japanese Culture & Society

An introduction to the culture and society of Japan, exploring themes, issues, and institutions in Japan, as seen through the lens of Japanese culture. The course investigates how Japanese culture evolved within the changing socio-political milieu from the 6th century onward. Major topics include cultural notions used in the construction of self, family, education, work, and religious practice. Students acquire the skills and mindset to facilitate the study of Japan, a non-western culture, in a culturally appropriate manner. Readings in English.

- AS-151 Chinese Culture & Society

An introduction to the culture and society of China, exploring themes, issues, and institutions in China, as seen through the lens of Chinese culture. The course investigates how Chinese culture evolved within the changing socio-political milieu from early state formation (~10th c. bce) to the present. Major topics include cultural notions used in the construction of self, family, education, work, and religious practice. Students acquire the skills and mindset to facilitate the study of China, a non-western culture, in a culturally appropriate manner. Readings in English.

- AS-214 East Asian Cultures and Societies: Exploring Connections

Study of Chinese and Japanese cultures and societies from a comparative perspective. This course explores the transnational connections between the two East Asian countries from premodern times to the contemporary. By studying the similarities and differences in various social and cultural topics and issues between China and Japan, students examine and compare the core values and identities of the two cultures. The course prepares students for further study in China and/or Japan. All readings are in English.

- AS-222 China: 30 Years in Literature and Film

China: 30 Years in Literature and Film aims to familiarize students with key issues in contemporary China through the medium of literature and film. Key issues and topics include memory and trauma, modernization and globalization, youth and popular culture.

- AS-224 Chinese Folklore

Study of the history, transformation, and practices of Chinese folklore both in China and Chinese communities abroad. Focus is on the rich repertoire of Chinese folklore; its representations in literature, pop culture, daily life, and political discourse; and its significant roles in shaping ideas about morality, nation, gender, ethnicity, and heritage; its contribution to the spread of religion, the pursuit of status, and the achievement of modernity. The course helps students to understand the ways Chinese at the grass-roots level live and think.

- AS-225 Contemporary Chinese Writers

In the 30 years after the end of the Cultural Revolution (1966-76), the literary world of China has undergone various changes that mirror and anticipate social and political shifts. In this course we will read representative works of the so-called scar literature, reflection literature, reform

literature, avant-garde literature, new realist literature, and modernist literature. Authors include mainland writers Yu Hua, Mo Yan, Su tong, Wang Anyi, Wang Shuo, Wang Meng, Chi Zijian, as well as Chinese expatriates Gao Xingjian, Ha Jin, Yan Geling, and Dai Sijie. We will also watch a few films that are based on some of the readings for this class.

- AS-227 Folktales and Fairy Tales: From the Brothers Grimm to China

Study of the history, uses, and reshaping of folktales and fairy tales in the oral, literary, and filmic traditions of both the Western world and China. Focus is on the underlying forces and reasons for the radical transformations of these tales in form and meaning; their significant roles in constructing nation, ethnicity, class, gender, and morality; and their nature as an art form of questioning the larger culture. It introduces the methods of narrative analysis and cultural criticism in folktale research.

- AS-229 Tourism and Culture in China

Study of the literary and bodily encounters between places, people, capital, and cultures in the context of China's modernization and globalization. Students read historical and contemporary travel writings, view documentary films, and analyze ethnographically-based research to explore what happens on the meeting grounds between "hosts" and "guests" and how these encounters shape landscapes, nation building, ethnic identities, traditions, and gender and class boundaries. All readings are in English. Prerequisites: One of the following courses: ANTH103, ANTH 106, HIST 103, HIST 106, HIST 110, HIST 301, REL 101, or ARTH 131. Cross-listed with Asian Studies.

- AS-230 Defining Chinese Identity in Chinese Literature

This course introduces students to some of the representative works of Chinese literature. More importantly, it helps students understand and reevaluate the concepts of China, Chinese people, and Chinese literature. Discussions include questions such as: "What is China (the Middle Kingdom)?" and "What does it mean to be Chinese?" The works discussed explore a variety of topics, and all highlight the volatile interactions between the representation of Chinese identity and their cultural contexts.

- AS-237 Japan in Film

Japanese culture that is depicted in international cinema does not address this society in all its complexity. This course utilizes influential Japanese films whose themes touch on Japanese society in areas such as gender and sexuality, popular culture, politics, crime/deviance, and ethnic identity. The films in this course are utilized as a way into a deeper analysis of Japanese society, not only in comparison to Western culture but also as a means to understand Japan in its own terms.

- AS-238 Classical Japanese Literature and its Modern Interpretations

Survey of Japanese literature, beginning with the creation myth recorded in 712 and continuing to the dramatic arts of the 1600s. Course examines legends, folk tales, fairy tales, poetic anthologies, diaries and fiction. Lecture/ discussion format. Readings in English; no knowledge of Japanese required.

- AS-241 The Pure and Popular: Genre in Modern Japanese Literature

Study of various genres of literature from the Meiji Period (1868-1912) to the present, which includes both "pure" and "popular" works. Genres include diaries, plays, and various kinds of novels such as the "I-novel," lyrical novels and modern thrillers. Seminar format with intensive reading and writing in Japanese and English at an advanced level. Authors to be read include Ishikawa Takuboku, Yasunari Kawabata, Kirino Natsuo, and Murakami Haruki.

- AS-242 Real and Imagined: Past, Present, and Future Japanese Heroes

Anyone can be a hero—old, young, female, male, and non-human. Through readings on psychology and culture, we study heroic perceptions as we follow the various permutations and intersectionalities of Japanese heroes in literature, film, anime, manga and video games, beginning with a hero first appearing in print in 712 who is still "alive" today in various media. Readings in English. Viewings in Japanese and English. Japanese sources available.

- AS-247 What is REAL? Extraordinary Fiction in Japan and the World

Study of various permutations of the science fiction genre—legends, fairy tales, myths, supernatural and futuristic short stories, and novels. Major emphasis is on Japanese works, with cross-cultural comparisons to offer diverse perspectives. Course focuses on the literary analysis of the individual texts, while exploring the real purpose served by these unreal creations. Reading in English.

- AS-248 Traditional Japanese Theatre

Study of traditional Japanese theatre, focusing on Noh, Bunraku Puppet Theatre, and Kabuki from the fourteenth century to the present. The course examines major theories and a variety of representative plays of the three theatrical forms and investigates their artistic, religious, and socio-cultural significances. Emphasis is on adaptation of literary canons, treatment of convention, seminal playwrights, and performance styles. Instruction in performing Noh chanting and dancing unites theory and performance to deepen understandings of the non-western tradition. Readings in English

- AS-250 The Ebb and Flow: Japanese Women's Literature-The First 1200 Years

Examination of a variety of Japanese women writers, genres, and movements ranging from 800 to 2002. Using feminist and other literary criticism, the course analyzes the category Joryubungaku (women's literature) and its import in relation to the Japanese literary canon. Authors include Murasaki Shikibu, Enchi Fumiko, Nogami Yaeko, Machi Tawara, and Yoshimoto Banana. Readings in English.

- AS-252 Everyday Life in Ancient Gettysburg and Tokyo

Students learn and reconstruct what daily life was like in Gettysburg and Tokyo in the 17th–19th centuries using the approaches and

methodologies of household archaeology. This course uses different lines of evidence, such as material culture from domestic contexts and textual and scientific evidence from relevant archaeological and historical sites. Students explore various themes, including household composition, production, identity, inequality, cooking, gender relation, and religious faith. AS 252 and ANTH 252 are cross-listed.

- AS-253 Japanese Religions, Myth, Folklore in Visual Media

This course explores the beliefs, ritual practices, and material culture of Shinto and Buddhism in Japan as well as those of Shugendō, “new religions”, myth, folklore, Yokai, and urban legends. It examines how the Shinto- and Buddhism-derived beliefs, practices, and stories are shown in visual media (anime, films, manga, video games). Students learn to critically interpret how these media representations are perceived by the targeted audience in Japan and across the world. AS 253 and REL 253 are cross-listed.

- AS-255 Coming of Age in East Asian Literature and Film

Study of modern literary and cinematic representations of coming of age in China, Korea, Japan, Taiwan, and Vietnam. Students examine how characters learn to navigate their worlds, overcome obstacles, and mature. Focal points are: gender; income level, education, and cultural and national history related to internal and external conflict, modernization, occupation, or relocation. Texts include graphic novels, animated films, short stories, novels, and feature films. Readings in English.

- AS-261 Risk Society and Education in Fukushima

Our society has recently been witnessing the advent of risk society, where all citizens, regardless of their geopolitical locations, are vulnerable to the unprecedented scale of risks (i.e., pandemics, nuclear disaster, environmental crisis, and terrorism). In a risk society, where two major pillars of modern society (scientific knowledge and nation-states) exhibit their limitations, citizens are compelled to reexamine their relationships with other citizens, nature, and science and technology. Education, which had propelled modern nations’ economic development by preparing and providing a competitive workforce, must also go through fundamental changes. Using Fukushima nuclear disaster as an example, this course will guide students to examine risks that are relevant to our lives, what it means to live in a risk society, and what educational changes are necessary in the wake of such a societal shift. Multiple types of texts, including scholarly articles, films, literature, and comics, will be used in the course. Students have the option of reading the texts either in English or Japanese. EDUC 261 and AS 261 are cross-listed.

- AS-265 Methods for Japanese Studies

Introduction to Japanese studies as an interdisciplinary subject. Students study a prominent literary text (Tale of Genji or modern novel) and the various literary methods for analysis while also being introduced to other disciplinary methods, including history, art, anthropology, drama, translation studies, women's studies, and religion.

- AS-266 Methods for Japanese Studies

Examination of the cultural development of Japan in various disciplines. Students investigate and analyze the topic from various perspectives using a variety of texts and visual documents to construct a framework that encompasses disciplines such as politics, religion, language and literature, art, and theatre. Students develop an understanding of the research methods and critical theories relevant to these disciplines and the topic, and a mastery of effective communications skills.

- AS-273 The Two Koreas

This is an introductory Korean Politics course. Starting from the division of Korean peninsula, we analyze the economic development, state repression and coercive institutions in two Koreas. We explore how South Korean citizens pursued democratization through social movements and how North Korea successfully facilitated power succession within one family for three generations. We survey the nuclear weapon development in North Korea and students will simulate the Six Party Talk to deepen their understanding on the issue. Prerequisite: POL 104. AS 273 and POL 273 are cross-listed.

- AS-338 Classical Japanese Literature and its Modern Interpretations

Survey of Japanese literature beginning with the creation myth recorded in 712 and continuing to the dramatic arts of the 1600s. Course examines legends, folk tales, fairy tales, poetic anthologies, diaries and fiction as well as their modern variations such as video games, anime, manga and film. Lecture/ discussion format. Readings in English; no knowledge of Japanese required. Same course as AS 238 with additional reading and assignments designed for Japanese Studies majors.

- AS-340 Notions of Modernity in Modern Japanese Fiction

Fiction Seminar on the modern Japanese novel from the late Meiji period to the present. Of primary concern is the fictional and psychological portrayal of the changes Japan faces as it emerges from a feudal society to a modern nation. Notions of self, other, gender, class, and race are considered alongside the concepts of modernism, post-modernism, and pure and popular literature. Authors include Tanizaki Junichiro, Oe Kenzaburo, and Murakami Haruki. Readings in English and Japanese

- AS-341 The Pure and Popular: Genre in Modern Japanese Literature

Study of various genres of literature from the Meiji Period (1868-1912) to the present, which includes both "pure" and "popular" works. Genres include diaries, plays, and various kinds of novels such as the "I-novel," lyrical novels and modern thrillers. Seminar format with intensive reading and writing in Japanese and English at an advanced level. Authors to be read include Ishikawa Takuboku, Yasunari Kawabata, Kirino Natsuo, and Murakami Haruki.

- AS-342 Real and Imagined: Past, Present, and Future Japanese Heroes

Anyone can be a hero—old, young, female, male, and non-human. Through readings on psychology and culture, we study heroic perceptions as we follow the various permutations and intersectionalities of Japanese heroes in literature, film, anime, manga and video games, beginning with a

hero first appearing in print in 712 who is still “alive” today in various media. Readings in English. Viewings in Japanese and English. Japanese sources available.

- AS-343 Japanese Detective Fiction

Who Dunit and Why? Japanese Detective Fiction - Past and Present : Seminar on detective fiction and mysteries and their evolution in Japan from the Taisho period (1912-1926) to present day. From Edogawa Rampo’s short mystery stories to Kirino Natsuo’s modern day novels of crime, students explore the social, political, and historical connections to these "who dunit" works. Topics of discussion include: narrative technique, style, influence from other literary traditions (east and west), as well as issues of class, gender, and concepts of justice. Prerequisites: AS 265 or 266 and for 343: B or better in a Japan related course; For 403: Junior or senior standing with Japanese Studies major or minor; majors must write their senior thesis as part of the course.

- AS-344 War and Peace in Japanese Literature from Genji to Godzilla

Course examines Japanese works written during and about war and peace from antiquity to present, including some non-Japanese works with interviews of war survivors. Students investigate the social, political, and intellectual background associated with each work while navigating various issues such as sponsorship, censorship, overt propaganda, implicit and explicit political views, and shifts in authorial tone and content over time. Covers all genres including film. 400 level is capstone for Japanese Studies major and thesis and oral presentation are required.

- AS-347 What is REAL? Extraordinary Fiction in Japan and the World

Study of the various permutations of the science fiction genre - legends, fairy tales, myths, supernatural and futuristic short stories and novels. Major emphasis is on Japanese works, yet occasional, cross-cultural comparisons to offer diverse perspectives. Course focuses on the literary analysis of the individual texts, while exploring the real purpose served by these unreal creations. Same course as AS 247 with additional reading and assignments designed for Japanese Studies majors

- AS-348 Traditional Japanese Theatre

Advanced study of traditional Japanese theatre, focusing on Noh, Bunraku Puppet Theatre, and Kabuki from the fourteenth century to the present. the course examines major theories and a variety of representative plays of the three theatrical forms and investigates their artistic, religious, and socio-cultural significances. Emphasis is on adaptation of literary canons, treatment of convention, seminal playwrights, and performance styles. Instruction in performing Noh chanting and dancing unites theory and performance to deepen understandings of the non-western tradition. Same as AS 247 with additional readings and assignments designed for Japanese Studies majors

- AS-350 The Ebb and Flow: Japanese Women's Literature-The First 1200 Years

Examination of a variety of Japanese women writers, genres, and movements ranging from 800 to 2002. Using feminist and other literary criticism, inquiry analyzes the category Joryubungaku (women's literature) and its import in relation to the Japanese literary canon. Authors include Murasaki Shikibu, Enchi Fumiko, Nogami Yaeko, Machi Tawara, and Yoshimoto Banana. Readings in English. Same as AS 250 with additional readings and assignments designed for Japanese Studies majors.

- AS-352 Everyday Life in Ancient Gettysburg and Tokyo

Students learn and reconstruct what daily life was like in Gettysburg and Tokyo in the 17th–19th centuries using the approaches and methodologies of household archaeology. This course uses different lines of evidence, such as material culture from domestic contexts and textual and scientific evidence from relevant archaeological and historical sites. Students explore various themes, including household composition, production, identity, inequality, cooking, gender relation, and religious faith.

- AS-353 Japanese Religions, Myth, Folklore in Visual Media

This course explores the beliefs, ritual practices, and material culture of Shinto and Buddhism in Japan as well as those of Shugendō, “new religions”, myth, folklore, Yokai, and urban legends. It examines how the Shinto- and Buddhism-derived beliefs, practices, and stories are shown in visual media (anime, films, manga, video games). Students learn to critically interpret how these media representations are perceived by the targeted audience in Japan and across the world.

- AS-355 Coming of Age in East Asian Literature and Film

Study of modern literary and cinematic representations of coming of age in China, Korea, Japan, Taiwan, and Vietnam. Students examine how characters learn to navigate their worlds, overcome obstacles, and mature. Focal points are: gender; income level, education, and cultural and national history related to internal and external conflict, modernization, occupation, or relocation. Texts include graphic novels, animated films, short stories, novels, and feature films. Readings in English.

- AS-401 Seminar: Modernity in Modern Japanese Fiction

Fiction Seminar on the modern Japanese novel from the late Meiji period to the present. Of primary concern is the fictional and psychological portrayal of the changes Japan faces as it emerges from a feudal society to a modern nation. Notions of self, other, gender, class, and race are considered alongside the concepts of modernism, post-modernism, and pure and popular literature. Authors include Tanizaki Junichiro, Oe Kenzaburo, and Murakami Haruki. Readings in English and Japanese. For junior/senior Japanese Studies majors, who write their senior thesis as part of the course.

- AS-402 Seminar Genre in Modern Japanese Literature

Advanced seminar for the study of various genres of literature from the Meiji Period (1868-1912) to the present, which includes both "pure" and "popular" works. Genres to be read include diaries, plays, and various kinds of novels such as the "I-novel," lyrical novels and modern thrillers. Seminar format with intensive reading and writing in Japanese and English at an advanced level. Authors to be read include Ishikawa Takuboku,

Yasunari Kawbata, Kirino Natsuo, and Murakami Haruki. For junior/senior Japanese Studies majors, who write their senior thesis as part of the course.

- AS-403 Japanese Detective Fiction

Who Dunit and Why? Japanese Detective Fiction - Past and Present : Seminar on detective fiction and mysteries and their evolution in Japan from the Taisho period (1912-1926) to present day. From Edogawa Rampo's short mystery stories to Kirino Natsuo's modern day novels of crime, students explore the social, political, and historical connections to these "who dunit" works. Topics of discussion include: narrative technique, style, influence from other literary traditions (east and west), as well as issues of class, gender, and concepts of justice. Prerequisites: AS 265 or 266 and for 343: B or better in a Japan related course; For 403: Junior or senior standing with Japanese Studies major or minor; majors must write their senior thesis as part of the course.

- AS-404 War and Peace in Japanese Literature from Genji to Godzilla.

Course examines Japanese works written during and about war and peace from antiquity to present, including some non-Japanese works with interviews of war survivors. Students investigate the social, political, and intellectual background associated with each work while navigating various issues such as sponsorship, censorship, overt propaganda, implicit and explicit political views, and shifts in authorial tone and content over time. Covers all genres including film. 400 level is capstone for Japanese Studies major and thesis and oral presentation are required.

- AS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F.

- AS-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F.

- AS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U.

- AS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F.

- AS-462 Individualized Study-Research

Individualized Research not counting in the minimum requirements in a major or minor, graded A-F.

- AS-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

Economics

Economics Program Description

An Overview of the Economics Department

If you're looking for an engaging, rigorous, and contemporary field of study that explains how the world around you works, you may be a fit for Economics. As a major or minor, you'll study the exchange of and competition for goods and services that influences everything from small-scale community decisions to global geopolitics.

In this program, you will:

- Examine economics in both historical and contemporary contexts.
- Learn economic theories focused on individual decisions and economic aggregates.
- Explore how economic forces contribute to contemporary social problems and solutions.
- Develop critical thinking by learning how to gather, analyze, and synthesize information.

With a degree in Economics, you'll build a foundation for success in a wide range of corporate, nonprofit, and public sector careers, and be well prepared for graduate work in economics, management, business, law, and other fields.

Economics Program Requirements

The Economics Department recommends that students complete their core requirements (100-level and 200-level courses) as early as possible. This strategy will not only make the more advanced courses easier to handle, but will give the student flexibility in planning course schedules in the third and fourth year of study.

- Careful planning is especially important for students who plan to attend off-campus programs. The most appropriate time for going abroad is

during the third year of study.

- Having completed core requirements *prior* to off-campus study, students can undertake the off-campus experience knowing that they are on track for timely completion of their major program.

Major Requirements

A minimum of **eleven courses** is required for the major. Students completing the major in economics must take the following:

[Major Course Checklist](#)

Core Courses

- Economics 103 and 104
- Economics 241, 243, 245 and 249
- Economics 350

Additional Courses:

- Three courses above 250, two of which must be above 300 (not including Econ 350 or Econ 420)
- One senior seminar

Course Guidelines:

- Economics 350 is a core course and cannot also count as one of the required 300-level courses in the major.
- All courses above the 100-level require the completion of 103 and 104.
- Some 200-level courses are recommended for some 300-level courses and required by others.
- All 400-level courses require the completion of all core requirements plus at least two 300-level courses. However, a student may petition the instructor of a course for waiver of course prerequisites. Further, the student must also demonstrate achievement in mathematics equivalent to one semester of college-level calculus. This may be demonstrated by successful completion of Mathematics 105-106 or 111. Students may not take core courses off-campus.

Minor Requirements

Six courses are required for the Economics minor.

[Minor Course Checklist](#)

Requirements

- Economics 103 and 104
- Two courses from among Economics 241, 243, 245, 249, 350

Two additional courses from among those numbered 241 and above.

Economics Courses

- ECON-103 Principles of Microeconomics

Courses provide general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics include the price system, theory of consumer behavior, theory of production, theory of the firm, income distribution, welfare economics, and the micro aspects of international trade.

- ECON-104 Principles of Macroeconomics

Courses provide general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics include national income accounting, employment, inflation, monetary and fiscal policies, aggregate demand and supply analysis, economic growth, the monetary aspect of international economics, and comparative economic systems.

- ECON-211 American Economic History

An examination of the economic history of the United States from the colonial era to the present. Topics include the evolution of economic and political institutions and their impact on growth of the U.S. economy, the economics of slavery and the economic status of blacks in America after slavery, changes in technology from the industrial revolution to the internet, labor unions and the structure of businesses, changes in the distribution of income, central banking and monetary systems, the U.S. in the global economy, and the business cycle. Econ 104 (Principles of Macroeconomics) is a prerequisite, Econ 103 (Principles of Microeconomics) is strongly recommended.

- ECON-213 East Asian Economic History and Development

Intensive examination of East Asia, using the framework of economic analysis and political economy to consider economic history, growth, and development. Economic theory provides the primary paradigm within which this region is studied, but consideration is also given to historical events that conditioned the economic outcomes. Reviews the pertinent theory and focuses on application of that theory to specific historical events.

Prerequisites: Economics 104.

- **ECON-214 Latin American Economic History and Development**

Intensive examination of Latin America, using the framework of economic analysis and political economy to consider economic history, growth, and development. Economic theory provides the primary paradigm within which this region is studied, but consideration is also given to historical events that conditioned the economic outcomes. Reviews the pertinent theory and focuses on application of that theory to specific historical events. Prerequisites: Economics 103 or 104.

- **ECON-241 Introductory Economics and Business Statistics**

Topics include nomenclature of descriptive statistics; probabilities using the normal, binomial, and Poisson distributions; Chi-square; sampling; estimation of parameters; hypothesis testing; linear regression; and correlation. A student may not receive credit for both this course and MGT 235, Mathematics 107, Psychology 205, or Biology 260. Prerequisites: Econ 103 and 104, and one of the following: Math 105-106, 111 or the equivalent; or permission of the Econ department. Math 105 is a prerequisite; MATH 106 or MATH 111 can be taken concurrently as a co-requisite.

- **ECON-243 Intermediate Macroeconomic Theory**

Examination of classical, neoclassical, Keynesian, monetarist, new classical, and post-Keynesian economics, with particular focus on various theories and policies that relate to the determination of national (aggregate) income and price level, the determination and role of interest rates, and the part played by monetary and fiscal authorities in stabilizing the economy. Prerequisites: Econ 103 and 104, and one of the following: Math 105-106, 111 or the equivalent; or permission of the Econ department.

- **ECON-245 Intermediate Microeconomic Theory**

Course uses the methodological tools of economics to examine consumer and producer behavior and economic behavior, both individual and collective, under different input and output market structures. Also analyzes implications of such behavior for general equilibrium and economic welfare. Prerequisites: Econ 103 and 104, and one of the following: Math 105-106, 111 or the equivalent; or permission of the Econ department.

- **ECON-249 History of Economic Thought and Analysis**

Study of the development of economic ideas and policies in relation to the evolution of economics as a discipline from its roots in philosophical discourse to its modern form. Schools of economic thought from Physiocrats to neoclassical economics are examined. Emphasis is placed on the ideas of major contributors to economic thought from Plato to Keynes. Prerequisites: Econ 103 and 104. Recommended Econ 243 and 245.

- **ECON-250 Economic Development**

Examination of economic and noneconomic factors accounting for economic growth and development in less developed areas of the world. Various theories of economic growth and development are analyzed and major policy issues discussed. Primary focus is on the study of the development experience in the Third World and the roles of international trade, aid, multinational corporations, as well as the World Bank and the International Monetary Fund, in the formation and application of Third World strategies for economic development. Satisfies distribution requirement in non-Western culture. Prerequisites: Econ 103 and 104.

- **ECON-251 International Economics**

Introduction to the history and development of international commerce and its relation to the rise of the capitalist system. Fundamentals of international trade and finance are also elaborated, and these tools are applied to such issues as international business cycles, global competition and technical change, balance of payments and trade deficits, and the international debt crisis. Prerequisites: Econ 103 and 104.

- **ECON-252 Gender Issues in Economics**

Application of economic theory and empirical analysis to gender and LGBT issues, focusing on the US economy. Course explores how changes in family structures, gendered social norms, and macroeconomic conditions affect labor force participation, considers evidence regarding discrimination by identity and related differences in earnings, and evaluates how intersections of gender identity with race and ethnicity, sexual orientation, and social class impact individuals' economic choices and the effects of public policies. Prerequisite: Economics 103. ECON 252 and WGS 252 are cross-listed.

- **ECON-253 Introduction to Political Economy and African Diaspora**

Examination of the origins and development of capitalism and the contribution of Third World peoples and minorities in the U.S. to the process and continued growth of capitalist development. Primary focus is on the contributions of Africa and people of African descent. Prerequisites: Econ 103 and 104.

- **ECON-255 Poverty, Disease, and Underdevelopment in Latin America**

Introduction to issues, terminology, and methods in global health research, with particular emphasis on Latin America. The course focuses on the critical impact of poverty and inequality on health outcomes, due to differential exposure to causes of disease and injury, differential vulnerability in the face of health risks, and differential consequences of exposure and resultant disease and injury. Instruction, discussion, and reading materials will be in Spanish. Prerequisites: Econ 103, and Span 301 or proficiency in Spanish.

- **ECON-256 African Economic History and Development**

In this course, we explore the economic history and development of Africa, focusing on theories, methods, empirical analysis and key debates. We examine the external and internal, institutional and resource-based explanations of the region's development from pre-colonial period to the modern economy. We will consider the role of development practitioners such as international financial and trade institutions, nongovernmental bodies, and global governance institutions. Africa is a large and diverse continent, better understood through an appreciation of individual country development

experiences – many countries on the continent remain underdeveloped while others have achieved emerging status. As such, we will make use of country case studies and current events to better understand the differences and similarities of the effects of both policy responses, resource and institutional constraints. Prerequisite: ECON 103 and 104; ECON 241 recommended. AFS 256 and ECON 256 are cross-listed.

- **ECON-258 Energy and Security**

Energy fundamentals and security issues. Course covers technological, economic and political aspects of energy production originating from oil, coal, conventional gas, shale gas, nuclear power, hydropower and other renewable sources. It examines how energy resources affect the national security and shape the domestic as well as global political economy. Topics include national oil companies, government control and regulation, OPEC dynamics, oil reserves, pipeline politics, LNG international trade, water-energy nexus, climate change, critical energy infrastructure, terrorism, energy diplomacy. Prerequisites: Economics 103 (or equivalent) or permission of instructor

- **ECON-262 Monetary Policy**

This course examines the conduct of monetary policy in the United States and other countries. Students learn about the objectives of monetary policy, the way monetary policy affects the macro economy over the course of the business cycle, and the tools that central banks use. Special attention is paid to the economic challenges currently facing the United States and world economies. Students participate in the Fed Challenge, a competition sponsored by the Federal Reserve System. Prerequisites: Econ 103 and 104

- **ECON-265 Financial Regulation Policy**

Regulation of financial markets and institutions. The course examines risk-taking by financial market participants and attempts by government to regulate in the interests of financial stability. Special attention to the 2007 world financial crisis, the Dodd-Frank regulatory reform act of 2010, and current regulatory reform proposals. Taught from the perspectives of public policy, economics, and business management. Prerequisite: ECON 103, and 104 or ECON/BUS 267. Cross-listed as PP 265, ECON 265, and BUS 360.

- **ECON-267 Finance**

Emphasis is on financial planning, investment analysis, asset management, and sources and costs of capital. Prerequisites: Econ 103 or 104, and ECON 241 or an equivalent statistics course. ECON 267 and BUS 267 are cross-listed.

- **ECON-301 Labor Economics**

Theoretical and empirical study of the functioning of labor markets, with emphasis on wage and employment determination. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impact of legislation, unions and labor relations, and imperfect markets. Prerequisite: Econ 241 and 245.

- **ECON-302 Gender Issues in Economics**

Application of economic theory and empirical analysis to gender and LGBT issues, focusing on the US economy. Course explores how changes in family structures, gendered social norms, and macroeconomic conditions affect labor force participation, considers evidence regarding discrimination by identity and related differences in earnings, and evaluates how intersections of gender identity with race and ethnicity, sexual orientation, and social class impact individuals' economic choices and the effects of public policies. Prerequisites: ECON 241 and ECON 245. ECON 350 recommended.

- **ECON-303 Money and Financial Intermediaries**

Course examines role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy in the context of increased internationalization of financial activity. Prerequisite: Econ 241 and 243.

- **ECON-305 Public Economics**

Introduction to principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the U.S. are considered, along with numerous types of taxes employed by various levels of government to finance their activities. Domestic and international implications of government debt are also considered. Prerequisite: Econ 241 and 245.

- **ECON-307 The Economics of Growth and Technological Change**

Role of innovation in the evolution of economic systems. Topics include how profit incentives affect the research and development (R&D) process, the impact of technological change on occupational structure and the distribution of income, the particular market failures that exist in the market for "new knowledge," and what government policies can be used to arrive at "optimal" growth paths. The course concludes with an empirical examination of the "most important" sources of economic growth. Prerequisite: Econ 241 and 243.

- **ECON-308 Political Economy**

An investigation into political economic and policy problems not directly confronted by mainstream economics. The focus is on the power relations, especially on who gains and who loses in a given set of economic relationships. Examples of significant issues include: the challenge for governments caused by the power of multinational corporations in a globalized world; the implications of inequalities attributable to gender, ethnic, and class relations; the proliferation of speculative financial activities and their implications for productivity; growing poverty in both the rich and the poor countries. Prerequisite: Econ 241, 243 and 245.

- **ECON-309 International Finance and Open Economy Macroeconomics**

Study of international financial markets and their interactions with the macroeconomy. Topics include balance of payments accounting and foreign

exchange markets. A theoretical model of the macroeconomy that incorporates international trade and foreign exchange markets is used to address a number of policy issues, such as the operation of fixed exchange rate systems, exchange rate crises, the evolution of the international monetary system, economic integration, and problems in the global capital market. Prerequisite: Econ 241 and 243.

- **ECON-312 Game Theory**

Mathematical analysis of strategic interaction and decision making. Topics include normal form games and Nash equilibrium, dynamic games of complete and perfect information and subgame perfect equilibrium, static Bayesian games and Bayesian Nash equilibrium, and dynamic games with incomplete information and perfect Bayesian equilibrium. Specific topics and applications include: prisoner's dilemma, duopoly and oligopoly, bargaining, auctions, collective action problems, voting, and public choice. Prerequisite: Econ 241 and 245.

- **ECON-314 Advanced Macroeconomic Theory**

An exploration of advanced topics in modern macroeconomic theory. Topics include neoclassical growth theory, rational expectations, real business cycle and New Keynesian macroeconomic models, the time consistency problem in macroeconomic policy, search and matching models of the labor market. Open to all economics majors but especially recommended for Mathematical Economics majors and those planning to attend graduate programs in Economics. Prerequisites: Econ 243 and 245

- **ECON-315 Macroeconomic History and Policy**

An examination of macroeconomic policy from a historical perspective. We study perennial economic controversies and important episodes in macroeconomic history. We draw lessons from history for recent macroeconomic events, in particular, the recession of 2007-2009 and recovery. Prerequisite: ECON 243.

- **ECON-338 Economic Development**

Examination of economic and noneconomic factors accounting for economic growth and development in less developed areas of the world. Various theories of economic growth and development are analyzed and major policy issues discussed. Primary focus is on the study of the development experience in the Third World and the roles of international trade, aid, multinational corporations, as well as the World Bank and the International Monetary Fund, in the formation and application of Third World strategies for economic development. Prerequisite: Econ 241, and 243 or 245.

- **ECON-341 Environmental Economics**

Investigation of the relationship between the economy and the environment, conditions for a mainstream theories and policies, including those based on externalities and social costs, property rights, cost-benefit analysis, and discounting, are studied in the light of conditions required for sustainability. Problems and prospects of both market controls and government regulation are considered. Special topics include renewable resources, valuation techniques, accounting for pollution and resource depletion in GDP statistics, and sustainable development. Prerequisite: Econ 245

- **ECON-342 Industrial Organization and Public Policy**

Application of microeconomic theory to the structure of industry. Course considers traditional, as well as recent and interdisciplinary theories of firm and industry behavior, with particular focus on oligopoly and game theory. Course also reviews the economic history of U.S. antitrust and regulatory policies and examines the effect of greater global interdependence. Students evaluate alternative policies for static economic efficiency, technological change, and equity. Prerequisite: Econ 241 and 245.

- **ECON-344 Energy Economics & Public Policy**

This course explores the key aspects of energy supply and demand covering issues in electricity, natural gas and oil sectors of the economy. It discusses the role of markets, regulation and deregulation of the industry. The course addresses market design questions related to energy generation, transmission and distribution. It also provides an overview of economic institutions designed to control pollution emissions and examines other public policies affecting energy markets. Prerequisites: Econ 241 and 245.

- **ECON-348 The Economics of Spatial Environmental Analysis**

Application of advanced economic analysis to environmental problems. New media, technology and data have rapidly enhanced the economist's abilities to study problems in the environment and offer policy recommendations. Topics include national and global resource use, resource valuation, environmental justice, and economic and environmental policy through the frameworks of integrated resource policy and spatial analysis. Economic problems posed by imperfect information, uncertainty, and secondary data sources are considered. Prerequisites: Econ 245 or ES 196.

- **ECON-350 Econometrics**

Advanced statistical theory and the use of computers in data analysis. Topics include some applications of mathematics to economics, hypothesis testing and model specification, multiple regression and the determination of model acceptability. Prerequisite: Econ 241, 243 and 245.

- **ECON-351 Application of Mathematics to Economics and Business**

Introduction to the application of calculus and matrix algebra to economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. Prerequisite: Econ 241, 243, 245 and 350.

- **ECON-352 Advanced Econometrics**

Study of the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. Prerequisite: Econ 350, plus one other 300-level course.

- ECON-360 Experimental Economics

Foundations of experimental methodology in the field of economics. Course covers the major types of economics experiments that are utilized to investigate the economic decisions of individuals as well as their interactions in markets and other socio-economic environments. Students design, program and analyze laboratory experiments in order to examine the validity of alternative theories as well as performance and effectiveness of various policy solutions to economic problems. Prerequisites: ECON 241 and ECON 245.

- ECON-362 Monetary Policy

This course examines the conduct of monetary policy in the United States and other countries. Students learn about the objectives of monetary policy, the way monetary policy affects the macro economy over the course of the business cycle, and the tools that central banks use. Special attention is paid to the economic challenges currently facing the United States and world economies. Students participate in the Fed Challenge, a competition sponsored by the Federal Reserve System. Prerequisites: Econ 103 and 104

- ECON-367 Applied Finance: Advanced Financial Economics

This course is the natural extension of Econ/Bus 267 Finance. Students learn advanced skills in the area of Financial Economics. Students develop the concept of risk -adjusted returns, how financial assets price, how markets operate and Companies allocate Capital in complete mathematics. They will tackle portfolio optimization models of Modern Portfolio theory, derivatives pricing using the Black-Scholes Option Pricing Model. The course is designed as an advanced preparation for either the CFA or Actuarial exams. Each weekly lesson will incorporate problems contemporaneous with current world events and Financial news, offering excellent training in real world applications. Prerequisite: Econ 267

- ECON-401 Advanced Topics:History of Economic Thought

Investigation of different perspectives in economics. Close readings of classic primary texts are used to examine issues in the history of economics and alternative approaches to understanding the contemporary economy. Topics include competition, endogenous growth, technical change, effective demand, money and credit, and economic policy. Prerequisite: Econ 241, 243, 245, 249, 350 and at least one 300-level elective Econ course.

- ECON-402 Advanced Topics in Theoretical and Applied Macro-and Monetary Economics

Examination of advanced topics in macroeconomics and monetary theory and applications. Particular focus rotates, and includes such topics as the new neoclassical theory, rational expectations and post-Keynesian theory, monetary issues in international trade and economic development, econometric studies of money, regulation, and banking safety. Prerequisite: Econ 241, 243, 245, 249, 350 and at least one 300-level elective Econ course.

- ECON-403 Advanced Topics in Theoretical and Applied Microeconomics

Examination of special topics in advanced microeconomic theory and applications. Particular focus varies, and includes such topics as new household economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and micro aspects of international trade. Prerequisite: Econ 241, 243, 245, 249, 350 and at least one 300-level elective Econ course.

- ECON-404 Capstone Seminar in Mathematical Economics

This course develops the language of mathematics in the context of economics. The course considers the mathematics and economic applications of equilibrium, slopes and derivatives, differentials, optimization (maximizing profits or utility and minimizing costs or expenditures), constrained optimization (e.g., maximizing utility subject to the budget constraint), and integration. Applications include problems in consumer and producer theory, general equilibrium, welfare economics, growth and discounting, oligopoly behavior, game theory, statistics, and econometrics. Prerequisite: Econ 241, 243, 245, 249, 350 and at least one 300-level elective Econ course.

- ECON-420 Honors Research Seminar

Seminar for students writing the senior theses. Each participant completes an original research project under the supervision of a faculty thesis adviser. Students discuss course readings, review research methods, and present and discuss their findings. Prerequisite: By department invitation only.

- ECON-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- ECON-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- ECON-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F.

- ECON-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U.

- ECON-460 Individualized Study-Research

Topics of an advanced nature for well qualified students. Individual reading and research, under the supervision of a faculty member. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which

the independent study is to be undertaken. Prerequisites: Permission of supervising faculty member and department chairperson. Offered both semesters.

- **ECON-461 Individualized Study-Research**
Individualized research counting toward the minimum requirements in a major or minor, graded S/U
- **ECON-462 Individualized Study-Research**
Individualized research not counting in the minimum requirements in a major or minor, graded A-F
- **ECON-463 Individualized Study-Research**
Individualized research not counting in the minimum requirements in a major or minor graded S/U
- **ECON-470 Individualized Study-Internship**
Internship counting toward the minimum requirements in a major or minor, graded A-F
- **ECON-471 Individualized Study-Internship**
Internship counting toward the minimum requirements in a major or minor, graded S/U
- **ECON-472 Individualized Study-Intern**
Internship not counting in the minimum requirements in a major or minor, graded A-F
- **ECON-473 Individualized Study-Internship**
Internship not counting in the minimum requirements in a major or minor, graded S/U
- **ECON-474 Summer Internship**
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- **ECON-475 Summer Internship**
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- **ECON-477 Half Credit Internship**
Half credit internship, graded S/U.

Education

Education Program Description

INQUIRE, CREATE, FACILITATE, REFLECT

The Department of Education at Gettysburg College facilitates student inquiry into the nature of education from social, cultural, philosophical, historical, and psychological perspectives and encourages students to pursue collaborative, creative solutions to educational problems framed by careful reflection on the nature of education and teaching, broadly conceived. This statement reflects several core values of the department:

- We believe that being located within the context of a liberal arts college positions us to provide students with opportunities to learn about education and teaching with uncommon depth and breadth;
- We believe that disciplined knowledge of an academic field of study provides a foundation for exploration of the world around us and is essential to effective teaching;
- We believe that the ability to conduct, interpret, analyze, and criticize educational research and claims associated with it is not only essential to effective teaching but also a key responsibility of all citizens in a democracy;
- We believe that the size and structure of our program enables us to meet the individual needs of students and focus on the development of each student's leadership potential, positioning them to enact change when they leave Gettysburg;
- We believe that collaboration with partners in the Center for Public Service and the Center for Global Education, supported by engagement in the local community, enhances the learning experiences we provide by helping students see how education and cultural interaction intersect to bring about social change.

Teaching Education Program

Prepare for a career in teaching immediately following graduation. You'll study the Five Principles, take your certification exams, and complete a student teaching internship, typically in the fall of your senior year.

Educational Studies Minor

Add the Educational Studies Minor to any field of study. This non-certificate program will introduce you to our educational system and why it functions the way it does. You'll explore education as a social and cultural phenomenon through historical, psychological, and philosophical lenses.

You'll be well prepared to pursue teaching in graduate school or through alternative licensure programs, or to explore other opportunities in the field of education.

Note: If you've been admitted to the Teacher Education Program, you are not eligible for the minor in Educational Studies.

Apply

Start the application process by filling out the [Education Interest Form](#).

Education Program Requirements

The Minor in Educational Studies

The Minor in Educational Studies is designed to help students explore education as a social and cultural phenomenon by applying historical, psychological, and philosophical lenses to their investigation of its many iterations and forms. Students completing a minor in Educational Studies are well prepared to pursue teaching in graduate school or through alternative licensure programs after leaving Gettysburg, and are also well prepared to explore other opportunities in the field of education after graduation.

The minor is also designed to engage students in social policy issues related to education and to help students become more informed citizens by developing their understanding of the complexity of education as both a formal process and as a cultural phenomenon. The exact program of study for each minor is designed in consultation with a faculty advisor and includes six courses typically organized around a thematic core.

Guidelines & Requirements for the Minor in Educational Studies

- An introductory course in education: Education 199 or Education 201
- Two courses at the advanced (300) level or higher
- Three additional electives
- [Educational Studies Minor Flowchart](#)

Also note that one approved course taken off campus may be counted toward the minor, and no more than two courses may be taken at the introductory (100) level. At least four courses must be taken in the Education Department or carry an EDUC prefix.

The Education Project

In addition to the required six courses that all students completing the minor must take, minors are also strongly encouraged to complete a self-designed applied project or research project in education. The Education Department is committed to working closely with the Center for Public Service to help students become immersed in the local community in an effort to make a difference in the lives of local residents, and several courses offered by the faculty of the department include field-based components that allow students to explore any of a number of different ideas and issues in a variety of educational settings. In the past students have been actively involved in local schools, have helped tutor English language learners at El Centro, have volunteered at the local YWCA, and have been involved in other programs on and off campus that have helped them make an impact on the education of kids in the Gettysburg community. These kinds of projects are strongly encouraged, as are more formal research projects, some of which may even be taken for course credit (students should discuss such options with an Education Advisor).

Students who wish to receive course credit for their projects may consider applying for internship or independent study credit. Students are also encouraged to present their research at Celebration or in other such venues. Students completing an Education Project will also be recognized at the department's Capstone Presentation event.

Program Approval

Courses that are included in the minor program of study must have a substantial focus on education as a formal process or on issues related to education. Each student's program must be approved by the Education Department. To get started, students should visit the Education office in 106 Weidensall, or contact any faculty member in the department. Ultimately each prospective minor will need to obtain a signed green form declaring the minor with the Registrar and will also need to provide his or her Education Advisor with a list of the six courses to be included in your minor. This can be accomplished that by printing the form below and having an advisor in the Education Department sign it.

[Educational Studies Minor Approval Form \(pdf\)](#)

[Educational Studies Minor Application Form \(Digital Form\) submission](#)

Education Courses

- EDUC-115 Introduction to Educational Studies

Exploration of multiple modes of education that illustrate inequality. Surveys how education affects citizens and communities and the accessibility of

various educational systems. Using case studies to explore how education functions systematically and how various educational systems reflect and shape who we are, this course will investigate five models: urban, rural, private, cyber, and magnet. Focuses on research from various fields that details how the achievement gap continues to grow in urban schools, private institutions, and rural schools; specifically, how social class, race, ethnicity, gender, sexuality, and different identities both organize and are organized by educational environments and how these affect children, families, schools, and communities.

- EDUC-199 Social Foundations of Education

Study of professional aspects of teaching, historical and philosophical development of American education, and the relationship of schools to society. Current issues affecting schools, such as organization, reforms, and national legislation, are examined. Prerequisite for other certification coursework.

- EDUC-201 Educational Psychology

The study of psychological principles related to learning and cognition, and the personal, moral, and social development of the school-aged child. The course also includes discussion of developmentally appropriate instructional practices, students with exceptionalities, and teacher reflection. Prerequisite for other certification coursework.

- EDUC-220 Urban Education

Interdisciplinary seminar with service-learning component examining urban education from multiple perspectives. The on-campus portion of the course explores historical foundations, issues of class and race, instructional approaches, policy initiatives, and popular images of urban schooling. This on-campus portion is paired with a service-learning component in which students prepare and implement an action research instructional project in a large urban school system. Emphasis is on linking theoretical foundations to practical experience in schools.

- EDUC-225 Creativity: Teaching, Learning, and Cross Disciplinary Applications

Examination of traditional and contemporary models of intelligence and creativity, and their effects on learning and leadership. Designed to explore how the creative process transforms professional practices, the course examines creativity from educational, psychological, cultural, arts-based, and neurological frameworks, and addresses learner engagement and motivation. Through the creation of a cross-disciplinary project, students employ research-based principles to design, implement, and assess impacts of the creative process on learning and teaching.

- EDUC-236 Classroom Assessment & Educational Research

This course provides future teachers and other students interested in education with an introduction to the methods, assumptions, and practical applications of educational research. Emphasis is placed on the implications educational research findings bring to classroom practice, especially assessment of student learning, with inductive and deductive reasoning skill development especially emphasized. Topics include quantitative and qualitative research approaches, effective assessment practice, interpretation of research, and general policy contexts in which educational research is conducted.

- EDUC-240 Special Topics in Education

Study of a topic not normally covered in depth in the regular curriculum of Education. Topics vary and may include education policy, global education, special education, diversity in education, linguistics, or school law. Offered irregularly.

- EDUC-260 Globalization, Citizenship, and Education

Examination of changing notion of citizenship and the roles education play in constructing citizens in the era of globalization. The course will cover topics such as global market's influence on educational policy, curriculum, and teaching practices, international educational competition, educational inequity, migration, and global youth's creation of learning spaces. Case studies conducted in local contexts both in and outside of the U.S. will be used to explore these topics. Prerequisite: MUS_CLAS 149 or EDUC 199 (must have passed the course with C or higher grade); or permission of the instructor. Additional assignment is given to students who need to take this course as a 300 level.

- EDUC-261 Risk Society and Education in Fukushima

Our society has recently been witnessing the advent of risk society, where all citizens, regardless of their geopolitical locations, are vulnerable to the unprecedented scale of risks (i.e., pandemics, nuclear disaster, environmental crisis, and terrorism). In a risk society, where two major pillars of modern society (scientific knowledge and nation-states) exhibit their limitations, citizens are compelled to reexamine their relationships with other citizens, nature, and science and technology. Education, which had propelled modern nations' economic development by preparing and providing a competitive workforce, must also go through fundamental changes. Using Fukushima nuclear disaster as an example, this course will guide students to examine risks that are relevant to our lives, what it means to live in a risk society, and what educational changes are necessary in the wake of such a societal shift. Multiple types of texts, including scholarly articles, films, literature, and comics, will be used in the course. Students have the option of reading the texts either in English or Japanese. EDUC 261 and AS 261 are cross-listed.

- EDUC-264 Education for Social Change

This course explores how schooling has made us the people that we are today, and asks if formal education has prepared us for the challenges that we face in this age of globalization. The course assaults the status quo nature of education and challenges us to imagine a pedagogy that is central to social change. This interrogation of education is not meant to raze the entire historical edifice to the ground, but rather to lead us to critically reflect on the far too frequent manifestations of dull educational processes that produce conformists, rather than inspire us to creatively overturn structures of inequities. AFS 264 and EDUC 264 are cross-listed.

- EDUC-298 Language, Culture, & Immigration in Bali

Through full cultural immersion as a second language (and music) learner in Bali, Indonesia students re-examine and modify their own preconceived

notions about teaching and learning to rethink ways one works with students in a rapidly globalizing society. Students learn unfamiliar musical practices in their natural environment by teachers who speak Balinese, Bahasa Indonesia, and minimal English. Students reflect on their experience being a second language learner, observe how their teachers negotiate teaching non-native speakers, teach English to children in Balinese schools, and analyze competing discourses surrounding language, culture, immigration, diversity, and education found in media, public policy, curricula, and scholarly work.

- EDUC-306 Teaching Social Studies

Introduction to theories and methods associated with teaching social studies for active democratic citizenship. Special attention is given to conceptualizing social studies as a school subject and to the integration of art, music, and film in the social studies classroom. Required of all students seeking secondary teacher certification in social studies, social science, or citizenship. Prerequisite: MUS_CLAS 149 or EDUC 199, and EDUC 201; or permission of the instructor.

- EDUC-309 Teaching History

Who owns history? Who decides what's important to know in our past? What "version" of history should be taught in schools, and what do we know about effective history teaching? This course provides aspiring teachers of history with an introduction to the debates surrounding history teaching, the cultural context of those debates, and practical strategies for interpreting the history curriculum and teaching it to students at any level of educational development. Prerequisite: None; Education 201 recommended.

- EDUC-310 Teaching World Languages

Introduction to theories and methods associated with teaching World Languages in school settings, with an emphasis on practical planning, teaching, and assessment of student work. Prerequisite: admission to Teacher Education Program or permission of instructor.

- EDUC-320 Teaching Culturally and Linguistically Diverse Students

Principles of second language learning and teaching in a multicultural society. Students develop understandings of the impact of culture, cultural diversity, immigration, migration, colonialism, and power on language policy and on students currently learning English as a Second Language. They learn the difference between social and academic language, and develop and teach lesson plans to English Language Learners, with an emphasis on assessment that drives critical literacy. Prerequisite: MUS_CLAS 149 or EDUC 199, and EDUC 201 (must have passed EDUC 201 with C or higher grade); or permission of the instructor.

- EDUC-331 Teaching English Language & Literature

This course will allow students to explore a variety of approaches and perspectives in teaching literacy and literature in the secondary classroom. We will investigate methodologies and issues surrounding the teaching of reading, writing, speaking, viewing, thinking, and listening in today's digital world. Students will have an opportunity to develop better literacy skills and strategies as they learn effective instructional methods to use in various secondary classrooms. Students will have an opportunity to work with secondary students at local schools. Offered annually, fulfills English Teacher Certification requirement. Prerequisite: MUS_CLAS 149 or EDUC 199, and EDUC 201 with grade of C or higher; or permission of the instructor.

- EDUC-332 Young Adult Literature & Media

The significance of Young Adult Literature will be investigated including theories about developmental, aesthetic, and cultural factors when reviewing texts. Note: The term "texts" is used broadly to refer to works in all media. Examination, evaluation and identification of texts based upon the biological, socio-cultural, psychological and developmental characteristics of young adults; guidance in the identification of the cultural implications of these materials, emphasizing gender-fair and multicultural resources and the attitudes, interests, problems, and opportunities of young adults in contemporary society.

- EDUC-333 Literacy as Agency

Over the past decade, technological advances have exposed society to immense amounts of information via multiple texts. Literacy as Agency is designed to provide a forum where students can investigate the impact technological advances have had on serving literate and illiterate citizens by examining policy, pedagogies, and possibilities. Students will be exposed to literacy through a new lens, context-sensitive literacy that is critical for wide-awake civic engagement, for meaningful social action, and for democracy itself. Prerequisite: EDUC 115, EDUC 199, or EDUC 201; or permission of instructor.

- EDUC-340 Teaching Students with Diverse Needs

This course enables the prospective teacher to learn how to coordinate the classroom learning environment to effectively address the diverse needs of students in general classroom settings. The course considers characteristics of students with special needs and the modifications in teaching methods necessary to meet their needs. Classroom management techniques for academic, social, emotional, and cognitive differences are addressed. Students will design activities and respective accommodations for both general education students and students with special needs. Various assessment techniques will be discussed and developed to evaluate the activities. Specific topics to be addressed include: federal legislation, teaching strategies, team collaboration, special support services, and individual education plans (IEP). Prerequisite: EDUC 201; or permission of the instructor.

- EDUC-350 Teaching Math & Science

Study, research and field experience in science and mathematics education. Course enables students who are pre-service teachers to acquire the necessary theory, skills, concepts, attitudes, use of materials and resources, technology, and appropriate teaching techniques. The course design assists students in the understanding of how children learn science and mathematics. Students learn to effectively teach through curriculum integration. Prerequisite: MUS_CLAS 149 or EDUC 199, and EDUC 201; or permission of the instructor.

- **EDUC-360 Globalization, Citizenship, and Education**
Examination of changing notion of citizenship and the roles education play in constructing citizens in the era of globalization. The course will cover topics such as global market's influence on educational policy, curriculum, and teaching practices, international educational competition, educational inequity, migration, and global youth's creation of learning spaces. Case studies conducted in local contexts both in and outside of the U.S. will be used to explore these topics. Prerequisite: MUS_CLAS 149 or EDUC 199 (must have passed the course with C or higher grade); or permission of the instructor. Additional assignment is given to students who need to take this course as a 300 level.
- **EDUC-368 Motivation in School and Society**
Motivation - a popular touchstone in successful classrooms, in the workplace, and in life. In this course, we explore concepts and theories of motivation through TED talks, best-selling popular psychology books, and peer-reviewed educational and psychological research articles. We examine motivation through multiple theoretical and cultural frameworks. Students develop and evaluate interventions to support motivation in settings ranging from the classroom to the workplace.
- **EDUC-377 Education Policy & Politics**
Charters. Choice. Testing. Standards. Equity. Over the past three decades public opinion has coalesced around the idea that our public schools are failing and desperately in need of reform. How much truth is there in these assertions? This course explores the implications of public school reform policy choices, focusing especially on the way reformers have framed the debate to their advantage. Special attention is paid to teacher quality, urban education, school choice, testing, and other issues raised by reform advocates.
- **EDUC-380 Qualitative Research in Education**
This course introduces students to methods of qualitative research that are widely used in education and related fields. In addition to reading about various methods of qualitative research in juxtaposition with examples of research studies, the course will provide students with a series of hands-on experience of research including collecting and analyzing the data, as well as organizing and presenting their preliminary findings. This hands-on experience will accompany reflective exercises through which students examine their own identity and belief system. Prerequisite: Two 200 or 300 level education courses, or their equivalent.
- **EDUC-405 Student Teaching Seminar**
Course utilizes teacher action research to develop informal and formal assessment techniques for teaching special needs students and English language learners within an interactive assessment-instruction framework. Offered in conjunction with EDUC 476 Student Teaching. Designed for all education students seeking professional licensure, this course addresses the processes for administering assessments through the development of a special needs or English Language Learner student case study. Students articulate an educational philosophy and create a reflective teaching portfolio including the action research case study. Limited to those students accepted and enrolled in the Education Semester. Prerequisite: MUS_CLAS 149 or EDUC 199, and EDUC 201; or permission of the instructor.
- **EDUC-450 Individualized Study-Tutorial**
Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F
- **EDUC-451 Individualized Study-Tutorial**
Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U
- **EDUC-452 Individualized Study-Tutorial**
Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F
- **EDUC-453 Individualized Study-Tutorial**
Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U
- **EDUC-460 Individualized Study-Research**
Individualized research counting toward the minimum requirements in a major or minor, graded A-F
- **EDUC-461 Individualized Study-Research**
Individualized research counting toward minimum requirements in a major or minor, graded S/U
- **EDUC-462 Individualized Study-Research**
Individualized research not counting in the minimum requirements in a major or minor, graded A-F
- **EDUC-463 Individualized Study-Research**
Individualized research not counting in the minimum requirements in a major or minor graded S/U
- **EDUC-470 Individualized Study-Intern**
Internship counting toward the minimum requirements in a major or minor, graded A-F
- **EDUC-471 Individualized Study-Intern**
Internship counting toward the minimum requirements in a major or minor, graded S/U

- EDUC-472 Individualized Study-Intern
Internship not counting in the minimum requirements in a major or minor, graded A-F
- EDUC-473 Individualized Study-Intern
Internship not counting in the minimum requirements in a major or minor, graded S/U
- EDUC-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- EDUC-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office
- EDUC-476 Student Teaching Internship
Student observation, participation, and full-time teaching under supervision of an experienced certified teacher and a college supervisor. Group and individual conferences are held to discuss pedagogy issues, principles and problems. Students spend 12 to 15 weeks in the classroom. Course carries 3 course units of credit. Limited to those students accepted and enrolled in the Education Semester.

Engineering - Dual Degree

Engineering Program Description

Gettysburg College's engineering dual-degree program combines the enhanced communication skills and creativity of a liberal arts education with the focused rigor of a highly regarded engineering program.

Gettysburg College offers dual-degree engineering programs in conjunction with Columbia University in New York City, Rensselaer Polytechnic Institute in Troy, New York, Washington University in St. Louis, Missouri, and the University of Pittsburgh in Pittsburgh, Pennsylvania.

[Dual Degree Engineering Program \(PDF\)](#)

Upon successful completion of the program, the student is awarded the bachelor-of-arts degree from Gettysburg and the bachelor-of-science degree in an engineering discipline from one of the four affiliated universities. Since the student graduates with two degrees, all degree requirements from both institutions must be completed, including a major at each institution. The Gettysburg College major can be in any discipline provided the student completes the pre-engineering courses and the Gettysburg College curricular requirements before starting at the engineering school. The affiliation agreement between schools allows many courses to transfer so that the student can complete both degrees in 5 years. American students who qualify for financial aid at Gettysburg College will usually be eligible for similar aid at the engineering affiliate universities. International students who qualify for aid at Gettysburg are not guaranteed financial aid, although it is sometimes available.

In addition to their college advisor, candidates for this program are advised by the Engineering Advisor who is a member of the physics department. Normally, a student will be recommended to Columbia, RPI, Washington University, or Pitt during the fall semester of the junior year. Under the typical "3-2" option, students spend three years at Gettysburg and two at the partner institution.

Links:

[Washington University at St. Louis](#)

- [Pre-Combined Plan Curriculum Guide](#) (PDF)

[Columbia University](#)

- [Pre-Combined Plan Curriculum Guide](#) (PDF)

[Rensselaer Polytechnic Institute](#)

[University of Pittsburgh](#)

- [Pre-Dual-Degree Curriculum Guide](#) (PDF)

The grade requirements for guaranteed admission are different for each program, but at a minimum students need a 3.0 GPA to be recommended. However, admission to Columbia University will no longer be guaranteed for the students enrolling in Fall 2019 and thereafter. The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering Adviser at Gettysburg.

All dual-degree engineering students must take Physics 111, 112, 211 or Physics 109, 110 (depending on engineering field this is likely the preferred option for non-physics majors); Mathematics 111, 112, 211, (plus 212 and 225 for many engineering fields); Chemistry 107; and

Computer Science 107 or 111 (depends on engineering field). Students interested in Columbia University should also take Economics 103 or 104. All dual-degree engineering students must complete the Gettysburg College curricular requirements while at Gettysburg. We recommend that 3-2 students begin working on their Gettysburg College major their first year.

While the 3-2 option is considered typical, our affiliate schools also allow the 4-2 option, whereby students complete four years at Gettysburg before transferring. In both cases the student receives two bachelor degrees at the end of the program. For financial aid reasons it is strongly recommended that students delay their Gettysburg College graduation until the end of their work at the engineering school (the 5th or 6th year depending whether 3-2 or 4-2). Both 3-2 and 4-2 students are allowed to march at the Gettysburg College graduation with their graduating class even if they are not graduating provided certain criteria are met.

Some students choose to transition to engineering by finishing 4 years at Gettysburg College and then applying to graduate schools in engineering. In this case students can apply to a broad range of schools, though some of our affiliate schools have special programs our students can consider. The graduate school option changes the financial aid picture as the student would no longer be an undergraduate. In addition, skipping the undergraduate degree in engineering usually prevents the student from sitting for professional licensure exams.

Yoshi Sato Engineering Advisor

English

English Program Description

Develop crucial writing, reading, and analytical skills in the English Department with a major or minor to fit your interests.

Engage in careful interpretation through close reading of literature from diverse cultures and historical periods. Become a sophisticated critical thinker and writer. Dive into fact-based research. Learn the art of principled and coherent argumentation. Write original essays, poems, stories, and plays in our creative writing courses.

Benefit from small class size, lively discussion, sustained work with our faculty, and visits from critically acclaimed writers and scholars. Expand your view of the world through the study of texts from Medieval drama to the contemporary global novel, and a variety of theoretical perspectives.

Find your means of expression in the written word. Read widely. Think deeply. Write boldly.

English Program Requirements

The department offers a [major in English](#), a [major in English with a Writing Concentration](#), a [major in English with Education Minor](#), a [minor in English](#), as well as a [minor in Writing](#).

Major in English

The major in English requires **eleven courses** in language and literature. To obtain the desired mix, majors select courses from several categories and levels, including introductory, intermediate, and advanced courses.

Requirements

- Three 200-level intermediate literature courses. *Eng 210 - 289*
- One 200-level Theories and Methods course. *English 290 - 299, prerequisite for 400-level seminar.*
- Four 300-level advanced literature courses. *Courses 310 - 399.*
- One 400-level seminar
- Two electives:
 - One *may be a 100-level literature course.**
 - One may be a 200-level writing course.
 - Additional 200-or 300-level literature courses may count.
 - English 101 may not be used to fulfill the department's major.
 - One may be an academic-year internship or individualized study.

**ENG 111, 112, 113, CLA 103, or designated FYS in literature.*

Three of the eleven courses must focus on literature before 1800.

Beginning with the class of 2023: three of these eleven courses must focus on literature before 1900. Two of the three must focus on literature before 1800. One course must focus on literature after 1900. One 200-, 300-, or 400-level course that focuses on literatures of diversity must meet the Conceptualizing Diversity and/or Global Understanding requirement of the college.

One literature course taken outside of the English Department may count toward the major. (Advisor must provide approval to Registrar's Office for course to count in English.)

Study Abroad: Two courses (one 200-level and one 300-level) from a semester-abroad program may count toward the major. A third course

(200- or 300-level) from a full-year abroad program may count.

[English Major Checksheet](#)

Major in English with Writing Concentration

English with a Writing Concentration is designed for those students who want a concentration of writing courses while still earning an English degree.

This major requires **fourteen courses** — more than the standard English major, but less than the combination of an English major with a writing minor. Students experience a balance of literature and writing courses.

Requirements

- ENG 205, *pre-requisite for all 300-level writing courses.*
- Three 200-level literature courses. *Eng 210 - 289*
- One 200-level Theories and Methods course. *Eng 290 - 299, pre-requisite for 400-level seminar.*
- Four 300-level literature courses. *Eng 310 - 399.*
- Three advanced writing courses. *Eng 300 - 309.*
- One 400-level seminar. *Eng 400-405*
- One elective.
 - *May be a 100-level literature course.**
 - *Additional 200- or 300-level literature or writing courses may count*
 - *English 101 may not be used to fulfill the department's major.*
 - *May be an academic-year internship or individualized study.*

**ENG 111, 112, 113, CLA 103, or designated FYS in literature.*

Three of the fourteen courses must focus on literature before 1800.

Beginning with the class of 2023: three of the fourteen courses must focus on literature before 1900. Two of these three must focus on literature before 1800. One course must focus on literature after 1900. Also, one 200-, 300-, or 400-level course that focuses on literatures of diversity must meet the Conceptualizing Diversity and/or Global Understanding requirement of the college.

Up to two literature courses taken outside the English Department may count toward the Writing Concentration major. (Advisor must provide approval to Registrar's Office for such courses to count in English.)

Study Abroad: Two courses (one 200-level and one 300-level) from a semester-abroad program may count toward the major. A third course (200- or 300-level) from a full-year abroad program may count.

[English Major with Writing Concentration Checksheet](#)

Major in English with Education Minor

The English major can be combined with a minor in secondary education, along with a teaching certification. All English majors who are interested in receiving certification in secondary education should meet with their major advisor and the chair of the Education department no later than the fall of their sophomore year to begin planning how they will meet departmental, college, and state requirements.

Students pursuing education certification take a range of courses in literature, in writing, and in the history or structure of the English language. They develop both historical depth and awareness of the diverse voices that have helped shape literary tradition. The secondary education program also requires an "education semester" of student teaching in the senior year, or as an additional semester after graduation.

More information on requirements for adding an [Education Minor](#) to the major in English.

English majors seeking teaching certification follow the standard English major except, instead of their two electives, they must take:

- A 200-level intermediate writing course. ENG 205 fulfills the Multiple Inquiries Arts requirement.
- One elective, which may be ENG 111, 112, 113, CLA 103, or designated FYS in literature; a second 200-level writing course or a 300-level literature or writing course; or an academic-year internship or individualized study.

Secondary education students should take a variety of English, American, and African American literature. They are also encouraged to take a Shakespeare course. THA 214, 329, or 331 may serve as a substitute for one ENG literature course.

[English Major with Teacher Certification Program Checksheet](#) (PDF)

Minor in English

An English minor requires **six courses** in English. Although it is not necessary to declare an English minor before the senior year, students are encouraged to talk to an English professor if interested in pursuing a minor.

Requirements

- Two 200-level intermediate literature courses. *ENG 210 - 289*.
- Two 300-level advanced literature courses. *ENG 310 - 399*.
- Two electives:
 - No more than one introductory literature course (English 111, 112, 113, CLA 103, or designated FYS in literature).
 - Writing courses at 200- or 300-level may be counted for one or both electives.
 - One may be an academic-open internship or individualized study.

Study Abroad: Two courses (one 200-level and one 300-level) from a semester-abroad program may count toward the minor. A third course (200- or 300-level) from a full-year abroad program may count.

[English Minor Checksheet](#)

[Information about the Writing Minor](#)

English Courses

- ENG-101 Introduction to College Writing

Course develops students' ability to express themselves in clear, accurate, and thoughtful English prose. Offered regularly. Fulfills first-year writing requirement. Open to first-year students only.

- ENG-111 Writing through Literature

Writing-intensive introduction to literature using poetry, drama, short stories, and novella. Emphasis is placed on the process method of writing, basic techniques of literary analysis, and library research. Offered regularly. Fulfills first-year writing requirement. Open to first year students only.

- ENG-112 Writing the Classics

An introduction to academic writing based on the close reading of classical texts from the Greek, Roman, and/or Judeo-Christian traditions. Students write regularly in response to reading assignments and take a series of essays through an extensive revision process. Critical thinking and links with a variety of academic disciplines are stressed along with research, documentation, editing, and writing fundamentals. Offered regularly. Fulfills first-year writing requirement. Open to first-year students only.

- ENG-113 Writing In and About the Native American Tradition

Study of ancient and contemporary Native American poetry and fiction with emphasis on academic writing. Students write regularly in response to reading assignments and engage in extensive revision of their work. Close attention is given to the development of academic voice, editing, documentation, critical thinking, research skills, and writing a reflective preface that is representative work from a first year writing course. Offered regularly. Fulfills first-year writing, Global Understanding, and Conceptualizing Diversity requirements. Open to first-year students only.

- ENG-201 Writing the Public Essay

An examination of public essays: reviews, political commentary, letters to the editor, op-ed articles, art criticism, problem analysis, proposals for change. Students practice the craft of writing with grace, clarity, and fluency. Students read, study, and debate essays about significant topical issues by writers whose prose styles have much to teach about the art of writing. The course is for all students, majors, minors, and those interested in developing their expository and persuasive writing skills. Offered regularly. Prerequisite: English 101 or equivalent.

- ENG-205 Introduction to Creative Writing

Workshop in the writing of short stories, verse, and plays, with an analysis of models. Offered regularly. Prerequisite: English 101 or equivalent. Fulfills arts requirement.

- ENG-210 Topics in Medieval and Renaissance Literature

Intermediate study of a variety of authors, themes, genres, and movements, ranging from Anglo-Saxon literature through Shakespeare's works.

- ENG-211 Shakespeare: The Major Works

This course attempts to comprehend Shakespeare's evolution as a dramatist and the continuing appeal of his tragic, magical and historical worlds. We will also examine Shakespeare's plays in their own time, attempting to understand how they were influenced and influenced the culture of early modern England. Because he was so attuned to the everyday lives of Elizabethan Englishmen and women, he was able to explore the deeply felt interactions of human society and imaginatively recreate characters with an unprecedented complexity and emotional realism. We will seek to understand the power with which his creations spoke the theatregoers four hundred years ago and continue to speak to us today. Fulfills humanities requirement and English department Pre-1800 requirement.

- ENG-212 Survey of English Literature: Medieval & Renaissance

Selective survey of medieval and early modern English literature from the likes of Beowulf through the death of Queen Elizabeth in 1603 - almost a millennium. The goals of the class are to introduce students to several major writers and works of these centuries, to give an outline of the development of the literature, and to help develop skills in reading critically and discussing and writing about literature. Fulfills humanities

requirement and English department Pre-1800 requirement.

- ENG-213 Medieval Epic Literature

Course replete with folkloric, legendary, and mythic elements which can be linked to an evocative material record. These traditions are chock-full of gods and goddesses, heroes and villains, monsters, magic, trickery, and treachery. Begins with a discussion of the natures of oral narratives and of mythic archetypes, and an introduction to theoretical concepts which aid in understanding the cultural functions of storytelling and mythmaking; students then move on to discuss the development of Medieval Epic literary traditions founded upon far earlier oral materials. Fulfills humanities requirement and English department Pre-1800 requirement.

- ENG-214 C17th English Drama

This course will chart the development of English drama from Shakespeare to Gay. Our exploration of the drama will include the thematic, the dramatic, and the theoretical and will be informed by an understanding of early modern history and culture. Students will read works by Marlowe, Shakespeare, Kydd, Jonson, Dekker, Milton, Etherege, Congreve, and Gay and think about the role the theater -- public, private, and closeted -- played in early modern England. Offered occasionally. Fulfills humanities requirement, and English department Pre-1800 requirement.

- ENG-215 Literature and Politics in Early Modern England

Poets, playwrights, and essayists in the early modern period were often in the thick of political intrigue, dispute, and faction. The playwright Christopher Marlowe was rumored to be a spy and an atheist and was killed in a mysterious bar fight that many attribute to his political involvement. John Milton not only is responsible for the great epic poem *Paradise Lost*, he was also jailed for his involvement in the English Civil War. We will study the interplay between early modern texts and their political contexts, investigating the role of drama, poetry, and prose in the power of the state and the ideological conflicts that abounded during this period. In the process we will be interested in the manner of political expression and resistance during this period, from the court-influenced writings of Thomas More and Edmund Spenser to the wonderfully equivocal public poetry of Andrew Marvell, as well as the central influence that literature and the printed text generally had on the rapidly changing politics of early modern England. Fulfills humanities requirement and English department Pre-1800 requirement.

- ENG-216 The Thief with a Heart of Gold? The Fact & Fiction of Robin Hood and the Myth of the Outlaw Hero

Course charts the development of Robin Hood, beginning with the earliest sources and analogues; after exploring how this misty medieval figure became a commonplace of modern popular entertainment, course examines Outlaw Heroes from around the globe. Course explores why Outlaw Heroes in general are popular, as well as why Robin Hood in particular is reborn for each succeeding generation.

- ENG-217 Global and Radical Shakespeares

To say that William Shakespeare's appeal is universal, both timeless and worldwide, is a platitude. This course examines the truth and fiction behind this platitude by having students read several of Shakespeare's plays alongside rewritings and reproductions of these plays across time periods and across the globe. Our focus will be on the cross-cultural connections and dissonances, as well as the fascinating revisions, that occur when distinct cultures take up these plays and put them to their own purposes. Texts and films may include Shakespeare's *Taming of the Shrew*, *Julius Caesar*, *Macbeth*, *King Lear* and *The Tempest*, the modern American film *Ten Things I Hate About You*, the Italian documentary *Caesar Must Die*, the censored Thai film *Shakespeare Must Die*, the Japanese masterpiece *Ran*, and Aime Cesaire's postcolonial rewriting of *The Tempest*, *Une Tempete*.

- ENG-222 The Unreasonable Age of Reason

The eighteenth century has been called "The Age of Reason," a designation that implies straight and narrow thinking about straight and narrow subjects. To those of us who know and love the eighteenth century, it is hardly that. In Fact, its literature is full of such things as horses that talk like humans, gangs of criminals that sing operatic arias in praise of their "profession," and young men who journey to London in search of adventure and get much more than they bargained for. Through plays, poems, novels, and personal journals, we will discover just why the "Age of Reason" is a misnomer for the eighteenth century in England. Offered occasionally. Fulfills humanities requirement, and English Department Pre-1800 requirement.

- ENG-223 Milton and the Eighteenth Century

Course introduces students to Milton's masterpiece, *Paradise Lost*, and reads representative eighteenth-century British texts that respond to and re-imagine the key questions that shape the poem. Representative authors and genres of the period are studied, and students practice basic skills of literary analysis in regular writing assignments that introduce them to resources and research methods in literary studies. Fulfills Humanities requirement and English Department Pre-1800 requirement.

- ENG-224 Gender and Sexuality in 18th Century British Literature

Eighteenth-century Britain witnessed important changes in the ways in which sexuality and gender roles were defined, from the rise of the "two sex" theory of the body to the development of an ideology of domesticity that continues to shape family and social arrangements today. Literature of the period not only explores such changes but also uses representations of gender and sexuality to mediate broader cultural changes, such as the rise of a credit economy and the shift to a limited monarchy. Rakes ruled the Restoration stage; Joseph Addison threatened to prosecute the hoop skirt for concealing women's sexual indiscretions; and more than one novel of the period narrates a "harlot's progress" from iniquity to respectability. This course explores how such representations helped contemporary readers make sense of their cultural environment and shaped modern identity. Literary readings will be supplemented by short theoretical readings from the history of gender and sexuality. Fulfills Humanities and Conceptualizing Diversity requirements and English Department Pre-1800 requirement.

- ENG-225 Imperial Fictions in 18th-C British Literature

Course examines how racial, ethnic, and national categories were imagined and represented just as Britain's transatlantic empire was expanding.

Works by writers who experienced enslavement and imperial rule are juxtaposed with works in which Britain's imperial identity was written into being. Short historical and philosophical works provide context for literary works that show how imperial ideology developed and was debated and challenged over the course of the long eighteenth century.

- **ENG-231 Women of the World Unite? 19th-C. Women Writers**

The nineteenth century is known as an era of "separate spheres": behavioral norms that broadly excluded women from public life and space. Yet Britain and its empire was also ruled for much of the century by the most powerful queen the world had witnessed in centuries. This class explores paradoxes of gender in the age of first-wave feminism, and how nineteenth-century constructions of femininity intersected with contemporaneous questions of race, class, and sexuality.

- **ENG-232 Romanticism to Modernism**

Students will look at the changing shape of English literature from the nineteenth to the early twentieth century. At a time when some theorists are asking "Is literary history possible?" we will attempt to understand a small portion of English literary history and some of the terms used to define it: "Romanticism," "Victorianism," and "Modernism." Among the representative authors, we may study from these three periods are Wordsworth, Coleridge, Shelley, Tennyson, Browning, Rossetti, Yeats, Eliot, and Woolf. Through the fiction and poetry of these authors, we will also explore some of the ideas and anxieties of this age, such as the relationship between science and faith, the role of women, and the impact of colonialism. Offered occasionally. Fulfills humanities requirement.

- **ENG-233 Survey of American Literature to 1865**

A chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half of the sequence falls on the Puritans and American Romantics; the second half surveys writers from the Romantics forward, including such figures as Twain, Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers. Offered occasionally. Fulfills humanities requirement.

- **ENG-235 Survey of African American Literature**

Overview of African American literature from early slave narratives to realist novels and twenty-first century poetry. This course asks how foundational nineteenth-century African American writers invented and adapted literary forms to redefine the United States and construct new images of blackness. Further, we explore how their work speaks to our own moment by discussing recent literature, political discourse, and popular culture. Authors considered will include Phillis Wheatley, Frederick Douglass, Frances Harper, Charles Chesnut, Claudia Rankine, and Ta-Nehesi Coates.

- **ENG-237 American Realism and Naturalism**

In 1901, Charles Chesnut observed that the United States "was rushing forward with giant strides toward colossal wealth and world-dominion," an assertion that captures the energy, anxieties, and priorities of the later decades of the nineteenth century. The nation's "rushing" vigor, simultaneously exhilarating and troubling, is likewise evident in the period's literature, which sought to document how vast cultural, technological, economic, and political changes impacted individual American lives. In this course, we will explore these decades through the works of Rebecca Harding Davis, William Dean Howells, Mark Twain, Henry James, Sarah Orne Jewett, Charles Chesnut, Pauline Hopkins, Frank Norris, Theodore Dreiser, Edith Wharton, and Paul Dunbar, among others. Offered occasionally. Fulfills humanities requirement.

- **ENG-238 The Early American Novel**

For a variety of reasons -- cultural, political, and logistical -- the development of the American novel is delayed until political independence from England is won. In this course, we will examine novels written during the early years of the nation, tracing the ways in which the works attempt to define a distinct national identity. Authors considered will include Brown, Foster, Tenney, Cooper, Sedgwick, Child, Poe, and Dana. Offered occasionally. Fulfills humanities requirement.

- **ENG-240 Antebellum American Literature**

American literature written between 1830 and 1860 is the focus of this course, a period that has come to be known as the "American Renaissance." As students explore the texts and contexts of these three decades, they will consider the implications of this name, what it assumes, and what it excludes. The reading list will likely include Cooper, Emerson, Poe, Thoreau, Fuller, Hawthorne, Stowe, Douglass, Brown, Whitman, and Melville, among others. Fulfills humanities requirement.

- **ENG-241 Literature of the Civil War Era**

Course introducing students to American literature written around, or about, the Civil War. Beginning with a novel rumored (wrongly) to have started the conflict, students read a series of works that engage the political and social turmoil, from both Northern and Southern perspectives. Fulfills humanities requirement.

- **ENG-242 Curiouser and Curiouser: Children's Literature and the Invention of the Modern Child**

Is reading children's literature work or play? From novels as distinct as *The Governess*; or *The Little Female Academy* (1749) and *Alice's Adventures in Wonderland* (1865) to *Harry Potter and the Sorcerer's Stone* (1997) and *The Hate U Give* (2017), the genre has long navigated the poles of education and entertainment, socializing children alternately as miniature adults, docile innocents, or imaginative rebels. After spending the semester surveying didactic primers, fairytale fantasies, beloved classics, and curious outliers from the Golden Age of children's literature, we'll end by asking how modern YA fiction upholds or subverts earlier ideals of childhood. Along the way, we will analyze the social, historical, and pedagogical contexts of our objects of study and ponder the surprisingly large philosophical, psychological, and aesthetic questions raised by these seemingly small texts.

- **ENG-243 Riot, Rebellion, Revolution: The Tradition of Protest in Nineteenth-Century US Literature**

From slave rebellions to civil war, passive resistance to armed revolt, the US experienced regular social upheaval—sometimes peaceful, more often violent—across the nineteenth century. In this course, we will explore what it means that American literature is motivated by protest. Beginning with US responses to the Haitian Revolution and ending with early twentieth-century labor unrest, we will examine the tensions between insurrection and the “domestic Tranquility” promised by the Constitution. Consulting works by authors including Tom Paine, David Walker, Leonora Sansay, Robert Montgomery Bird, Herman Melville, Frederick Douglass, Henry David Thoreau, Harriet Beecher Stowe, John Brown, Charles Chesnut, Ida B. Wells, and Theodore Dreiser, we will consider the myriad roles protest might play in forming “a more perfect Union.” Fulfills humanities requirement.

- **ENG-244 Introduction to Native American Literatures**

Interdisciplinary exploration of the pre-Euro-colonial forms of Indigenous writing/communal narratives and the oral tradition and the interrelatedness of these forms, along with the historical, political, and cultural meanings of Native literatures and record-keeping. Emphasis on the power of the story, and the sacredness of Indigenous storytellers and their role in the nation, are central to the course. The course examines the Euro-colonial impacts and disruptions of writing/storytelling practices and how Native Americans respond(ed) to those intrusions. Works of the earliest Native writers post-European arrival, of the Native American Literary Renaissance (1960—70s), and of contemporary Natives are the core of the course. The role of Indian boarding schools, the prevalence of Euro-formed narratives in higher education, perceptions of Native people in Native and non-Native literatures, and the ways Native writers today engage cultural continuance and sovereignty in their works are discussed. Positioning the concepts of “writing” and “mapmaking” from an Indigenous-cultural context is the foundation of our conversations. Course includes readings of Indigenous-centric literary criticism from the journal *Studies in American Indian Literatures*.

- **ENG-250 Topics in 20th & 21st Century Literature**

Intermediate study of a variety of authors, themes, genres, and movements during the 20th and/or early 21st centuries. Courses may cover American, British, transnational, and/or post-colonial literatures. Fulfills Humanities requirement.

- **ENG-251 Survey of American Literature Since 1865**

Survey of major literary works, produced throughout the world from antiquity to the present, that have had a significant influence beyond their regional and historical origins. While on the one hand, this course aims to introduce students to the respective contexts of these distinct works, thus promoting an understanding of cultural diversity, its primary goal is to research the continuing human concerns that bring together literary traditions. In addition, the course provides students with a literary history of globalization by considering how exploration, colonization, religion, economics, and the circulation of ideas have linked disparate populations. Lastly, it asks important questions about the endurance of literature by examining broader issues such as canonization, translation, publication, dissemination, and digitization. Written assignments will focus on developing critical reading, writing, and thinking skills with a comparative approach. Although this course is taught in English and open to all students, those with reading fluencies in languages other than English will be encouraged to produce their own original translations of primary texts and to pursue research projects that allow them to work multi-lingually. In addition, declared English majors will be encouraged to investigate the wider impact of English language literature outside of Anglophone societies. Fulfills Humanities requirement

- **ENG-252 20th Century African American Literature**

This course will examine major works, themes, and concerns of the African American literary tradition, focusing primarily on writings produced from the Harlem Renaissance to the Black Arts Movement. Centering our discussions around the social, political, and cultural movements of the 20th century, we will consider the manner by which literature has been utilized to give voice to the reality of African Americans, thereby re-writing narratives that previously sought to exclude and negate them. This course will engage novels, short stories, poetry, essays, autobiography, and drama as a means of not only exploring African American culture, but also ultimately considering the African American presence as central to understanding American culture as a whole. Offered occasionally. Fulfills humanities and conceptualizing diversity requirements.

- **ENG-253 The Translated Worlds of World Literature**

This course will grapple with the centrality of translation to the consolidation of literary canons in the global anglophone sphere. We will read novels, poetry, and other texts that have arguably entered the canons of world literature through their widespread circulation in translation. We will consider the institutional mechanisms—literary prizes, academic canons and syllabi, and popular circulation in the literary market—that contribute to the making of world literature. We will reflect on: what world literature is and how it has been defined; how works of world literature engage “otherness” in relation to objects that can be read and consumed; different models of literary cosmopolitanism; and the dominance of English as the implicit structuring condition for a global literature to emerge.

- **ENG-254 American Poetry**

Study of the development of American poetry from 1620 to 1945. Though other writers are studied, course emphasizes Taylor, Whitman, Dickinson, Frost, Eliot, and Stevens. Offered occasionally. Fulfills humanities requirement.

- **ENG-256 Twentieth-Century Literature of the British Isles**

An overview of modernist and post-modernist fiction, poetry, and drama of Great Britain and Ireland of the twentieth century. Fulfills humanities requirement.

- **ENG-257 Literature of the Civil Rights Movement**

This course explores literary and cultural expressions produced within and about the movement for African American Civil Rights, focusing on the Jim Crow period through the rise of Black Power. Taking a multi-genre approach, texts will include fiction, poetry, music, autobiography, public speeches, and essays. We will examine the manner by which the intellectual, cultural, and political elements of the movement are captured and expressed through literature. Moreover, we will consider literary expression as central to furthering the aims of the Civil Rights movement,

preserving and promoting its legacy in the contemporary moment, and framing 21st Century movements toward social justice

- **ENG-258 African American Women Writers**

Survey of poems, essays, novels, short stories and plays written by African American women. Starting with late 18th century poet Phillis Wheatley and ending with 1993 Nobel Prize Laureate Toni Morrison, we investigate the political, social, and aesthetic concerns with which these women writers contend: spiritual conversion; woman's labors under slave bondage; reconstructing the womanhood and family ties in the post-Emancipation Era; protest against racist violence, specifically lynching and rape; black women's moral reform movement; racial passing and socioeconomic mobility; government challenges to black women's reproductive rights; and collaborative methods to organize black women-centered communities. Cross-listed with AFS-248. Offered occasionally. Fulfills humanities and conceptualizing diversity requirements.

- **ENG-259 Amerika: Global Perspectives on the United States**

Now more than ever America's role in the world is being decided in other places perhaps even more vigorously than it is in the U.S. itself. "Amerika" takes an international approach to the study of American literature. This course examines the idea of America in relation to the place of the United States, considering how it may be transferred, reflected, perceived, and debated globally, as we read fiction written about the United States by foreign writers. For some, such as Kafka, this means imagining an entirely fabricated space, whereas for others, such as Nabokov and Lorca, it means critiquing a culture found in a newly-adopted homeland. Although we will cover early accounts, such as those by Tocqueville and Columbus, the syllabus is weighted toward the 20th century fiction from countries as wide-ranging as Germany, France, Egypt, and Palestine in order to engage current questions about the reception and creation of American culture in the twenty-first century. Offered occasionally. Fulfills humanities requirement.

- **ENG-261 After Auschwitz: Literature of Witness**

In the decades following the Holocaust, a "poetry of witness" rose into prominence. This poetry is motivated by the desire to remember and to record the horror, as well as to memorialize those who were silenced. In "After Auschwitz: A Literature of Witness," we will read memoirs and poems written by survivors and collaborators of the Holocaust. Additionally, we will read a memoir and many poems by the next generation of Jews, often the children of survivors. At a moment in history when the last survivors of the holocaust are passing away, it is important that we study and remember their experiences. Fulfills humanities requirement.

- **ENG-262 Contemporary African American Literature**

This course will examine the literary and cultural production of African Americans in the 21st Century, considering ways that contemporary African American writers have—through form and content—honored and built upon the expressive traditions that preceded them. Taking a multi-genre approach, we will also consider the manner by which fiction, poetry, film, essays, and music have presented and reflected upon the contemporary reality of African Americans. Potential themes and events considered within the literature include: the aftermath of 9/11, responses to Hurricane Katrina, Blackness in the age of Obama, post-Blackness/post-Raciality, African diasporan identity and immigration, identity formation and social media, popular culture, intersectionality, #BlackLivesMatter, and social justice movements of the 21st Century. Fulfills humanities requirement.

- **ENG-263 Voice and Visibility: African Americans and the Power of Spoken Word**

While the immediate focus of this course will be directed toward the contemporary Hip Hop and Spoken Word Movements, we will engage the contemporary moment as part of an African American cultural legacy that is built upon a bedrock of oral tradition. We will consider the significance of orality in crafting and cultivating the forms, styles, and content of African American cultural expression. Examining oral expressions that range from music to public speeches, this course positions the spoken word as central to understanding the complex issues of identity, culture, and politics that shape the African American presence in American society Offered occasionally. Fulfills humanities and conceptualizing diversity requirements..

- **ENG-265 U.S. Latino Voices**

The study of selected masterpieces of Latino literature from the United States. Special emphasis is given to writers representing the largest segments of the U.S. Latino population: Mexican Americans, Puerto Ricans, Cubans, and Dominicans. Other Latino communities are represented in shorter reading selections. This is primarily a literature course engaging students in literary analysis of each text's themes, structure and style. ENG 265 and LAS 265 are cross-listed. Fulfills humanities and conceptualizing diversity requirements..

- **ENG-266 Latinx Literatures of the United States**

This course introduces students to the major canons of Latinx literature that emerged in the twentieth century, together with their historical contexts from the nineteenth century to the present. Students will analyze novels, short stories, poems, and films to investigate how Latinx cultural production unfolds along the lines of race, ethnicity, class, gender, sexuality, and coloniality. As we will see, these issues are explored not only in literary expressions of Latinidad and Chicanidad, but also, and more predominantly, in group-specific epistemologies and modes of consciousness, inextricable from the experiences that co-constitute them, i.e., from the social and historical complexities of racialization and mestizaje; multilingualism and code-switching; immigration and diaspora; revolution and exile; citizenship and undocumented status; labor and economic exploitation. Along the way, students will examine the differences and similarities that have shaped the experiences and aesthetic choices of different Latinx communities in the United States, while thinking more broadly about their transnational contexts in the US-Mexico borderlands, the circum-Caribbean, and Latin America. ENG 266 and LAS 266 are cross-listed.

- **ENG-267 Ethnic American Literatures of the United States**

This course will survey a number of works from African American, Native American, Latinx, and Asian American literary canons. Each unit will investigate how minoritarian experiences are constructed through literary forms and representations across diverse twentieth- and twenty-first-century American literatures. Across units, we will identify literary expressions that grapple with the historical experiences of colonialism and slavery; racialization and double consciousness; ethnic difference and marginalization; dialect and code-switching; migration and diasporic writing;

alienation and assimilation. Approaching these issues through the prism of ethnic literature encourages us to consider not only how American identity formation is constituted by a historical legacy of empire, but also how creative writing responds to—and even attempts to disrupt—such a legacy. It also encourages us to consider how a monolithic and even marginalizing category such as “ethnic literature” is itself rife with problematic assumptions about identity and difference, homogeneity and heterogeneity, national culture and multi-culturalism. As we move through each unit, we will examine the differences and similarities across the literatures of various ethnic and racial identities in the United States, while analyzing how they invoke their broader transnational contexts and how they develop complex intersections with issues of class, gender, and sexuality. In this way, we will assess how different ethnic literatures challenge more traditional notions of American cultural production, thereby also challenging our understanding of American identity itself.

- **ENG-268 Empire**

Overview of the concepts and material practices of empire (also known as imperialism) through both global Anglophone literature and pop-culture texts from around the world and across centuries. Starting with Herman Melville’s *Benito Cereno* (1855) and ending with the hit Fox TV show *Empire* (2015-2020), this course examines the multiple dimensions of empire, such as the enormous territory possessed by the British empire at its peak to the ways that the United States today is often seen as an empire for its enormous influence in global affairs. And as a transnational literature class, special attention will be paid to the global dynamics of empire as they’re portrayed by both imperial authors and writers who suffered under empire or have critiqued it. No background in empire studies needed—just enthusiasm to learn!

- **ENG-270 Topics in Genre**

Intermediate study of literature focused on a specific type, or genre, of literature over a broad time-frame. Fulfills Humanities requirement

- **ENG-280 Topics in Intergrative Approaches**

Intermediate study of literature which crosses disciplines and/or periods, or combines subjects in a unique way. Fulfills Humanities requirement

- **ENG-281 History of the English Language**

Course provides an historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century. Important: This course counts only as an elective toward an English major and toward Education certification. It DOES NOT count as a 200-level intermediate literature course. Recommended for Education minors Fulfills Humanities requirement

- **ENG-297 Introduction to Book History**

The invention of the printed book stands as a key development in human history – a technological innovation perhaps only recently matched by the Invention of digital technologies that allow for new forms of communication and human connection--just like the book. This course serves as an introduction to the vibrant field of the history of the book, which focuses on the material life of texts and the way that their materiality shapes books’ cultural impact. We will consider the book as a physical object; study the relationship between books and their cultures; and explore links between books and theories of textuality. Along the way, we will explore such issues as the evolving figure of the author, the development of copyright, and how people have experienced their reading of books over the centuries. The over-arching goal is to become attuned to the practical and theoretical consequences of books’ materiality. The work of the course will take advantage of Musselman Library’s Special Collections, and students will have the opportunity to learn about and engage in archival research. This course may appeal especially to students wishing to gain a broad foundation in issues relevant to librarianship and editing. Fulfills Science, Technology, and Society requirement

- **ENG-298 Critical Methods: History of Literary Criticism**

This course will trace changing ideas and assumptions about literature from antiquity to the nineteenth century. In order to appreciate more fully the various ideas about literary value (broadly conceived), we will consider the arguments in tandem with examples of the specific genres literature being celebrated as exemplary or, in some cases, derided as dangerous. Throughout the semester, our goal will be to acquire a sense of the historical basis for the practice of literary criticism, as well as an appreciation of the kinds of questions and problems raised by the study of literature. Students may expect to read selections from some of the following: Plato, Aristotle, Horace, Longinus, Sidney, Boileau-Despreaux, Pope, Vico, Hume, Burke, Kant, Schiller, Marx, Nietzsche, and Freud. Offered occasionally.

- **ENG-299 Critical Methods**

Introduction to advanced literary study. Attention is placed on close reading, using the library and electronic resources and incorporating scholarly perspectives. Course also considers a variety of theoretical approaches to literature and their place within contemporary literary scholarship. Offered regularly.

- **ENG-300 Forms of Fiction Writing**

Discussion course in the writing and reading of alternative forms of fiction. Aim is to enhance understanding and implementation of various alternatives to short fiction, including short-short fiction, the novella, and the novel. Each student completes two short stories and a fragment of a novella or the opening of a novel. All styles and subjects are welcome, and students are encouraged to discover and exercise their unique writing voices. Offered regularly. Prerequisite: English 205.

- **ENG-301 Writing Short Fiction**

Workshop in the reading and writing of short stories. Aim is to understand and implement various techniques and strategies of short fiction, including characterization, character development, variance of voice, transport, and resonance. Each student is to complete a number of exercises and two short stories (with both revised), as well as written critiques. Offered regularly. Prerequisite: English 205.

- **ENG-302 The Writing of Poetry: New Poems, New Poets**

Course will provide a sampling of the vital new poetry being published today. We will read powerful volumes of poetry published within the last

couple of years. Reading with attention craft, students will study the art and practice of writing poems.

- **ENG-304 Writing the Personal Essay**

Workshop in the personal essay. The personal essay presents an idea from a personal point of view, requiring both persuasiveness and a distinctive voice. Students develop a series of essays over the semester, and read a wide variety of published essays for analysis and inspiration. Students are expected to serve as peer critics, and to complete various exercises and revisions in order to write ambitious, compelling essays. Offered occasionally. Prerequisite: English 205.

- **ENG-305 Free Verse & Form in Poetry**

Whether writing in form or free verse, poets make careful choice of sound, diction, and line length. This course will pay particular attention to the way a poem's form (the way it looks on the page and sounds to the ear) reflects and amplifies its meaning. Readings may include poems by James Merrill, Anthony Hecht, Greg Williamson, Linda Gregerson, and Jorie Graham. Requirements will include seven original poems with revisions, two short papers ("close-readings" of particular poems), and a presentation. Prerequisite: ENG 205.

- **ENG-306 Writing the Memoir**

Workshop in the reading and writing of memoir. Students develop narratives based on personal experience and address the question of how to transform memory into compelling writing through the analysis of appropriate models and discussion of student work. Each student is expected to complete various exercises and critical responses, as well as a substantial memoir project. Offered regularly. Prerequisite: English 205.

- **ENG-307 Writing the Screenplay**

An advanced writing workshop in screenplay. The course focuses on reading/viewing as a screenwriter, with attention to craft, including writing and viewing exercises, discussion, and workshop sessions. These activities are in service of developing students' voice and skills as they write the main project of the semester, a feature-length screenplay. Everything students have learned about writing comes into play in this course, and everything learned here helps students with future writing, no matter what they choose to write. Can writing a screenplay help you write a better story, essay, or poem? Can writing a screenplay help you become the storyteller you want to be? Yes, it can. Prerequisite: ENG 205

- **ENG-308 Writing the Literary Review**

This course provides students with the skills necessary to write reviews of literature for print and online publications. Students enrolled in the course will learn how to write both short and long form reviews as well as how to find and choose work to review, how to pitch reviews for publication, where to pitch their articles, how to self-edit, and how to work with editors. At the end of the course, in addition to having written a variety of reviews, all students will have written an actual pitch that they have sent to an editor. Although the focus of this course is on writing reviews of literature — whether fiction, nonfiction, poetry, plays, or hybrid genres — the skills students learn will apply to reviewing other art forms as well. Therefore, part of the course will involve writing reviews of events in the Gettysburg community such as concerts, theatrical productions, gallery shows, architecture, public lectures, et al. Furthermore, "Writing the Review" treats the review as a significant literary genre. As such, it has a heavy reading component; students will be introduced to the long history of the review and exposed to a broad range of contemporary reviewing platforms and publications, ranging from the Times Literary Supplement (TLS) to Avidly. In addition to writing reviews, they will write papers about the reviews they have read. Therefore, this course is open both to creative writing students advancing their writing skills and English students interested in the history and practice of cultural criticism. Prerequisite: ENG 205.

- **ENG-309 Topics in Writing**

Advanced level writing workshops that are organized according to theme, motif, or subgenre, or that address the problem of writing with a specific audience in mind. Offered regularly. Prerequisite: English 205.

- **ENG-312 Medieval Drama**

Exploration of conflicting theories concerning the origin and development of medieval drama. Course examines social roles, discusses issues of text and performance, and compares the relative merits of 'good literature' and 'good drama.' Students read examples drawn from a variety of genres of drama, and view performances of several plays on videotape. Class stages its own production of the Noah story. Counts toward Theater Arts major. Offered occasionally.

- **ENG-313 In Search of Beowulf: Fact, Fiction, & Fantasy**

Students in this course explore ancient Denmark and Scandinavia with Beowulf—the archetypal Tough Guy—as guide, maneuvering a mystical landscape of trolls, dragons, and witches, plying icy waters with Grettir the Strong, tasting Fafnir's blood with Sigurd the Dragon-Slayer, swearing blood-brotherhood with Boðvar Bjarki, Bear-Warrior, and oh, so much more! Placing the Anglo-Saxon epic in the context of ancient Germanic legend, folklore, and myth, this course helps students to understand the literary geography of the poem, as well as giving them the tools to navigate this topography by introducing them to the rudiments of manuscript study and the Old English language. Beowulf is well-known to students of English literature everywhere and even the manuscript itself is now readily available through the Electronic Beowulf project. Less familiar, though, are the sites of the epic. The location of the great hall of Heorot has long been postulated to have been somewhere in the vicinity of Roskilde in Denmark. For generations no physical evidence seemed likely to corroborate such suppositions, but recent discoveries at Lejre have reinvigorated this investigation. Archaeological work now is allowing us to place the poem in a physical geography; this opens up more fully our understanding of the world which produced the poem. In addition to a fantastic literary work, therefore, we may now begin to understand Beowulf as an artifact in a historical setting. Fulfills Humanities requirement and English Department Pre-1800 requirement.

- **ENG-314 Love in the Renaissance**

"Love at first sight." "Head over heels in love." Modern clichés abound about the onset and emotions of love. But how did people think and write about love four hundred years ago? This course will explore the flood of love poetry, essays on marriage, and romantic comedies that began in the

Renaissance with the Petrarchan poet Thomas Wyatt. What did these authors have to say about courtship, sex, marriage and the opposite sex? What did they say to capture the interest of their audience? We will not only be reading representations of more traditional male-female relationships in the drama and love poetry of the period, but also the homoerotic sonnets of Shakespeare, the homosocial poetry of Amelia Lanyer and Katherine Philips, and the strange figurations of divine love in the poetry of John Donne and George Herbert. Fulfills Humanities requirement and English Department Pre-1800 requirement.

- ENG-315 Seventeenth-Century Poetry: Forms and Pressures

In this course we will investigate the major generic forms and preoccupations of the poetry of the seventeenth-century, a period in which England stood on the verge of our modern world. This period marked a series of radical changes and conflicts that altered the nature of society, and perhaps more importantly for our purposes, literature as well. Our focus for much of the semester will be on learning advanced techniques for reading and analyzing some of the great poetry in the English language, poetry by John Donne, George Herbert, John Milton and Andrew Marvell. We will study scansion, meter, rhyme patterns as well as a variety of poetic modes and forms. By the end of the semester, you will be expert readers of poetry, as well as better writers of it (if you are so inclined). As we hone our poetic skills, we will connect our enhanced understanding of these poems to some of the important developments of the century, including: the political upheavals of Civil War and Restoration; the growth and spread of a Protestant and Puritan poetics and politics; the widening public sphere and rising literacy rate; the burgeoning literary marketplace and professionalization of the author; the changing role of women both in the public and domestic spheres; the profound expansion of, and centrality of London to, English culture. This is a tremendously fascinating period in British history, both historically and literarily, and there will be a lot into which to delve. Fulfills Humanities requirement and English Department Pre-1800 requirement.

- ENG-316 Medieval Romance

This ain't your mother's Harlequin Romance, baby! Love you'll find, all right, but not the sappy sentimental kind you might expect, and in these tales battles, dragons, and the knights of King Arthur are every bit as common as lovers' tears, instant infatuation, and bodice-ripping passion. The genre of the Medieval Romance had its earliest vernacular genesis in French and Anglo-Norman translations of Latin epic poetry, and eventually it evolved into an extremely popular courtly narrative aimed at a secular aristocratic audience. Because of these origins and aims we might expect Romances to deal with the interests and values of the courtly class, and this is indeed often the case: Spectacles of battles, tournaments, feasts, quests, and the hunt abound, along with elaborate descriptions of clothes, arms, armor, and rituals, most notably those related to "courtesy," or polite courtly behavior. Perhaps the most well-known conventions of the Medieval Romance to modern readers are those of courtly love and "chivalry," the code of knightly virtue and conduct. These are indeed common facets of the genre, and often Romances in fact might be said to articulate and to validate the cultural values and practices of the elite classes of the Medieval West. The Romance is much more than a mere series of re-assertions of fundamental interests and principles, however, and often it critiques the very cultures it seems designed to laud. The Medieval Romance may be—for these reasons—more difficult to define accurately than it seems upon first inspection. Offered occasionally.

- ENG-317 Shakespeare and the Early Modern Stage

What did the original performances of Shakespeare look like, sound like, smell like, feel like? This course attempts to answer this question, studying the performance spaces, the costuming, the acting styles, the lighting of the early modern stage. We will do so while also reading some of Shakespeare's greatest plays, using our knowledge of the conditions of performance to understand more fully what meanings are being conveyed in these texts.

- ENG-318 Saga, Myth, and Orality from the Lost Gods of Britain to Contemporary Conspiracy Theories

Heard any good stories lately? Perhaps from the friend of a friend? All cultures have their stories, and as different as they may be on the surface, most myths and legends have some important similarities, as well as the crucial differences that reflect realities of a given culture and that make a particular story vibrant and unique. Storytelling provides answers to life's persistent questions: All peoples everywhere ponder the same mysteries, and the answers developed by a particular culture can tell us a lot about that people. A society that worships a thunderbolt-wielding king god may be a warrior aristocracy; one that venerates an earth goddess fertility figure may be agrarian in nature; one that deifies tragic pop icons struck down by their own excesses may be obsessed with cults of celebrity and narcissism, as well as the inviolate sanctity of individual expression. A comparative approach to mythology allows us to grasp the fundamentally human nature underlying story-telling: Thus, although the stories we tell may be different from those of the ancient Sumerians, or those of the Celts, or those of the Sioux, the basic concerns addressed by those stories are often very similar indeed.

- ENG-321 Restoration & Early 18th Century Literature

Course focuses on literature written between 1660 and 1743, and examines dominant literary forms and modes, as well as such issues as the education of women and marriage, changing social behavior, and growing consumerism. Through plays, prose writings, diaries, and poetry, students sample the literary richness of the period. Offered occasionally.

- ENG-322 Eighteenth-Century British Public Sphere

In 1675, King Charles II tried to shut down London's coffee-houses, declaring them dens of scandal and sedition. In 1710, Joseph Addison declared that he would bring philosophy out of the colleges and libraries into the very same coffee-houses. This debate over coffee-houses represents one element of a larger contest over the emergence of an eighteenth-century "public sphere," a space for supposedly free debate and investigation that also promised participants the chance to talk their way into a new understanding of both their own social status and their relationship to state authority. This course will examine how the eighteenth-century British public sphere was thought and brought into being, paying particular attention to the ways its emergence was defined in and by literary texts. We will also investigate broader questions about how the ways in which individuals imagine their communities and their social relationships helps to define the scope of their agency, and how the debates that structured the eighteenth-century public sphere give us ways to approach the shifts in our own public sphere brought about by the digital revolution and the rise of Web 2.0. Offered occasionally.

- ENG-323 The Secret History of the Novel

Most accounts of novel's "rise" in eighteenth-century Britain emphasize the genre's "formal realism" and attribute its development to a triumvirate of male novelists—Defoe, Fielding, and Richardson. But behind and alongside that story exists a "secret history of the novel": a story largely about fiction by women frequently more salacious, less realistic, and more formally experimental than the mainstream novel. Students will learn about this alternate tradition while practicing skills of formal analysis, historical research, and critical reading and writing.

- ENG-324 The Eighteenth-Century City

"When a man is tired of London," Samuel Johnson famously opined in 1777, "he is tired of life." In the eighteenth century, London was bursting with life. One tenth of England's population called it home. Many who migrated to or flourished in London found in the city a way of life that was fresh, exciting, and novel—in short, modern. In this course, we will explore how eighteenth-century cities, from London to Dublin to Philadelphia, give rise to distinctly modern forms of experience. We will examine the role that cities play in the eighteenth-century literary imagination by reading works of poetry, prose, and drama. We will focus on the nature of the individual who inhabits the modern city, and on the people who live in modernity's shadow, at the margins of the city. Throughout, we will keep in mind Johnson's further observation that "a great city is, to be sure, the school for studying life."

- ENG-325 Rise of the Novel

In this course, we will explore what was "novel," or new, about the formal conventions and the style of the novel; we will examine what questions, problems, and themes preoccupied eighteenth-century novelists; and we will make connections between the novel and its historical and cultural context. Many of the texts we will be reading were bestsellers in their day, and one of our main tasks will be to understand how these works delighted, absorbed, and scandalized eighteenth-century readers. We will investigate the early novel's relationship with other forms of prose fiction, and we will explore the relationship between the so-called "realist novel" and some of its alternatives. Offered occasionally.

- ENG-326 The Literature of Sentiment

In the sentimental literature of the late eighteenth century, hearts flutter, pulses race, and ladies swoon. The fineness of one's feelings signifies one's social refinement and one's moral virtue alike. This course investigates the philosophical and social origins of this shift to sentiment and examines the poetry, novels, and plays in which sentiment circulated in late eighteenth-century Britain. Students will investigate why the late eighteenth century witnesses a shift to the body as a sign of one's character; how the literature of sentiment represents ideals of masculinity and femininity; how sentiment is used to enforce social boundaries; and assess the reliability of moral judgments grounded in feeling. Fulfills Humanities requirement and English Department Pre-1800 requirement

- ENG-332 Moving Through Nineteenth-Century American Narrative

Nineteenth-century Americans were, seemingly, always on the go. This course will explore narratives -- novels, poems, plays, and autobiographies -- that represent the possibilities and limitations associated with mobility, broadly understood. To provide critical perspective on the train trips and sea voyages depicted in these works, we will also explore critical writings on space, place, geography, and mapping. Offered occasionally.

- ENG-333 Victorian Aesthetics

In this course, we will explore the intersection between literature and the visual arts in mid to late Victorian England, with special attention paid to the Pre-Raphaelite, Aesthetic, and Decadent movements. Beginning with the Great Exhibition of 1851, which celebrated all things English, we will look at the ways architects, artists, poets, craftspeople, socialists, novelists, and dandies sought to breathe life into an era which many felt had become unbearably materialistic, mechanistic, and downright ugly. Throughout the course, we will try to understand how the search for beauty can have profound political, social, and even economic implications. Counts towards WGS major.

- ENG-334 What is Life?: Literature and Reality

For centuries, writers have grappled with a surprisingly thorny task: how to capture ordinary experience in art. Adopting a "realist" approach to life and literature, they ask: How should we represent reality? What counts as "ordinary?" Whose perspectives are portrayed? This course explores novels, poetry, and visual art that seek to hold a mirror to the world and ends by considering realism's curious tenacity in modern genres like cinematic neorealism, documentaries, sitcoms, reality TV, and social media.

- ENG-339 Birth of Modernism: 1880-1920

In this course, we will take an interdisciplinary look at the literature and culture of the "transitional" period from Victorianism into Modernism, i.e., 1880-1920. The course traces the movement in art away from representationalism towards the abstract and the surrealist, which parallels the movement in literature away from realism towards stream-of-consciousness narrative techniques and symbolist poetry and also explore the period's interest in psychology, primitivism, and decadence. Offered occasionally.

- ENG-341 American Gothic

In this course, we will examine the conjoined roles of sensation and sentiment in American literature from the early national period until the Civil War. In addition to considering how the gothic challenges assumptions about the primacy and reliability of reason and rationality, we will examine how these texts negotiate issues of identity, race, gender, and sexuality. We will consider the writings of Alcott, Brown, Freneau, Melville, Poe, and Stoddard, among others. Offered occasionally.

- ENG-342 Early 19th Century Fiction in Britain

An exploration of three writers whose first and anonymously-published novels appeared between 1810 and 1820: Jane Austen, Walter Scott, and Mary Shelley. Because they initially staked out discrete areas of their fictional works -- domestic life, English and Scottish histories, the findings of modern science -- studying these writers alongside one another should permit students to appreciate the range of concerns that preoccupied British readers of fiction during this period. Each of these novelists was situated to observe important institutions from within: Scott as a member of the

bar, who was also deeply involved in publishing; Austen, with family connections to the church and the navy; and Shelley, who grew up at the intellectual center of English radical thought. And because two of them had sharply-opposed political stances at a time of national crisis, the course should also help students recognize some of the fault lines that divided those same readers. Fulfills Humanities requirement

- ENG-343 Romantic Poetry and Poetics

During the romantic period in Britain, poetic culture was strongly influenced by a range of aesthetic concepts, often the focus of vigorous debate, that affected both the composition and reception of much of the writing of the period. Among the concerns taken up by the writers of the period are attempts to define sublimity and beauty, the possibility of writing in an organic form in keeping with spontaneity of expression, the prizing of gusto, the aspiration to reconcile competing desires and aims, the effort to use figurative language as a means of exploration and revelation, the recovery of "the real language of men" for artistic purposes, the naming (through "romantic irony") of the gap between the real and the ideal. Readings include an extensive sampling of poems from this period, important statements about the nature of poetry by several of these writers themselves, salient reviews of their work, aesthetic retrospective statements from later in the nineteenth century about the tenor of romantic writing. Poets on the syllabus will include Wordsworth, Coleridge, Blake, Keats, Percy Shelley, Smith, Robinson, and Hemans. Fulfills Humanities requirement.

- ENG-344 Victorians Abroad

This course will explore the complex relationship between British Victorians – poets, novelists, explorers, adventurers – and the larger world. The nineteenth century witnessed the beginnings of what we now call globalization. The British Empire stretched around the globe, and for the first time, the "common people" (rather than simply the military and merchant class) were able to travel far beyond the British Isles. From the Brownings' and Ruskin's love affairs with Italy, to Darwin's voyages to the South Pacific, to Joseph Conrad's fictional journey into Africa, Victorians explored the world at large in unprecedented numbers. This course will explore the accounts, in poetry and prose, both fictional and actual, of these explorations. Authors may include John Ruskin, Elizabeth Barrett and Robert Browning, Charles Dickens, Charles Darwin, Anna Leonowens, Joseph Conrad, Rudyard Kipling, Richard Francis Burton, Mary Kingsley, and Isabella Bird. Fulfills Humanities requirement .

- ENG-345 Second Generation Romantics

A study of the poetry, and their writing about poetry, of Byron, Shelley, and Keats, particularly as a response to the conservative turn of the best known and most influential poets of their world. Alongside them we will look at representative novelists—Scott and Austen—whose sympathies inclined more toward a tradition their poetic contemporaries tended to resist.

- ENG-346 Early Romantics: Blake, Wordsworth, Coleridge, and Contemporaries

A study of the way in which Romanticism became a dominant presence in British culture during the last decade of the eighteenth century and in first years of the nineteenth. We will concentrate on the generation of writers -- most familiarly Blake, Wordsworth, and Coleridge -- who established themselves during these years, and who were united by a desire to create a new poetic idiom, grounded in the claims they could make for imagination, less conventionalized and perhaps less formal than that which they saw as dominating British culture. Crucial contexts to explore will be their differing responses to problems posed by Enlightenment thought, the French Revolution, the subsequent outbreak of war, the industrial revolution, the rise of modern science, and the dominance of English politics by Tory ministries. Writers to be introduced, in addition to those already mentioned, may include such figures as Charlotte Turner Smith, Mary Darby Robinson, Walter Scott, and William Godwin. Fulfills Humanities requirement

- ENG-348 The Victorian Novel

Between 1837 (when Victoria was crowned) and 1901 (when she passed away), approximately 60,000 novels were written and published in England. If the eighteenth century witnessed the birth of the novel as a legitimate literary genre, and the twentieth century has seen its dissolution, then the nineteenth century must be seen as the novel's heyday. Because most of the novels written during this period were "triple-deckers," long three-volume novels, it is impossible to study more than a few in a single semester. But even our short list of six works shows the variety of presentation possible within the limits of the term "novel."

- ENG-349 The Brontës

Audiences were divided between rapture and revulsion when three previously unknown sisters—Charlotte, Emily, and Anne Brontë—began to publish wildly popular novels in mid-nineteenth-century Britain. Ever since, their works have remained current through a constant stream of (re)adaptations. How have the Brontë sisters stayed so popular? How did these young women engage with the social problems of their era? Alongside a selection of novels, we will read a variety of poems, childhood writings, and reviews.

- ENG-350 Topics in 20th & 21st Century Literature

Advanced study of a variety of authors, themes, genres, and movements during the 20th and/or early 21st centuries. Courses may cover American, British, transnational, and/or post-colonial literatures. Fulfills Humanities requirement

- ENG-352 Contemporary American Fiction

Course studies form, content, and diversity in American fiction since the 1940s, drawing on a selection of novels and short stories by such writers as Updike, Nabokov, Carver, Bellow, Pynchon, and others. Offered occasionally.

- ENG-353 Fitzgerald Hemingway & Circle

Intensive study of the writings of F. Scott Fitzgerald and Ernest Hemingway, especially during their salad days in the 1920s, with a look at some other contemporary writers who influenced them or were associated with them. Course examines the nature of Fitzgerald and Hemingway's imaginations, the development and characteristics of their distinctive fictional voices, and the causes of their declining powers in the 1930s. Offered occasionally.

- ENG-354 Wharton, Dreiser, Cather

A study of three early twentieth-century American novelists: Edith Wharton, the cultivated member of high society in old New York; Theodore Dreiser, the relentlessly unsentimental journalist from Indiana; and Willa Cather, the nostalgic Nebraskan. We will read two or three novels by each writer, focusing on each novel individually, to place it in its biographical, geographical, literary and cultural context; but also stepping back to look at the three writers in relation to one another, looking for both connections and diverging outlooks among them. We will also look at critical works and some primary documents, such as correspondence and memoirs. Among the novels to be read will be *The House of Mirth*, *Ethan Frome*, *The Age of Innocence*, *Sister Carrie*, *Jennie Gerhardt*, *My Ántonia*, and *Death Comes for the Archbishop*. Offered occasionally.

- ENG-355 Radical American Women

This course will look at the ways in which women writers in the U.S. have experimented with and invented new literary forms in their respective engagements with personal identity, starting with Emily Dickinson and running through the 21st century. Writers under analysis may include H.D., Gertrude Stein, Mina Loy, Marianne Moore, Elizabeth Bishop, Adrienne Rich, Joan Didion, Mary McCarthy, Theresa Haak Kyung Cha, Susan Howe, Lyn Hejinian, Haryette Mullen, Mónica de la Torre, and Myung Mi Kim. The course will include field trips and author visits.

- ENG-356 The Beats and Beyond

Students begin by examining the work of key figures in the beat movement. Our focus here will be on the autobiographical imperatives behind the work of these writers; specifically, they sought to make their everyday lives the bases of their literary art. Our next concern will be with extensions of the beat impulse beyond the 1950s. In the 1960s certain comically inclined writers continued the linguistic innovations of the beats yet at the same time began to scrutinize beat efforts to construct an alternative identity. Specifically, we will look critically at the "primitivist" impulses informing the desire to become a "White Indian." We will then read works that emerged out of the more politically explosive 1960s as the hipster gave way to the hippie. Throughout this course we will be making reference to adjacent developments and innovations in the field of avant-garde or underground film practice. In addition we will investigate the decline of utopian aspirations in the 70s in the aftermath of the Vietnam War. Among the writers included are Burroughs, Kerouac, Ginsberg, Snyder, Pynchon, Percy, Doctorow, Acosta, Berger, Kesey, Barth, Didion, Brautigan, and Southern. Offered occasionally.

- ENG-358 Contemporary Women Writers

At the end of *A Room of One's Own*, Virginia Woolf foresees the coming of a new generation of women writers. It is now over 70 years since Woolf wrote her manifesto. Since then, many women have written many books. Perhaps now it is time to explore the new directions taken by modern women writers. How have they used their new "habit of freedom"? Are they writing exactly what they think? What are they writing about? What innovations have they made on literary tradition? What shapes do their imaginative visions take? How have they revised literary history? In this course, student will read such contemporary women writers as Julie Alvarez, Margaret Atwood, A.S. Byatt, Angela Carter, Maryse Conde, Allegra Goodman, Bharati Mukherjee, Jewell Parker Rhodes, and Jeanette Winterson. During the second half of the semester, we will read and discuss writers selected by the students. Offered occasionally.

- ENG-359 British Writers 1918-1939

A study of the literature of the two decades between the two great European wars of the first half of the 20th century, including poetry, fiction and non-fiction. Writers to be studied include Eliot, Yeats, Auden, Woolf, Waugh and Greene. Offered occasionally.

- ENG-361 The Worlds of William Faulkner

This course will undertake an in-depth study of William Faulkner's major works of fiction and their impact on -- and place within -- literary Modernism. We will begin by looking at some of Faulkner's early influences, such as Sherwood Anderson, and then trace the arc of Faulkner's major novels and stories, considering both their experimental and their more conventional aspects, particularly in light of the literary movements and artistic developments surrounding him and the reception of his work throughout the twentieth-century. Of particular concern will be Faulkner's invented Yoknapatawpha County in Mississippi, his various methods of narration, and his interest in "truth," all in an effort to explore what he meant when he stated, "I don't care much for facts, am not much interested in them, you can't stand a fact up, you've got to prop it up, and when you move to one side a little and look at it from that angle, it's not thick enough to cast a shadow in that direction." At the end of the semester, we will discuss Faulkner's film work in Hollywood. Finally, we will begin to consider his legacy as it is expressed in more recent cultural production, particularly in literature of the Global South by writers such as Gabriel Garcia Marquez. Offered occasionally.

- ENG-362 LGBTQ African American Literature

This course explores the prominence of LGBTQ identities and narratives within African American literary and cultural traditions. Through a purposefully multi-genre exploration of African American literature, spanning from the Harlem Renaissance to the contemporary moment, we will focus on writers who identify as part of the LGBTQ community, as well as those artists who prominently feature LGBTQ subjects and figures within their work. While examining the intersections of race, sexuality, and gender in creative expression, we will also engage the broader social, political, and cultural implications of these works, considering themes of marginalization, identity formation and articulation, social justice, and activism. Fulfills Humanities and Conceptualizing Diversity requirements.

- ENG-363 The Other America: Transnational and Hemispheric American Studies

Students in this course will examine U.S., Caribbean, and Latin American literature in a comparative and interdisciplinary context. Beginning in the late-nineteenth century and moving through more contemporary voices, we will read novels, poems, and critical works that address the historical and cultural relationship between the American North and South, i.e., between global geographies that have been divided into core and peripheral zones. The concept of the 'Western hemisphere' gained cohesion through the displacement and erasure of indigenous populations across the global South. We will therefore assess how the recovery of knowledge, history, and freedom remains central to literary works that mobilize a hemispheric imagination. Students will explore how imperialism, racialism, polyculturalism, and multilingualism not only shaped cultural production in the

Americas but also provided a shared experience of loss and fragmentation that becomes the object of modernist representation across national divides. Moreover, students will examine the literary devices and narrative structures that constitute cross-regional anxieties concerning historical origins, geography, chronology, and memory across the continent. In addition to primary texts, we will engage criticism across the fields of Atlantic, borderlands, and diaspora studies to identify and understand key concepts that span the fraught yet emerging field of transnational American literature.

- **ENG-364 Afrofuturism**

Afrofuturism is an artistic and critical movement concerned with the place of science fiction and technology in black culture. This interdisciplinary course investigates the origins and influences of African/ African American contributions to science fiction in the forms of literature, comic book arts, film, music, performance, and visual culture. Beginning by highlighting the historical roots of Afrofuturism in African American speculative fiction dating back to the nineteenth century, this course then focuses on the different ways African/ African American artists and thinkers have used science fiction to critique contemporary forms of racial difference and imagine alternate futures. Additional topics of discussion will include Afro-pessimism, Afro-optimism, utopia, futurity, blackness, and metaphysics.

- **ENG-365 Magical Realism Across Continents**

This course explores magical realism as an international literary artform that combines supernatural phenomena with realistic representations of everyday life. This fusion of fact and fantasy originated by questioning not only the nature of reality but also the possibility of creating new realities amid historic struggles for national autonomy in the global South. As such, magical realism can be understood as a literary expression of postcolonial thought that adopts yet transforms Western modernism to assert the innovation, authority, and importance of non-Western modernisms. The first one-third of the course will cover the foundations of magical realism as a set of Latin American modes and worldviews. As such, it will feature readings by Alejo Carpentier, Gabriel García Márquez, Julio Cortázar, and Jorge Luis Borges. Other parts of the course will trace the expansion and propagation of magical realism across other geographies and identities around the world. In these sections, we will read texts by Toni Morrison, Louise Erdrich, Moshid Hamin, Ben Okri, and Jeanette Winterson—from Native American and African American authors in the US to authors in Pakistan, Nigeria, and England. Students will have an opportunity to bring these texts, together with secondary sources, into comparative dialogue with films such as Guillermo del Toro's *Pan's Labyrinth* and Issa López's *Tigers Are Not Afraid*, among others, to note the cross-cultural connections between magical realism and expressions of loss, trauma, resistance, and renewal. As we encounter these works, we will explore questions such as: What are the literary strategies and narrative techniques used to naturalize the supernatural? How has this mode changed in moving from Latin American contexts to other cultures around the world? What myths and oral traditions influence what some critics have called the "ontological foundations" of magical realism, and what forms of irreverence and metafiction inform the more "epistemological foundations" of the mode? ENG 365 and LAS 365 cross-listed.

- **ENG-366 Human Rights and Literature**

While the paradigm of human rights declares a commitment to equality and universal access to basic freedoms, its development and impact in the world has been uneven and contradictory. In fact, the discourse of the human emerges precisely because a declaration of universal rights failed to emerge consistently across racial and legal lines after the French and American revolutions. Thinkers like Hannah Arendt, Giorgio Agamben, and Joseph Slaughter have shown that human rights as a field has often been marked by a structural interdependence on the state, the corporation, or, indeed, the market. This course asks how literary representations of human rights in the twentieth and twenty-first centuries raise important questions about empathy, violence, torture, citizenship, and security. By blending literature with political theory, the course explores key human rights figures such as the migrant, the detainee, the refugee, and the undocumented through novels, short stories, and graphic novels from Kashmir, Palestine, Sri Lanka, Botswana, Guantánamo and the US, and Australia's Manus Island.

- **ENG-367 James Baldwin in Fiction and Essays**

Over the course of the semester, we will explore the literary output of one of the 20th Century's most prolific writers, James Baldwin. Students will have the opportunity to deeply engage and critically reflect on Baldwin's fiction, essays, and poetry. Moreover, Baldwin's writing will serve as the foundation for our exploration of themes of race, class, gender, and sexuality that continue to make his work as relevant in the contemporary moment as when they were first published. Fulfills Humanities and Conceptualizing Diversity requirements.

- **ENG-378 Autobiography in African American Narrative**

This course will examine the role of autobiography in African American literary and historical narratives during the nineteenth and twentieth centuries, considering autobiography, memoir, autobiographical fiction, and fictional narratives that are written in an autobiographical style. Understanding that autobiography offers personal reflection on lived experiences, we will broaden our scope to consider how African American writers create narratives that center around personal experience yet speak to the shared reality of their community. Fulfills Humanities and Conceptualizing Diversity requirements.

- **ENG-382 Civil War in American Imagination**

Students will examine literary interpretations of the American Civil War, with particular emphasis on nineteenth-century representations. Not only a critical political and social event, the Civil War also provided a flexible reference to postbellum thinkers and writers; students will explore the different ways in which figurations of the War and the myths it spawned were manipulated to endorse or critique various political, social, economic, and racial practices. Fulfills Humanities requirement

- **ENG-383 Truth and the American Way**

This course will examine the problems and parameters of truth in the American literary traditions of realism and naturalism. While considering the sundry implications of a fictional practice that defines itself according to standards of accuracy and truthfulness, we will also explore the ways in which such a program challenges basic assumptions about the purpose of literature, the limits of fiction, and the nature of reality. Although the focus of the course will be on nineteenth-century American literature, we will also consider the ways in which the evolution of photography, the

development of various academic disciplines (like, for example, psychology or anthropology), and changing information technologies impacted the definitions of truth, of reality, and of fiction. The reading list will include works by Dreiser, Howells, Wharton, Norris, Chesnut, James, and Twain. Offered occasionally.

- ENG-386 Rethinking Race & Nation

This course examines the complex relationship between writers of color and America, emphasizing concepts such as patriotism, racial and ethnic marginalization, social critique, nationalism, and diasporan identity. Centering literature—to include fiction, non-fiction, poetry, and lyric—in debates over slavery, immigration, imperialism, civil rights, and citizenship across the arc of American history, this course maintains a particular emphasis on social justice movements as inspiration and context for literary production, but also as key moments for critical exploration of American identity.

- ENG-391 Feminine/Feminist Aesthetics

Students will explore questions of difference. Do women and men write differently? Do women and men read differently? Do men and women represent themselves and each other differently? According to Cynthia Ozick, the answer is no: "When we write we are not women or men but blessed beings in possession of a Promethean art." However, many people disagree with her. According to Whitney Chadwick, "Patriarchal power is structured through men's control over the power of seeing women." We are all involved in power struggles to name the real. "It is crucial," writes Felicity Nussbaum, "to open texts to the power struggles that define subjectivities." Students will look at how different subjectivities are constructed and at how they are challenged and subverted. Readings will include both theoretical texts about aesthetics as well as literary texts. Offered occasionally.

- ENG-392 Speculation, American Style

This course will explore the philosophical impulses, and pretensions, of American literature in the nineteenth century. Students will read the prose of Emerson, Poe, Thoreau, Melville, Fuller, Douglass, and James in tandem with philosophical and theoretical works by Cavell, Arac, Agamben, Deleuze, Nussbaum, and others. It is strongly recommended that students complete a course at the 290 level before enrolling in this class. Offered occasionally.

- ENG-400 Seminar: Special Seminar Themes

Intensive studies of announced special themed literature. Prerequisite: one course from 290-299.

- ENG-401 Seminar: Medieval & Renaissance Lit

Intensive studies of announced topics in Medieval and Renaissance literature. Prerequisite: one course from 290-299.

- ENG-402 Seminar: Seventeenth and Eighteenth Century Literature

Intensive studies of announced topics in seventeenth and eighteenth century literature. Prerequisite: one course from 290-299.

- ENG-403 Seminar: Nineteenth and Twentieth Century Literature

Intensive studies of announced topics in nineteenth and twentieth century literature. Prerequisite: one course from 290-299.

- ENG-404 Seminar: American Literature

Intensive studies of announced topics in American literature. Prerequisite: one course from 290-299.

- ENG-405 Seminar in Writing

An advanced writing workshop, focused on any of several genres, including, but not restricted to, fiction drama, screen-writing, poetry, and personal memoir. Prerequisite: ENG 205 and one 300-level course in creative writing.

- ENG-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- ENG-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- ENG-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- ENG-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- ENG-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- ENG-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- ENG-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- **ENG-463 Individualized Study-Research**
Individualized research not counting in the minimum requirements in a major or minor graded S/U
- **ENG-464 Honors Thesis**
Individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. Research and writing are done during the fall semester of the senior year. Prerequisites: By invitation of department only.
- **ENG-466 Honors Thesis**
- **ENG-470 Individualized Study-Intern**
Internship counting toward the minimum requirements in a major or minor, graded A-F
- **ENG-471 Individualized Study-Intern**
Internship counting toward the minimum requirements in a major or minor, graded S/U
- **ENG-472 Individualized Study-Intern**
Internship not counting in the minimum requirements in a major or minor, graded A-F
- **ENG-473 Individualized Study-Intern**
Internship not counting in the minimum requirements in a major or minor, graded S/U
- **ENG-474 Summer Internship**
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- **ENG-475 Summer Internship**
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office
- **ENG-477 Half Credit Internship**
Half credit internship, graded S/U.

Environmental Studies

Environmental Studies Program Description

An Environmental Studies major or minor teaches you to analyze complex environmental issues from a variety of disciplinary perspectives, including natural sciences, social sciences, and humanities.

In the classroom or laboratory, at an internship or on a service-learning project, in the comfort of the library or under demanding field conditions, you'll learn to approach environmental issues with an open mind, examine alternatives carefully, and write and speak effectively.

You'll gain field experience in locations such as:

- Mines in coal country and agricultural farms in Pennsylvania
- Forests of the world-famous Gettysburg National Military Park and the Appalachian Mountains
- Beaches of North Carolina's Outer Banks
- Decision-making centers of Washington D.C.
- Headquarters of national news agencies
- Renowned film festivals
- Summer offers you a departmental field course on the [Rocky Mountain West](#), as well as regional, national, and international internships and research opportunities.

Each of our faculty actively involves students in their research—an essential part of the most comprehensive environmental program among nationally ranked liberal arts colleges.

You'll finish the program prepared for graduate study or careers in environmental science, management, and communication, law, public policy, environmental humanities, urban planning, geographic information systems (GIS), the nonprofit sector, and other fields.

Environmental Studies Program Requirements

The Environmental Studies Major

The Environmental Studies major is interdisciplinary with courses that draw from the natural sciences, humanities, and social sciences. Students

choose either a Bachelor's of Arts degree (BA) or a Bachelor's of Science degree (BS), and pursue an in-depth area of concentration. It is strongly recommended that upon declaring of the ES Major, students develop an ES major plan in consultation with an ES advisor. The plan should include a brief outline of future courses, internships, off-campus study, and independent research. While the plan may change, it encourages students to think intentionally about their academic careers and better prepare them to take full advantage of the learning opportunities available both on and off campus. Graduate schools often require particular coursework for admission, so students considering graduate school should speak with their ES advisors as early as possible.

Core Curriculum

Environmental studies majors, both BA and BS, take six core courses. Students typically take ES196 in their first year, and complete the 200-level core courses (211, 223, 225, and 230) by the end of the sophomore year. The 400-level capstone requirement is met in the senior year.

- ES 196 Environmental Science and Society
- ES 211 Principles of Ecology
- ES 223 Earth System Science
- ES 225 Introduction to Environmental Humanities
- ES 230 Introduction to Geographic Information Systems
- ES 400 Environmental Studies Seminar *OR* ES 460 Honors Thesis

Bachelor of Arts Requirements

The Bachelor of Arts degree comprises a minimum of 11 courses. In addition to the six core courses listed above, students must take five elective courses at the 200 or 300 level outside the core. Up to two elective courses may be taken off-campus or in other departments, subject to advisor approval. All majors should complete an area of concentration through their choice of electives.

Bachelor of Science Requirements

The Bachelor of Science degree comprises a minimum of 14 courses. In addition to the six core courses listed above, students will take:

- Two year-long sequences in different natural science disciplines (pick sequences from two different columns below, 4 courses in total).
Bio 111 and Bio 112 Chem 107 and Chem 108 Phy 103 and Phy 104
Bio 111 and Bio 118 Phy 109 and Phy 110
**Physics double majors only. Must also take PHYS211 to complete the introductory sequence.*
- One course in Mathematics and Statistics, chosen from the following:
Bio 260 Biostatistics
Math 105/Math 106 Calculus w/Precalculus
Math 107 Applied Statistics
Math 111 Calculus I
Pol 215 Political Science Research Methods
Those who have already satisfied the Math and Statistics requirement are recommended to take additional math or computer science courses, such as CS 111, DS 256 Data Science Programming, Math 211 Multivariable Calculus, or Math 212 Linear Algebra.
- Three elective courses at the 200 or 300 level outside the core. Up to two elective courses may be taken off-campus or in other departments, subject to advisor approval. All majors should complete an area of concentration through their choice of electives.

Area of Concentration

All majors should complete an area of concentration through their electives. The area of concentration can be selected from the list below or self-designed in consultation with an ES advisor. Examples of self-designed concentrations include Environmental Education, Environmental Health, Environmental Film, and Nature & Culture. Concentrations comprise a minimum of two upper-level courses, but we recommend that you take as many courses as you can. If you are abroad when a course for your concentration is offered, your advisor may be able to suggest a substitute course.

Environmental Justice

- ES 335: Gender and Environment AND ES 304: Race and Environment
- ES 334: Sustainable Development OR ES 333 Environmental Policy
- One of the following may substitute for ES335 or ES304: Soc 247: Environment, Society and Justice, Rel 226 Native American Religion, Rel 264 Nature, Religion and Environment
- *Also recommended:* ES 316, ES 309, ES 323, ES312

Earth System Science. Completion of the BS degree plus...

- ES 318 Glaciers and Records of Climate Change
- ES 323 Geologic Disasters & Global Change
- Also recommended: ES 363, ES 312

Energy and the Environment

- ES 240 Energy Production and Use
- Econ 258 Energy and Security (pre-req: Econ 103 or permission of instructor)
- Also recommended: Economics Minor, Econ 341, Econ 344

Environmental Humanities

- ES 319 Environmental Film OR ES 241: Environmental Journalism
- Two of the following: ES 290/ES 390 Special Topics in Environmental Humanities, Hist 230 Native American-European Encounter in North America, Hist 371 Modern African Environments: History, Ecology, and People, Rel 226 Native American Religion, Rel 264 Religion and the Environment
- Also recommended: Phil 232, Soc 247

Environmental Policy and Management

- ES 333 Environmental Policy
- ES 240 Energy Production and Use OR ES 251/252 Rocky Mountain West OR ES/Bio 316 Conservation Biology OR ES 334 Global Environment and Development or ES 309 Marine and Freshwater Fisheries
- Also recommended: ES 241, ES 309, Anth 223, Econ 258, Econ 341, Econ 344, PP 221

Environmental Science. Completion of the BS degree plus...

- Two ES Natural Science Electives: ES 251, ES 302, ES 304, ES/Bio 306, ES/Bio 316, ES 318, ES 323, ES 391

Environmental Writing and Popular Communication

- ES 241 Environmental Journalism
- ES 290 or ES 390 Special Topics in Environmental Humanities
- One of the following: CIMS 218 Global Media Cultures, CIMS 226 Media and Cultural Theory, CIMS 230 Social Media Network
- Also recommended: Writing Minor, CIMS Major or Minor

GIS and Spatial Analysis

- ES 312 Environmental Applications of GIS or ES 304 Landscape Ecology
- ES 363 Remote Sensing
- One course in statistics (see list under BS core requirements)
- Also recommended: Data Science Minor (the above three courses plus 3 more)

Landscape Ecology and Land Use

- ES 312 Environmental Application of GIS or ES 304 Landscape Ecology
- ES 333 Environmental Policy or ES 252 The Rocky Mountain West: Cultural Geography
- Also recommended: ES 302, ES/Bio 306, ES 363

Marine and Freshwater Ecology. Completion of the BS degree plus...

- ES/Bio 306 Marine Ecology
- ES 309 Marine and Freshwater Fisheries OR Bio 307 Freshwater Ecology OR Bio 228 Tropical Marine Biology
- Also recommended: ES 312, ES/Bio 316, ES 317, Bio 227, Bio 260

Sustainable Development

- ES 334 Global Environment and Development
- ES 333 Environmental Policy OR ES 240 Energy Production and Use OR ES 335 Gender and Environment
- Also recommended: AFS 274, Anth 223, Hist 371, Pol 203, Soc 247 Environment, Society, and Justice

Wildlife and Conservation Biology. Completion of the BS degree plus...

- ES 302 Wildlife Ecology OR ES/Bio 316 Conservation Biology
- ES 312 Environmental Applications of GIS OR ES/Bio 306 Marine Ecology OR Bio 224 Vertebrate Zoology OR ES 309 Marine and Freshwater Fisheries
- Also recommended: ES 334, Bio 260

Self-designed Concentration

- 2-3 upper level courses centered on a theme, chosen in consultation with your advisor

Electives

Environmental Studies Courses

- ES 240 Energy: Production and Use
- ES 241 Environmental Journalism
- ES 251 The Rocky Mountain West: Physical Geography
- ES 252 The Rocky Mountain West: Cultural Geography
- ES 290/390 Topics in Environmental Humanities
- ES 291/391 Topics in Environmental Natural Science
- ES 292/392 Topics in Environmental Social Sciences
- ES 302 Wildlife Ecology
- ES 304 Landscape Ecology
- ES/Bio 306 Marine Ecology
- ES 309 Marine and Fresh Water Fisheries
- ES 312 Environmental Applications of GIS
- ES/Bio 316 Conservation Biology
- ES 317 Chesapeake Bay: Science, Policy and Environmental Issues
- ES 318 Glaciers and Records of Climate Change
- ES 319 Environmental Film
- ES 323 Geologic Disasters and Global Change
- ES/Pol 333 Environmental Policy
- ES 334 Global Environment and Development
- ES 335 Gender and Environment
- ES 363 Remote Sensing

Generally electives must be taken at the 200 or 300 level. However, students may petition to count a 100-level ES or FYS course as an elective if it is the first ES course taken. Students who have taken ES 121 as their first ES course should meet with the Chair to discuss how to proceed with the major.

Sample Courses from other Departments

- Anth 223 Indigenous Peoples, the Environment, and the Global Economy
- AFS 274 Globalization and its Discontents: The Caribbean Case
- Bio 211 Genetics
- Bio 217 An Evolutionary Survey of the Plant Kingdom
- Bio 224 Vertebrate Zoology
- Bio 227 Invertebrate Zoology
- Bio 228 Tropical Marine Biology
- Bio 229 Tropical Terrestrial Biology
- Bio 307 Freshwater Biology
- Bio 314 Evolution
- Chem 203 or 204 Organic Chemistry
- Chem 317 Instrumental Analysis
- Econ 258 Energy and Security
- Econ 341 Environmental Economics
- Econ 344 Energy Economics & Public Policy
- Hist 230 Native American-European Encounter in North America
- Hist 371 Modern African Environments: History, Ecology, and People
- IDS 206 Native American Studies
- Phil 232 Environmental Ethics
- Pol 203 The Politics of Global Disasters
- Pol 221 The Politics of Public Policy
- Pol 327 State Politics and Policy
- Pol 363 Politics of Developing Areas
- Phy 352 Optics and Laser Physics
- Rel 226 Native American Religions
- Rel 264 Religion and the Environment
- SOC 247 Environment, Society, and Justice

The Environmental Studies Minor

The Environmental Studies minor consists of six courses:

- ES 196 Environmental Science and Society
- ES 211 Principles of Ecology *OR* ES 223 Earth System Science (May take both and use second course as elective)
- ES 225 Introduction to Environmental Humanities
- ES 230 Introduction to Geographic Information Systems

- Two ES elective courses at the 200 or 300 level. One elective may be taken off-campus or in another department.

Generally electives must be taken at the 200 or 300 level. However, students may petition to count a 100-level ES or FYS course as an elective if it is the first ES course taken. Students who have taken ES 121 as their first ES course should meet with the Chair to discuss how to proceed with the minor.

Additional Opportunities

Cinema and Media Studies

Students interested in the BA might also consider doing Cinema and Media Studies as a major or minor. Cinema and Media studies include studying cinema and other popular media through the lenses of Cultural Studies. Students will understand media as not merely artistic forms, but also as cultural, economic, and socio-political entities. See the [Cinema and Media Studies website](#) for details.

Data Science

Students interested in the BS have the option of doing Data Science as a minor. The data science minor integrates quantitative methodologies from mathematics, statistics, and computer science with effective communication, interdisciplinary teamwork, social and ethical context, and domain knowledge from a student's major field of study. See [the Interdisciplinary Studies website](#) for details.

Public Policy

Students interested in Environmental Policy have the option of doing Public Policy as a second major. The public policy major at Gettysburg College offers a flexible, rigorous, multidisciplinary curriculum that provides training for students interested in problem-solving in domestic or international public arenas. [More about the Public Policy Major.](#)

Dual Degree Programs

Students spend 3 years at Gettysburg College and 2 years at a graduate institution.

- **Environmental Engineering:** [Read more about the Dual Degree Engineering program.](#)
- **MEM or MS at the Duke University's Nicholas School of the Environment.** Read more about the [Cooperative College \(3-2\) Program](#), of which Gettysburg College is a member.

Please contact department chair Salma Monani if you have further questions.

Environmental Studies Courses

- ES-121 Environmental Issues

Introduction to national and global environmental issues. Students learn the basic concepts of ecology, including population growth models, species interactions, and ecosystem and biosphere processes. Building on this scientific base, students use an interdisciplinary approach to analyze economic, ethical, political, and social aspects of environmental issues. Topics include human population dynamics, air and water pollution, toxic wastes, food production, land use, and energy utilization.

- ES-122 Climate Change and Disasters

Investigation of natural and human induced climate forcings and scientific principles that cause climate change. Topics include volcanoes, greenhouse gases, glaciers, flooding, ocean acidification, and sea level rise. Climate change mitigation, communication, and sustainable practices are discussed.

- ES-123 The Biodiversity Crisis

Exploration of the causes and consequences of the current species extinction crisis. The focus is on why and how the loss of biodiversity is an important environmental threat. Topics will include the importance of biodiversity and healthy ecosystems, the intrinsic and utilitarian values of biodiversity, the social and political issues associated with this issue. Topics will be explored through active engagement in service learning activities and through reading of diverse sources.

- ES-125 Marine Megafauna

Introduction to the ecology and conservation of large marine animals including marine mammals, sea turtles, sea birds, invertebrates, bony fishes, and sharks. Using marine megafauna examples and case studies, this lecture course integrates fundamental ecological concepts with interdisciplinary discussion of ocean ecosystems, animal physiology and behavior, methodological approaches and technologies, social value and cultural use, and national and international conservation and management.

- ES-126 Climatology

Study of the localized weather of a region. Influencing factors of climate are examined, including continental vs. oceanic/lake effects, temperature and precipitation, the role of cyclones and anticyclones, and topographic and organismic alterations. Also analyzed are specific climatological disturbances, such as thunderstorm formation, tornado development and occurrence, hurricane structure and movement, El Nino, and the Southern Oscillation (ENSO), and La Nina.

- ES-127 Plants, People and the Environment

Our lives depend on, are enhanced by, and at times even threatened by plants. From the oxygen we breathe to the carbon dioxide we release, our lives (biological, cultural and spiritual) are thoroughly integrated with plants. In this course "Plants, People and the Environment" we examine the biology of plants including the traditional botanical disciplines of anatomy, evolution, ecology, physiology as well as the cultural uses of plants from agriculture to religion. Further, we consider the developing applications of plants in human well-being like pollution remediation, food production and pharmaceuticals.

- ES-128 Oceanography

Introduction to our planet's oceans, beginning with the history of oceanography and focusing on the fundamental concepts of chemical, physical, geological, and biological oceanography. Important environmental problems in marine habitats are also explored. Topics include ocean exploration, plate tectonics, hydrothermal vents, currents, tides, upwelling, waves, tsunamis, ocean-climate interactions, El Nino, global nutrient cycles, primary production, biodiversity, pollution, overfishing, and the law of the sea.

- ES-129 Environmental Health

Examines the effects of the environment on human health in the United States and globally. Topics include how the body reacts to environmental pollutants in the water, air, and soil; the agents of environmental contamination; hazardous waste; environmental justice and policy decisions; and emerging global environmental health issues.

- ES-130 The Chesapeake Bay Ecosystem

Introduction to the physical, chemical, and biological components of the Chesapeake Bay ecosystem. Emphasis is placed on the history of the Bay, primary production dynamics, habitat types, and pelagic and bottom-dwelling organisms. Human impacts on the Bay and its watershed are discussed, including contemporary issues such as crab and oyster fisheries, aquaculture, nutrient inputs, toxic chemicals, exotic species invasions, and the management goals of the Chesapeake Bay Program

- ES-161 Human Geography

Studies of human activities in its locational context. Topics include basic place name geography, population trends and characteristics, health and human development, culture and language, technology and economic development, human ecology, and environmental problems.

- ES-162 World Regional Geography

An introduction to geography through the study of world regions. This course serves to broaden and diversify students' worldviews on contemporary issues while providing powerful conceptual tools for clearer understanding. Geographic applications emphasize the importance of region, place, spatial scale, and diffusion. Course focuses on the interaction within and between regional cultures, environments, politics, and processes of globalization from a variety of scales. Topics include: human-induced environmental change, population and migration, culture change, international development, regional conflict, and global inequality.

- ES-165 Native American Environmental Issues

Examination of past and present environmental challenges facing indigenous communities in the United States with a focus on tribal activism and indigenous voices. Students analyze land and natural resource disputes in the context of European conquest, indigenous traditions, law, and human rights. Course includes in-depth analysis of contemporary environmental conflicts related to climate justice, fossil fuel extraction, and environmental health.

- ES-196 Environmental Science and Society

Introduction to the methods and assumptions underlying environmental science as applied to current environmental problems and their intersection with modern society. Building from a foundation in the natural sciences, an interdisciplinary approach is used to investigate the social causes and consequences of air and water pollution, human population, food production, energy, natural resource use, toxic waste, endangered species, land conservation, and environmental health.

- ES-211 Principles of Ecology

Introduction to current ideas in theoretical and empirical ecology. A quantitative approach is used to examine population dynamics, competition, predator-prey interactions, life-history strategies, species diversity patterns, community structure, energy flow, biogeochemical cycling, and the biosphere. Course provides a foundation for further work in environmental studies. Three class hours and laboratory. Prerequisite: ES 196 or one year of college science.

- ES-223 Earth System Science

Introduction to the natural environment and human interaction with it. Course examines the physical processes of the Earth's atmosphere, hydrosphere, lithosphere, and biosphere. Topics include geological processes and hazards, water resources, waste management, energy and mineral resources, and human impact on global climate change. Lab sessions provide practical exercises on basic earth systems principles and environmental applications. Local field trips to environmental and geological sites are included. Prerequisite: ES 196 or one year of college science.

- ES-225 Environmental Humanities

Introduction to environmental humanities. Using the interdisciplinary lenses of literary studies, history, philosophy, and communication studies, students consider how human beings imagine nature, how they communicate ideas about nature, and the ways in which these understandings affect the material environment. Discussions and assignments emphasize humanities research methods and explore topics such as wilderness, environmental justice, and consumerism, highlighting how language and media shape (and are shaped by) cultural perceptions of the environment. Prerequisite: ES 196

- ES-230 Introduction to Geographic Information Systems

Introduction to geographic information systems and science, and applications to environmental studies. Topics include GPS and spatial data input, cartography and map projections, data models and database development, spatial analysis, and evaluation of uncertainty. Laboratory exercises use ArcGIS software to provide hands-on experience in the use and analysis of geographic data. Prerequisites: ES 196

- ES-240 Energy: Production and Use

Conventional and alternative energy sources are examined with respect to supply, price, technology, and environmental impact. U.S. consumption patterns are studied and the potential of conservation is addressed. Topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. Alternate Years. Prerequisite: ES196 or one year of college science

- ES-241 Environmental Journalism

Exploration of environmental issues through the reading and writing of journalistic prose. Highlighting the historical roots of environmental journalism and contemporary practices, the course focuses on reporting and writing stories for the public in formats typical to newspapers, magazines, and online media such as blogs. Fundamentals to such writing include developing: 1) basic techniques for organizing stories that evoke interest and convey scientific and technical information accurately; 2) newsgathering techniques like researching credible sources and interviewing; 3) clean, crisp writing through attention to the iterative process of drafting, peer reviewing, and revising. Alternate Years. Prerequisite: ES 225, or ENG writing class at 110 or above and ES 196, or Permission of Instructor.

- ES-242 Environmental Issues in Global Literature

Literature as a lens through which to understand contemporary global environmental issues. This course uses the study of literature to help connect scientific, data-driven approaches to the environment with the aesthetic and affective power of the written-word. By reading both fiction and nonfiction, students consider how different modes and genres of writing produce a wide range of emotional responses to current environmental issues. The result is an understanding of how literature can be a vital tool for effecting change.

- ES-246 Animals in Society, Culture, and Literature

Animals in Society, Culture, and Literature. How do we engage with the animals that we encounter in "human" spaces? How do and how should we treat them? These animals might be companions, metaphors, food, tools, characters, objects, friends, or monsters. They are found not only in our homes, on our plates, in the lab, and at the zoo, but in our stories and imaginations. In this course, students consider what it means to be human in relation to nonhuman animals.

- ES-251 The Rocky Mountain West: Physical Geography

Intensive two-week field-based examination of the physical and cultural geography of the Rocky Mountain West. Focusing on the San Juan Mountain Range in Southwest Colorado, students participate in home stays, service-learning activities, and other field-based projects to examine regional social-environmental relations from diverse multi-cultural, institutional, and political-economic perspectives. In this way, students develop a critical place-based understanding of how recent "New West" socio-economic changes are impacting these relations, including new efforts to achieve ecologically sustainable and socially just solutions to land management problems

- ES-252 The Rocky Mountain West: Cultural Geography

Intensive two-week field-based examination of the physical and cultural geography of the Rocky Mountain West. Focusing on the San Juan Mountain Range in Southwest Colorado, students participate in home stays, service-learning activities, and other field-based projects to examine regional social-environmental relations from diverse multi-cultural, institutional, and political-economic perspectives. In this way, students develop a critical place-based understanding of how recent "New West" socio-economic changes are impacting these relations, including new efforts to achieve ecologically sustainable and socially just solutions to land management problems

- ES-290 Topics in Environmental Humanities

Study of a topic not normally covered in depth in the regular curriculum of Environmental Studies. Topics vary and may include environmental literature, history, philosophy, religion, or art. Offered irregularly.

- ES-291 Topics in Environmental Natural Sciences

Exploration of an advanced topic in Environmental Natural Sciences. Prerequisites: ES 211 OR ES 223. Offered as staffing permits.

- ES-292 Topics in Environmental Social Sciences

Exploration of an advanced topic in Environmental Social Sciences. Prerequisites: ES 196 and ES 225. Offered as staffing permits.

- ES-302 Wildlife Ecology

Wildlife Ecology. Study of ecological applications for managing terrestrial vertebrate populations and their habitats. Building on topics in Principles of Ecology (ES211), this lecture and laboratory develops an in-depth understanding of wildlife ecology, management techniques, ecological survey techniques, and data analysis. Emphasis is on application through the use of current field protocols and analytical techniques. The class draws on literature and examples from around the world. Alternate Years. Prerequisite: ES 211 or BIO 111.

- ES-304 Race and Environment

What do environmental issues have to do with issues of race, and vice versa? This course invites you to explore how closely these issues are related and to actively engage with this vibrant area of environmental research and action. Our focus will be on the United States, as not only is it where we are located, but also it is often used as a model for global environmental politics. We will think, write, and discuss the question of race and environment in this country with careful attention to historical, political, and social data, always keeping in view the cultural frames that shape

these data. By the end of the semester, you should have a good grasp of how to express and negotiate this complex dimension of American environmental research and practice. Prerequisite: ES 225

- ES-306 Marine Ecology

Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea are examined. Problems of pollution, beach erosion, and the management of declining fisheries is also presented. Quantitative field work in a variety of coastal habitats is conducted on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. Alternate years. Prerequisite: ES 211.

- ES-309 Marine and Freshwater Fisheries

Fisheries are an important source of protein and income for the growing world population and are incredibly diverse, ranging from small-scale, subsistence-based to large-scale, commercial operations. Although the amount of fish caught in marine and freshwater systems has remained stable since the 1980s, a growing number of species are considered overfished. This course covers the history and impacts of fishing, the current state of global fisheries, the scientific methods used to assess fish stocks, and the scientific and policy tools used to sustainably manage fisheries. Prerequisite: ES 211

- ES-312 Environmental Applications of Geographic Information Systems

Application of geographic information systems and spatial analytic methods to selected environmental problems. Students will solidify their existing GIS skills, as well as learn new analytic strategies such as exploratory spatial data analysis, quantitative landscape analysis, and spatial interpolation. Lab exercises focus on environmental applications such as constructing habitat suitability models, quantifying habitat fragmentation, mapping wilderness, and identifying environmental health "hot spots". Each student will also complete a final project related to an environmental issue, where they will define project needs, develop a GIS database, conduct spatial analyses, and present results. Prerequisite: Environmental Studies 230. Alternate Years.

- ES-316 Conservation Biology

A discipline comprising pure and applied science, which focuses on the preservation of biological diversity. Focus implicitly recognizes that preserving the genetic and ecological features of a species requires preservation of that species' niche. Topics include food web organization, spatial heterogeneity and disturbance, consequences of small population size and inbreeding, captive propagation, demographics of population growth, and species reintroduction and management. Prerequisite: Environmental Studies 211 or BIO 111. BIO 316 and ES 316 are cross-listed.

- ES-317 Chesapeake Bay: Science, Policy and Environmental Issues

Examines the ecology of the Chesapeake Bay region in the context of society's exploitation of a natural system. We will trace the settlement of the region with an emphasis on how the Bay affected the society that developed along its shores and, in turn, how the Bay was affected by this human development. Readings from the scientific literature will be combined with those from history, sociology, and economics to form a coherent portrait of the interplay between society and the environment. Prerequisite: Environmental Studies 211. Alternate Years

- ES-318 Glaciers and Record of Climate Change

Introduction to glacial geology and records of climate change over the last 2 million years. Course examines basic glaciology, glacial erosion and depositional processes. Analysis of landforms is used to make interpretations of climatic variability. Climate records from ice cores and sediment cores are evaluated. Natural and human induced climate change is discussed. Alternate Years. Prerequisite: Environmental Studies 223 or permission of instructor.

- ES-319 Environmental Film

Study of environmental films and their role in shaping environmental imaginations and actions in contemporary life. Applies fundamentals of film analysis to critical stylistic, textual and contextual (historical and political-economic) investigations of both fictional and documentary environmental films. Topics include Hollywood films about wildlife, wilderness, land use, technology and pollution, and documentaries on wildlife conservation, wilderness-adventure, and socio-nature themes. Alternate Years. Prerequisite: ES 225 and any 200 level Environmental Studies course or permission of the instructor.

- ES-323 Geologic Disasters and Global Change

Investigation of geologic disasters and their relationship to global change. Course focuses on natural disasters that affect the surface of the Earth, including landslides, floods, El Nino, coastal erosion, sea level rise, droughts and desertification. The interaction between natural surface processes and human modification of landscapes are discussed. Prerequisite: Environmental Studies 223 or permission of instructor. Alternate Years

- ES-333 Environmental Policy

Analysis of the policies that guide the use, control and management of natural resources. Students examine the laws, bureaucracies, economics, politics and ideologies underlying policy making processes in order to understand how and why certain policies emerge as well as their social and ecological effects. The primary focus is on the United States, but the growing international dimension of environmental policies and the ambiguous role of the US in these efforts is also considered. Prerequisite: ES 196 or POL 101. Cross-listed: Political Science 333 and ES 333

- ES-334 Global Environment and Development

Examination of the cultural, political, and economic processes driving uneven environmental change and socioeconomic development from an interdisciplinary political ecology perspective. Course focuses on sustainable development issues in the developing world, but includes discussion of the industrialized countries to a lesser extent. Topics covered include: population, poverty, and the environment; cultural adaptation to environmental change; conservation-development dilemmas; environmental justice; role of non-governmental organizations; international

environmental policy. Prerequisite: ES 196 and ES 225. Alternate Years

- ES-335 Gender and Environment

Introduction to the interdisciplinary field of gender, environment, and development. A theoretically grounded, historical approach is taken to study of relevant debates in ecofeminism, feminist political ecology, queer ecologies, masculinity studies, and gender/development. Topics will be explored through classic and contemporary case studies and may vary depending on student interest. Sample topics: Gender issues in natural resources management; Gender and environmental activism; Gender-based strategies for sustainable development; Gender mainstreaming policy initiatives; Gender, disasters, and climate change. Alternate Years.

- ES-363 Remote Sensing

An introduction to the theory and practice of remote sensing, the science of acquiring information about the earth from air or space borne sensors. The first part of the course focuses on principles of remote sensing, sensor technology, and basic image processing. The course culminates in a change detection project where students acquire, process, and analyze image pairs to map an environmental change such as deforestation, urbanization, or flooding. Alternate Years. Prerequisite: ES 230, or permission of instructor.

- ES-390 Topics in Environmental Humanities

Study of an advanced topic not normally covered in depth in the regular curriculum of Environmental Studies. Topics vary and may include environmental literature, history, philosophy, religion, or art. Offered irregularly. Prerequisite: ES 196 and ES 225

- ES-391 Topics in Environmental Science

Lab and field-based seminar focusing on an advanced topic in environmental science. Offered irregularly. Prerequisite: ES 211.

- ES-392 Topics in Environmental Social Sciences

Study of an advanced topic not normally covered in depth in the regular curriculum of Environmental Studies. Topics vary and may include environmental geography, sociology, policy, anthropology, and psychology. Offered irregularly. Prerequisite: ES 196 and ES 225.

- ES-400 Seminar

Advanced study of an important national or global environmental issue. Interdisciplinary approach is used to analyze the problem from a variety of viewpoints in the humanities, social sciences, and natural sciences. Students are responsible for a major term paper involving independent research. Topics differ each semester. Prerequisite: Senior standing as a minor or major in environmental studies or permission of instructor; and ES 196, 211, 223, 225, and 230.

- ES-450 Individualized Study

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- ES-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- ES-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- ES-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- ES-460 Individualized Study-Research

Independent investigation of an environmental topic of interest to the student. In conjunction with a faculty member, the student writes a research proposal due the tenth week of the spring semester of the junior year for a project to be conducted in the senior year. Student usually defines a research question and collects data to test a hypothesis. Such work may be done in the laboratory or field or with a computer database. A substantial paper is written and presented orally. Studio, performance, and writing projects may also be appropriate individualized study activities. Prerequisite: Senior standing as a major in environmental studies and a departmental GPA of at least 3.30.

- ES-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- ES-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- ES-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- ES-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F

- ES-473 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded S/U

- ES-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- ES-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office
- ES-477 Half Credit Internship
Half credit internship, graded S/U.

French

French Program Description

When you study French at Gettysburg, you learn more than a second language. You develop an understanding of other people's worldview.

By removing yourself from the comfort of your habitual forms of self-expression, foreign language study—whether contemporary or ancient—teaches you to translate abstract ideas into concrete form in new ways. You come to learn that language involves not only vocabulary in the crafting of expression but also syntax and idiom, and that cultural idiosyncrasies permeate any language, including your own.

As a French major or minor, you're encouraged to study abroad to build upon your understanding of French culture—and the world. We offer programs in Nantes, Paris, and Dakar.

You'll also explore France's past and present achievements through an in-depth study of the nation's literature, film, society, and culture.

French study affords you invaluable insight into what [The Economist](#) calls “unquestionably top of the list” of truly global languages, preparing you for graduate study and for careers in teaching, interpreting, international business and government, medicine, science, or technology.

French Program Requirements

Major Requirements

[French major checklist](#)

The French major, which includes a minimum of ten courses at or above the 300 level, is made up of two sequences:

- 1) A group of four required courses, three of which—300 first, then 305 and 310—should be taken before further progress in the major program unless there is a valid reason for exception. (305 or 310 may be taken simultaneously with 300 with permission of the department chair.) French 400 must be taken in the spring semester of the senior year.
- 2) A set of six electives chosen from the other departmental offerings at the 300 level.

All French majors are required to spend at least one semester studying abroad in a program approved by the department. The number of courses taken abroad for credit toward the major is limited to three.

Students planning on certification in secondary education must include a history/geography/civilization course, a phonetics course and a linguistic component in their program of study. These requirements can be met by completing Education 304 and by taking the equivalent courses in a program of study abroad.

Individualized study may be taken only once as part of the minimum requirements for the major. All majors must take at least one course within the department during their senior year. These requirements may be waived in special cases at the discretion of the department.

Minor Requirements

[French minor checklist](#)

Six courses are required for a minor in French. For students who begin in the 101-102 or 201-202 sequences, 202 will count toward the minor. In addition, students must take 300 and 305 or 310 and three additional courses at the 300 level.

Students who begin at the 300 level must take 300 and 305 or 310 and four additional courses at the 300 level. As with the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chair. The number of courses taken abroad for credit toward the minor is limited to two. Courses taken S/U may not count toward the minor.

Students contemplating a minor in French should register with the department chairperson.

French 305 or French 310 are prerequisites for majors and minors for all literature courses. Students who have completed the language requirement and who wish to continue in French, but do not contemplate either a major or minor, may take 300, 305 or 310. Permission of the department chairperson is required for entry into all other courses.

Study Abroad for Majors

Juniors and first-semester seniors who have completed French 300 or its equivalent may study for one or two semesters at the College's affiliated program in Paris and Nantes, France; or Dakar, Senegal. Both credits and grades from this program will be transferred, and Financial Aid may be applied to participation. Students live with French-speaking families.

Study Abroad for Minors

Students pursuing a minor in French may study for a semester at the College's affiliated program in Paris, Nantes, or Dakar. Both credits and grades from these programs will be transferred, and Financial Aid may be applied to participation. Students live with French-speaking families.

French Courses

- **FREN-101 French for Beginners**

Elements of speaking, reading, and writing French. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103.

- **FREN-102 French for Beginners**

Elements of speaking, reading, and writing French. Enrollment limited to those who have not studied French previously. Successful completion of 101 is a prerequisite for entry into 102. A student may not receive credit for both 102 and 104.

- **FREN-103 Elementary French**

Fundamentals of French grammar, composition and pronunciation. Emphasis on oral comprehension, verbal communication, reading and writing in the broader context of French and Francophone culture. Classroom interaction stresses oral-aural method of language learning. Enrollment limited to those with previous study of French or according to achievement on the Departmental Placement Examination. A student may not receive credit for both 101 and 103.

- **FREN-104 Elementary French**

Fundamentals of French grammar, composition and pronunciation. Emphasis on oral comprehension, verbal communication, reading and writing in the broader context of French and Francophone culture. Classroom interaction stresses oral-aural method of language learning. Enrollment limited to those with previous study of French. Successful completion of 103 is a prerequisite for entry into 104 unless a student is placed in 104 according to the Departmental Placement Examination. A student may not receive credit for both 102 and 104.

- **FREN-201 Intermediate French**

Grammar review and practice in oral French, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101-102, or who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202, unless student is placed there according to the placement examination.

- **FREN-202 Intermediate French**

Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101-102, or who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202, unless student is placed there according to the placement examination.

- **FREN-300 Practice in Communication**

Oral, aural, and written practices of French structures. Collaborative writing, group discussions, individual compositions, and presentations. Recent French films serve as text. Course is a prerequisite for all 300-level courses. Offered every semester.

- **FREN-300 Topics in French**

Examination of literary, historical, or sociocultural aspects of France or the Francophone world through texts and materials from a variety of sources. The medium of instruction and assessment will be in French. Specific topics will vary.

- **FREN-305 Approaches to Textual Analysis**

Reading and analysis of representative selections of texts from the global francophone world (literature, essays, film, art). Course introduces students to interpretive strategies and argumentative writing. Students will also acquire knowledge of the context in which specific texts were created (social, geographical, historical, literary, artistic). Prerequisite: French 300. Required of all majors. Course is a prerequisite for all literature and film courses at the 300-level.

- **FREN-310 French Revolutions: Political, Social & Cultural Upheaval Since 1789**

Overview of the various literal and figurative revolutions in France following the Revolution of 1789. Course examines the many political changes from the rise of the French Republic to the political, social, demographic, economic, intellectual and artistic developments in the multicultural France of the 21st century, including its place and role in the expanding European Union. Prerequisite: French 300. Required of all majors. Offered

in the spring.

- FREN-315 Exploring French Foodways

Study of the relationship between food and national identity in the French context. Through close readings of historical, sociological, and anthropological texts, as well as analysis of debates surrounding recent food controversies (rising obesity rates, genetically modified foods, regionally certified “authentic” foods), this course aims to develop students’ understanding of important anthropological theory in the study of food (taste, consumption, gifts), while building their awareness of the role food plays in the construction and expression of individual and group identity. Prerequisite: FREN 310. FREN 315 and ANTH 217 are cross-listed.

- FREN-320 Contemporary French and Francophone Cinema

Study of critically-acclaimed contemporary French and Francophone films. The selections for “Contemporary French and Francophone Cinema,” explore how political and social issues centered around various forms of discrimination (unemployment, immigration, illness, gender and sexual identity) are conceptualized and addressed today in France. Major emphasis is placed on cinematography as students learn the vocabulary and visual grammar of film. Literature from the fields of cinema, sociology, history, and literature, as well as excerpts of foundational films, complement film screenings. Prerequisite: FREN 305 or 310.

- FREN-330 Topics in French

Examination of literary, historical, or sociocultural aspects of France or the Francophone world through texts and materials from a variety of sources. The medium of instruction and assessment will be in French. Specific topics will vary.

- FREN-331 Francophone Identities

Study of literary texts from the Francophone world (French-speaking countries in North Africa, Sub-Saharan Africa, the Caribbean, Quebec, and Vietnam). In addition to their intrinsic literary worth, the selections bring to light the changing identities of formerly colonized people in a post-colonial world. Major emphasis placed on the study of the literary texts, but the historical and cultural context is also covered. Prerequisite: French 305 or equivalent.

- FREN-336 Black, Blanc, Beur: The French Paradox

Study of an emerging body of literature in France written by Beur authors as well as first generation of French African authors. The focus is on the experience of the protagonists who, when trying to mix their cultural heritage to the French culture, encounter a myriad of reactions. Major emphasis is placed on the study of literary texts, but the historical and cultural context is also covered as well as themes such as racism, post/colonialism, women, and religion. Prerequisite: French 305 or equivalent.

- FREN-337 Plural France

Study of how social and cultural differences are understood, used, and managed in contemporary France. Through close readings of historical, anthropological, and sociological works, as well as analysis of literary, philosophical, and political texts, this course aims to shed light on recent polemics concerning headscarves, the banlieue, gay marriage, affirmative action, and the new Paris museums of immigration and “primitive” art. In the process, it invites reflection on the relativity of such notions as race, ethnicity, gender, and national identity. Prerequisite: French 310. Cross-listed with ANTH 233.

- FREN-338 Law and Order: Famous French and Francophone Detectives

Study of a genre often considered minor through a variety of documents: novels, bande dessinée, cinema and TV series both in France and the francophone world. The focus is on the variety of styles and authors throughout time, as well as the analysis of various narrative and aesthetics theories and choices. Major emphasis is also placed on the socio-historical and political context, such as the history of the police, famous serial killers, and the daily life of the criminal police. Prerequisite: FREN 305

- FREN-340 Masterpieces of French Literature

Reading and discussion of masterworks of French poetry, prose, and theater in their historical, artistic and social contexts. Works by such authors as Villon, Montaigne, Moliere, Mme de Lafayette, Voltaire, Balzac, Flaubert, Colette and Beckett are read in their entirety. Prerequisite: French 305 or equivalent.

- FREN-341 Elsewhere: Of Tourism and Travel in the French and Francophone World

This course explores the ideological and aesthetic stakes of tourism and voyage in the French and Francophone world. From Imperial France to the postcolonial world, it interrogates what travel writings tell us about fantasies and anxieties haunting our imagination. Have travel writings, tourism, and voyage served to perpetuate or undermine racial stereotypes? What impact (ideological, economic, environmental) has tourism had on local populations? Prerequisite: FREN 305.

- FREN-342 Paris, Capital of the 19th Century

Study of 19th-century Paris as a site of major cultural and social upheavals that have contributed to shaping modernity. Through an examination of figures populating the 19th-century changing Parisian urban space (the flâneur, the prostitute, the department store clerk, etc.), this seminar investigates the evolution of cultural, economic, and political institutions toward modernity. Topics covered include avant-garde literary and artistic movements; photography; urban planning; retail; finance; politics; and shifting paradigms of gender and economic class. Prerequisite: FREN 305 or equivalent

- FREN-345 Turmoil and Loss in Quebecois Literature by Women

Study of Quebecois identity through careful reading of major literary works by women authors from French Canada. Course focuses not only on

the literal periods of unrest as well as on the losses suffered by the Quebecois people but also on the metaphorical turmoil and loss experienced by the characters in the chosen novels. Various aspects of the cultural background are presented (language, religion, music, and art) in an effort to understand the evolution of Quebec's literary tradition and its impact in today's society. A small and accessible body of theory supplements the works of fiction. Prerequisite: French 305 or equivalent.

- FREN-350 Advanced Stylistics

Intensive practice in the refinement of writing skills directed toward a sophisticated and idiomatic use of the language. Coursework includes composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language.

- FREN-352 Translation

Study and practice in translating from French to English and from English to French. Course develops the ability to render idiomatic French into idiomatic English, and vice-versa.

- FREN-353 Business French

Study of economic and business practices in France and other French-speaking regions, with a focus on effective communication. Students will develop specialized vocabulary and gain cultural knowledge in preparation for working in an international environment. Previous coursework in business or economics is not required. Prerequisite: FREN 300

- FREN-400 Seminar

Intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include The Art of Emile Zola, The Image of Women in French Literature: A Feminist Perspective, The Gaze and Self-Image in French Film, 1959-89 and Postcolonial Immigrations in France. Course is for seniors (in the final semester) to complete undergraduate work in French. Prerequisites: Limited to seniors, except with permission of instructor and approval of department chairperson. Offered every spring.

- FREN-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- FREN-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- FREN-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- FREN-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- FREN-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- FREN-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- FREN-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- FREN-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- FREN-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- FREN-471 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded S/U

- FREN-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F

- FREN-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U

- FREN-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- FREN-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

German Studies

German Studies Program Description

When you study German at Gettysburg, you learn more than a second language. You also develop an understanding of the literature, history, culture, and politics of German-speaking Europe in the context of modern society.

By removing yourself from the comfort of your habitual forms of self-expression, foreign language study—whether contemporary or ancient—teaches you to translate abstract ideas into concrete form in new ways. You come to learn that language gives you access to cultural idiosyncrasies.

As a German Studies major or minor, you're strongly encouraged to study abroad to expand your understanding of German culture—and the world. We offer programs in Berlin, Freiburg, and Vienna.

You'll also gain access to unique benefits of the German Studies Department, including:

- Our resident German teaching assistant, sponsored through the Fulbright Program, who assists you with grammar and organizes co-curricular activities such as films, Stammtisch, and Kaffeeklatsch
- German Club
- German House
- Department events (picnics, dinners, immersion days, Winterfest)
- Excursions to cultural centers in Washington DC and Baltimore
- Musselman library's impressive collection of literary texts, films, journals, newspapers, and critical work in German Studies

You'll leave our program prepared for graduate study in law, public health, German Studies, student affairs, or the field of your choice, or for careers ranging from teaching to working for the government. We also have a strong record of sending graduates to Germany and Austria as Fulbright Teaching Assistants.

German Studies Program Requirements

German Studies Major

By the time a student graduates from Gettysburg College with a German Studies major they will be able to demonstrate

1. knowledge of the interdisciplinary conceptual framework of German Studies.
2. in-depth knowledge of the cultural history of Germany and/or German-speaking Europe.
3. the ability to critically synthesize knowledge and methods acquired over the course of the major in a senior thesis and public presentation.
4. at minimum the language proficiency level defined by the ACTFL as Advanced-Low.

German Studies Minor

By the time a student graduates from Gettysburg College with a German Studies minor they will be able to demonstrate

1. familiarity with contemporary issues in Germany.
2. some knowledge of modern German culture, including film and literature.
3. at minimum the language proficiency level defined by the ACTFL as Intermediate-High.

Requirements

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements:

A major consists of a minimum of eleven courses beyond the elementary language level, including:

- 201: Intermediate German (if relevant)
- 202: Intermediate German (if relevant)
- 240: Introduction to German Studies: Methods and Theories
- 301: Advanced German
- 302: Advanced German
- A minimum of three 300-level courses taught in German above the 302 level
- 400: Senior Seminar
- No more than two courses taught in English, selected from the following list of courses:
 - First-Year Seminars taught by members of the German Department
 - 120: German Literature in Translation

- 225: Yiddish Literature in Translation
- 250: Fairy Tales from Grimms to Disney
- 260: Media Violence/Violence in the Media
- 270: Transnational Writing and Film: Gender, Race, and Ethnicity in the New European Context
- 280: European Cinema
- 285: European Jews: History, Holocaust, Future
- 351: The German-Jewish Experience
- HIST-218: Modern Germany
- MUS_CLAS-109: W.A. Mozart: The Man and His Music
- PHIL-208: Kant and the 19th Century
- PHIL-366: Great Philosophers – Nietzsche

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors may count no more than two courses per semester abroad toward the major, or four courses for a year abroad. All majors are required to take at least two German courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in reading, writing, speaking, and listening comprehension of German, as determined by the department's staff, will be assigned additional work as necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements:

A minor consists of a minimum of six courses, including:

- 201: Intermediate German (if relevant)
- 202: Intermediate German (if relevant)
- 301: Advanced German
- 302: Advanced German
- Any 300-level course taught in German above the 302 level.

Students who place into 201 will be permitted to take no more than one course in English that counts toward the minor. Students who place into 301 will be permitted to take two courses in English that count toward the minor. These courses are listed above under the German Major and include GER-240.

Minors are strongly encouraged, but not required, to study abroad in a German-speaking country. Minors may count up to two courses taken abroad for minor credit.

German Studies Courses

- **GER-101 Elementary German**
Essentials of grammar, composition, pronunciation. Course includes oral and written work, readings, and use of cultural materials. Intended for students with no previous knowledge of German. Students may not receive credit for 101 and 103.
- **GER-102 Elementary German**
Essentials of grammar, composition, pronunciation. Course includes oral and written work, readings, and use of cultural materials. Prerequisite: German 101 or permission of instructor. Prepares for German 201. Students may not receive credit for 102 and 104.
- **GER-103 Fundamental German**
Essentials of grammar, composition, pronunciation. Course includes oral and written work, readings, and use of cultural materials. Intended for students with some previous knowledge of German who place into 103 through achievement on the language placement exam. Students may not receive credit for 101 and 103.
- **GER-104 Fundamental German**
Essentials of grammar, composition, pronunciation. Course includes oral and written work, readings, and use of cultural materials. Prerequisite: German 103 or permission of the instructor. Prepares for German 201. Students may not receive credit for 102 and 104.
- **GER-120 German Literature in Translation**
Critical analysis and appreciation of form and content of selected German literary texts, films, and other works, together with an examination of the cultural, socio-historical, and political circumstances that produced them. Theme varies each year; contact the German Studies Department for more details. Conducted in English; no knowledge of German required. Fulfills Multiple Inquiries, Humanities curricular requirement.
- **GER-201 Intermediate German**
Review of grammar from either the 101/102 or 103/104 sequence with added complexities of structure and syntax. Progressively more challenging texts introduce German culture. Intended for students who have completed either 102 or 104, or who place into 201 through achievement on the language placement exam.

- GER-202 Intermediate German

Continuation of German 201. Progressively more complex texts introduce different aspects of German culture. Prerequisite: German 201 or permission of the instructor. Prepares for German 301.

- GER-225 Yiddish Literature in Translation

Introduction to Yiddish literature in modern European and American contexts. Texts examined include short stories, dramas, novels, and poetry by both classic and lesser-known authors, as well as supplementary films and artwork. Topics range from the Germanic origins of the Yiddish language to representations of the shtetl and Eastern Europe, Jewish immigrants in the United States, and marginal figures with respect to gender and sexual difference. Conducted in English. Counts toward minor in Judaic Studies. Fulfills Conceptualizing Diversity curricular requirement.

- GER-230 Glitter and Doom: Weimar German Culture

Cultural approach to studying the Weimar Republic (1919–1933), with a focus on literature, film, photography, and art. Different texts and media forms offer insight into urbanization, post-war trauma, political unrest, revolution, inflation, new sexual freedoms, and other aspects of the encounter with modernity. Topics include cafés, cabarets, hotels, fashion, journalism, jazz, avant-garde movements, as well as the experiences of women, LGBTQ individuals, Jews, and other minority groups. Conducted in English.

- GER-235 The Holocaust through Film

Study of representations of the Holocaust across film genres and in other media. Both the events of the 1930s–1940s (Nazi persecution, ghettos, camps, killing centers) and the field of Holocaust memory and representation are a central focus. Topics include: documentary films, propaganda, resistance/protest, humor/comedy, commodification, trials, revenge fantasies, and stories told and untold. Films are in a number of languages (English, German, Polish, Hebrew, Hungarian, French, Italian, etc.). Course conducted in English. CIMS 235 and GER 235 are cross-listed.

- GER-240 Introduction to German Studies: Methods and Theories

Examines the concept of German Studies as a branch of Cultural Studies. A critical theory seminar that trains students in the analysis of texts from different disciplines and helps to develop a critical vocabulary for scholarly reflection. Aims to develop an awareness and understanding of the manifold linguistic and cultural contexts that have contributed to the body of theory at our disposal in studying culture, and German culture in particular. Conducted in English. Open to all students, but required for all German majors. As a foundational course, it should be taken as early as possible along the major track. Offered every other fall semester (in odd years: 2019, 2021 etc)

- GER-250 Grimms to Disney: European Fairy Tales in Comparative Context

An introduction to both the genre and the analysis of fairy and folktales structured around well-known European fairy tales like those collected and edited by the Brothers Grimm, their variations, and contemporary film adaptations. The first half of the semester is dedicated to becoming familiar with different theories and approaches to fairy tale scholarship. The second half of the semester explores archetypes of the folk narrative and uses different analytical approaches to question meaning.

- GER-260 Media Violence: Violence in European and American Media

Discussion of the aesthetics and political function of violence in literature and visual culture. Topics include cultural negotiations of hierarchies of power in the family, abuse, trauma, terror, war and the representation of the Holocaust. Shorter secondary readings will complement the close reading of German literary texts, film and TV productions, and the discussion of digital games and their (alleged) contribution to the propensity for violence.

- GER-265 Antisemitism and Jewish Responses in Lit and Film

Exploration of antisemitic representations of Jews in European and American literature and film, as well as responses to specific works and figures by Jewish writers and filmmakers. Topics include Shylock; Fagin; Nazi propaganda; how names and surgery work to render someone Jewish or non-Jewish; the Jewish American Princess and Jewish Mother stereotypes; twenty-first-century stories; and the difference between antisemitism and anti-Zionism. Conducted in English.

- GER-270 Transnational Literature and Film in Germany

Introduction to transnational writing and film in the European context. Applies theoretical writings on transnationalism to the artistic works of transnational writers and filmmakers living primarily in German-speaking lands. Contemplates the cultural aspects of globalization and mass migrations in the European context and examines the roles gender, race, and ethnicity play in transnational identifications. Conducted in English. Fulfills Conceptualizing Diversity curricular requirement.

- GER-273 The Real World: Society & Nature in German Realist Literature

What is the real world, and how do we know it? What are the mysterious forces that hold our lives together? In its search for answers, this course delves into the dark and fantastic world of German realist literature. Here, we encounter a tangled web of shadowy powers that threaten to shape and reshape our understandings of the environment, of society, and of those around us. Can you handle the truth? Readings and discussion in English.

- GER-275 Science + Fiction = Science Fiction? German Science Fiction from the 19th C. to Present

Art, Science, “Truth”... This course traces the relationship of science and literature within social discourses since the Enlightenment. Module 1 examines literary works that draw inspiration from scientific breakthroughs—biology, astronomy, geology—to produce texts whose truths invoke the natural world. Module 2 examines art and literature’s antagonism of science through films and texts critical of physics, astronomy, and animatronics. Module 3 examines science fiction as either science, fiction, or a new hybrid. Conversations explore evolving attitudes and anxieties towards science and technology that continue to shape our world.

- GER-276 Fermentation and Intoxication in German Studies

Germany and beer go hand-in-hand. But what role do fermentation, experimentation, and intoxication play in the history of Germanic culture, literature, and film? In this course, we investigate the interrelationships between scientific and aesthetic "cultures". We also consider fermentation, experimentation, and intoxication as concepts for understanding German-language culture, literature, and film by asking: Are fermentation and experimentation models for art? Does intoxication inspire creativity? Can withdrawal explain the concerns of today's capitalist societies, and particularly post-WWII Germany's? All readings in English.

- GER-280 European Cinema in Global Context

Introduction to the cinemas of Europe of the twentieth and twenty-first centuries. Study of well-known movements such as Weimar Expressionism, Italian Neorealism, French Nouvelle Vague, etc. The course challenges the widely accepted binary opposition between European Art Cinema and Hollywood by also considering popular genre cinema. Similarities and differences between national cinemas are studied in their respective historical, cultural, and commercial contexts. Conducted in English. Cross-listed with Cinema and Media Studies.

- GER-285 European Jews: History, Holocaust, Future

Introduction to modern European Jewish history (1780-present). Topics include medieval ghettos, emancipation, assimilation, antisemitism, racism, persecution, Zionism and Israel, refugees and displaced persons, and European Jewish communities after 1945. Four weeks of the course focus on the Holocaust: survivor testimony, Jewish responses to the Holocaust, and representations of the Holocaust in film and Jewish literature. The course also explores present and future options for twenty-first-century European Jewish communities. Conducted in English.

- GER-300 German Studies Seminar

Counterpart to the German Studies capstone course. Designed for non-majors or majors who are not seniors. Intensive engagement with one approach to studying German culture. Topics vary by year. Conducted in German. Prerequisite: GER 302

- GER-301 Advanced German

Continuation of the work of German 201, 202. Designed for advanced work in language and intended for students who have successfully completed German 202 or its equivalent. 301 and 302 offers the opportunity to increase sophistication of written and spoken German in a variety of contexts. Students write professional letters, creative pieces, editorials, film reviews, etc. Media and popular culture provide insight into contemporary German life. Collaborative learning is encouraged; students read and edit each other's work.

- GER-302 Advanced German

Designed for advanced work in language and intended for students who have successfully completed German 301. 301 and 302 offer the opportunity to increase sophistication of written and spoken German in a variety of contexts. Students write professional letters, creative pieces, editorials, film reviews, etc. Media and popular culture provide insight into contemporary German life. Collaborative learning is encouraged; students read and edit each other's work.

- GER-305 German Culture from 1945 to Today

Study of the cultural, social, economic, and political developments in postwar German from 1945 to the present. Extensive use of critical/analytical readings, memoirs, literature, film, newspapers/magazines, and German television. Conducted in German, with additional language practice integrated into the course. Recommended as a bridge course between advanced German language and other 300-level courses.

- GER-306 Introduction to German Cinema

This course introduces students to the history of German film from its origins in the late nineteenth century to the present. Study of basic film terminology and theory in order to create the vocabulary and conceptual frameworks necessary to discuss the films under consideration. This course explores the film cultures of the Weimar period, the Third Reich, the postwar era in East and West, and post-unification Germany in their respective social, political, and cultural contexts. Conducted in German, with additional language practice integrated into the course. Recommended as a bridge course between advanced German language and other 300-level courses.

- GER-312 German Cultural History from Faust to Fascism

Examines issues in German cultural history from the Enlightenment through World War II. An endeavor in interdisciplinary cultural studies, this course examines social, political, philosophical, and artistic traditions for the two centuries under consideration. It engages a variety of documents: manifestos, literary and journalistic texts, paintings, films, scholarly articles, etc. It explores broader social and cultural trends, conflicts, and debates, many of which continue to shape Germany today. Conducted in German.

- GER-320 Generational Shifts in Postwar German Culture

Exploration of different generational perspectives on key events in twentieth-century German history using contemporary cultural texts. Highlighted are first- and second-, sometimes even third generation views on World War Two, the Holocaust, East Germany, the student movement, and migration. The course offers insight into both the contemporary German cultural landscape as well as ongoing debates on national identity in the post-unification era. Conducted in German. Fulfills Conceptualizing Diversity curricular requirement.

- GER-325 German Lit Since 1945

Study of the literature of German-speaking countries from the end of World War II to the present. Course introduces students to authors and genres representing important literary currents and historical developments of the postwar era. Individualized Study Guided reading or research under the supervision of a faculty member. Prerequisite: Permission of department.

- GER-329 German Television: History and Stories from East and West Germany
Explores the history and the cultural and political implications of the most important form of audiovisual communication in Germany in the second half of the 20th century: the TV. Objects include German TV productions and films produced for TV from the 1930s to the 1990s as well as several primary texts (reviews, printed tv magazines). Shorter theoretical texts will accompany the film analysis.
- GER-331 The Politics of Memory in German Media
A study of contemporary literary, filmic, and journalistic texts as well as monuments and architecture that represent the German history of the twentieth century. What is remembered? What is forgotten? Analysis aims to understand the processes that form cultural memory and national identity, and the tensions inherent in private memory and public commemoration. Conducted in German.
- GER-333 German Intellectual History between Utopia and Catastrophe
This course is designed to familiarize students with intellectual traditions and formations such as German idealism, Marxism, anarchism, psychoanalysis, the Frankfurt School, environmentalism, etc. The main focus lies on how these traditions have informed and shaped larger cultural developments not only within Germany but across the globe. Conducted in German.
- GER-335 Redefining German: Gender, Nation, Migration
Critical inquiry into changing notions of Germany, Germanness, and the German language. What does it mean to be German in the twenty-first century? Through close examination of literature, film, and other cultural texts, this course considers current topics such as citizenship, national pride, guest workers, religion, ethnicity, gender, and minority visibility. It addresses the pressing question of multiculturalism versus integration. Conducted in German. Counts toward major/minor in Women, Gender, and Sexuality Studies. Fulfills Conceptualizing Diversity and Interdisciplinary curricular requirements.
- GER-337 A Year at the Edge of Time: Ruptures in German Cultural History
This course explores the historical, political, and, most importantly, cultural situation of a year adjacent to a world-changing event in Germany. For example, the course might focus on 1913, the year before the outbreak of the Great War, or 1988, the year before the fall of the Berlin Wall. Topics differ according to which year is considered, but always include relevant historical events, literary works, films, and excerpts from newspapers and political outlets of the time. Shorter theoretical texts will accompany the primary texts.
- GER-338 This Just In. 21st Century German Culture
Exploration of the latest developments in German contemporary literature and media culture including music, productions for the cinema and television. The key idea is to keep the finger on the pulse of time and relate the discussion of some of the most influential works of today to the topics that have shaped the German public discourse for decades: questions of collective identity, patriotism, migration, globalization, and how to come to terms with the past. Prerequisite: GER 302, or concurrent enrollment in 302.
- GER-340 Modernity and the Metropolis: Weimar to Berlin
Investigation of cities such as Berlin, Vienna, and Prague as sites of early twentieth-century cultural development and contestation that have shaped contemporary notions of urban space in today's globalizing world. Taking the modern city as a point of departure, this seminar examines various media forms popularized within German-speaking metropolitan centers. Topics covered include avant-garde literary and artistic movements; coffeehouse culture; theater and cinema; the role of mass transportation; and shifting paradigms of gender, work, and economic class. Conducted in German. Fulfills Conceptualizing Diversity curricular requirement.
- GER-341 Echoes of Vienna: Austrian Modernism in Lit & Film
Splendor. Sex. Pressure. Art. This course explores these and other cultural themes that defined Viennese modernism. Discussions begin with the primary literary texts, including texts by Freud, Schnitzler, Musil, and Zweig. Subsequent units profile the adaptation and afterlife of these texts and crises through literary works and films. The final unit examines the fin-de-siècle in contemporary films, from India to Budapest, to reflect on the parallels between Vienna's past and our global existence in the 21st Century. Conducted in German. Prerequisite: GER 302 or equivalent.
- GER-345 German Visual Culture and Graphic Novels
Exploration of printed words and images from the late 19th century to the present, including literary illustrations, illustrated periodicals, art with written text, posters, photobooks, early comics, and graphic novels. Topics include images as forms of propaganda and resistance; images in and of divided Germany; and representations of events in German history. Recent graphic novels demonstrate how images can tell stories of the Nazi past, Afro-German history, Turkish-German experiences, and women's lives. Conducted in German. Prerequisite: GER 302 or permission of instructor.
- GER-351 The German-Jewish Experience
Exploration of the history, literature, and culture of Jews in German-speaking lands. With a focus on topics including emancipation, acculturation, religion, race, women and gender, identity, anti-Semitism, and Zionism, this course also considers the impact of East European Jews and Yiddish on German culture. Texts examined range from memoirs and fiction to film, music, and art. Conducted in English; additional German component available for German majors and minors. Counts toward major/minor in Women, Gender, and Sexuality Studies and minor in Judaic Studies. Fulfills Conceptualizing Diversity and Interdisciplinary curricular requirements.
- GER-352 The Dream of Flying. Flights, Fears and Crashes in German Culture from Icarus to the V2
Explores the history of human fascination with flying from the myth of Icarus to Fritz Lang's "Woman in the Moon" and discuss numerous canonical works of German literature and German audio-visual culture (film and German television). A number of shorter theoretical texts will provide a framework for the discussion of differences and a number of surprising similarities between different periods of German cultural thought.

- GER-375 Talking and Silence: Language in Crisis, Taboos and Censorship in German Cultural History
Explores a number of canonical works of German literature and audio-visual culture from the 18th to the 21st century. All works discussed partake in the discourse of "Schweigen" - a German term that refers not just to silence but also to the absence of communication, thus connecting romantic notions of "unspeakability", the limits of language, negotiations of trauma, and depictions of censorship. Schweigen will be a common denominator for the discussion of poetry and prose, film, and television productions.
- GER-400 Senior Seminar
Capstone course for German majors. Intensive study of selected aspects of German culture. Students begin working with instructor at the end of their Junior year to choose individual senior thesis topics. The course culminates in a written thesis and public presentation of the thesis. Conducted in German.
- GER-450 Individualized Study-Tutorial
Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F
- GER-451 Individualized Study-Tutorial
Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U
- GER-452 Individualized Study-Tutorial
Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F
- GER-453 Individualized Study-Tutorial
Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U
- GER-460 Individualized Study-Research
Individualized research counting toward the minimum requirements in a major or minor, graded A-F
- GER-461 Individualized Study-Research
Individualized research counting toward the minimum requirements in a major or minor, graded S/U
- GER-462 Individualized Study-Research
Individualized research not counting in the minimum requirements in a major or minor, graded A-F
- GER-463 Individualized Study-Research
Individualized research not counting in the minimum requirements in a major or minor graded S/U
- GER-470 Individualized Study-Internship
Internship counting toward the minimum requirements in a major or minor, graded A-F
- GER-471 Individualized Study-Intern
Internship counting toward the minimum requirements in a major or minor, graded S/U
- GER-472 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded A-F
- GER-473 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded S/U
- GER-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- GER-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Greek

Greek Program Description and Requirements

Gettysburg College's Department of Classics offers a minor in Greek. Studying ancient languages helps us to understand our own language more clearly and to express ourselves in English with greater precision and persuasive power. Classical literature not only offers the opportunity to examine Greek and Roman cultures through the observations and sentiments of their own writers but may also confront us with such issues as political realism and ethical idealism on a public level and love and death on a personal one.

Greek Minor

Any six courses in Greek (GRK) at any level; OR any five courses in Greek (GRK) at any level, plus one course in Classics (CLA) at any level.

Greek Courses

See [Classics Courses](#).

Health Sciences

Health Sciences Program Description

Take a multidisciplinary approach to studying the human body with a Bachelor of Science or Bachelor of Arts degree in Health Sciences. You'll build on a liberal arts foundation to study biology, chemistry, physics, and the science of the human body in conditions of health and disease.

Topics include:

- Human anatomy and physiology
- Neuromuscular physiology
- Cardiorespiratory physiology
- Exercise as medicine
- Environmental physiology
- Chronic diseases
- Nutrition
- Health assessment
- Orthopedic anatomy
- Public health
- Global health
- Epidemiology
- Advanced nutrition & metabolism

An emphasis of the Health Sciences program is preparing students for success in a variety of post-graduate programs. Our health sciences program is one of the only in the country that emphasizes the fusion of a liberal arts education with the human sciences.

You'll gain invaluable hands-on experience through internships in a variety of professional environments, such as physical therapy, nursing, medicine, physician assistant, and dentistry. You may also perform independent research, which often results in presentations at scientific meetings and co-authored papers with faculty members.

Health Sciences majors have a strong record of career success in the nation's leading professional schools in the health professions, including physical therapy, physician assistant, medicine, nursing, dentistry, and many other fields.

Health Sciences Program Requirements

Gettysburg College confers a [Bachelor of Science](#) or [Bachelor of Arts](#) degree in Health Sciences. The major integrates a **liberal arts foundation** with biology, chemistry, physics, and other courses to cover a range of topics about the human body in health and disease.

The graduation requirements for either degree are:

- 32 course units
- Only full-unit courses will count toward the total units
- The standard course load will be four one-unit courses per semester
- Minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field.

Major Requirements

Health Sciences Bachelor of Science (HS BS)

Health Sciences Bachelor of Science (HS BS) majors develop a scientific foundation for the study of the human body, focusing on the structure and function of the body in conditions of wellness and disease. This major will be of interest to students applying to clinical health professions programs. Students can tailor their curriculum to include pre-requisite courses specific to their interests.

Core Courses

- HS 209 Human Anatomy and Physiology I
- HS 210 Human Anatomy and Physiology II
- HS 230 Nutrition
- Capstone Experience

HS Statistics Requirement (Choose 1 course)

- HS 232 Statistics for the Health Sciences
- BIO 260 Biostatistics
- Math 107 Applied Statistics

HS Electives (Choose 4 courses)

Discuss with your advisor the HS Electives that will best prepare you for your future goals.

Two of the 300-level HS electives must be taken in the Health Sciences Department at Gettysburg College. May include up to 2 courses from affiliated off-campus studies programs with approval from HS department chair.

- HS 309 Exercise is Medicine (lab)
- HS 310 Assessment in the Health Sciences (lab)
- HS 311 Neuromuscular Physiology (lab)
- HS 312 Cardiorespiratory Physiology
- HS 318 Orthopedic Anatomy (lab)
- HS 319 Environmental Physiology
- HS 322 Global Health
- HS 326 Epidemiology (lab)
- HS 330 Advanced Nutrition and Metabolism
- HS 376 Pathophysiology of Chronic Disease
- HS 390 Topics in Health Sciences

Requirements from Other Departments

- BIO 111 Intro to Ecology and Evolution
- BIO 112 Form and Function in Living Organisms

- CHEM 107 Chemical Structure and Bonding
- CHEM 108 Chemical Reactivity

OR

- PHY 103 Elementary Physics 1
- PHY 104 Elementary Physics 2

Students applying to programs in medicine, dentistry, physician assistant studies, nursing and other clinical health professions programs are often required to complete additional natural science courses.

Students who complete two of the following courses only need to complete three 300-level health sciences electives (instead of four).

- CHEM 203 Organic Chemistry I
- CHEM 204 Organic Chemistry II
- BIO 212 Cell Biology
- BIO 211 Genetics
- BIO 230 Microbiology

Students considering any graduate program should work closely with their advisors to plan their course of study.

[HS BS Major Checklist](#)

Health Sciences Bachelor of Arts (HS BA)

In addition to developing a scientific foundation for the study of the human body, the Health Sciences Bachelor of Arts (HS BA) also requires coursework in public health. This major will be of interest to students interested in careers in public health, health education, health policy, health administration and other population-level health professions. Students can tailor their curriculum to include pre-requisite courses specific to their interests.

Core Courses

- HS 120 Public Health
- HS 209 Human Anatomy and Physiology I
- HS 210 Human Anatomy and Physiology II
- Capstone Experience

HS Statistics Requirements (Choose 1 course)

- HS 232 Statistics for the Health Sciences
- Math 107 Applied Statistics

HS Electives (Choose 4 courses)

Discuss with your advisor the HS Electives that will best prepare you for your future goals.

Two of the 300-level HS electives must be taken in the Health Sciences Department at Gettysburg College. May include up to 2 courses from affiliated off-campus studies programs with approval from HS department chair.

- HS 309 Exercise is Medicine (lab)
- HS 310 Assessment in the Health Sciences (lab)
- HS 311 Neuromuscular Physiology (lab)
- HS 312 Cardiorespiratory Physiology
- HS 318 Orthopedic Anatomy (lab)
- HS 319 Environmental Physiology
- HS 322 Global Health
- HS 326 Epidemiology (lab)
- HS 330 Advanced Nutrition and Metabolism
- HS 376 Pathophysiology of Chronic Disease
- HS 390 Topics in Health Sciences

Requirements from Other Departments

- BIO 111 Intro to Ecology and Evolution
- BIO 112 Form and Function in Living Organisms

[HS BA Major Checklist](#)

Preparing for Health Professions

Many Health Sciences majors are interested in pursuing a health profession that requires additional training after Gettysburg College. Gettysburg College offers comprehensive [Health Professions Advising](#) through the Center for Career Engagement. Many health professions programs require additional courses in biology, chemistry, physics, psychology, or mathematics. Health Sciences faculty advisors and Health Professions advisors work with students to plan their course of study to meet their professional school requirements.

Health Sciences Courses

- HS-120 Public Health

This course introduces students to the core disciplines of public health including epidemiology, biostatistics, environmental health, social and behavioral sciences, and health policy. Using a social-ecological framework, emphasis is placed on understanding the determinants of health and approaches to public health challenges in the United States.

- HS-209 Human Anatomy and Physiology I

Systems approach to study the structure and function of the human body. Emphasis is placed on the levels of organization within the human body, and the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems. (The remaining systems are covered in HS 210 Human Anatomy and Physiology II.) Three class hours and three laboratory hours. Prerequisite: Bio 111 or 113 and Bio 112.

- HS-210 Human Anatomy and Physiology II

Systems approach to study the structure and function of the human body. Emphasis is placed on the anatomy and physiology of the cardiovascular, lymphatic, respiratory, urinary, digestive, reproductive, and endocrine systems of the human body. (The remaining systems are covered in HS 209 Human Anatomy and Physiology I) Three class hours and three laboratory hours. Prerequisite: HS 209; or with permission of the instructor

- HS-230 Nutrition

An integrated overview of human nutrition. Emphasis is placed on understanding how dietary choices impact general health and the development of chronic diseases. Prerequisite: BIO 111 or 113.

- HS-232 Statistics for the Health Sciences

An introduction to statistical methods commonly employed in the health sciences. Emphasis is placed on research design, descriptive statistics, fundamental probability theory, and hypothesis testing, and how to use common statistical software packages. Three class hours and three laboratory hours. Credit cannot be received for both this course and Biology 260, Economics 241, Mathematics 107, Psychology 205, or OMS 235.

- HS-290 Mentored Research Internship

Quarter credit internship graded S/U.

- HS-309 Exercise is Medicine

The primary goal of this course is to help one develop an understanding of the physiological benefits of exercise as well as the pharmacokinetics of commonly prescribed medications. Special attention will be placed on developing the knowledge and skills needed to assess individuals to ascertain their health risks, assess their current state of fitness and ultimately develop a customized and clinically appropriate exercise prescription. Students will also learn the underlying physiological mechanisms that allow exercise and medications to be effective interventions to promote health and combat disease. Three class hours and three laboratory hours. Prerequisite: HS 209 & HS 210.

- HS-310 Assessment in the Health Sciences

A practical and theoretical overview of various physical assessments related to health and disease. Students learn the underlying physiological basis for different assessment techniques as well as the practical skills needed to perform and interpret them. Emphasis is placed on understanding the underlying technology and methodology used for each technique. Three class hours and three laboratory hours. Prerequisites: HS 209 and HS 210.

- HS-311 Neuromuscular Physiology

An examination of the neurological and physiological properties of skeletal muscle. An emphasis is placed on the structural adaptation caused by use and disuse as well as exposure to acute and chronic stimuli. Students gain an in-depth understanding of a variety of topics related to skeletal muscle including: skeletal muscle microstructure, temporal summation, excitation-contraction coupling, isokinetics, force-velocity dynamics, fiber typing, electrical stimulation, and immobilization. Three class hours and three laboratory hours. Prerequisites: HS 209 and HS 210.

- HS-312 Cardiorespiratory Physiology

In-depth study of the structure and function of the cardiovascular and respiratory systems. Special attention will be given to the integrated function of the two systems, both in normal and pathological states. Prerequisites: HS 209 and HS 210.

- HS-318 Orthopedic Anatomy

Examination of the interaction of the skeletal, muscular, and nervous systems that create movement. Areas of study include the osteology, arthrology, myology, and neurology of the head, neck, trunk, and limbs. Various skills are analyzed to determine joint motion, types of muscle contraction, and involved muscles. Three class hours and three laboratory hours. Prerequisites: HS 209 and HS 210.

- HS-319 Environmental Physiology

Introduction to the physiological effects of, and adaptations to, extreme environments in humans, including hyperthermia (heat), hypothermia (cold), hyperbaric (high atmospheric pressure), hypobaric (low atmospheric pressure) and microgravity (space flight physiology). Prerequisite: HS 209 & HS 210.

- HS-322 Global Health

Introduction to the complex social, economic, environmental, political, biological, and cultural intersections that influence the global burden of disease. Emphasis is placed on understanding health inequities and the challenges to improving health outcomes on a global scale. Prerequisite: Juniors and Seniors only.

- HS-326 Epidemiology

Introduction to the basic concepts of epidemiology and biostatistics as applied to public health problems. Emphasis will be placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of statistical approaches to describe the health of populations. Three class hours and three laboratory hours. Prerequisite: Juniors and Seniors only.

- HS-330 Advanced Nutrition and Human Metabolism

Study of the physiological function and metabolic fate of carbohydrates, lipids, and proteins and their involvement in fulfilling energy needs for maintenance, growth, and work. Specific topics include the various pathways by which nutrients are stored, accessed and oxidized to provide energy; how exercise and disease affects these systems; the role of hormones and enzymes in regulating energy balance and substrate utilization; the role of diet and energy balance in metabolic syndrome X, obesity and other prevalent lifestyle diseases. Prerequisite: HS 230 or permission of Instructor

- HS-376 Pathophysiology of Chronic Disease

This is an entry level pathophysiology course. Emphasis is placed on the signs, symptoms, diagnosis, and treatment of the chronic diseases most commonly found in western society. Course specifically focuses on Cardiovascular Diseases (Hypertension, Atherosclerosis, Heart Attack, Stroke), Respiratory Diseases (Emphysema, Asthma, Bronchitis), Metabolic Disorders (Diabetes Mellitus, Hyperlipidemia, Obesity), Cancer, Chronic Inflammation and others. Prerequisites: HS 209 and HS 210.

- HS-390 Special Topics in Health Sciences - Seminar

Study of a topic not normally covered in depth in the regular curriculum of Health Sciences. Topics vary and will often correspond to a faculty member's area of academic research or a unique area of expertise. Offered irregularly. Prerequisite: HS 209 & HS 210 or permission of the instructor.

- HS-460 Individualized Study-Research

Independent investigation of a topic of special interest, including both literature and laboratory/field research. An oral presentation to the department and a written thesis are required.

- **HS-473 Individualized Study-Internship**

Independent internship experience under the direct supervision of professional personnel in a variety of HS-related areas. Internship must be approved by the Center for Career Development and the HS Department Internship Coordinator. Graded S/U.

- **HS-475 Summer Internship**

Independent internship experience under the direct supervision of professional personnel in a variety of HS-related areas. Internship must be approved by the Center for Career Development and the HS Department Internship Coordinator. Graded S/U.

- **HS-476 Individualized Study: Capstone Internship**

Independent internship experience under the direct supervision of professional personnel in a variety of HS-related areas. Internship must be approved by the Center for Career Development and the HS Department Internship Coordinator. Graded A-F.

- **HS-478 Summer Capstone Internship**

Independent internship experience under the direct supervision of professional personnel in a variety of HS-related areas. Internship must be approved by the Center for Career Development and the HS Department Internship Coordinator. Graded S/U.

- **HS-488 Capstone Seminar Course**

This Capstone course has been designed for your personal and professional development specifically utilizing the skills acquired as a Health Sciences major. Students will identify the professional expectations to both enter into and thrive in a Health Sciences career(s). Students will demonstrate the ability to effectively engage other professionals utilizing skills related to writing, verbal communication, visual presentations and other forms of professional engagement. Students will also identify the primary modes of professional continuing education, goal setting and demonstrate the ability to analyze and participate in the process of ongoing self-education. Finally, a tangible collection of capstone artifacts will be included in a portfolio that will be created over the course of the semester. Graded S/U.

History

History Program Description

If you want to help solve the world's pressing societal challenges, you'll first need to understand their context. As a History major or minor, you'll compare societies across time and geography to gain insight into the diversity of the human experience and your own place in the world.

In this program, you'll hone your investigation and information literacy skills by exploring and analyzing varied sources across a range of periods and developments in the Western and non-Western worlds.

Course topics include:

- Developments in the Age of Discovery in the 15th century
- Evolving relations between the United States and the Middle East
- Life in the medieval era
- Women's history
- Urbanism in American history

Your coursework will take place both inside and outside the classroom and will include research, collaboration with faculty, and hands-on fieldwork.

As a graduate, you'll be well prepared for graduate study or careers in government, non-profits, or the private sector, as well as for a lifetime of informed citizenship.

History Program Requirements

Major Requirements

[History Major Check Sheet](#)

Requirements for a major in history consist of ten courses.

- A 100-level world history course
- A Historical Method course that provides special opportunities for group work and collaborative research
- At least three courses at the 300 (advanced) level
- Four courses at the 200 or 300 level, chosen from at least four of the following groups: North American, European, Asian, Latin American, African, Islamic, Comparative History.

[View list of 200-300 level History Courses counting towards the History Major Field Distribution Requirements.](#)

[View list of First Year Seminars that may be counted as 100-level electives for credit towards the History Major.](#)

[View a list of Non-Departmental Courses eligible for credit toward the History Major.](#)

The Capstone Experience: Senior Research Seminar

As a senior, each history major must select a research seminar as the capstone course in the history program.

A selection of senior seminars is offered each year. They provide students with an opportunity to work in small groups with a faculty member in research of a selected topic. Typically, participants are expected to engage in reading, discussion, oral reports, writing of formal papers based on individual research, and critiques of each other's work.

Minor Requirements

[History Minor Check Sheet](#)

The minor consists of six courses.

- No more than two of the courses may be at the 100 level
- At least two must be at the 300 level, and one of which must be History 300: Historical Method
- One course may be from the Courses from Other Departments list for the major.
- No more than one AP or transfer credit may count toward the minor

Minor courses may not be taken S/U.

History Courses

- HIST-102 Alexander the Great to Cleopatra: Forging Multicultural Empires

A period of upheaval and chaos succeeded Alexander's death, but it gave way to an era of unprecedented political and cultural interaction around the Mediterranean. As Alexander's successors struggled to maintain their hold on the vast empire that the great general had conquered, they soon discovered that it was impossible to impose their rule on an established nation, or nations, without assimilating and respecting that nation's culture, at least to some degree.

- HIST-103 Europe Africa and Asia 1750-1900

Introduction to the history of the modern world (app. 1750-1930). Focus is on the comparative global history of Asia, Africa, and Europe during this period. Course examines economic, political, and cultural interactions between these three continents, and includes some history of the Americas to round out the picture of world history. Themes include global economics (slave trade, industrial revolution(s), world markets), imperialism, nationalism, and world war. Course is intended as an introductory history class for all students and fulfills one of the Humanities requirements. Course also fulfills the global history requirement for majors. Offered annually.

- HIST-105 The Age of Discovery

Course focuses on cultural and economic interactions between Europe, Asia, the Muslim World, and the Americas, and places great 'discoveries' of Western history--the new World, conquests, the 'rebirth' of antiquity, and the beginnings of modern science--within their context of cross-cultural exchange. Students consider literary, scientific, and religious influences on individual encounters, as well as historians' explanations for long-term global realignments during a dynamic period in world history. Offered annually.

- HIST-106 The Atlantic World 1600-1850

Examination of the development of an Atlantic world system that connects Europe, Africa, and the Americas. Students study Atlantic communities in a comparative context that emphasizes international trade and communication, encounters between native and colonial peoples, the rise and fall of New World slavery, and the development of new national identities. Offered annually.

- HIST-110 The Twentieth Century World

Historical change in the global setting, from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity. Offered annually.

- HIST-200 Topics in European History

Exploration of an announced topic in European History. Offered as staffing permits.

- HIST-201 Introduction to Public History

This class introduces students to ideas, debates, and best practices in the field of public history. Public history is a term that defines a constellation of historical practices outside of the academy, but most often refers to historians who work in institutions such as museums, historic sites, preservation offices, archives, and cultural resource agencies. This course will introduce students to the historical origins of public history in the United States and current ideas about the practice of public history. Offered annually.

- HIST-203 History of the British Isles
Survey of British history from ancient times to 1800. Includes Ireland, Scotland, and the overseas empire. Offered every other year.
- HIST-204 History of the British Isles
Survey of British history from 1800 to the present. Includes Ireland, Scotland, and the overseas empire. Offered every other year.
- HIST-206 Spain and the New World
Examination of the social, cultural, and political history of Spain and the New World from 1450 to 1700. Special attention is given to the effects which the discovery of the New World had on Spain and Latin America and the manner in which Spain imparted its institutions, culture, and beliefs to the peoples it conquered. Offered as staffing permits.
- HIST-207 The Spanish Inquisition
In the words of Cardinal Ximenez, character in the Monty Python sitcom: "Nobody expects the Spanish Inquisition. Our chief weapon is surprise and fear...and ruthless efficiency." How accurate is the popular conception of the Spanish Inquisition? Was it an instrument of sadistic torture and cruelty? In this course we will examine the history of the Spanish Inquisition, considering the myths and legends which have circulated about the "Holy Office." We will set the Spanish Inquisition in the context of late medieval and early modern European history, briefly considering other inquisitions, in order to understand its origins, development, and operation.
- HIST-208 Islamic History 600-1500
Introduction of Islamic history from Pre-Islamic Arabia to the Conquest of Constantinople. Analysis covers the rise of Islam, the impact of the life of the Prophet Muhammad, and the rapid growth and expansion of the Islamic empire. Examines the socio-religious debates of the Islamic community against a backdrop of political intrigue, civil war, revolution, and mass migration. Covers a broad range of Islamic culture from architecture, miniature art, banquets and erotic poetry to science, maps, travel, education, and tulips. Offered annually.
- HIST-209 Women's History Since 1500
Survey of the history of women since 1500, with particular attention on women's participation in the political, economic, cultural, and familial realms. Focus is primarily on European women, with occasional comparisons to the United States. Offered as staffing permits.
- HIST-210 Hist of Early Modern France
Examination of major themes in French social, economic, and cultural history, from the reign of Francis I and the emergence of the Renaissance state to the Revolution with its sweeping away of the order associated with that state. Course concentrates on the changing social and economic structure of the period, as well as on the contemporaneous evolution of 'popular' and political culture. Offered as staffing permits.
- HIST-211 Popular Culture in Early Modern Europe, 1500-1800
Survey of developments in French, Italian, English and German popular culture over three centuries. Inquiry covers whether elite culture-makers were waging war upon popular culture in early modern Europe, and whether popular culture was being driven underground from the sixteenth to the eighteenth centuries. Topics of study include Carnival, community policing, ritual behavior, family life, violence, deviant behavior, religion, magic, and the transmission of culture. Offered as staffing permits.
- HIST-212 History of Modern France
Course covers the social, political, and cultural history of France from the end of the French Revolution to the present. Topics to be discussed in detail include: the legacy of the French Revolution, the expansion of the French imperial world and "nation-building" in rural France, the twin catastrophes of two world wars, the post-World War II economic miracle, challenges of urbanization, decolonization and immigration, and France's changing role in the world and Europe. Offered as staffing permits.
- HIST-216 Modern Russia and the Soviet Union
Introduction to the history of modern Russia and the Soviet Union. Course follows political, economic, cultural, and social developments in Russia from the time of Catherine the Great and the French Revolution to the collapse of the former Soviet Union. Topics include Tsarist Russia, Russia in World War I, the Russian Revolution of 1917, Stalinism, the Cold War, the Post-1945 period, and Gorbachev and the end of single-party rule. Course also addresses the role of women, minorities, and social classes in the history of modern Russia. Offered every other year.
- HIST-218 Modern Germany
Introduction to the history of modern Germany, addressing political, economic, cultural, and social developments since 1800, with special attention given to the Bismarckian and Wilhelminian era, World War I, the Weimar and Nazi periods, World War II, the Holocaust, and the era of the two Germanys. Students may not receive credit for this course and Hist 218-GC taught in Cologne. Offered every other year.
- HIST-219 The Great War
One hundred years ago Europe's Great Powers went to war. The resulting conflict forever altered the nations that fed its human destruction. This course examines the First World War's history, cultural legacy, and memory from 1914 to the present. It does so through both traditional study of the examination of the causes, conduct, and consequences of the war, but also, investigates the Great War as a cultural experience, one that went far beyond the battlefields of Europe, its legacy deeply felt to the present day. Students will learn not only the history of the war itself, but how war's change people, how they alter notions of identity, how their legacies develop and change over time. Through detailed study of the war's history, cultural production, and by problematizing its lasting memory, students will understand not only the history of a conflict important in world history, but lenses for understanding war itself, that go far beyond the years 1914-1918. Offered every other year.

- HIST-220 Topics in Asian History
Exploration of an announced topic in Asian History. Offered as staffing permits.
- HIST-221 History of East Asia to 1800
Survey of East Asian civilizations to approximately 1800 and of East Asian political, social, and intellectual developments since the beginning of the Qing Dynasty. Offered as staffing permits.
- HIST-222 History of East Asia:1800 to Present
Survey of East Asian civilizations since 1800 and of East Asian political, social, and intellectual developments since the beginning of the Qing Dynasty. Offered as staffing permits.
- HIST-223 Modern China
Study of Chinese history since the beginning of the Qing Dynasty, with emphasis on transformations of the nineteenth century and the Nationalist and Communist revolutions. Offered annually.
- HIST-224 Modern Japan
Examination of Japanese history and culture from the beginning of the Tokugawa period (ca. 1600) to the present. Explores Japan's attempts at constructing a nation that would meet the challenges of modernity, while at the same time preserving Japanese traditions. Offered annually.
- HIST-226 The Birth of a Deadly "Boy": The History and Science of the Atomic Bombings of Japan
Exploration of the events surrounding the 1945 destruction of Hiroshima and Nagasaki. The history of the Pacific War leading up to the bombings is presented as well as the cultural, ethical, and political repercussions that followed in both the U.S. and Japan. A basic understanding of the science behind the weapons used and the biological damage done is given through appropriate atomic, nuclear, and medical physics. The controversy of the U.S. decision to use atomic weapons is discussed. Offered as staffing permits.
- HIST-228 Modern Australia
Survey of Australian History since first European settlement. Major themes include political, economic, social and cultural developments. Significant attention paid to Australia's role in world affairs, racial policies, and demographic change. Offered annually.
- HIST-230 The Native American-European Encounter in North America
Course focuses on encounters and adaptations between native American and European peoples in North America from 1500 to the present. Topics include the demographic consequences of contact; impact of European trade, religion, and war on native societies; relations between native Americans and the U.S. government; and the question of native American identity in the modern world. Offered every other year.
- HIST-231 United States to 1877
Survey of United States, from colonization through Reconstruction. Major topics include: encounters and adaptations between European, African, and Native American peoples; origins, operation, and destruction of American slavery; ideological and political origins of American democracy; nineteenth-century urbanization and industrialization; origins and consequences of the Civil War. Offered every other year.
- HIST-232 U.S. since 1865
This class is a survey of U.S. History since 1865 that will focus on how various groups in American society have defined themselves as citizens. Why people have collectively come together to pursue and defend a common set of interests, often to the point of violence, is the primary line of inquiry of this class. In pursuing this question, we will examine the various claims that American citizens have placed upon government, both at the state and federal level. Offered as staffing permits.
- HIST-236 Urbanism in American History
Introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the late twentieth century, students investigate the nature of urban life and its influence on the course of American development. Offered as staffing permits.
- HIST-238 African American History: A Survey
A broad overview of the African and African American experience in colonial North American and the United States. This course considers how black peoples have responded to and been shaped by their experience during slavery and freedom, as well as examining the considerable economic, cultural, social and political impact of their presence in the United States. Offered annually.
- HIST-240 Topics in United States History
Exploration of an announced topic in United States History. Offered as staffing permits.
- HIST-241 History of Protest in the United States
This course charts the rise of protest in the United States, paying particular attention to the Civil War Era. It identifies key turning points throughout the mid-19th century--temperance, abolition, suffrage, women's rights, and the labor struggle-- that transformed the meaning of freedom in the U.S. This course also seeks to identify the key tropes and strategies that unite these otherwise disparate movements. Readings will include both primary and secondary sources with many opportunities for students to conduct short primary research projects on topics of their choice.
- HIST-244 American Military History
A survey of the American military experience from the early colonial period to the most recent experiences in the Gulf War and Afghanistan. The

course encompasses a study of the relationships and impact of warfare and military forces in the establishment, expansion, preservation and development of the United States. Emphasis is placed on the context of American warfare and how it has influenced our history and way of life. The course analyzes factors which have influenced military operations, such as strategy, tactics, organization, technology, logistics, national will, leadership and luck. Offered annually.

- HIST-247 Gettysburg in History and Memory

An examination of the Confederate invasion of Pennsylvania in the summer of 1863, involving an understanding of the major protagonists, the regional history into which they thrust themselves, a comparative history of battle at Gettysburg and elsewhere in the 19th century, and an overview of the consequences of the battle. Assignments will include readings in primary sources on the battle, outdoor forays across the Gettysburg National Military Park and adjacent sites, and a research paper on a particular aspect or personality connected with the battle. Offered every other year.

- HIST-248 Poverty and Welfare in American History

Survey of the history of poverty and responses to poverty in America, from the colonial period to the passage of recent welfare reforms. Class focuses on three interrelated clusters of questions. Who were the poor and how have they lived? What have Americans thought about poverty? And what have been the public and private policy responses to poverty? Course has a required service-learning component. Offered as staffing permits.

- HIST-249 American Intellectual History

A study of the history of American ideas and the ways Americans have invoked ideological or philosophical interventions to change or protect their moral lives and cultures, whether in the form of literature, philosophical treatises, protest writings, or writings about art and architecture. Readings include primary sources by William Ames, Jonathan Edwards, Charles Hodge, William James, W.E.B. DuBois, Reinhold Niebuhr, Richard Rorty and interpretive essays. Offered every other year.

- HIST-251 Greek History

Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. CLA 251 and HIST 251 are cross-listed. Offered every other year.

- HIST-252 Roman History

History of the Republic and Empire. Offered every other year. CLA 252 and HIST 252 are cross-listed.

- HIST-253 Being Jewish in a Greco-Roman World

This course aims to explore how Jews in the ancient Mediterranean world, both those in Judaea and in the Diaspora interacted with and participated in a world dominated politically by pagans, first Greeks, then Romans. Major historical events, from the Babylonian exile, through the Maccabean revolt, and subjugation of Judaea by Rome will form the basic structure for the course. Within this framework, we will explore issues of religious expression (What form did the practice of Judaism take within different pagan societies?), religious tolerance, imperialism and subjugation, and forms of religion-centered protest. CLA 253 and HIST 253 are cross-listed.

- HIST-255 Modern Sports World History

Through an examination of sports, this course will explore some of the most significant themes in modern world or global history, such as race, gender, and class relations. Historians and other scholars (economists, sociologists, anthropologists, psychologists, mathematicians and many others) have been studying the field of sports and leisure seriously for at least the last four decades. In the past two plus centuries, the modern era, organized sports and leisure-time activities have formed a major source of entertainment, economic consumption, and political and personal identity for countless individuals. Sports have also played a critical role in the efforts of modern women and men to define their lives and to find places for themselves in a rapidly changing world. Students in this course will trace major developments such as the effects of urbanization, shifting gender, race, and ethnic relations, the forging of identities, and the growth and influence of consumerism in the modern era by examining and analyzing sports history.

- HIST-260 Topics in Latin American History

Exploration of an announced topic in Latin American History. Offered as staffing permits. HIST 260 and LAS 260 are cross-listed.

- HIST-261 Colonial Latin American History

Exploration of Spanish and Portuguese America from its roots in Iberia and indigenous America through three centuries of change. During the period, Native Americans, Europeans, and Africans transformed their economies and cultures and created new societies. Hist 261 and LAS 261 are cross-listed. Offered every other year.

- HIST-262 Modern Latin American History

Survey of Latin American history from independence through the formation of national identity and the quest for modernity to dictatorship, democracy, and neoliberalism. Hist 262 and LAS 263 are cross-listed. Offered every other year.

- HIST-264 Brazil: Earthly Paradise to Industrial Giant

Major themes in Brazilian history from early Portuguese-indigenous relations, expanding frontiers, colonial society, and the development of African slavery, through nineteenth-century formation of national identity, to twentieth-century industrialization, political struggle, and cultural change. Hist 264 and LAS 264 are cross-listed. Offered as staffing permits.

- HIST-270 Topics in African History

Exploration of an announced topic in African History. Offered as staffing permits.

- HIST-271 African History and Society to 1880s

Study of African history from the pre-colonial era to the 1880s covering traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. Offered annually.

- HIST-272 African History and Society From 1880s

Study of African history from the 1880s examining developments leading to the colonization of Africa, changes in African societies under colonial rule, African responses to colonialism, African nationalist movements, and post-colonial socioeconomic and political experiments. Offered annually.

- HIST-273 Africa in Fiction, History, and Memory

A critical examination of the literary, filmic, historical, and memorial representations of Africa. The course traces and analyzes the politics that informs the cultural constructions of Africans as people who live in particular spaces and times. The course compares various African(ist) literary, cinematic, and historical traditions and maps out the areas of convergence and differences as far as the representation of Africa is concerned. Engaging with history as a discipline, it highlights alternative ways in which intellectuals and laypeople have laid claim to the interpretation of the African past. Finally, moving away from Euro-centrism, the course emphasizes cultural productions of African writers, film directors, and public historians to show that Africans are not just subjects of history; they are equally agents of historical representation in its various guises. AFS 262 and HIST 273 are cross-listed. Offered as staffing permits.

- HIST-274 Africana Intellectual History

Exploration of the evolution, links, and applications of black thought in the Atlantic World. Efforts toward political, economic, and social change in the African Diaspora are examined through the lenses of various ideologies and historical contexts, such as black emancipation and nationalist movements, black and African feminism, and global expansion of hip hop culture. Students conduct extensive analysis and discussion of oral traditions and primary writings, stretching from Sundiata to C. L. R. James, Sojourner Truth to Franz Fanon, and Frederick Douglass to Angela Davis. AFS 331 and HIST 274 are cross-listed. Offered every other year.

- HIST-278 History of Islamic Technology

Study of Islamic technology, as the set of arts and crafts that impart a distinctive atmosphere to the predominantly Muslim societies of the Middle East and North Africa. Concentrates on technologies that contribute strongly to the particular qualities associated with life in the Muslim world. Offered as staffing permits.

- HIST-280 Constructions of Race and Ethnicity in the Classical World

This course explores the ways in which people in the Classical world constructed race and ethnicity. Using sources ranging from Minoan frescoes, to the Bible, and Roman love poetry, we examine questions such as: What criteria did people in the Classical world use to create constructions of race and ethnicity? How was self-definition developed as a contrast/comparison to an "Other". In what ways do ancient views of race and ethnicity differ from our own? CLA 280 and HIST 280 are cross-listed.

- HIST-300 Historical Method

Course introduces majors to the techniques of historical investigation, considers the nature of history, and examines the relation of history to other fields of study. Prerequisite: Two courses in history. Offered annually.

- HIST-302 Historiography

Topics covered begin with the origins of history-writing in Herodotus, Xenophon and Thucydides and continue to the post-Enlightenment models of deconstruction, environmental history, and the 'clash of civilizations.' Students will address four basic questions: What is history? How have 'the great historians' gone about the task of choosing what to write about the past? What are the literary genres they have adopted? Can we ever get at the truth of history? Offered as staffing permits.

- HIST-303 Topics in European History

Exploration of an announced topic in European History. Offered as staffing permits.

- HIST-305 Global Epidemics: From Subjugation to Science

This course examines how physicians throughout the British and American empires in the nineteenth and twentieth centuries depended upon populations of dispossessed people of color in Africa, the Caribbean, the American South, India, Latin America, and other parts of the world to advance new theories about the cause of disease transmission. CWES 305 and HIST 305 are cross-listed.

- HIST-306 Italian City States

A study of the Italian City-states of the Middle Ages and Renaissance. This course examines the evolution of the city-states of northern and central Italy from the ninth through the seventeenth centuries. The purpose of the course is to compare political, social, economic and cultural systems of several city-states in order to understand how the unique evolution of this area contributed to the development of modern western political theory, the rise of bourgeois society, European expansion and the ascendancy of humanism in western culture. Offered as staffing permits.

- HIST-308 Women, Power, and Politics in Early Modern Europe

Study of women's access to political power and their participation in politics in early modern and modern Europe. Consideration is given to different ways women exercised authority and influence and how they expressed a political voice. Includes an analysis of perceptions of politically powerful women. Offered as staffing permits.

- HIST-311 Medieval Europe

Survey of the period from the breakdown of Roman institutions in the West to the coming of the Black Death in 1347. Special emphasis is given to political, cultural, and social developments, including such topics as the Germanic invasions, the reign of Charlemagne, the struggle between secular rulers and the papacy, the Crusades, and the twelfth-century renaissance. Offered every other year.

- HIST-312 Britain, Nation and Empire, 1660-1815

Study of the simultaneous creation of the modern British nation and the first British Empire. Topics include Britain's recovery of its Roman past in architecture, arts, and literature; Scotland's and Ireland's place in the nation and empire; encounters with the indigenous peoples of the Americas, Africa, India, and the South Pacific; geopolitical rivalries with other European powers; and the long-term impact of imperialism on modern notions of British identity. Offered every other year.

- HIST-313 Renaissance & Reformation

Study of the gradual transition from the medieval to the early modern world, from ca. 1350 to the end of the sixteenth century. Course covers the cultural, political, economic, and religious changes and discusses such seminal figures as Petrarch, Machiavelli, Luther, Calvin, and Loyola. Offered every other year.

- HIST-314 Early Modern Europe 1555-1750

Course begins with the sixteenth-century wars of religion and continues with a study of the Habsburgs' attempts to dominate Europe, the emergence of France to predominance, and the development of the absolute state. The cultural and social impact of those political changes form a central part of the class. Offered every other year.

- HIST-315 Europe and the Age of Revolution

Intensive analysis of the origins and implications of the French Revolution. Course explores the differing aspirations of the nobles and peasants, lawyers and artisans, clerics and women, soldiers and philosophers whose world was transformed during the revolutionary decades. Students assess diverse interpretations of the revolution's causes and its consequences for the development of modern political culture. Offered as staffing permits.

- HIST-316 Transformations in Nineteenth Century Europe

In-depth analysis of the history of nineteenth-century Europe. Course follows political, economic, cultural, and social developments in Europe beginning with the Ancien Regime and the French Revolution. Focus is on the transformations in the nineteenth century that brought Europe and much of the world into the modern era. Topics include the industrial revolution, Napoleon, political ideologies, the creation of new social classes, and scientific and medical revolutions. Course emphasizes the differences between the world before 1789 and the world in which we live today. Offered every other year.

- HIST-317 Europe 1871-1919

Period from the Paris Commune of 1871 to the settlement of the Great War in 1919. Course explores transformations in European economies, states, foreign relations, society, and thought that formed the backdrop for the Great War.

- HIST-318 Europe 1914 to 1945

Studies of selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945. Offered every other year.

- HIST-319 Europe Since 1945

Perspectives on postwar Europe: reconstruction, de-Nazification, de-Stalinization, the end of the colonial empires, nationalism and European integration, and the role of the state and of religion, with the reflection of these in culture and society. Offered every other year.

- HIST-320 Topics in Asian History

Exploration of an announced topic in Asian History. Offered as staffing permits.

- HIST-323 Gender in Modern Japan

Examination of Japanese history from the 1600s to today using gender as the main category of analysis. Course explores connections between gender constructions (of proper masculine and feminine roles) and the modernizing process. Topics and themes include class differences, religious attitudes, political participation, sexual orientation, legal rights, militarism, educational and employment opportunities, participation in sports and the arts, and the role of the family. Offered every other year.

- HIST-325 Tokugawa Japan: 16th-19th Century

Study of early modern Japan beginning with mid-sixteenth century civil war and unification and ending with the collapse of the Tokugawa shogunate in 1868. Emphasis is on the social, cultural, and political transformations during this extended period of peace and relative isolation. Encounter samurai, geisha, kabuki actors, rebellious peasants, wealthy merchants, Confucian scholars, and more. Offered every other year.

- HIST-326 Science and Technology in Modern Society: A U.S.-China-Japan Comparison

Offered as staffing permits.

- HIST-330 The Ottoman Empire: 1300-1923

Survey of the history of the Ottoman Empire. Topics include the arrival of the first Turks in Anatolia; origins of the Ottoman ghazi warriors; Ottoman conquests in Eastern Europe, South-west Asia, and North Africa; government, religion, and socio-economic aspects of daily life and material culture. Concludes with the demise of the Ottoman Empire: the Tanzimat (rejuvenation period); the "Eastern Question;" and the onset of the nationalist movements that frame the Middle East of today. Offered annually.

- HIST-331 The Austrian Empire

. History of the Austrian Empire from its rise in the late medieval and early modern period until its demise at the end of the First World War. The course looks at many dimensions of this sprawling, multi-lingual, multi-ethnic state, which was for long periods of its history a European and even global power. In particular, the course looks at the construction of the empire, its ability to adapt to the pressures of the Enlightenment and the French Revolution, its evolution in the nineteenth century, its dissolution in the twentieth century, and its legacies for contemporary Europe.

- HIST-334 Law and Society in United States History

Determining and applying law goes far beyond judicial decisions of which laws are relevant for a particular case. Course will consider how culture, politics, economics, and other forces have shaped the law, and have been shaped by the law, in order to better understand how the law actually works. By examining a spectrum from sensational murder cases to routine legislation, this course explores the law's power to shape the lives and thinking of ordinary Americans. Offered every other year.

- HIST-335 American Social and Cultural History

Course traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture, beginning with the American Revolution to the Civil War. Offered as staffing permits.

- HIST-336 American Social and Cultural History

Course traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture, beginning with the Civil War to the present. Offered as staffing permits.

- HIST-337 Borderlands of the Americas

Explores geographical regions from the Great Lakes to the South American pampas beyond the effective control of Spanish, Portuguese, British, or French empires or early nation states. Often transitional environmental zones, ecological and human variables shaped these spaces of ethnic, cultural, and economic exchange, where competing spheres of indigenous and European influence overlapped. The histories of these places have often been memorialized and mythologized in the development of national identities. Offered as staffing permits.

- HIST-339 From Old South to New South

Romantic legends of the Old South and the Reconstruction era serve as a point of departure for the entire class. Exploring the origins and development of a slave system, and the ways that human bondage infused all aspects of Southern life is the dominant line of inquiry for the first half of the class. How Southerners of all backgrounds came to grips with Union victory, emancipation, and military occupation after Appomattox is the primary line of investigation for the second half of the class. Offered every other year.

- HIST-340 Topics in United States History

Exploration of an announced topic in United States History. Offered as staffing permits.

- HIST-341 Colonial America

Examination of the colonization of North America from ca. 1500-1750, with emphasis on the European-Indian encounter, the origins of slavery, and comparative analysis of family, gender, and labor relations. Students also study provincial American culture from different regional perspectives and within a wider British-Atlantic world. Offered every other year.

- HIST-342 Revolutionary America

Examination of the origins, conduct, and results of the American Revolution, from ca. 1750-1790. Emphasis is on the social and cultural transformation of American life and the political ideology of the revolutionaries. War for Independence is explored from the perspectives of soldiers, civilians, women, African Americans, loyalists, and Indians. Offered every other year.

- HIST-343 The Early Republic

Course covers the period from the 1790s to the Mexican War and explores currents of American national life under such influences as Jefferson's agrarian republicanism, the emergence of liberal capitalism, and the democratic movements of the Jacksonian period. Attention is paid to slavery and sectionalism. Offered every other year.

- HIST-344 Lincoln

An exploration of the life and significance of Abraham Lincoln, with a particular focus on his intellectual development in legal, political, philosophical and religious terms, and on the major issues of his presidency. Assignments will include intensive readings in Lincoln documents, the reading of significant interpretations of Lincoln's life, and a research paper. Offered every other year.

- HIST-345 Civil War

The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war. Offered every other year.

- HIST-346 Slavery, Rebellion and Emancipation in the Atlantic World

Comparative study of slave systems, enslaved peoples, and emancipation in the Atlantic world. This course examines processes of slavery, resistance, and emancipation in Africa, the Caribbean, and the Americas from the 1500s to today. The course analyzes the effectiveness of emancipations and conclude by heightening awareness of ongoing slavery in Sudan and other countries. Offered every other year.

- HIST-347 Gettysburg in History and Memory

An examination of the Confederate invasion of Pennsylvania in the summer of 1863, involving an understanding of the major protagonists, the regional history into which they thrust themselves, a comparative history of battle at Gettysburg and elsewhere in the 19th century, and an overview of the consequences of the battle. Assignments will include readings in primary sources on the battle, outdoor forays across the Gettysburg National Military Park and adjacent sites, and a research paper on a particular aspect or personality connected with the battle. Offered every other year.

- HIST-348 Early Twentieth Century America

Focus is primarily on the major political, economic, and social developments in the U.S. from about 1900 to 1945. Some attention is given to the role of the U.S. in the world during this period. Offered every other year.

- HIST-349 The United States since 1945

Examination of major political, economic, and social developments in the U.S. since 1945, including demands made on the U.S. as a leading world power. Offered every other year.

- HIST-350 The Modern Black Freedom Struggle in America

This course will explore the twentieth-century African-American struggle for equal rights. Special attention will be paid to the legacy of *Brown v. Board of Education*, the role of women, young people & college students in the movement, the relationship between legal equality and economic justice, black power, the connections between the Cold War and domestic civil rights campaigns, the “long civil rights movement,” and the relationship between past inequalities and contemporary policies. Offered every other year.

- HIST-351 Social Protest in the Nineteenth Century

This course charts the rise of protest in the United States, paying particular attention to the Civil War Era. It identifies key turning points throughout the mid-19th century--temperance, abolition, suffrage, women's rights, and the labor struggle-- that transformed the meaning of freedom in the U.S. This course also seeks to identify the key tropes and strategies that unite these otherwise disparate movements. Readings will include both primary and secondary sources with many opportunities for students to conduct short primary research projects on topics of their choice.

- HIST-352 Gender and Sexuality During the American Civil War

Study of the experiences of women and men during the Civil War era (app. 1840-1870s), with particular attention given to the following questions: How did the public role of women evolve during these decades? How did the experiences of women and men vary according to race, class, condition of servitude and location? How did the war illuminate or challenge existing gender roles? How did the military experiences of the war shape notions of masculinity? Offered as staffing permits.

- HIST-360 Topics in Latin American History

Exploration of an announced topic in Latin American History. Offered as staffing permits. HIST 360 and LAS 360 are cross-listed.

- HIST-361 The Mexican Revolution

Study of the background, precursor movements, participants, events, and outcome of the violent social revolution; that swept the Mexican countryside between 1910 and 1917. Hist 361 and LAS 361 are cross-listed. Offered every other year.

- HIST-362 The U.S. & Latin America since 1898

The United States and Latin America since 1898. This course examines the evolution of U.S. policy toward Latin America, identifying the historical developments that have shaped that policy. It also investigates the effects these policies have had in the region and the ways in which Latin Americans have reacted to them. While the course centers on traditional diplomatic history in its orientation, it also examines interactions among non-state actors and the broader cultural and social dimensions of international relations. Offered as staffing permits.

- HIST-364 Slavery and Society in Brazilian History

Intensive study of Brazilian history with an emphasis on the creation of social difference, the formation of concepts of race and ethnicity, and the construction of colonial, imperial, and national identities. Exploring historiographical trends and recent scholarship, the course emphasizes topics such as early contact, colonial society, Indian and African slavery, immigration, religion and culture, and indigenism. Hist 364 and LAS 364 are cross-listed. Offered as staffing permits.

- HIST-370 Topics in African History

Exploration of an announced topic in African History. Offered as staffing permits.

- HIST-371 Modern African Environments: History, Ecology, and People

Study of the evolution of the interactions between people and the environment in Africa. Using the early 19th century as its starting point, the course examines the ways in which Africans (and others) not only managed Africa's natural resources over the course of the 19th and 20th centuries and how they perceived the ecological system around those resources, but also explores various struggles to control the environment in Africa. The course equally inquires into the ways in which outsiders have created and propagated myths regarding Africans in connections with their environments. Offered as staffing permits.

- HIST-373 History of Sub-Sahara Africa in the Twentieth Century

Study of the impact of European colonial rule on African cultures, African responses to colonialism, and the impact of the colonial experience on contemporary African nations. Course also examine various methods of African resistance to colonial rule. Offered as staffing permits.

- HIST-375 Aid and Volunteering in Africa: From Missionary Service to Peace Corps

A critical examination of the evolution of foreign aid provision and volunteering in Africa. The course analyzes the international and transnational politics of assisting Africans in their quests for a better life. The course also examines the various ways in which aid provision and volunteering have constructed Africa as the ultimate "paradigm of difference.¿ It assesses the impact of aid and volunteering on African societies and investigates the possibility of alternative approaches to aid provision. The course finally explores how Africans have historically been instrumental in the development/modernization of their respective societies. AFS 375 and HIST 375 are cross-listed. Offered as staffing permits.

- HIST-376 France and Sub-Saharan Africa in Global Context

A critical examination of the rise and evolution of the shared, but also contested, history between France and the nation-states that once formed France's empire in Africa south of the Sahara. The course will begin by briefly introducing the French colonial expansion in Africa in the late 19th century and mapping out its geographic contours. Offered as staffing permits.

- HIST-379 US-Middle East Interaction: 1776 - 1979

Traces US relations with the Middle East from the earliest encounters in the eighteenth century with the Barbary States of North Africa to American involvement in the Iranian Revolution. We examine the symbiotic relationship of Islamo-Christian civilization from 600 C.E. until today, the irony of American slavery in the Middle East, the impact of European Orientalism on American views, Holy Land fantasy and missionary ventures, the impact of the Cold War on American policies regarding the Middle East, the quest for control of oil, the effects of the Iranian Revolution, and the development of the Muslim community in America. Offered as staffing permits.

- HIST-380 Conquest Narratives in Islamic History

This course provides an extensive survey of the military, economic, social, and political history of the early Islamic conquests from the Rashidun Caliphate (632–661 CE) onwards. The course examines historical and historiographical topics including seventh-century conditions, causes of expansion, geography of warfare, and battle narratives. This course covers the conquest of Arabia, the incorporation of former Byzantine provinces, the expansion into the northern Mesopotamian frontier, and the fall of the Sasanian Empire.

- HIST-410 Sem: Abraham Lincoln

Offered as staffing permits.

- HIST-412 Sem: Eisenhower & His Times

Dwight Eisenhower's career as a soldier, educator and statesman will be examined, with primary attention focused on his popular and consequential presidency. Exploring how Ike responded to challenges and how his actions as president reflected his sensitivity to moral issues as well as the practical demands of politics, managing domestic affairs, and national security is a central concern of this seminar. We will attempt to evaluate the Eisenhower presidency in the context of the history of the modern presidency, to make some judgments about the validity of the popular presidential "ratings" systems. The course will be organized primarily around readings in primary and secondary sources, and in the discussion of papers. Offered every other year.

- HIST-413 Sem: Decolonization in Africa

The purpose of this seminar is to familiarize senior history majors with the debate about the decline of the European colonial empires in Africa. Basically, the course will provide perspectives for the assessment of the years 1940-1960 in Africa. The wider goal is to acquaint students with both European and African conditions which contributed to the rise of African anti-colonial sentiments and the ultimate forcing of the major colonial powers out of Africa. The heart of the seminar is the research paper. Students will choose one of two topics: whether or not (a) World War II served as a catalyst not a cause of the independence movements in Africa; (b) Africa's economic dependency on the former colonial powers has had the effect of limiting political independence in most African nations. For his/her topic each student will select an African country and leader. Offered every other year.

- HIST-416 Sem: The Spanish Inquisition

In the words of Cardinal Ximenez, character in the Monty Python sitcom: "Nobody expects the Spanish Inquisition. Our chief weapon is surprise and fear...and ruthless efficiency.¿ How accurate is the popular conception of the Spanish Inquisition? Was it an instrument of sadistic torture and cruelty? In this seminar we will examine the history of the Spanish Inquisition, considering the myths and legends which have circulated about the "Holy Office.¿ We will set the Inquisition in the context of early modern Spanish history to understand its origin, development, and operation. We will also consider new scholarly approaches to the documentary history left by the Inquisition. What can its documents tell us about Spanish culture and society in the early modern period? Offered as staffing permits.

- HIST-417 Sem: Meaning of Independence

In this seminar students will study the transformations in political ideology, social structure, and cultural values that accompanied American independence during the Revolutionary Era. Seminar participants will compare the meaning of independence for some of the leading figures of the Revolution - including George Washington, Thomas Jefferson, and John Adams - as well as the ways in which commonfolk - husbands and wives, slaves, working people - experienced independence in their everyday lives. Offered as staffing permits.

- HIST-418 Sem: Nazism

Senior research seminar on Nazism which is a shorthand term for National Socialism. National Socialism, the German variety of Fascism, dominated that country from 1933 to 1945. Students in the seminar will consider the origins, development, and effects of Nazism. In particular, students will examine the Nazi seizure of power, Nazi domestic and foreign policy, the Second World War, and the Holocaust. In addition students will look at major figures such as Hitler, Himmler and Heydrich, but will also read and discuss broader social and cultural issues. These issues will involve a look at life inside the Third Reich and how Nazism affected women, minorities and the young. Offered every other year.

- HIST-421 Sem: The U.S. and World War II

This course explores the American experience during the second World War. It will examine the origins of the war, the major military theaters, and the home front. Special attention will be paid to such themes as the state and society, race, and gender in context of a nation at war. Offered every other year.

- HIST-422 Sem: The Pacific War, 1931-1945

Senior seminar exploring the events, ideas, individual experiences and long-term significance of the Pacific War. Emphasis is on the conflict and its human impact through events that include the 1931 Manchurian Incident, the Rape of Nanjing and war with China, Pearl Harbor, expansion into Southeast Asia, and the dropping of the atom bombs. Offered every other year.

- HIST-423 Sem: Comparative Frontiers of the Americas

Seminar that takes a comparative approach to studying frontier regions of the Americas. Topics include colliding empires, inter-ethnic conflict and interdependence, shifting alliances, economic ties, social development, and cultural exchange and transformation. We will explore the concept of the frontier in the historiography, from Frederick Jackson Turner to recent re-evaluations. Offered as staffing permits.

- HIST-424 Sem: Race on Trial

This seminar examines how law and race have intersected in US history. The course will begin with an examination of legal scholarship from an interdisciplinary field, Law and Society in order to introduce students to basic legal concepts and schools of thought such as positive law, critical legal studies, and critical race theory. The goal is for students to understand the cultural, political, and social forces that have acted on the law, and vice versa, as well as understanding the complex ways in which law and race have shaped one another. After this introduction, the seminar will explore these theories in historical contexts of legal case studies, legislation, and rights discourse. Students will conduct preliminary research in the same sets of microfilmed and local court records in order to construct models of how historians might interpret legal sources, which will help prepare them for their final paper. Their own research paper will be based on original research in primary sources, and clearly link that research with the appropriate historiographical and legal schools of thought. Offered every other year.

- HIST-425 Seminar in the American Civil War

The seminar will focus senior history majors on one major problem of the Civil War through primary and secondary sources and will help each student to create an original research paper that will emulate articles published in the scholarly press. The major problem considered by the seminar will change from year to year. Offered every other year.

- HIST-426 Sem: Pennsylvania's Indians

Senior research seminar on Pennsylvania's original inhabitants, from prehistory through twentieth century. Course materials focus on the colonial era, c. 1680-1800, with examination of fur trade, religion, diplomacy, captivity, and warfare. Native and colonial groups studied include: Delaware, Shawnee, Iroquois, Quakers, Moravians, Scots-Irish. Offered every other year.

- HIST-427 Sem: Mediterranean Encounters

The Mediterranean is a geographical and cultural space, a circuit of lands and sea linked by a shared history. This seminar will investigate the cultural and literary dynamics of Mediterranean history, concentrating on encounters between Muslims, Christians, and Jews across the "Greater Mediterranean" from the Islamic Conquests to the Reconquista. Against the template of crusades and personal ambitions, issues related to trade and commerce, socio-cultural interactions, perceptions and misperceptions, geographical accounts, travel narratives, maps, art, and theories about the role that the sea itself played in Mediterranean history, will be discussed. Offered every other year.

- HIST-428 Letters and Letter-Writing

Course will examine the history of letter-writing, concentrating particularly on the early modern period. We will look at the development of letter writing from the medieval to the Renaissance period, considering such famous letters as those of Petrarch (1404-1374) and those of the Paston family (1422 -1509). We will examine the conventions that correspondents used as well as their goals in writing, considering also the material aspects of letters, epistolary culture, and gender. Offered every other year.

- HIST-429 Sem: History and Higher Criticism

This seminar locates the Qur'an in its late antique context in order to fully appreciate the historical conditions that shaped it. The course examines an extensive range of scholarly approaches to scripture in higher criticism, including historical criticism, form criticism, redaction criticism, and genre criticism. Since the Qur'an is the only extant primary source from which to reconstruct the history of Islam at its origins, higher criticism establishes the crucial link between life and literature in the past. While the Qur'an will be the primary focus, the comparative methods developed in this seminar are equally applicable to Judeo-Christian texts. Offered every other year.

- HIST-430 Sem: Expedition Chronicles of the Americas

Senior research seminar focusing on a single historical genre: eyewitness accounts of journeys in the Americas prior to independence. From the turn of the sixteenth century on, European explorers used this traditional literary form to record their land and sea voyages in the Americas. Their texts enthralled contemporary readers with descriptions of exotic places and people. For the historian, the accounts elucidate such subjects as

environmental and indigenous history, interethnic contact, cultural practices and transformations, trade, transportation, and European imperial competition. Seminar participants will write a close textual analysis and a historiography as they develop an original interpretation of one of these classic texts. Offered every other year.

- HIST-431 Sem: The Global South in the Age of Decolonization

A comparative and transnational examination of the process of decolonization as lived and viewed from the perspective of the Global South in the 20th century. This is a seminar that will familiarize senior history majors with the debates about the decline of the European colonial empires in Africa, South Asia, the Caribbean and beyond. Beside such outlook on the historiography on decolonization, the course will provide perspectives for the assessment of the years 1940-1994 in the Global South. What were the causes of the collapse of European empires? Did the decline of formal imperialism signal the establishment of symmetrical relations between former colonizers and the former colonial subjects? What were the consequences and legacies of decolonization? What contributions did the peoples of the Global South make to the construction of the post-1945 world and its global governance? Was the creation of distinct independent nation-states in Africa, Asia, and the Caribbean the only possible outcome of the politics of decolonization? These and other questions will be explored in this course.

- HIST-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- HIST-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- HIST-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- HIST-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- HIST-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- HIST-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- HIST-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- HIST-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- HIST-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- HIST-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- HIST-472 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded A-F

- HIST-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U

- HIST-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- HIST-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

- HIST-477 Half Credit Internship

Half credit internship, graded S/U.

Individualized Major (Self-Designed)

Individualized Major Program Description and Requirements

Brief Overview

The individualized major exemplifies the hallmarks of a liberal arts education at Gettysburg College. Individualized majors are integrated, interdisciplinary, self-designed majors that combine coursework and other experiences from at least two departments or fields with other experiences such as internships and off-campus study.

Students who complete an individualized major make connections across courses and achieve an education that is more than a transcript of self-contained courses. In addition, they are self-reflective and able to write and think in ways that express a growing self-awareness about the progress and impact of their education. The individualized major program is for students who want to chart a truly original path through the Gettysburg Curriculum by designing their own course of study.

How to Apply

To create an individualized major, you must develop a concept that is focused on a problem, question, or area of investigation of special interest, and that cannot be adequately addressed within a single department or discipline, or by an existing major at the college. You must [submit an application](#) to the Interdisciplinary Studies (IDS) Committee explaining your concept and proposing the courses through which you will explore it. Faculty sponsors (from two separate departments) will work with you to help you polish your application and will advise and guide you through your course of study.

Your individualized major must be an integrated plan of study that incorporates coursework from a minimum of two departments or fields. In addition, an individualized major includes:

- twelve courses, no more than two of which may be at the 100-level;
- three or more courses at the 300-level or above;
- a designated Methods course;
- a 400-level capstone (IDS 464) taken during the senior year.

After consulting with a member of the IDS Committee and meeting several times with two prospective faculty advisors, students should submit their applications to the IDS Committee for review. All applications for individualized major must be **approved by the end of the second year. No new applications for an individualized major will be considered from students in their junior or senior year.**

Students must have a 2.5 overall GPA to be accepted into the program. Students should be aware that an individualized major may require departmental methods or theory courses and additional advanced coursework particular to each of the fields within the program. In addition, it is often possible to build a significant internship or component of off-campus study into your major.

Once you are accepted

If you need to make changes in the course list after the IDS Committee has approved your individualized major, you must submit a "Course Change Request Form" to the IDS Committee. This form must be signed electronically by both faculty advisors, indicating their approval. Students may change up to three courses from their originally approved individualized major. If a student needs to change more than three courses, then they must submit a new individualized major application that explains and justifies the new course of study. **Note that students may not request a course change for a course that has already been completed.** Furthermore, students must pass all courses approved for their major.

Students must earn a minimum grade of C in their designated Methods course and they may only retake their designated Methods course one time. Failure to earn a minimum grade of C in their designated Methods course requires a withdrawal from the individualized major.

Capstone Requirements

The individualized major Capstone (IDS 464) must be worked out with a student's faculty advisors. A [capstone application form](#) must be submitted to and approved by the IDS Committee by the end of a student's junior year (or by the end of the fall semester if studying abroad during the spring of their junior year). Since your proposal must be approved before you can register for IDS 464, the lack of an approved capstone proposal constitutes a lack of a graduation plan, which is reason to delay your graduation date. A capstone cannot be conducted in the same semester that it is approved.

A student may graduate with Honors with an individualized major. Honors designation requires a high GPA (as calculated at the end of the seventh semester), the endorsement of both faculty advisors, and a 464 Capstone project that is deemed to be outstanding by the capstone supervisor when the IDS Committee is ready to request an evaluation.

Interdisciplinary Studies

Interdisciplinary Studies Program Description

Interdisciplinary study and integrative thinking are the foundations of a liberal arts education, and essential tools to command in today's complex world. Our unique interdisciplinary programs encourage you to blaze your own path and let your ideas take flight. We offer specialized programs in each of the following areas:

- Individual Major program
- Jewish Studies
- Peace & Justice Studies (minor)
- Middle East & Islamic Studies (minor)
- Public History (minor)
- Arabic Language Instruction
- Data Science
- Civil War Era Studies

The faculty of Interdisciplinary Studies also assists in the coordination of major programs in Globalization Studies, Public Policy, and Cinema & Media Studies, in addition to offering a unique array of courses that address enduring questions in history, literature, religious studies, philosophy, popular culture, and several other fields. If you're searching for a way to truly maximize your liberal arts experience, IDS is the place for you. After all, IDS is the place for ideas.

Interdisciplinary Studies Courses

- IDS-104 Literary Foundations of Western Culture

Exploration of the development of major genres of Western literature and thought (from the fall of the Roman Empire to the 18th century), including epic and narrative poetry, drama, the novel, and literary nonfiction. Authors read may include St. Augustine, Dante, Rabelais, Shakespeare, Milton, Voltaire, and others. Through reading, writing, and discussion of complete works, the student is introduced to those humanistic skills and critical methods that have traditionally distinguished the liberally education person. Course not offered every year.

- IDS-121 Introduction to Peace and Justice Studies

Multidisciplinary survey of issues, concepts, and approaches to peace and justice at individual, social, and cultural levels. Topics include models of peace, the nature and causes of conflict, theory and practice of nonviolence, arms and disarmament, international peace-keeping strategies, and the relationship between peace, human rights, and social justice. This course may contain a service learning and/or internship component.

- IDS-125 The Love of Wisdom and the Wisdom of Love

This course will examine the nature of philosophy ('the love of wisdom') through a particular question: what is the meaning of love? Love is arguably one of the most basic, most universal, most natural things that human beings do, and yet it is also one of the most complex and paradoxical; and many of our most basic intuitions about love are irreconcilable. We believe that love should be passionate, and yet that it should transcend bodily desires. We believe that love is the fusion of two incomplete selves, and yet, we also believe that love should be grounded in one's own emotional and moral strength. We believe in 'soul mates,' while also holding that 'there are a lot of fish in the sea.' We believe that love makes us stronger, and that 'love hurts.' We see it as both a basic biological impulse, and as a reflection of the divine in humanity. In this course we shall examine the nature of this complex phenomenon through the lenses of religious thought, film, and philosophy.

- IDS-138 Ethics after the Holocaust

An exploration of Jewish responses to the holocaust, looking at Jewish religious, literary, ethical, and philosophical responses to the Holocaust. The theme of the course will be how the Holocaust threatens traditional understandings of Judaism, and monotheism, social ethics, spirituality, and community.

- IDS-150 Service Learning Project

- IDS-150 Summer Service Learning

- IDS-206 Native American Studies

Introduction to Native American culture, history, and identity with an interdisciplinary approach and attention to the on-going indigenous struggles since European colonization. Students consider issues of Native perspectives on the people-land relationship, religion, and contemporary cultural expression and politics.

- IDS-208 Linguistics: Perspectives on Language

Introduction to linguistics and language pedagogy. The main goal of this course is to learn ways of looking at languages to gain perspectives that are necessary in teaching languages as second, foreign, or heritage languages. Students learn about the nature of human language and become familiar with subfields of formal and functional linguistics, first and second language acquisition, bilingualism and heritage languages, and language pedagogy.

- IDS-212 Postmodern Christian Philosophers

Course focuses on strains of Christian thought from the 19th and 20th centuries that defy "one size fits all" notions of faith, favoring instead understandings of God that enable concrete engagement in the world. That is to say, for these thinkers, Christianity is an inherently world-oriented way of life, one that is profoundly on the side of the excluded, the marginalized, and the oppressed. It is, simply put, a pluralistic philosophy of spiritual and political liberation. We shall be exploring this thread through various lenses—existentialist theology, weak theology, death of God theology, black liberation theology, feminist Christianity, and process theology, among others.

- IDS-214 Introduction to Judaism

Overview of ancient and contemporary Jewish belief and practice through an examination of sacred texts, theology, and history. Special attention is given to Jewish theology, holidays, and life-cycle.

- **IDS-215 Graphic Novels to Film**

Graphic novels and their film adaptations examination. Graphic Novels to Film investigates the linkage between graphic literature, especially in its comic narrative form, and cinema. Through readings and screenings, the course seeks to compare and contrast the storytelling techniques unique to graphic novels with cinematic language systems.

- **IDS-216 Introduction to War Studies**

This course introduces students to the study of warfare from an interdisciplinary context. Students will approach the subject of war through five distinct perspectives: the philosophy of war; the history of war; the experience of war; war, culture, and society; and the memory of war. The overall goal of the class for students to develop a sophisticated approach to the study of war through an interdisciplinary way of analyzing conflicts both in the past, but also, in our present. By the end of the semester, students will endeavor to answer the following questions: what is war; how does war affect participants/victims; how do societies remember war?

- **IDS-217 American Civil War on Film**

An examination of how the Civil War has been presented by various American filmmakers from the silent era to the present. Students are asked to consider the various themes common to Civil War films: violence, race, politics, and iconography, among others. The class serves as an introduction to cinematic language systems while using Hollywood images of the Civil War as its central documents for analysis. Course not offered every year. IDS 217 and CIMS 217 are cross-listed.

- **IDS-218 Global Media Cultures**

Consideration of the current state of international media, combining theoretical approaches to globalization with case studies of films, websites and broadcasting systems. Lecture and discussion is complemented by live interactions (either in person or online via skype) with media producers from across the world. The course emphasizes the development of students' abilities to merge theoretical insights with empirical data, allowing class participants to engage in original analyses of specific aspects of the rapidly growing world of international media.

- **IDS-219 Global Media Industries**

Global overview of media industries in the world today. With a primary focus on cinema and TV, this course interrogates the political economy of the globalized media industries through economic, political, legal, and aesthetic analysis. Topics include the rise of multimedia, multinational conglomerates, followed by the impact of new technologies creating media convergence, and ending with sections on key global players in Europe and outside of the west. Course cross-listed as CIMS/IDS/PP 219.

- **IDS-220 Capitalism vs. Marxism**

This course is an introduction to capitalist & Marxist philosophy, with some emphasis on its underlying philosophical assumptions and arguments. Over the course of the semester we will come to understand how the philosophies of capitalism & Marxism involve philosophical anthropological historical theories that inform our understanding of societies organization and social economic classes. Unfolding from this, the course demands student reflection on the role these two economic philosophies play in the construction of the students' own socio-econ/philosophical/political orientation. In doing this, the course will also focus on the methodological commitments of the theorists we read.

- **IDS-221 Introduction to Peace and Justice Studies**

Multidisciplinary survey of issues, concepts, and approaches to peace and justice at individual, social, and cultural levels. Topics include models of peace, the nature and causes of conflict, theory and practice of nonviolence, arms and disarmament, international peace-keeping strategies, and the relationship between peace, human rights, and social justice. This course may contain a service learning and/or internship component.

- **IDS-224 Justice & the Contested Corporation**

Introduction to continuing debates about purposes and legitimacy of the corporation in American society. Three contrasting conceptions of the modern corporation are critically assessed through justice and historical inquiry. Contested meanings of the corporation are studied using a variety of texts, including fiction, nonfiction, poetry, autobiography, and social criticism. Course is designed as a cluster-friendly opportunity for students to fulfill the Integrative Thinking goal in the Gettysburg Curriculum.

- **IDS-226 Media and Cultural Theory**

Investigation of the major theories that guide the study of media texts and systems. This course aims to enhance the student's ability to analyze film, radio, television, the Internet and video games from a perspective that emphasizes the cultural significance of these media. Through an overview of thinkers from traditions including structuralism, Marxism and British Cultural Studies, students will learn to write about specific texts in a manner that engages deeply with broader traditions of social thought.

- **IDS-228 God Wrestling: Philosophy of Religion**

Explores instrumental Western Philosophers' discussions of the definitions and characteristics of God, the interrelationship between faith, reason, revelation, the meaning of morality in religious thought and subsequent existential concerns.

- **IDS-229 The Longest Hatred: Antisemitism & Anti-Judaism**

Once considered dormant in the United States, political movements and individual actors espousing antisemitism have made headlines here in the past two years, most notably after the October 27, 2018 shooting attack on the Tree of Life Synagogue in Pittsburgh, which claimed the lives of eleven people. The perpetrator had made Jew-hating statements on social media before the attack. (Many of us in Jewish Studies no longer use the word antisemitism, but Jew-hatred. The word 'anti-Semitism' was coined by a Jew-hating man named Wilhelm Mahr in 19th century Germany. We thus now identify antisemitism for what it is, hatred of Jews.) Globally, some commentators have observed a resurgence of Jew-hatred over

the past two decades. Attempts by policy-makers and activists to identify and combat Jew-hatred, whether on the streets of urban centers, across social media spaces, or in college dormitories, are often hobbled by a lack of knowledge about the history of the phenomenon. Academic scholarship, on the other hand, sometimes suffers from a lack of attention to its contemporary manifestations.

- **IDS-231 Nineteenth Century Jewish Thought**

Explores the ways in which G.W.F. Hegel's philosophy of history informs Jewish philosophy in the nineteenth century. Hegel's view – that history unfolds meaningfully and that it tends toward the ends of freedom and justice – is in tension with the increasing hostility of intensifying antisemitism in 19th century Europe, provoking a variety of responses on the part of Jewish thinkers as to the future of Jewish life and Judaism's place in Western culture. This arc, coupled with the infamous "Dreyfus Affair" in Paris, gave rise to the Zionist movement, which would ultimately lead to the formation of the Jewish state of Israel in the mid-20th century. Figures to be discussed in this class are Moses Hess, Hermann Cohen, Karl Marx, and Theodor Herzl.

- **IDS-236 Literature, Language, and Life**

Literature, Language, and Life explores the unique ways in which literature enables human beings to make meaning – philosophical, religious, cultural, etc. – out of their lives. It does so through three distinct pedagogical avenues: (1) works of philosophy and literary criticism dedicated to the question of the meaning of literature itself; (2) readings of key novels from the last three centuries; (3) writings in the areas of philosophy, religion, and psychoanalysis, that are either contextually important background texts for the works in question, or works of analysis on said fiction works. In addition, the course will address some of the major characteristics of the dominant artistic and cultural periods, such as Romanticism, Surrealism, Modernism, Postmodernism, and Metamodernism.

- **IDS-237 Postmodern Jewish Philosophy**

An exploration of how 20th century Jewish thinkers critically address many of the religious, spiritual, existential, social and ethical issues that face contemporary, Western society. Their insights are used to help us understand the world in which we live. Discussion is an important part of this course.

- **IDS-238 Religion & Politics in the Middle East**

Religion and Politics in the Middle East is a course designed to introduce students to the variety of ways that Muslims, Christians and Jews in the contemporary Middle East have struggled to define their religious traditions and national aspirations in light of the changes brought about by modernity. The course will specifically look at the role of religion in the political sphere of the Palestinian-Israeli conflict.

- **IDS-241 Modern Irish Drama**

Exploration of the evolution of modern Irish theatre within the matrix of the esthetic and political revolutions that occurred, and continue to occur, in twentieth-century Ireland. Irish dramatists have produced a body of literature remarkable for both its unparalleled artistic achievement and its acute political and social responsiveness. Major emphasis is accorded W. B. Yeats, Lady Augusta Gregory, John M. Synge, Sean O'Casey, Samuel Beckett, and Brian Friel. Course not offered every year.

- **IDS-243 Protest Music & Social Change in the American Experience**

The famous inscription Woody Guthrie placed on his guitar in 1943 says something profound about how many artists and musicians view their work: while art entertains us, it also can enlighten and liberate us as well. Unfortunately, the history of America often taught in schools focuses largely on names, dates, and other facts pieced together in an effort to tell a particular kind of story about America—one that does little to help us appreciate the struggle that runs like a swift current just beneath the surface of daily life. In this hybrid/online seminar we will revisit some of that history, focusing specifically on the way musical artists have attempted to right wrongs, educate sensibilities, and awaken the consciences of people in an effort to make America a place that lives up to its promise.

- **IDS-247 Modern Irish Literature**

Survey of Irish literature since the 1940s. Course examines how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention is given to the interrelationship of Catholic and Protestant and rural and urban traditions. Authors studied include dramatists such as Samuel Beckett, poets such as Seamus Heaney, and fiction writers such as Sean O'Faolain. Not offered every year.

- **IDS-250 Topics in Interdisciplinary Studies**

Interdisciplinary analysis of one subject, topic, or discipline as viewed through distinct disciplinary methodologies or through the methods and inquiries of one discipline as viewed through the lens of another discipline. Course not offered every year.

- **IDS-252 Youth and New Media in the Middle East**

This course will introduce the numerous ways in which Arab youth charted an alternative path towards social and political change in the Middle East through the use of new media and modern technologies. Discussions focus on the challenges Arab youth face in their 21st-century, globalized environments, and on their engagement with their regimes and societies, particularly in the context of the Arab Spring. Arab youth's artistic and political expressions are discussed as a primary aspect for the transformation in the region. This course will place engagement in new media platforms within the broader context of the Arab media landscape and its history, as well as examine the socially constructed category of "youth" within a regional and historical context. Additionally, contemporary cultural and political events in the Arab world will be frequent sources of discussion. Readings for this course will be drawn from a variety of fields of scholarship, including sociology, anthropology, and media studies, among others.

- **IDS-255 Science, Technology & Nuclear Weapons**

Study of the effect of technology on the many issues related to nuclear weapons and the scientific principles associated with their production. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, environmental impact of weapons production, testing and dismantlement the post cold war climate, and nuclear disarmament. Special emphasis is given toward understanding current nuclear non-proliferation efforts.

- **IDS-265 Jewish Thought and the Enlightenment**

Explores the role of Enlightenment thinking in the context of Jewish intellectual history. While the Enlightenment marked a genuine revolution that affected every corner of the Western world, its radical impact is all the greater against the backdrop of Jewish intellectual life, as the cultural and intellectual space of Judaism itself within the history of the West has always been precarious and ill-defined. As a result, the collisions and renegotiations between Enlightenment thinking and Jewish thinking provide rich and fertile soil for intellectual exploration and innovations. This course will look at some of the key writings of Jewish thinkers who grappled with the implications of Enlightenment thinking, and who left a lasting impact on Jewish and Christian thinking, and on Western thought more broadly, exploring questions concerning the relation between revelation and reason, religion and the state, humanity, nature, and God.

- **IDS-270 Marx, Darwin, Nietzsche, Freud: Four Horsemen of the Apocalypse**

In the span of a single century, and from completely different areas of study, these four thinkers completely revolutionized the way that human beings understand themselves and their place in the cosmos. Displacing the Enlightenment notion of the self-interested, rational agent who reflects the image of God with an innate sense of the Good, these thinkers tore back the veils of all of our most cherished idols – God, language, justice, morality, rationality, market forces, and cosmic order. Their works not only overturned millennia of cultural assumptions; they prophesied the horrors of the 20th century, and established the framework of critical suspicion that informs much of humanistic study to this day.

- **IDS-278 Introduction to Arab Culture**

This course will offer a general mosaic survey of the linguistic, geographical, historical, social, religious, cultural, and artistic aspects of the modern Arab world. Special attention will be given to the education, politics, family, gender relations, the Arab experience in the U.S., Arab American relations, the role of the past and of social change, and Arab art and music. The course also analyzes and discusses Arab Spring and modern post-colonial concerns, problems and challenges. A good deal of the course is specifically intended to increase students' sensitivity to racial bias and sharpen awareness of multicultural issues.

- **IDS-280 Media and the Arab World**

Study of the broad thematic and linguistic content of the media of the contemporary Middle East, especially news media and the new social media. The course examines contemporary social and political issues through an historical and cultural lens, focusing on such themes as dissent and revolutionary resistance, globalization and Arab mass media, media culture and political discourse, gender and national identity, media and social life, and youth culture, Facebook and the blogosphere.

- **IDS-282 Language and Conflict in the Middle East**

Examination of the interrelationship of linguistics, culture and politics with emphasis on the interpretation of conflict. Readings examine how differences in pronunciation, vocabulary choice, non-verbal communication, and communicative style serve as social markers of identity and differentiation in Arab cultures. Emphasis is given to discourse analysis of news media, political speeches, regime and opposition media, blogs and Facebook communities, and virtual political dialogue.

- **IDS-284 Wonders of Nature and Artifice: The Renaissance Quest for Knowledge**

Examination of Renaissance collections and the social context of their development. The course explores the quest for knowledge by Renaissance naturalists and collectors, whose wonders of nature and artifice were displayed in curiosity cabinets, gardens, and writings. The interaction of art and science and the role of economics, politics and culture are explored. Students engage in hands-on work, analyzing a Renaissance chamber of wonders at the Walters Art Museum and putting together their own "cabinet" in the Schmucker Art Gallery.

- **IDS-285 Interpreting and Preserving Museum Artifacts**

Museums are repositories of the various facets of human experience. This course will examine the history of museums, the philosophy behind the human practice of collecting objects of all types (including art, history, natural history, archaeology, and ethnography), the methods used to understand the significance of objects and collections, the techniques used to bring them to light in the exhibit environment, and the principles and practices that ensure their longevity for future visitors and scholars.

- **IDS-305 Power, Punishment, and Pleasure: Michel Foucault**

Explores some of the major works of 20th century French thinker and cultural critic, Michel Foucault. Few thinkers of the 20th century had a greater or more lasting impact than Foucault. Giving a new meaning to the adage, 'knowledge is power,' Foucault's work challenges accepted orthodoxies regarding the concept of 'truth' by examining fundamental questions of power and knowledge, demonstrating the ways in which they are intertwined, as well as how that 'knowledge' shapes our understanding of ourselves. Fueled by the turmoil of the 1960s, Foucault's writing crosses traditional disciplinary boundaries, leaving an indelible mark in areas as diverse as philosophy of education, history, literary theory, sociology, aesthetics, health studies, epistemology, gender and sexuality studies, and prison reform.

- **IDS-306 Sympathy for the Devil**

Course will explore the figure of the Devil through various historical, religious, philosophical, literary, and cinematic lenses. He is known by a number of different names: Lucifer, Beelzebub, Mephistopheles, Satan, Prince of Darkness, Prince of this World, or Lord of the Flies; but all of these are proper names and titles for that elusive figure most prominently known as the embodiment of pure evil and rebellion in Christianity. Despite the fact that very little is said about this figure in the Bible, the Devil has, throughout history, served as an abstract canvas onto which

human beings have projected their greatest fears and adversarial forces, be they political, natural, epidemiological, religious, or moral. As a result, an entire mythos has grown around this elusive figure, complete with the allure and romance that accompanies characters associated with rebellion and transgression.

- **IDS-307 Violence and Revolution: A Theoretical Look**

Theoretical analysis of the reasons for which revolutionary violence may or may not be justifiable, and the conditions that would make it so. It explores through a textual-historical lens the basic nature and purpose of the modern nation-state, and with it the nature of violence—in the forms that the state itself implements, in the forms that the state's organization fosters in its citizens, and in the forms that revolutionary forces bring (and have brought) in opposition to the state.

- **IDS-308 Neoliberalism and its Demons**

Explores the economic-theoretical developments that have taken place in the Western world since the Great Depression, as well as the ethical and philosophical considerations that those developments entail. The three central tenets of neoliberal ideology are: (1) Deregulation; (2) Privatization; and (3) Free Trade. But as a holistic vision of the world, neoliberalism entails the commodification of every facet of our lives. Issues to be discussed in the course include: the relation between the state and the individual, the connections between social and economic conservatism, the responses (or lack thereof) to the AIDS crisis in the 1980s, globalization and its impacts, immigration and racism, "fake news", and the extent to which economic encroachment may impede the egalitarian aims of democracy.

- **IDS-315 The Muse of Fire: War Stories and Culture**

This is a course on war stories. It is based on a simple concept: that war has long been a muse for writers, artists, and filmmakers and that representations of war have a lasting cultural legacy. War stories profoundly influence our understanding of violence. They create myths – important social and political narratives on the past – that help us understand and justify violence in history. In this course, students will read a broad sampling of war literature and study thematically corresponding war films to learn how to conceptualize and contextualize war stories. More broadly, students will also learn how war stories are constructed as sources of memory and how they, in turn, become powerful memorial expressions for veterans, ones that influence the way that societies interpret violence over time.

- **IDS-320 Aftermath: The Experience of War and 'Modern' Memory**

This is a course that will examine, primarily, two conflicts in modern history and their lasting representations in cultural history and literary memory. Wars have long cultural legacies. Both the American Civil War and First World War changed not only the 'war generation' of each conflict, but also, demonstrate case studies of the representation of war and the polemics of memory within nation states. In this class students will engage with the cultural and military histories of two different conflicts and compare their lasting impact in our contemporary perception of war and society. As such, the 'experience of war' will be our broad topic of consideration. We will access this theme by examining memory sources that detail and represent these experiences over time. The class's methodological themes will address the following: conceptions of victory and defeat, the memory of participants and their representations of war, the writing of history and the mythologies created by conflicts and their chroniclers. By studying the cultural history of combat and its aftermath, students will learn something about the way history is written and historical events depicted over time. Through interdisciplinary representations of war in film and literature, it is hoped that students will gain an understanding of the changing perceptions of wars, within the conception of modern memory.

- **IDS-325 Interdisciplinary Course in London**

An interdisciplinary course taught in London by a Gettysburg College faculty member during the one-month pre-session to the Gettysburg in England program. Topics will vary. The topic during the fall of 2010 will be Global Cities.

- **IDS-331 Religion and Technology**

This course explores modern Jewish thinkers who critically address how technology has changed Western attitudes concerning religion, ethics and community. In addition, we will use the readings as springboards to discuss such issues as alienation, labor, abortion, cloning and more. The insights of these thinkers will help us better understand the world in which we live. An exploration of how modern Jewish thinkers critically address the question of technology and its effect on Western attitudes concerning religion, ethics and community. The course uses the readings as springboards to discuss such issues as alienation, labor, abortion, cloning and more. The insights of these thinkers help to better understand the world in which we live.

- **IDS-338 Ethics after the Holocaust**

An exploration of Jewish responses to the holocaust, looking at Jewish religious, literary, ethical, and philosophical responses to the Holocaust. The theme of the course will be how the Holocaust threatens traditional understandings of Judaism, and monotheism, social ethics, spirituality, and community.

- **IDS-339 Media and Memory After the Holocaust**

Study of the representations of Holocaust memory across a range of media. The selections for "Media and Memory After the Holocaust" explore how aesthetics and media shape testimony. By examining memory and the means of its making—in film, literature, oral recordings, comics, holography, and more—this class places emphasis on the philosophical and ethical dimensions of documenting the Holocaust. Field trips to the United States Holocaust Memorial Museum as well as class visits from scholars and artists complement the course offerings. CIMS 339 and IDS 339 are cross-listed.

- **IDS-350 Topics in Interdisciplinary Studies**

Interdisciplinary analysis of one subject, topic, or discipline as viewed through distinct disciplinary methodologies or through the methods and inquiries of one discipline as viewed through the lens of another discipline. Course not offered every year.

- IDS-401 Senior Scholars' Seminar

Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. Approach to this issue is multidisciplinary. Authorities of national stature are invited to serve as resource persons, and seminar participants present a final report on the topics discussed. Course not offered every year.

- IDS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- IDS-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- IDS-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- IDS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- IDS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- IDS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- IDS-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- IDS-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- IDS-464 Individualized Study-Research

Required Capstone Thesis or Research for the Special Major

- IDS-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- IDS-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- IDS-472 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded A-F

- IDS-473 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded S/U

- IDS-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- IDS-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- IDS-477 Individualized Study-Internship

Half credit internship, graded S/U.

- IDS-477 Half Credit Internship

Half credit internship, graded S/U.

- ARB-101 Elementary Arabic

Elements of understanding, speaking, reading, and writing Arabic.

- ARB-102 Elementary Arabic

This course is a continuation of work begun in Arabic 101. It aims at developing and advancing four language skills: Listening, Speaking, Reading and Writing.

- **ARB-201 Intermediate Arabic**
Practice in oral and written expression, grammar review, readings, and discussions of writing in Arabic. Prerequisite: Arabic 102 or its equivalent.
- **ARB-202 Intermediate Arabic**
Continuation of practice in oral and written expression, grammar review, readings, and discussions of writing in Arabic. Prerequisite: Arabic 201
- **ARB-301 Advanced Arabic**
Study of advanced level of Modern Standard Arabic with careful attention paid to all four language skills: speaking, listening, reading and writing in addition to culture. Significant stress will be placed on vocabulary expansion, particularly during the second half of the course. Acquisition of more advanced grammatical structures will take place primarily through directed in-class practice, coupled with an emphasis on the functional use of language through communication in context.
- **ARB-302 Advanced Arabic**
Study of advanced level of Modern Standard Arabic with careful attention paid to all four language skills: speaking, listening, reading and writing in addition to culture. Acquisition of more advanced grammatical structures will take place primarily through directed in-class practice, coupled with an emphasis on the functional use of language through communication in context.
- **ARB-450 Individualized Study-Tutorial**
Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F
- **ARB-452 Individualized Study-Tutorial**
Individualized tutorial not counting toward minimum requirements in a major or minor, graded A-F
- **ARB-453 Individualized Study-Tutorial**
Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U
- **Law-250 Criminal Justice**
Overview of the criminal justice system in the U.S. and the role of police, attorneys, judges, trials, and prisons. Primary goal is for students to gain an understanding of how the criminal justice system works in the U.S., both from a criminal justice studies and legal perspective. Major U.S. Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems, with each student having his or her own case to work on throughout the term.
- **Law-251 The Law in Film**
Introduction to the application of law and legal reasoning by analyzing films as stories to which the law is to be applied. Students are asked to analyze elements of films based on the actual statutes, rules of evidence, and/or attorney ethics rules in force at the time and place that is the film's setting. Traditional law-based films are not the primary subject of this course, although several will be used to help understand certain legal principles.
- **Law-260 American Trial: Reality and the Media Mirror**
Introduction to advocacy in the American courtroom, both in reality and in his media reflections. Trials will be analyzed as narratives, and then this analysis will be applied to the current year's American Mock Trial Association's competition case. We will be working in particular with the Rules of Evidence and how they can be used to further, or hinder, the attorney's desired story. Students are not required to participate on the College's Mock Trial team, although are encouraged to try out.
- **Law-352 Down By Law**
An examination of law as a tool of oppression, beginning with the Code of Hammurabi, with its detailed class-specific codes, and working up through the various slave codes of the enlightenment era to modern times. Recent U.S. laws have attempted to rectify some of the oppression caused by US law in the past, and this course asks is it working or is it just another way to keep people down by law.
- **Law-369 Intergalactic Super Law**
Course asks students to apply comparative law theory to the worlds represented in the modern fictional settings of superheroes and science fiction. While comparative law generally involves the consideration of theory as applied to EU countries, "Intergalactic Super Law" takes the Marvel and DC universes and the worlds in Star Wars and Star Trek as case studies to cogently argue that Gotham has a Continental as opposed to an Anglo-American System, or that the Empire under Palpatine followed Hindu law closely, drawing on real world global examples to sustain their arguments.
- **Law-462 Individualized Study-Research**
Individualized research not counting in the minimum requirements in a major or minor, graded A-F.

International and Global Studies

International and Global Studies Program Description

International & Global Studies (IGS) is a multi-disciplinary major for students interested in understanding and engaging the world in meaningful ways. The major aligns with our liberal arts values and includes common expectations and two distinct tracks.

Common expectations

- a multi-disciplinary set of core courses in Anthropology, Economics, History, and Political Science
- a common expectation of study abroad and language learning
- the rigor of a methods course and senior seminar

Two distinct tracks

- **International Affairs**
 - aligns with more traditional International Relations/Foreign Affairs majors at other institutions
 - prioritizes relations between nation-states
 - prepares students for graduate work/professions in Government/Foreign Service and multilateral organizations with its emphasis on Political Science and Economics
- **Global Studies**
 - asks students to select a region and theme to focus on (such as global business, global health, social justice and human rights) allowing for some self-design
 - prioritizes global interactions and processes
 - prepares students for a variety of careers including NGOs, relief work, and international organizations and companies

Because the two tracks include some self-design, students must complete an application for the major working closely with one of the faculty members of the International & Global Studies Committee. Applications for the IGS Studies major must be submitted no later than fall of the junior year.

A major in IGS will sharpen your critical thinking, reading, writing, and speaking skills. It will also enable you to apply a multi-disciplinary and global perspective to issues and policies.

Students who graduate with an IGS major are well prepared to pursue graduate work or bring a global perspective to careers in government service, nonprofits, or the private sector.

[Specifics of the IGS major](#)

International and Global Studies Program Requirements

Major

International & Global Studies

The new International & Global Studies major emphasizes a common multi-disciplinary set of core courses, a common expectation of global study and language learning, and the rigor of a methods course and senior seminar while allowing for the distinctive approaches of two tracks within the IGS major.

Because the two tracks include some self-design, students must [complete an application](#) for the major working closely with one of the faculty members of the International & Global Studies Committee. [Applications](#) for the International & Global Studies major must be submitted no later than the fall of the junior year.

Major check sheets

[Global Studies Track](#) [International Affairs Track](#)

Core requirements

Core Requirements for the major include 4 foundation courses and 6 courses for the chosen track. At least 2 of the 6 courses must be at the 300-level.

The purpose of these core courses is to provide a common base of knowledge for all students as well as a basic set of skills and tools with which they can analyze global issues from the perspective of cultures, states, non-state actors, and systems.

Foundation courses are the following:

- Anth 103 – Intro to Cultural Anthropology
- Econ 104 – Principles of Macroeconomics
- Pol 103 or 104 – International or Comparative Politics
- Hist 103 or 110 – 19th or 20th Century World History

Tracks (6 Courses. At least 2 must be at the 300-level)

International Affairs

- ECON 251 – International ECON [pre-req ECON 103 & 104]
- POL 203, 242, 252 or 253 [pre-req POL 103 or permission]
- POL Select Elective
- Three additional Selective [At least two disciplines, not ECON or POL]
One of these must be a HIST Selective elective

Global Studies

Region [Identify]

3 courses [1 at 300-level]

Theme [pick one]

3 courses [1 at 300-level]

- Conflict Studies
- Development Studies
- Global Health
- Global Business
- Social Justice & Human Rights
- Global Environmentalism
- Global Culture
- Self-Design: _____

ALL MAJORS also complete [4 Courses]

- 1 Methods Course
- 4 semesters of language study [2 for GC requirement, 2 for the IGS major. Not all classes need to be taken in the same language. These can be taken on or off campus.]
- 1 semester global study
- 1 Senior Seminar

Interested students can apply for the IGS major by sending an email to the IGS Chair at IGS_Major@gettysburg.edu.

[Download the application and apply now!](#)

International and Global Studies Courses

• IGS-225 Conceptualizing Globalization

Examines the phenomenon of globalization and the interdisciplinary field of globalization studies. Gives students a conceptual and historical understanding of globalization, a review of key debates about globalization, and an overview of specific globalization processes and problems. Helps students to recognize and understand the agents of globalization, focusing on key institutions, while providing a lens through which to view the local experiences of people enmeshed in globalization. Reviews discipline-specific methodologies for conducting research on globalization, and explores global citizenship and applies approaches.

• IGS-310 Special Topics in International & Global Studies

Study of a topic not normally covered in depth in the regular curriculum of the International & Global Studies program. Offered irregularly.

• IGS-400 International & Global Studies Capstone

An intensive seminar experience in which students in the final semester of their IGS major will have an opportunity to interact, learn, and bond as a cohort. The capstone will meet once a week for 2.5 hours, during which time students will undertake a common core of coursework related to International & Global Studies as an interdisciplinary field of study. A major objective of the capstone is the completion of an individual capstone project or thesis which reflects a synthesis of the student's regional studies, thematic tracks, study abroad experience, and capstone-related independent research. Students will be expected to present oral and written presentations of their work in a public forum.

• IGS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

• IGS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

• IGS-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F.

Italian Studies

Italian Studies Program Description

When you study Italian at Gettysburg, you learn more than a second language. You also develop an understanding of language systems, opening the door to a country rich in art, music, literature, history, and cinematography.

By removing yourself from the comfort of your habitual forms of self-expression, foreign language study—whether contemporary or ancient—teaches you to translate abstract ideas into concrete form in new ways. You come to learn that language involves not only vocabulary in the crafting of expression but also syntax and idiom, and that cultural idiosyncrasies permeate any language, including your own.

As an Italian Studies major or minor, you'll have access to:

- Beginning and intermediate language learning
- Courses in Italian cinema and culture taught in English
- Dynamic, grammar-based oral activities that improve both passive (reading and comprehension) and active (speaking and writing) skills
- Exposure to Italian film, websites, contemporary events, music, and lifestyle
- At all levels of Italian study, you'll have the opportunity to study abroad in Ferrara, Italy, completing your language requirement in one semester. You'll have a true immersion experience, taking all courses in Italian.

You'll leave our program prepared for graduate school or careers ranging from teaching to working for the U.S. Government in Washington.

Italian Studies Program Requirements

Dual tracks

The Department of Italian Studies offers a Dual Track: the Italian Studies Track and Italian Language Track. Below are the requirements for the Major and Minor for both tracks.

1. Italian Studies track

Requirements for the Major in the Italian Studies Track

Ten (10) courses are required for the Major in the Italian Studies Track with the following distribution:

- ITAL 201 and ITAL 202
- Four (4) 300 or 400 level courses taught in Italian
- Four (4) courses at the 200-400 level taught in English
- One (1) of these four (4) courses may include a First Year Seminar with an Italian theme
- Two (2) of these four (4) courses may include courses taught in English taken from other departments at or above the 200 level that have an Italian theme

Note: if a first-year or transfer student places into the 300 level upon admittance to Gettysburg College, the requirement for ITAL 201 and ITAL 202 will be waived, and the student will need ten (10) courses – five (5) courses at the 300 or 400 level taught in Italian and five (5) courses at or above the 200 level taught in English – to obtain the Italian Studies Major.

Majors must take at least one (1) 300 or 400 level course in Italian each semester beginning no later than their Junior year if they have not qualified to do so already. If a student completes an intensive combined 201 and 202 course abroad in the first semester of the sophomore year, he, she, they may take a 300 level course in the second semester of the sophomore year.

Majors must study at least one (1) semester in Italy preferably before their Senior year. The Program will allow a maximum of three (3) courses from their study abroad experience to count towards the Italian Studies Major.

All courses taken through CIEE in Ferrara, IES Abroad in Rome, and Syracuse University in Florence at these levels automatically qualify.

Majors in their Senior year will do extra work in 300 or 400 level courses regardless of whether or not a particular course is a capstone. The capstone course may be offered either in the fall or spring semester in a 300 or 400 level course taught in Italian.

Requirements for the Minor in the Italian Studies Track

Six (6) courses are required for the Minor in the Italian Studies Track with the following distribution:

- ITAL 201 and ITAL 202
- Two (2) 300 or 400 level courses taught in Italian

- Two (2) courses at the 200-400 level taught in English
- One (1) of these two (2) courses may include a First Year Seminar with an Italian theme
- Two (2) of these two (2) courses may include courses taught in English taken from other departments at or above the 200 level that have an Italian theme

Note: if a first-year or transfer student places into the 300 level upon admittance to Gettysburg College, the requirement for ITAL 201 and ITAL 202 will be waived, and the student will need six (6) courses – four (4) courses at the 300 or 400 level taught in Italian and two (2) courses at or above the 200 level taught in English – to obtain the Minor.

The Program will allow a maximum of two (2) courses from their study abroad experience to count toward the Italian Studies Minor.

All courses taken through CIEE in Ferrara, IES Abroad in Rome, Syracuse University in Florence at these levels automatically qualify.

2. Italian Language track

Requirements for the Major in the Italian Language Track

Nine (9) courses are required for the Major in the Italian Language Track with the following distribution:

- ITAL 101 and ITAL 102
- ITAL 201 and ITAL 202
- Five (5) 300 or 400 level courses taught in Italian

Note: if a first-year or transfer student places into the 200 level upon admittance to Gettysburg College, the requirement for ITAL 101 and ITAL 102 will be waived, and the student will need nine (9) courses – ITAL 201, ITAL 202, and seven (7) 300 or 400 level courses taught in Italian – to obtain the Italian Language Major.

Note: if a first-year or transfer student places into the 300 level upon admittance to Gettysburg College, the requirement for ITAL 101, 102, 201, 202 will be waived, and the student will need eight (8) courses at the 300 or 400 level taught in Italian to obtain the Italian Language Major.

Majors must take at least one (1) 300 or 400 level course in Italian each semester beginning no later than their Junior year if they have not qualified to do so already. If a student completes an intensive combined 201 and 202 course abroad in the first semester of the sophomore year, he, she, they may take a 300 level course in the second semester of the sophomore year.

Majors must study at least one (1) semester in Italy preferably before their Senior year. The Program will allow a maximum of three (3) courses from their study abroad experience to count towards the Italian Language Major.

All courses taken through CIEE in Ferrara, IES Abroad in Rome, Syracuse University in Florence at these levels automatically qualify.

Majors in their Senior year will do extra work in 300 or 400 level courses regardless of whether or not a particular course is a capstone. The capstone course may be offered either in the fall or spring semester in a 300 or 400 level course taught in Italian.

Requirements for the Minor in the Italian Language Track

Six (6) courses are required for the Minor in the Italian Language Track with the following distribution:

- ITAL 101 and ITAL 102
- ITAL 201 and ITAL 202
- Two (2) 300 or 400 level courses taught in Italian

Note 1: if a first-year or transfer student places into the 200 level upon admittance to Gettysburg College, the requirement for ITAL 101 and ITAL 102 will be waived, and the student will need six (6) courses – ITAL 201, ITAL 202, and four (4) courses at the 300 or 400 level taught in Italian – to obtain the Italian Language Minor.

Note 2: if a first-year or transfer student places into the 300 level upon admittance to Gettysburg College, the requirement for ITAL 101, 102, 201, 202 will be waived, and the student will need six (6) courses at the 300 or 400 level taught in Italian, to obtain the Minor.

The Program will allow a maximum of two (2) courses from this study abroad experience to count toward the Italian Language Minor.

All courses taken through CIEE in Ferrara, IES Abroad in Rome, Syracuse University in Florence at these levels automatically qualify.

List of 200-level topics courses taught in English:

FYS 125-2, FYS 154-2, FYS 154-3, FYS 154-4, ITAL 222, ITAL 235, ITAL 240, ITAL 250s, ITAL 260s, ITAL 270s, ITAL 280s, ITAL 290s, ITAL 450s, ITAL 460s, ITAL 470s, ARTH 201 (Arts of Ancient Greece and Rome), ARTH 202 (Medieval Art), ARTH 206 (European Painting 1700-1900), ARTH 210 (20th C European Painting [has a section on Futurism]), ARTH 303 (Art of the Italian Renaissance), ARTH 306 (Michelangelo and the Age of Mannerism), ARTH 307 (Baroque Art in the Age of Caravaggio and Vermeer), CLA 102 (Gods and Heroes, Death and Desire: Great Books of Ancient Greece and Rome), CLA 125 (Archeology of the Ancient Mediterranean World), CLA 252 (Roman

History), CLA 253 (Being Jewish in a Greco-Roman World), CLA 254 (History of Roman Literature), CLA 341 (The City in the Greek and Roman World)

Italian Studies Courses

- **ITAL-101 Elementary Italian**

Fundamentals of Italian grammar, composition, pronunciation. Emphasis on oral comprehension, verbal communication, reading, and writing. Classroom interaction stresses aural-oral method of language learning. Regular laboratory work reinforces grammar and writing skills and is required of all students. Course includes use of audio-visual materials and introduction to important aspects of Italian culture. Taught exclusively in Italian.

- **ITAL-102 Elementary Italian**

Fundamentals of Italian grammar, composition, pronunciation. Emphasis on oral comprehension, verbal communication, reading, and writing. Classroom interaction stresses aural-oral method of language learning. Regular laboratory work reinforces grammar and writing skills and is required of all students. Course includes use of audio-visual materials and introduction to important aspects of Italian culture. Taught exclusively in Italian. Prerequisite: ITAL 101 or equivalent.

- **ITAL-104 Fundamental Italian**

Fundamental Italian for students who have completed 2 - 3 years of Italian language study in high school. This elementary language and culture course develops students' abilities in listening, reading, writing, and speaking Italian by providing a broad re-introduction to Italian grammar, conversation, and culture through the use of authentic texts (Italian websites, newspaper/magazine articles, literary pieces, songs, film clips, and videos). This course meets five days per week, thereby fulfilling the fourth hour requirement in class time.

- **ITAL-105 Fundamental Italian**

Fundamental Italian for students who have completed 2 - 3 years of Italian language study in high school, and Fundamental Italian 104 at Gettysburg College. This elementary language and culture course, second in the sequence, further develops students' abilities in listening, reading, writing, and speaking Italian by continuing their college-level re-introduction to Italian grammar, conversation, and culture through the use of authentic texts (Italian websites, newspaper/magazine articles, literary pieces, songs, film clips, and videos). This course meets five days per week, thereby fulfilling the fourth hour requirement in class time.

- **ITAL-190 Individualized Study-Tutorial**
Graded A-F

- **ITAL-201 Images of Italy I: Intermediate Italian**

Review of grammar, as well as further development of speaking, reading, and writing skills. Text includes culturally authentic excerpts from Italian newspapers and magazines. Course content helps students learn about modern Italian civilization and current social problems. Regular compositions develop students' writing skills; audiovisual materials and required listening assignments improve listening and speaking abilities. Taught exclusively in Italian.

- **ITAL-202 Images of Italy II: Intermediate Italian**

Review of grammar, as well as further development of speaking, reading, and writing skills. Text includes culturally authentic excerpts from Italian newspapers and magazines. Course content helps students learn about modern Italian civilization and current social problems. Regular compositions develop students' writing skills; audiovisual materials and required listening assignments improve listening and speaking abilities. Taught exclusively in Italian. Prerequisite: ITAL 201 or equivalent.

- **ITAL-230 Topics in Italian Culture**

Exploration of an announced topic in Italian Culture. Offered as staffing permits.

- **ITAL-235 Monsters, Madness, and Mayhem in Modern Italian Literature**

This Italian literature course primarily explores late Nineteenth-century fiction from Italy (in English translation) that belongs to the fantastic genre, and in some cases compares the stories to their English-language counterparts. Students read novels (or novel excerpts) and short stories, and are asked to think critically about language and literary devices; to engage in close readings; to incorporate some theoretical discourses (such as structuralism, deconstruction, and psychoanalysis); and to consider the text's socio-cultural, political, psychological, and existential implications.

- **ITAL-240 Immigration in Contemporary Italy: Negotiating Racial and Ethnic Identities**

An accessible Mediterranean peninsula, Italy has become a country of great interest for immigrants, refugees, and asylum seekers. Data on immigrant population indicate that by 1992, there were over 648,000 documented foreign citizens living in Italy. By the end of 2011, the immigrant population was over five million. Employing a cross-cultural and multi-disciplinarian approach, students investigate issues of immigration, race, and ethnicity that have shaped contemporary Italy.

- **ITAL-250 Modern Italy 1860 to Present**

A survey of modern Italian history taught in English. The course provides an in-depth analysis of the Risorgimento (The Italian Unification Movement), Italian immigration to America, Italy in World War I, Fascism, Italy in World War II, the Resistance, the Reconstruction, the Economic Miracle of the 1950s, the Student-Worker protests of the 1960s, Terrorism, the Second Economic Miracle of the 1980s, and the fall of the First Republic. Taught in English.

- **ITAL-251 Italian American Culture: Faith, Family, Food and the Moon**

Interdisciplinary inquiry into the historical texts, literature and film which address the historical and sociological conditions of 19th Century Italy, the odyssey of immigration to and assimilation in the United States, and life in the ethnic neighborhood. Other topics include the mafia, forms of prejudice, and ways Italians uniquely manifested their social values in labor unions, religion and education. Taught in English.

- **ITAL-260 Italian Culture**

Exploration of some of the most influential examples of Italian history, literature, art, music, film, and philosophy in their historical context, from the Roman period to the present, with emphasis on the 20th century. Students will come away with a familiarity of a wide range of Western culture's most celebrated accomplishments, a solid appreciation of Italian history, and an enriched ability to think critically about their own culture. Taught in English.

- **ITAL-262 Beyond The Godfather: New Perspectives on the Mafia**

An exploration of the Mafia and its effects inside and outside of Italy through the analysis of historical, literary, and cinematic texts. In English.

- **ITAL-270 Objects of Desire/Desiring Subjects: A Survey of Italian Women Writers of the 20th Century**

A survey of some of Italy's most prominent women writers of the twentieth century in English translation. The course covers a variety of themes dealing with the existential condition of women that surface in the writers' texts. Topics such as gendered writing, feminism, violence, gender (ex)change, feminine monstrosities and motherhood are the subject of students' analyses. Taught in English. ITAL 270 and WGS 270 are cross-listed.

- **ITAL-275 Dante's Commedia: The Poet, The Pilgrim, The Prophet**

Course on the three cantos of the Divine Comedy: Hell, Purgatory, and Paradise. Students examine the life of Dante Alighieri and his times. Discussion focuses on the characters and events of this classic poem. Questions students ponder include: what happens to us after death? What does it really mean to be a good person? Why do bad things happen to good people? How far would a person go for love? Taught in English.

- **ITAL-280 Women and Italian Film**

A study of the work of four prominent Italian women directors: Liliana Cavani, Lina Wertmuller, Francesca Archibugi and Francesca Comencini. While focusing on their depictions of social, cultural and historical issues affecting modern and contemporary Italian society, the course also analyzes the relationship between gender and theories of visual and filmic representation. Topics include social realism, social satire, World War II, concept of family, violence, mechanisms of gender construction, gender and film. Taught in English. ITAL 280 and WGS 280 are cross-listed.

- **ITAL-285 Wartime Italy: Cinema and Novel**

A focus on Italian memory of World War II and efforts at Reconstruction. Through textual and visual analysis students discuss the Italian experience of World War II, the Resistance and Italian Civil War, the Italian Holocaust, the struggles of forging a new Italian republic, and the myth-making processes that explained the suffering and casualties. Through this inquiry, students come to comprehend contemporary Italian society, thought, and culture. Taught in English.

- **ITAL-290 D'Annunzio: Novel of Decadence**

An examination of the early works of the Italian writer Gabriele D'Annunzio, specifically in the context of Decadentism, a literary movement of the turn of the 20th century. Topics of analysis include the author's treatment of Dandyism, malady, aestheticism, sexual promiscuity, deception and infidelity. Given the notorious connection between the male fascist Ideal and the author's adaptation of Friedrich Nietzsche's "Superman," the course also focuses on the development of both male and female characters. Taught in English.

- **ITAL-291 Italian Cinema and Culture**

This course provides a close look at Italy's cinematic tradition from the perspectives of history, aesthetics, and cultural studies. Topics include Italian Neorealism, the Spaghetti Western, the Mafia, and the "cinema d'autore." By employing an interdisciplinary approach, students analyze internationally acclaimed films by directors such as Federico Fellini, Sergio Leone, and Paolo Sorrentino. In addition, they investigate Italian history and culture as they delve into issues like migration, gender, race, political corruption, and organized crime. In English. ITAL 291 and CIMS 291 are cross-listed.

- **ITAL-295 Great Italian Masters of Science and Technology: Two Thousand Years of Genius**

This course explores Italian contributions to the practice and critique of science and technology across the centuries. Students read literary and non-literary texts that explore cosmology, architecture, astronomy, anatomy, optics, medicine, engineering, flight, and infinity. Texts include treatises, letters, dialogues, epic poetry, drawings, paintings, science fiction, manifestos and more. The positive and negative implications of scientific and technological advancements are discussed as students adopt a critical approach toward the texts, and the phenomena they depict.

- **ITAL-299 Individualized Study-Tutorial**

Graded A-F

- **ITAL-302 Contemporary Italy**

A course designed to refine students' fluency in Italian by combining linguistic proficiency with a cultural exploration of one of Europe's most fascinating countries. Students will develop a familiarity with Italy's literary and cultural patrimony through texts, articles and film. Through an analysis and a comparison of cultural differences, students will have the opportunity of exposing and sharing their discoveries through presentations, discussions and brief essays. Brief grammatical reviews will be performed throughout the semester. Taught exclusively in Italian. Prerequisite: ITAL

202 or equivalent; or placement.

- **ITAL-303 Italian Film Study: The 1980s and 1990s**

An introduction to several contemporary Italian films of the last twenty-five years that have achieved worldwide recognition with the aim to increase conversational and writing skills. Students advance their proficiency in these areas, as well as their listening and reading abilities, through discussion of questions answered from text readings, self-guided reviews of grammar, and short essays. Fifth semester course taught in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- **ITAL-304 Contemporary Italian Cinema**

A study of Italian movies produced in the first decade of the 21st century as a medium for refining students' language skills. The viewing of each film is preceded and followed by oral and written activities in order to familiarize students with the vocabulary and topics covered in the movie. The movies thus serve to improve students' oral, written, spoken and comprehension skills. Students also learn to discuss complex topics as well as discover diverse aspects of contemporary culture, socio-economic issues, history and politics in Italy today. Taught exclusively in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- **ITAL-306 Italian Film Classics (1946 – 1960)**

A study of classic Italian Film (1946-1960) to refine students' language skills. Students view videos, learn vocabulary and cultural topics, and conduct activities in class. The videos serve to improve students' oral, written, spoken, and comprehension skills. From class discussions and exercises, students learn aspects of recent Italian history, culture mores, politics, and social conventions. Taught exclusively in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- **ITAL-307 At the Opera: Italian Language, Culture, and Conversation**

Course uses Italian opera to refine students' language skills. Students view videos and listen to CDs, learn vocabulary and cultural topics, and conduct activities in class. The videos and CDs serve to improve students' oral, written, spoken, and comprehension skills. From class discussions and exercises, students learn aspects of Italian history, culture mores, politics, and social conventions. Taught exclusively in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- **ITAL-309 Italian Film: Continuing the Classics (1961-1981)**

A study of classic Italian Film (1961-1981) to refine students' language skills. Students view videos, learn vocabulary and cultural topics, and conduct activities in class. The videos serve to improve students' oral, written, spoken, and comprehension skills. From class discussions and exercises, students learn aspects of recent Italian history, culture mores, politics, and social conventions. Taught exclusively in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- **ITAL-310 Business Italian**

Course is designed as a dialogic Italian course providing the linguistic needs of students studying business who are preparing for international or multinational careers in the areas of business, finance, and law. This course provides students with an intermediate or advanced level of fluency and competence in Italian aiming to equip them with the necessary verbal and written skills that becomes easily transferable later in their careers through interactions with future clients, colleagues, and customers.

- **ITAL-320 Advanced Writing in Italian**

A focus on refining students reading and writing skills. Throughout the semester students write different literary and popular genres such as poems, a mini screenplay, a short story, advertisements and journal articles. In order to familiarize students with such literary genres, models are introduced to the class and closely analyzed before each written assignment. Taught exclusively in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- **ITAL-321 Cultural Topics**

Advanced composition and conversation course that explores themes related to Italy and Italian culture organized around national identity, race, gender, sexuality, class, region, artistic or historical period, or event. The course uses literary and cultural texts, and may include film, television, digital media, periodicals, visual arts, music, spoken word. Prerequisite: ITAL 202. Counts towards both the Italian Studies & Italian Language majors and minors.

- **ITAL-330 The Dark Side of Italy**

This course examines the "dark side" of Italian literature and film by delving into the literary genres of the gothic and the fantastic, and the cinematic genre of horror. In the first part of the course, we will read novel excerpts and short stories from the late Nineteenth and early Twentieth Centuries that belong (often problematically) to such literary movements as the Scapigliatura, Verismo, and Decadentismo. In the second part of the course, we will view early Italian horror films from the 1950s and 1960s. This course will provoke questions related to identity, desire, the unconscious, the abject, the uncanny, fear, and pleasure.

- **ITAL-350 Italy Since Fascism: A Topical Approach**

Study of a variety of aspects of recent Italian history and culture. Students learn topics that range from politics and the economy, to environmental issues, the Southern Question, emigration, Carnevale, and popular music. Students advance their reading and language skills through discussion of questions answered from text readings, through short, argumentative papers, and through a review of grammar. Prerequisite: ITAL 300-level language course, or placement.

- **ITAL-402 Contemporary Italy**

A course designed to refine students' fluency in Italian by combining linguistic proficiency with a cultural exploration of one of Europe's most

fascinating countries. Students will develop a familiarity with Italy's literary and cultural patrimony through texts, articles and film. Through an analysis and a comparison of cultural differences, students will have the opportunity of exposing and sharing their discoveries through presentations, discussions and brief essays. Brief grammatical reviews will be performed throughout the semester. Taught exclusively in Italian. Prerequisite: ITAL300-level language course, or placement.

- ITAL-403 Italian Film Study: The 1980s and 1990s

An introduction to several contemporary Italian films of the last twenty-five years that have achieved worldwide recognition with the aim to increase conversational and writing skills. Students advance their proficiency in these areas, as well as their listening and reading abilities, through discussion of questions answered from text readings, self-guided reviews of grammar, and short essays. Fifth semester course taught in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- ITAL-404 Contemporary Italian Cinema

A study of Italian movies produced in the first decade of the 21st century as a medium for refining students' language skills. The viewing of each film is preceded and followed by oral and written activities in order to familiarize students with the vocabulary and topics covered in the movie. The movies thus serve to improve students' oral, written, spoken and comprehension skills. Students also learn to discuss complex topics as well as discover diverse aspects of contemporary culture, socio-economic issues, history and politics in Italy today. Taught exclusively in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- ITAL-406 Italian Film Classics (1946 – 1960)

A study of classic Italian Film (1946-1960) to refine students' language skills. Students view videos, learn vocabulary and cultural topics, and conduct activities in class. The videos serve to improve students' oral, written, spoken, and comprehension skills. From class discussions and exercises, students learn aspects of recent Italian history, culture mores, politics, and social conventions. Taught exclusively in Italian. Prerequisite: ITAL 300-level language course, or placement.

- ITAL-407 At the Opera: Italian Language, Culture, and Conversation

Course uses Italian opera to refine students' language skills. Students view videos and listen to CDs, learn vocabulary and cultural topics, and conduct activities in class. The videos and CDs serve to improve students' oral, written, spoken, and comprehension skills. From class discussions and exercises, students learn aspects of Italian history, culture mores, politics, and social conventions. Taught exclusively in Italian. Prerequisite: ITAL 300-level language course, or placement.

- ITAL-409 Italian Film: Continuing the Classics (1961-1981)

A study of classic Italian Film (1961-1981) to refine students' language skills. Students view videos, learn vocabulary and cultural topics, and conduct activities in class. The videos serve to improve students' oral, written, spoken, and comprehension skills. From class discussions and exercises, students learn aspects of recent Italian history, culture mores, politics, and social conventions. Taught exclusively in Italian. Prerequisite: ITAL 202 or equivalent; or placement.

- ITAL-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- ITAL-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- ITAL-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- ITAL-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- ITAL-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- ITAL-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- ITAL-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- ITAL-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- ITAL-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- ITAL-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- ITAL-472 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded A-F
- ITAL-473 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded S/U
- ITAL-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- ITAL-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Jewish Studies

Jewish Studies Program Description and Requirements

In this interdisciplinary minor, Jewish and non-Jewish students are empowered to identify and examine critically: the roles and influences of Jewish civilization in Western Civilization; the interaction of overlapping civilizations; and inherited Hellenic-Christian assumptions about religion, ethics, philosophy, community and more. Students use Jewish paradigms to analyze ethical, social, labor, and technological issues and to consider how Jewish thinkers illuminate passages from a text. Credit is given for Hebrew instruction and other Jewish Studies courses at the Lutheran Theological Seminary at Gettysburg and Dickinson College. Activities of Gettysburg College's Hillel chapter complement the minor.

Stephen J. Stern - Chair of Jewish Studies

Affiliated Departments

- English
- Classics
- German Studies
- History
- Political Science
- Religious Studies

Requirements include:

- One introductory core course
-Introduction to Judaism
- Five core courses, cross-listed or affiliated

[Jewish Studies Minor check sheet](#)

Latin

Latin Program Description

Gettysburg College's Department of Classics offers a minor in Latin. Studying ancient languages helps us to understand our own language more clearly and to express ourselves in English with greater precision and persuasive power. Classical literature not only offers the opportunity to examine Greek and Roman cultures through the observations and sentiments of their own writers but may also confront us with such issues as political realism and ethical idealism on a public level and love and death on a personal one.

Latin Minor

Any six courses in Latin (LAT) at any level; OR any five courses in Latin (LAT) at any level, plus one course in Classics (CLA) at any level.

Latin Courses

See [Classics Courses](#).

Latin American, Caribbean, and Latino Studies/Spanish

Latin American, Caribbean, and Latino Studies/Spanish Program Description and Requirements

The Spanish/LACLS combined major includes a combination of Latin American Studies and Spanish courses. All majors must also take at least one semester of study abroad in a College-affiliated program in a Latin American country.

Students must take a total of **twelve courses**. This includes:

- Six Latin American Studies courses
- Six Spanish courses (Spanish 301 or 302 and above)
- One of the twelve courses will constitute the **Capstone experience**, taken as independent study to be completed during the senior year.
 - Depending on the topic of the independent study, the student will substitute this course for one of the four elective courses used to complete either the Latin American, Caribbean, and Latino Studies portion or the Spanish portion of the combined major.

Study Abroad:

During the required semester of study abroad in a College-affiliated program in Latin America:

- A maximum of **two courses** may be applied to the **Latin American** studies component of the major
- A maximum of **two courses** can be used to fulfill electives for the **Spanish** portion of the major.
- Approved College-affiliated programs currently include locations in Argentina, Bolivia, Brazil, Chile, Ecuador, Mexico, Nicaragua, Panama, and Peru.

Spanish/LACLS

Combined Major Course Offerings

Latin American, Caribbean, and Latino Studies Course Options:

Core Courses (required of all Spanish/LACLS majors):

- **One 100-level course** chosen from the following:
 - **LAS 140** Introduction to Latin America: Social Sciences
 - **LAS 145** Introduction to Latinx Studies
 - **LAS 147** Introduction to Latin America: Cultural Studies
 - **One of the LAS First-Year Seminars:** FYS 133-2, FYS 199-2, FYS 199-3
- **One 200-level course** chosen from LAS 220, LAS 222, LAS 228, LAS/Hist 261, LAS/Soc 262, LAS 263/Hist 262, LAS 268
- **One 300- or 400-level course** chosen from LAS 300, LAS 322, LAS/SOC 331, LAS/Hist 361

Elective Courses (select three of the following):

- **FYS 133-2** Gender and Politics in Latin America
- **FYS 199-2** On the Road in Latin American Film
- **FYS 199-3** Film, Fabrication, and Latin America
- **LAS 140** Introduction to Latin America: Social Sciences
- **LAS 147** Introduction to Latin America: Cultural Studies
- **LAS/Econ 214** Latin American Economic History and Development
- **LAS 220** Topics in Latin American Literature
- **LAS 222/WGS 221** Bridging the Borders: Latina and Latin American Women Writers
- **LAS 223/AFS 236** Mapping Caribbean Identities
- **LAS 228** Latin American Cinema
- **LAS 231/WGS 231/ANTH 231** Gender and Change in Africa and Afro-Latin America
- **LAS/Anth 232** Precolumbian Civilizations of Mesoamerica
- **LAS/Anth 236** Precolumbian Civilizations of South America
- **LAS/MUS/AFS 251** Topics in Musicology: Global-Music of the Caribbean
- **LAS/Hist 261** Colonial Latin American History
- **LAS/Soc 262** Social Development of Latin America
- **LAS 263/Hist 262** Modern Latin American History
- **LAS/Hist 264** Brazil: Earthly Paradise to Industrial Giant
- **LAS/ENG 265** U.S. Latino Voices
- **LAS/Soc 267** Society and Politics in Latin America
- **LAS 268** Gender and Sexuality in Latino/a Cinema
- **LAS 276/SOC 276** Contemporary Mexican State and Society
- **LAS 300** Special Topics in Latin American Studies
- **LAS 304** Film and Revolution in Latin America
- **LAS 322** The Hispanic Heritage in the United States
- **LAS 331/Soc 331** Reinventing Latin American Societies
- **LAS 337** Borderland of the Americans

- **LAS/Hist 361** The Mexican Revolution
- **LAS 362/Hist 362** The U.S. and Latin America Since 1898
- **LAS/Hist 364** Social Difference in Brazilian History
- **LAS 460** Individualized Study

Spanish Department Course Options

Core Courses (required of all Spanish/LACLS majors):

- **Span 301 or 302 (Heritage Learners)** Spanish Composition and Conversation
 - Students who demonstrate an exceptional command of the Spanish language may petition the department to be exempted from this requirement.
- **Span 305** The Pleasure of the Text

Elective Courses (select four of the following):

- **Span 351** Poetry and Song in the Hispanic World
- **Span 354** The Nineteenth-Century Hispanic World
- **Span 355** Hispanic Theater
- **Span 370** Becoming Latina/o and Chicana/o in Latino Literature
- **Span 376** Latin American Contemporary Prose
- **Span 378** Contemporary Literature of the Hispanic Caribbean
- **Span 379** Colonialism, the Atlantic World and Latin America

Latin American, Caribbean, and Latino Studies/Spanish Courses

- **LAS-140** Introduction to Latin America: Social Sciences

This course introduces students to Latin American Studies via disciplinary approaches from the Social Sciences, including Sociology, Anthropology, Political Sciences, and Economics. It explores the formation and development of Latin American and Caribbean societies by looking at a number of topics, including the conquest of Amerindian civilizations, colonialism, neocolonialism, nationalism, revolution, modernization, social movements, democracy, and neoliberal globalization.

- **LAS-145** Introduction to Latinx Studies

This course introduces students to the range of issues and analytical approaches that form the foundation of Latinx studies. By tracing the history of the “Latina/o or Latinx¿? concept in relation to key elements of sociocultural life, such as time, space, identity, community, power, language, nation, and rights, students develop understandings of the particular ways in which Latina/o and Latinx studies takes shape as an intellectual and political enterprise.

- **LAS-147** Introduction to Latin America: Cultural Studies

This course introduces students to Latin American Studies via disciplinary approaches from Cultural Studies, including Music, Visual Arts, Literature, History, Philosophy, and Religious Studies. It explores the construction of Latin America and the Caribbean by looking at aesthetics and cultural artifacts from pre-Columbian times to our days in order to understand the ongoing formation of cultural communities, sensibilities, and imaginaries.

- **LAS-214** Latin American Economic History and Development

Intensive examination of Latin America, using the framework of economic analysis and political economy to consider economic history, growth, and development. Economic theory provides the primary paradigm within which this region is studied, but consideration is also given to historical events that conditioned the economic outcomes. Reviews the pertinent theory and focuses on application of that theory to specific historical events. Prerequisites: Economics 103 or 104.

- **LAS-215** Latin American and Caribbean Philosophy

Historical survey of philosophy in the Americas, highlighting authors from various eras. Students will be exposed to ideas in all branches of philosophy, discussing metaphysics, epistemology, ethics, and aesthetics through the study of philosophical ideas from various sources, including indigenous, enslaved, and female authors. This course of study questions geographical and disciplinary boundaries, including the very idea of Latin America, itself. PHIL 215 and LAS 215 are cross-listed.

- **LAS-220** Topics in Latin American Literature

Study of Latin American literature and related arts from varying perspectives. Taught in English.

- **LAS-222** Bridging the Borders: U.S. Latina and Latin American Women Writers

This course will explore the identity and the condition of women in Latin America and the United States. Latina and Latin American-women writers have illustrated women’s lives and experiences through their works and criticism. Their works have created women’s’ identities primarily from a borderline perspective, and sometimes from what Gloria Anzaldúa or Mary Louise Pratt refer to as a third space. For writers, the concept of space, gender, race, and class--as well as intersections and borderlands--play an important role when depicting Latin American women’s’ representation and Latina women in the United States and their experiences. We will use a comparative analysis utilizing texts from Latina and

Latin American women writers to look feminist discourse across physical, geographic or abstract borders. The concept of space as an analytical tool will facilitate our textual analysis, and will serve to establish a common ground to discuss similarities and difference regarding women's identity and their condition in Latin America and the United States. WGS 221 and LAS 222 are cross-listed.

- **LAS-223 Mapping Caribbean Identities**

Study of the evolution of the Caribbean people from colonial to post-colonial times through careful reading of literature. Course includes novels from the English, Spanish, and French Caribbean. A small and accessible body of post-colonial theory supplements the works of fiction. Focus is on the different political, economic, and cultural realities imposed on the various islands and their populations by the respective colonizing powers. AFS 236 and LAS 223 are cross-listed.

- **LAS-228 Latin American Cinema**

Overview of the development of Latin American Cinema from its early decades to the 21st century. The course examines how films are part of, represent, and respond to Latin American historical, political and cultural contexts, as well as the ways in which filmmakers have used cinema as a tool in social struggles. The course traces the evolution of film style, and how formal aspects contribute to the construction of the films' meanings in the Latin American context.

- **LAS-231 Gender and Change in Africa and Afro-Latin America**

An exploration of the diversity of women's familial, political, economic and social realities and experiences in West Africa and the African Diaspora in South America and the Caribbean. Particular attention is given to the processes by which indigenous West African gender and cultural patterns and their inherent power relations have shifted since pre-colonial times and across the Atlantic into the New World. Finally, the course examines the concept of Diaspora and theories relative to processes of cultural change, resistance, and retentions, as well as the role gender plays in these processes. No prerequisites. ANTH 231, WGS 231 and LAS 231 are cross-listed.

- **LAS-232 Precolumbian Civilizations of Mesoamerica**

Introduction to the organization and development of Native American civilizations in Mexico and Central America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Olmec, Maya, and Aztecs. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. Prerequisites: Anthropology 103 or 106; or Latin American Studies 140 or 147. Anth 232 and LAS 232 are cross-listed.

- **LAS-236 Precolumbian Civilizations of South America**

Introduction to the organization and development of Native American civilizations in South America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Inka, Moche, and Chavin. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. Prerequisites: Anthropology 103 or 106; or Latin American Studies 140 or 147. Anth 236 and LAS 236 are cross-listed.

- **LAS-251 Topics in Musicology**

An examination of music in Cuba, the Dominican Republic, Haiti, Puerto Rico, Jamaica, and Trinidad. Disciplinary perspectives come from ethnomusicology (the study of music as culture), Africana Studies, and Latin American Studies. Covers recreational musics (such as reggae and salsa) as well as religious musics (such as bata drumming) in relation to broader cultural currents such as national identity, race, social class, gender, sexuality, and religion. MUS 251, AFS 251, and LAS 251 are cross-listed.

- **LAS-260 Topics in Latin American History**

Exploration of an announced topic in Latin American History. Offered as staffing permits. HIST 260 and LAS 260 are cross-listed.

- **LAS-261 Colonial Latin American History**

Exploration of Spanish and Portuguese America from its roots in Iberia and indigenous America through three centuries of change. During the period, Native Americans, Europeans, and Africans transformed their economies and cultures and created new societies. Hist 261 and LAS 261 are cross-listed. Offered every other year.

- **LAS-262 Social Development of Latin America**

A study of the development of Latin American states and societies. It first examines the various strategies employed by Latin American elites to develop capitalist societies that serve their interests. Mexico, Brazil, and Argentina are used to illustrate the implementation of these strategies. The second part of the course focuses on social movements to analyze the popular reaction to elites' strategies of social development. It looks at social movements generally in the region, but it pays particular attention to Mexico, Brazil, and Argentina. Soc 262 and LAS 262 are cross-listed.

- **LAS-263 Modern Latin American History**

Survey of Latin American history from independence through the formation of national identity and the quest for modernity to dictatorship, democracy, and neoliberalism. Hist 262 and LAS 263 are cross-listed. Offered every other year.

- **LAS-264 Brazil: Earthly Paradise to Industrial Giant**

Major themes in Brazilian history from early Portuguese-indigenous relations, expanding frontiers, colonial society, and the development of African slavery, through nineteenth-century formation of national identity, to twentieth-century industrialization, political struggle, and cultural change. Hist 264 and LAS 264 are cross-listed. Offered as staffing permits.

- LAS-265 U.S. Latino Voices

The study of selected masterpieces of Latino literature from the United States. Special emphasis is given to writers representing the largest segments of the U.S. Latino population: Mexican Americans, Puerto Ricans, Cubans, and Dominicans. Other Latino communities are represented in shorter reading selections. This is primarily a literature course engaging students in literary analysis of each text's themes, structure and style. ENG 265 and LAS 265 are cross-listed. Fulfills humanities and conceptualizing diversity requirements..

- LAS-266 Latinx Literatures of the United States

This course introduces students to the major canons of Latinx literature that emerged in the twentieth century, together with their historical contexts from the nineteenth century to the present. Students will analyze novels, short stories, poems, and films to investigate how Latinx cultural production unfolds along the lines of race, ethnicity, class, gender, sexuality, and coloniality. As we will see, these issues are explored not only in literary expressions of Latinidad and Chicanidad, but also, and more predominantly, in group-specific epistemologies and modes of consciousness, inextricable from the experiences that co-constitute them, i.e., from the social and historical complexities of racialization and mestizaje; multilingualism and code-switching; immigration and diaspora; revolution and exile; citizenship and undocumented status; labor and economic exploitation. Along the way, students will examine the differences and similarities that have shaped the experiences and aesthetic choices of different Latinx communities in the United States, while thinking more broadly about their transnational contexts in the US-Mexico borderlands, the circum-Caribbean, and Latin America. ENG 266 and LAS 266 are cross-listed.

- LAS-267 Society and Politics in Latin America

A study of historical, social and political development of the Dominican Republic. The course looks at the tensions between dictatorship, democracy, social development, and international migration to explain contemporary Dominican society. These factors are seen in the context of international capitalist development and the nation's re-insertion into globalization. Soc 267 and LAS 267 are cross-listed.

- LAS-268 Gender and Sexuality in Latino/a Cinema

Critical exploration of the representation of gender and sexuality in Latino/a cinema in the United States. The course invites students to ponder questions like: How has the cinematic representation and self-representation of Latinos/as evolved since the 1920s? How do gender and sexuality interact with race, class, and the politics of language to construct specific images of Latinos/as in film? How do gender, sexuality, and politics interact to construct different representations of Latino history on film?

- LAS-276 Social and Political Problems: The Case of Mexico

Study of the development of Mexico's economic and social development in the Twentieth Century. The course focuses on two tasks: it provides an outline of economic and social development since independence and evaluates the process of industrialization in the twentieth century. The basic conceptual framework is that a socio-historical approach may help us understand the successive periods of growth and stagnation in Mexican society. What does the sociological analysis teach us about the current obstacles to social and economic development?

- LAS-300 Topics in Latin American Studies

A study of Latin American societies as seen through the lenses of Anthropology, Political Science, Literature, History, Economics or Sociology.

- LAS-304 Film & Revolution in Latin America

Investigation of Latin American movies that urge revolutionary change. Special attention to films of the Cuban Revolution and to underground cinema, neorealist films, and indigenous film movements in other Latin American countries. Attention to the social and political context in which the films were made. Analysis of the contrasting presuppositions and assertions in revolutionary filmmakers' theoretical writings, of the impact of their theories on their films, and of the evolution of revolutionary movies.

- LAS-322 The Hispanic Heritage in the United States

Study of the Hispanic experience in the territory that is now the United States, from the early Spanish explorations to the present. This course examines the historical roots of the various groups that belong to this large and diverse segment of the U.S. population, looking at the issues that distinguish each group, as well as those that join all the groups under the Hispanic umbrella. Readings, films, guest speakers, and contact with the local Hispanic community provide sources of information for reflection on the ways in which the various groups have faced the challenges of integration into American society.

- LAS-331 Political Sociology of Latin America

A study of the changing pattern of democratic development in Latin America. It will first analyze the processes of transition and consolidation of the region's democracies from the 1980s to 2009 and, then, focus, on issues of clientelism, citizenship, and populism. What is holding back the consolidation of democracy in the region? Prerequisite: LAS 140 or any other course with a focus on Latin America. Soc 331 and LAS 331 are cross-listed.

- LAS-337 Borderlands of the Americas

Explores geographical regions from the Great Lakes to the South American pampas beyond the effective control of Spanish, Portuguese, British, or French empires or early nation states. Often transitional environmental zones, ecological and human variables shaped these spaces of ethnic, cultural, and economic exchange, where competing spheres of indigenous and European influence overlapped. The histories of these places have often been memorialized and mythologized in the development of national identities. Offered as staffing permits.

- LAS-360 Topics in Latin American History

Exploration of an announced topic in Latin American History. Offered as staffing permits. HIST 360 and LAS 360 are cross-listed.

- LAS-361 The Mexican Revolution

Study of the background, precursor movements, participants, events, and outcome of the violent social revolution; that swept the Mexican countryside between 1910 and 1917. Hist 361 and LAS 361 are cross-listed. Offered every other year.

- LAS-362 The U.S. & Latin America since 1898

The United States and Latin America since 1898. This course examines the evolution of U.S. policy toward Latin America, identifying the historical developments that have shaped that policy. It also investigates the effects these policies have had in the region and the ways in which Latin Americans have reacted to them. While the course centers on traditional diplomatic history in its orientation, it also examines interactions among non-state actors and the broader cultural and social dimensions of international relations. Offered as staffing permits.

- LAS-363 The Other America: Transnational and Hemispheric American Studies

Students in this course will examine U.S., Caribbean, and Latin American literature in a comparative and interdisciplinary context. Beginning in the late-nineteenth century and moving through more contemporary voices, we will read novels, poems, and critical works that address the historical and cultural relationship between the American North and South, i.e., between global geographies that have been divided into core and peripheral zones. The concept of the 'Western hemisphere' gained cohesion through the displacement and erasure of indigenous populations across the global South. We will therefore assess how the recovery of knowledge, history, and freedom remains central to literary works that mobilize a hemispheric imagination. Students will explore how imperialism, racialism, polyculturalism, and multilingualism not only shaped cultural production in the Americas but also provided a shared experience of loss and fragmentation that becomes the object of modernist representation across national divides. Moreover, students will examine the literary devices and narrative structures that constitute cross-regional anxieties concerning historical origins, geography, chronology, and memory across the continent. In addition to primary texts, we will engage criticism across the fields of Atlantic, borderlands, and diaspora studies to identify and understand key concepts that span the fraught yet emerging field of transnational American literature.

- LAS-364 Slavery and Society in Brazilian History

Intensive study of Brazilian history with an emphasis on the creation of social difference, the formation of concepts of race and ethnicity, and the construction of colonial, imperial, and national identities. Exploring historiographical trends and recent scholarship, the course emphasizes topics such as early contact, colonial society, Indian and African slavery, immigration, religion and culture, and indigenism. Hist 364 and LAS 364 are cross-listed. Offered as staffing permits.

- LAS-365 Magical Realism Across Continents

This course explores magical realism as an international literary artform that combines supernatural phenomena with realistic representations of everyday life. This fusion of fact and fantasy originated by questioning not only the nature of reality but also the possibility of creating new realities amid historic struggles for national autonomy in the global South. As such, magical realism can be understood as a literary expression of postcolonial thought that adopts yet transforms Western modernism to assert the innovation, authority, and importance of non-Western modernisms. The first one-third of the course will cover the foundations of magical realism as a set of Latin American modes and worldviews. As such, it will feature readings by Alejo Carpentier, Gabriel García Márquez, Julio Cortázar, and Jorge Luis Borges. Other parts of the course will trace the expansion and propagation of magical realism across other geographies and identities around the world. In these sections, we will read texts by Toni Morrison, Louise Erdrich, Moshid Hamin, Ben Okri, and Jeanette Winterson—from Native American and African American authors in the US to authors in Pakistan, Nigeria, and England. Students will have an opportunity to bring these texts, together with secondary sources, into comparative dialogue with films such as Guillermo del Toro's *Pan's Labyrinth* and Issa López's *Tigers Are Not Afraid*, among others, to note the cross-cultural connections between magical realism and expressions of loss, trauma, resistance, and renewal. As we encounter these works, we will explore questions such as: What are the literary strategies and narrative techniques used to naturalize the supernatural? How has this mode changed in moving from Latin American contexts to other cultures around the world? What myths and oral traditions influence what some critics have called the "ontological foundations" of magical realism, and what forms of irreverence and metafiction inform the more "epistemological foundations" of the mode? ENG 365 and LAS 365 cross-listed.

- LAS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F.

- LAS-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U.

- LAS-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F.

- LAS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U.

- LAS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F.

- LAS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U.

- LAS-462 Individualized Study-Research
Individualized research not counting in the minimum requirements in a major or minor, graded A-F.
- LAS-463 Individualized Study-Research
Individualized research not counting in the minimum requirements in a major or minor graded S/U.
- LAS-464 Individualized Study-Research
- LAS-470 Individualized Study-Internship
Internship counting toward the minimum requirements in a major or minor, graded A-F.
- LAS-471 Individualized Study-Internship
Internship counting toward the minimum requirements in a major or minor, graded S/U.
- LAS-472 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded A-F.
- LAS-473 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded S/U.
- LAS-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- LAS-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

Latin American, Caribbean, and Latino Studies

Latin American, Caribbean, and Latino Studies Program Description and Requirements

To minor in Latin American, Caribbean, and Latino Studies, students must fulfill the College's language distribution requirement in Spanish or one of the other principal languages spoken in Latin America. Students on the alternate-language track may also minor in Latin American, Caribbean, and Latino Studies.

Requirements:

- **To minor in Latin American, Caribbean, and Latino Studies, students must fulfill the College's language distribution requirement in Spanish, or one of the other principal languages spoken in Latin America.**
- **Students must take six courses from the combined major course offerings:**
 - No more than two may be at the **100 level**
 - At least one must be a **300 LAS course** taken at the College.
- Minors are strongly encouraged to take **LAS 140, LAS 145, or LAS 147.**
- Courses must be in at least two of the College's divisions -- i.e., the courses must draw on both **humanities** and the **social sciences.**
- Students on the **alternate-language track** may also minor in Latin American, Caribbean, and Latino Studies.

Study Abroad:

- A maximum of **two courses taken on a study abroad program in Latin America** may be substituted for any course except the 300 or 400-level LAS course.

Latin American, Caribbean, and Latino Studies Course Options:

Core Courses (required of all LACLS/Spanish majors):

- **One 100-level course** chosen from the following:
 - **LAS 140** Introduction to Latin America: Social Sciences
 - **LAS 145** Introduction to Latinx Studies: Cultural Studies
 - **LAS 147** Introduction to Latin America: Cultural Studies
 - **One of the LAS First-Year Seminars:** FYS 133-2, FYS 199-2, FYS 199-3
- **One 200-level course** chosen from LAS 220, LAS 222, LAS 228, LAS/Hist 261, LAS/Soc 262, LAS 263/Hist 262, LAS 268
- **One 300-level course** chosen from LAS 300, LAS 322, LAS/SOC 331, or LAS/Hist 361

Elective Courses (select three of the following):

- FYS 133-2 Gender and Politics in Latin America
- FYS 199-2 On the Road in Latin American Film
- FYS 199-3 Film, Fabrication, and Latin America
- LAS 140 Introduction to Latin America: Social Sciences
- LAS 145 Introduction to Latinx Studies
- LAS 147 Introduction to Latin America: Cultural Studies
- LAS/Econ 214 Latin American Economic History and Development
- LAS 220 Topics in Latin American Literature
- LAS 222/WGS 221 Bridging the Borders: Latina and Latin American Women Writers
- LAS 223/AFS 236 Mapping Caribbean Identities
- LAS 228 Latin American Cinema
- LAS 231/WGS 231/ANTH 231 Gender and Change in Africa and Afro-Latin America
- LAS/Anth 232 Precolumbian Civilizations of Mesoamerica
- LAS/Anth 236 Precolumbian Civilizations of South America
- LAS/MUS/AFS 251 Topics in Musicology: Global-Music of the Caribbean
- LAS/Hist 261 Colonial Latin American History
- LAS/Soc 262 Social Development of Latin America
- LAS 263/Hist 262 Modern Latin American History
- LAS/Hist 264 Brazil: Earthly Paradise to Industrial Giant
- LAS/ENG 265 U.S. Latino Voices
- LAS/Soc 267 Society and Politics in Latin America
- LAS 268 Gender and Sexuality in Latino/a Cinema
- LAS 276/SOC 276 Contemporary Mexican State and Society
- LAS 300 Special Topics in Latin American Studies
- LAS 304 Film and Revolution in Latin America
- LAS 322 The Hispanic Heritage in the United States
- LAS 331/Soc 331 Reinventing Latin American Societies
- LAS 337 – Borderland of the Americans
- LAS/Hist 361 The Mexican Revolution
- LAS 362/Hist 362 The U.S. and Latin America since 1898
- LAS/Hist 364 Social Difference in Brazilian History
- LAS 460 Individualized Study

Spanish Department Course Options

Core Courses (required of all LACLS/Spanish majors):

- **Span 301/302 (Heritage Learners)** Spanish Composition and Conversation
 - Students who demonstrate an exceptional command of the Spanish language may petition the department to be exempted from this requirement.
- **Span 305 The Pleasure of the Text**

Elective Courses (select four of the following):

- **Span 351** Poetry and Song in the Hispanic World
- **Span 354** The Nineteenth-Century Hispanic World
- **Span 355** Hispanic Theater
- **Span 370** Becoming Latino/a and Chicana/o in Latino Literature
- **Span 376** Latin American Contemporary Prose
- **Span 378** Contemporary Literature of the Hispanic Caribbean
- **Span 379** Colonialism, the Atlantic World and Latin America

Mathematical Economics

Mathematical Economics Program Description and Requirements

The bachelor of science major in mathematical economics comprises at least 11 economics courses plus six specific courses in mathematics and computer science, permitting a deeper engagement with the discipline than the bachelor of arts economics major and providing enhanced preparation for graduate study.

Contemporary economics is intertwined with mathematics. For example:

- The New Keynesian Model uses differential equations and partial derivatives to model how market equilibrium is achieved even when buyers' demand and desired production levels do not match.
- Microeconomics models how price changes for one good affect demand for another, using multivariable calculus that students should master

prior to the intermediate theory course.

- Econometrics employs linear algebra to analyze data and estimate the marginal impacts of numerous variables on a particular phenomenon.

Major Requirements

[Mathematical Economics BS Major Checklist](#)

Economics:

Core Courses

- Economics 103 and 104
- Economics 241, 243, 245, and 249
- Economics 350 and 352

Additional Courses

- Two courses from 250-399, at least one from 300-399
- One senior seminar

Math:

Core Courses

- Math 111 and 112
- Math 211 and 212

Additional Courses:

Math or Computer Science Electives: Two courses from the list below

- Math 225, 321, 353
- CS107 or 111, CS216

Senior Seminar:

- 351/404 - Capstone Seminar in Mathematical Economics

Mathematics

Mathematics Program Description

Mathematics is beautiful and useful. Students of mathematics learn both how to explore abstract mathematical ideas and also how to solve quantitative problems from the natural and social sciences.

Available as a major or minor, the Mathematics program will help you learn to use mathematical tools to solve both theoretical and practical problems, and to communicate mathematical ideas effectively.

You'll gain familiarity with computer tools such as R, Mathematica, and MATLAB, and collaborate one-on-one with faculty on [mathematical research projects](#).

Mathematics majors have gone on to great success in [graduate programs and careers in mathematics and science, as well as a wide range of other careers including education, law, finance, management, medicine, and engineering](#).

Mathematics Program Requirements

Requirements for the Mathematics Major

The Mathematics Major consists of the following courses:

- Mathematics 111 (or 105-106), 112, 211, 212, and 215
 - Incoming students who initially place themselves into, and successfully complete, Math 112 have satisfied the Math 111 requirement for the math major. Incoming students who initially place themselves into, and successfully complete, Math 211, 212, or 225 have satisfied the Math 111 and Math 112 requirements for the math major.
- Computer Science 107 or 111
- Four 300-level Mathematics courses, which must include at least one selected from Mathematics 315, 321, or 331

- Capstone requirement: In addition to the courses listed above, a 300-level math course from the list of departmentally designated “math capstone courses,” to be taken senior year (unless special permission is granted by the department)
- One additional elective at the 200-level or above

Students considering graduate study in mathematics are advised to take both Mathematics 321 and 331.

Requirements for the Mathematics Minor

The minor in mathematics consists of six mathematics courses numbered 111 or higher, including at least one course at the 300 level.

Grade Requirements

By College policy, once declaring a major or minor in mathematics, students must take all courses in mathematics using the A–F grading system. To advance to a course with prerequisites, a minimum grade of C– is required for each prerequisite course.

Mathematics Courses

- **MATH-103 Mathematical Ideas**

Introduction to the power and scope of mathematical ideas by investigating several particular topics. Topics vary among sections. Example of topics include basic mathematical modeling, dynamic geometry, puzzles and recreational mathematics, linear programming, game theory, voting power, legislative representation, and cryptology. Course is intended for first year and sophomore students in the arts, humanities, and social sciences who do not plan to take calculus. Students who have received credit for any Mathematics course at Gettysburg College, whether through course completion, transfer credit, or AP credit, may not enroll in Mathematics 103. No prerequisites.

- **MATH-105 Calculus with Precalculus I**

Study of precalculus and differential and integral calculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. No prerequisites.

- **MATH-106 Calculus with Precalculus II**

Study of precalculus and differential and integral calculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. Prerequisite: Math 105 with a C- or better.

- **MATH-107 Applied Statistics**

Introduction to statistical methods with applications from social, biological, and health sciences. Topics include descriptive statistics, fundamentals of probability theory, probability distributions, hypothesis testing, linear regression and correlation, analysis of categorical data, and analysis of variance. Laboratory work is designed to utilize the computational power of a statistical computer package. Credit cannot be received for both this course and Biology 260, Economics 241, Health Sciences 232, or Psychology 205. No prerequisites.

- **MATH-111 Calculus I**

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral. Applications are drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105-106 cannot also receive credit for Mathematics 111. No prerequisites.

- **MATH-111 Calculus I (Honors)**

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral. Applications are drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105-106 cannot also receive credit for Mathematics 111. Prerequisite: First-Year Standing with no credit for any other mathematics course at Gettysburg.

- **MATH-112 Calculus II**

Differential and integral calculus of one real variable. Topics include the definite integral, integration techniques, improper integrals, differential equations and sequences and series. Applications are drawn from the natural and social sciences. Prerequisite: Math 105 and 106 or Math 111 with a C- or better or First Year Standing with no credit for any other mathematics course at Gettysburg.

- **MATH-112 Calculus II (Honors)**

Differential and integral calculus of one real variable. Topics include the definite integral, integration techniques, improper integrals, differential equations and sequences and series. Applications are drawn from the natural and social sciences. Prerequisite: First-Year Standing with no credit for any other mathematics course at Gettysburg.

- **MATH-201 Introduction to Research in Mathematics**

Introduction to the methodology and procedures of research in mathematics. After selecting one or more of the open-ended research projects discussed in class, students will individually or in small groups carry out an investigation, culminating in a written report and its public presentation. No prerequisites.

- **MATH-211 Multivariable Calculus**

Vectors, vector functions, functions of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line integrals and Green's Theorem. Prerequisite: Math 112 with a C- or better.

- **MATH-212 Linear Algebra**

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformations, eigenvalues, and quadratic forms. Prerequisite: Math 112 with a C- or better.

- **MATH-215 Abstract Mathematics I**

Introduction to abstract mathematical thinking, emphasizing mathematical reasoning and exposition. Students examine the concepts and methods of abstract mathematics, such as primitives and definitions, axioms and theorems, conjectures and proofs; study the topics of higher-level mathematics, such as logic, sets, quantifiers, and mathematical structures; learn the skills of reading, understanding, writing, and presenting rigorous mathematics; and gain an appreciation for the history and culture of mathematics. No prerequisites.

- **MATH-225 Differential Equations**

Analysis of one and two-dimensional differential equations, with an emphasis on the qualitative behavior of solutions. Topics include graphical exploration, numerical approximation, separable and linear equations, phase line and phase plane analysis, conservative and dissipative systems, linearization, and applications to biology, chemistry, and physics. Prerequisite: Math 112 with a C- or better.

- **MATH-301 Intermediate Research in Mathematics**

Development of intermediate level research in mathematics. After selecting one or more of the open-ended research projects discussed in class, students will individually or in small groups carry out an investigation which provides a careful and complete proof of their results. The research will culminate in a written report and its public presentation. Prerequisite: Math 212 or Math 215 with a C- or better.

- **MATH-302 Applied Research in Mathematics**

Mathematical research on problems that come from business, industry and government. Collaboration between students, professor and industrial partner liaison to address an open question from the liaison's company or agency. Industrial partnerships may vary from offering to offering as questions arise and are answered. Prerequisite: C- or better in both MATH 212 and MATH 225

- **MATH-308 Introduction to Combinatorics**

Topics selected from partition and permutation theory, enumeration, recursion, partially ordered sets, Markov chains, generating functions, algebraic combinatorics, combinatorial geometry, and design and coding theory. Applications are chosen from computer science, optimization, and the social and life sciences. Prerequisite: Math 212 or Math 215 with a C- or better.

- **MATH-309 Introduction to Graph Theory**

Topics are selected from extremal graph theory, network flow and design, coloring, Ramsey theory, matching and transversal theory, random graphs, and algebraic and topological graph theory. Applications are chosen from computer science, optimization, and the social and life sciences. Prerequisite: Math 215 with a C- or better.

- **MATH-314 From Zero to Infinity: Philosophical Revolutions in Mathematics**

Study of the philosophical foundations of mathematics starting with the concept of number and culminating the Godel's groundbreaking incompleteness result. Specific topics include the historical developments and mathematical and philosophical ramifications of zero, rational, irrational, imaginary, and transfinite numbers as well as an examination of the completeness of arithmetic.

- **MATH-315 Abstract Mathematics II**

Further development of the skills of abstract mathematical reasoning and writing proofs, as well as the rigorous development of the elements of advanced mathematics. Topics include a variety of advanced proof techniques, relations, functions, order, limits, finite enumeration, infinite cardinalities, and number systems. Prerequisite: Math 215 with a C- or better.

- **MATH-321 Real Analysis**

Rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Topics include elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, and uniform convergence. Prerequisite: Math 215 with a C- or better.

- **MATH-325 Partial Differential Equations**

Course focuses on the solution, analysis and numerical exploration of partial differential equations, including the heat equation, wave equation and Laplace's equation. Topics include boundary value problems, the method of separation of variables, Fourier series, Sturm-Liouville eigenvalue problems and the method of characteristics. Applications to physics are emphasized. Prerequisite: Math 211 and Math 225, both with a C- or better

- **MATH-331 Abstract Algebra**

Study of basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. Prerequisite: Math 215 with a C- or better.

- **MATH-337 Number Theory**

Study of topics in elementary number theory. Topics include factorization and the prime numbers, Diophantine equations, quadratic reciprocity, and the Fundamental Theorem of Arithmetic. Applications of these ideas to cryptography are explored. Prerequisite: Math 215 with a C- or

better.

- **MATH-342 Applied Linear Algebra**

Rigorous continuation of first-semester linear algebra, with applications both within mathematics and to the social and natural sciences. Topics, chosen by the instructor, may include matrix powers and exponentials, nonnegative matrices and Markov chains, coding theory, design theory, graph theory, the Perron-Frobenius theorem, ranking theory, data clustering, and max-plus algebra. Prerequisite: Math 212 with a C- or better.

- **MATH-343 Geometry**

Study of both synthetic and analytic approaches to geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries, projective geometry, and subgeometries of projective geometry. Prerequisite: Math 215 with a C- or better.

- **MATH-344 Topology**

Introduction to essential ideas in topology and their applications. Core topics include topological spaces, bases, subspaces, product spaces, quotient spaces, continuous maps, homeomorphisms, connectedness, compactness, and separation axioms. Additional topics vary and may include homotopy and the fundamental group, fixed point theorems, knot theory, manifolds, and classification of surfaces. Prerequisite: MATH 215 with a C- or better.

- **MATH-351 Mathematical Probability**

Combinatorics, discrete and continuous random variables and their distributions, expected value and variance, functions of random variables, the Law of Large Numbers, the Central Limit Theorem, generating functions, and applications such as Markov chains, random walks, and games of chance.

- **MATH-352 Mathematical Statistics**

Expectation, special probability distributions and densities, bivariate and multivariate distributions, sampling distributions, theory and applications of estimation, hypothesis testing, regression, correlation, analysis of variance, and nonparametric methods

- **MATH-353 Probability and Statistics**

Study of topics in probability and statistics. Topics include discrete and continuous random variables and their distributions, expected value and variance, the Law of Large Numbers, the Central Limit Theorem, sampling distributions, theory and application of estimation, hypothesis testing, regression, correlation, and analysis of variance. Applications to problems in the social and natural sciences will also be considered. Prerequisites: Math 211 and Math 212 with a C- or better.

- **MATH-361 Chaos and Dynamical Systems**

Dynamical systems and chaos theory. Topics include linear and nonlinear systems, mappings and orbits, bifurcations, stability theory and applications of dynamical systems. Prerequisite: Math 212 and 215, both with a C- or better

- **MATH-362 Operations Research**

Study of techniques and tools used in mathematical models applied to the biological and social sciences. Topics are selected from optimization, linear and nonlinear programming, transportation problems, network analysis, dynamic programming, and game theory.

- **MATH-363 Wavelets and Their Applications**

Introduction to discrete wavelet transformations and their applications in digital image processing and other areas. Topics may include basic complex analysis, Fourier series, convolution and filters, and the Haar and Daubechies Wavelet Transformations. Mathematica (or similar software) is used as a tool to explore and to manipulate images stored as large matrices. Prerequisite: Math 212 with a C- or better.

- **MATH-364 Complex Analysis**

Complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals, the residue theorem, and conformal mapping. Prerequisite: Math 211 with a C- or better.

- **MATH-366 Numerical Analysis**

Numerical techniques for solving mathematical problems. Topics include solutions of equations, solutions of simultaneous linear equations, interpolation and approximation, numerical differentiation and integration, the eigenvalue problem, numerical solutions of ordinary differential equations, and error analysis.

- **MATH-381 Selected Topics**

Study of an advanced phase of mathematics not otherwise in the curriculum. Subject matter and frequency of offering depend on student interest. Possible areas for study are point set topology, combinatorics, graph theory, partial differential equations, differential geometry, and number theory. Prerequisite: Depends on the topic

- **MATH-401 Advanced Research in Mathematics**

Development of advanced level research in mathematics. Students work on open-ended research projects that they have previously worked on in Math 301 (Intermediate Research in Mathematics). The emphasis in this course is on developing professional writing and presentation skills. The goal of the course is for students to complete a formal paper on their research, including an abstract, an overview of the history of the project, a statement of new results, an explanation of methods, a description of possible questions for future research, and a complete bibliography. Students are also expected to present their research off campus. Prerequisite: Math 301 with a C- or better.

- MATH-450 Individualized Study-Tutorial
Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F
- MATH-451 Individualized Study-Tutorial
Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U
- MATH-452 Individualized Study-Tutorial
Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F
- MATH-453 Individualized Study-Tutorial
Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U
- MATH-460 Individualized Study-Research
Individualized research counting toward the minimum requirements in a major or minor, graded A-F
- MATH-461 Individualized Study-Research
Individualized research counting toward the minimum requirements in a major or minor, graded S/U
- MATH-462 Individualized Study-Research
Individualized research not counting in the minimum requirements in a major or minor, graded A-F
- MATH-463 Individualized Study-Research
Individualized research not counting in the minimum requirements in a major or minor graded S/U
- MATH-470 Individualized Study-Internship
Internship counting toward the minimum requirements in a major or minor, graded A-F
- MATH-471 Individualized Study-Internship
Internship counting toward the minimum requirements in a major or minor, graded S/U
- MATH-472 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded A-F
- MATH-473 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded S/U
- MATH-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- MATH-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office
- MATH-477 Half Credit Internship
Half credit internship, graded S/U.

Middle East and Islamic Studies

Middle East and Islamic Studies Program Description and Requirements

The Middle East and Islamic Studies (MEIS) program at Gettysburg College gives students a wide breadth of opportunities to pursue his or her interests on a most critical part of the world: home to our oldest civilizations, cradle to three great monotheistic religions, and a most vital and dynamic focus of current events. The minor reflects the need to understand more about this region, the peoples who live there, and the ways that Islam has shaped societies around the world. Students who choose to pursue a minor in MEIS will have many study abroad, internship, and career opportunities with the knowledge they learn here. Additionally, the small class sizes give students many opportunities to build relationships with their professors and others, allowing them to pursue their own MEIS interests on the side.

Student research is a focal point of the MEIS program. Past students have conducted research on Middle Eastern regime changes, Near Eastern archaeology, and Muslim youth in America.

The study of Arabic language is a centerpiece of the MEIS program and demonstrated proficiency in Arabic or another Middle Eastern/Islamic World language is a requirement. The program emphasizes the study of languages and cultures, histories, identities, and the world views of the

people who live in the greater Middle East, contributing to a broader understanding of multiple expressions of Islam and how the peoples of the Middle East have shaped human experience in the past and present.

[MEIS minor Casey Trattner '18 studied abroad in Italy](#)

[Rewriting the story: Kelsey Cochran MEIS minor studied abroad in Aix en Provence and Morocco](#)

Please contact Abdulkareem Said Ramadan, MEIS coordinator, at aramadan@gettysburg.edu for additional information or Triada Chavis, IDS Administrator, at tchavis@gettysburg.edu

Music/Sunderman Conservatory of Music

Music Program Description

The Sunderman Conservatory of Music devotes itself to the development of the art of music in the lives of the campus and broader community by blending excellent, comprehensive musical training with Gettysburg College's strengths as one of the nation's leading liberal arts colleges.

Music-the traditions of classical, jazz, and world musics working side-by-side and crossing boundaries-provides the lens through which students achieve a rich, well-rounded education. The Conservatory offers a wide range of music opportunities for its majors and minors and for those majoring in other fields who are interested in having music as an important part of their lives. It is our belief that the whole person can be fostered through the transforming and transcendent power of music.

A program of rigorous study in specialized music disciplines, coupled with a core curriculum in music theory, history, and literature, not only prepares music majors for distinction as performers, scholars, and teachers but also inspires success in a broad array of potential career choices.

Three degrees- Bachelor of Arts in Music, Bachelor of Music in Performance, and Bachelor of Music Education-are offered, as is a minor in music.

A successful audition and a music theory placement assessment are required for acceptance into the music major and minor programs.

The Sunderman Conservatory is an accredited institutional member of the National Association of Schools of Music (NASM).

Music Program Requirements

There is a distinctive vibrancy to a Sunderman Conservatory education.

The Conservatory offers three music degrees and an extraordinary range of opportunity for all students. As part of Gettysburg College, the Conservatory resides within an energetic liberal arts community that blends academic pursuits and engaged commitment to a broad spectrum of activities, service and creative endeavors.

But most of all, the Conservatory prides itself on the synergy between its students and the notable faculty who span the breadth of musical excellence. Indeed, it's this invaluable sharing of ideas, creativity and knowledge that enables Conservatory students to develop their voices as musicians as they rise to their full potential as adults.

The Sunderman Conservatory is an accredited institutional member of the National Association of Schools of Music (NASM).

Bachelor of Arts in Music

The Bachelor of Arts in music degree is designed for students with serious preparation for and interest in the study of music within a liberal arts context. Students build strong musical foundations through performance, applied study, music theory, music history, and world music. Advanced work in the major continues with a selection of courses that serve to concentrate and contextualize students' understanding of music.

Some students may choose to work with a faculty mentor to focus on particular areas of interest within music (for example, composition, conducting, teaching, jazz studies, musicology, ethnomusicology) through coursework, independent study, or internships.

The BA in Music offers a broad array of options, including the opportunity to pursue a second major or a minor in another disciplinary field. Graduates have gone on to pursue careers in music performance, composition, conducting, teaching, musicology, and ethnomusicology and in related fields such as arts management, arts marketing, music recording, and music librarianship. Others have completed graduate or professional programs in law, medicine, chemistry, physics, math, and numerous other fields while continuing to remain involved in music as an avocation. Admission to the Bachelor of Arts in Music is by audition.

Major Requirements

- MUS_CLAS 141, 142, 210, 211, 212, 241, 242, 442
- One additional restricted elective course in music theory or history at the 300-level (MUS_CLAS 304, 318, 341, 342) or other with Conservatory approval
- Major ensemble participation on the student's principal instrument/voice all semesters in residence

- Minimum of 6 semesters of applied lessons at the 200 level on the student's principal instrument/voice. Concurrent registration in applied lessons required during semester of senior capstone
- Senior Capstone (Mus 456)

Bachelor of Music in Performance

This 36-course degree typically leads to graduate work in performance for those who seek careers as performers and studio teachers. It also provides the foundation for those pursuing careers as singers in opera and musical theater, as instrumentalists in orchestras and bands, as solo recitalists, collaborative pianists, conductors, college instructors, and church musicians. It is considered a professional music degree with approximately two-thirds of the course work in music. Admission to the Bachelor of Music is by audition.

Major Requirements

Voice Track

- Eight semesters of Applied Study that includes a weekly studio class and, during the junior and senior years, preparation and performance of the junior and senior recitals (MUSIC 157, 158, 257, 258, 357, 358, 457, 458; 1.0 course units each)
- Major ensemble participation on the student's principal instrument/voice all semesters in residence (0.25 course units each)
- One semester of Chamber Music (MUS_ENS 191; 0.25 course units)
- Two semesters of MUS_CLAS 250 Opera Workshop
- Vocal Diction 1 and 2 (MUS_CLAS 207, 208; 0.50 course units each)
- Vocal Literature 1 and 2 (MUS_CLAS 213, 214; 0.50 course units each)
- Vocal Pedagogy (MUS_CLAS 334; 0.50 course units)
- Five courses in music theory (Mus_Clas 141, 142, 241, 242, and a choice among the following: 304, 341, or 342)
- Conducting (Mus_Clas 205)
- Four courses in music history (Mus_Clas 210, 211, 212, 442)
- An elective course.

Voice students must also take one year minimum studying each of two approved languages, which are Italian, French, German, and Spanish.

Keyboard Track

- Eight semesters of Applied Study that includes a weekly studio class and, during the junior and senior years, preparation and performance of the junior and senior recitals (MUSIC 157, 158, 257, 258, 357, 358, 457, 458; 1.0 course units each)
- Major ensemble participation on the student's principal instrument/voice all semesters in residence (0.25 course units each)
- Two semesters of Chamber Music (MUS_ENS 191; 0.25 course units each)
- Four semesters of Accompanying
- Keyboard Literature (MUS_CLAS 332; 0.50 course units)
- Keyboard Pedagogy (MUS_CLAS 334; 0.50 course units)
- Five courses in music theory (MUS_CLAS 141, 142, 241, 242, and a choice among the following: 304, 341, or 342)
- Conducting (Mus_Clas 205)
- Four courses in music history (MUS_CLAS 210, 211, 212, 442)
- Four elective courses.

Strings Track

- Eight semesters of Applied Study that includes a weekly studio class and, during the junior and senior years, preparation and performance of the junior and senior recitals (MUSIC 157, 158, 257, 258, 357, 358, 457, 458; 1.0 course units each)
- Major ensemble participation on the student's principal instrument/voice all semesters in residence (0.25 course units each)
- Seven semesters of Chamber Music (MUS_ENS 191/192; 0.25 course units each)
- String Literature (MUS_CLAS 332; 0.50 course units)
- String Pedagogy (MUS_CLAS 334; 0.50 course units)
- Five courses in music theory (MUS_CLAS 141, 142, 241, 242, and a choice among the following: 304, 341, or 342)
- Conducting (MUS_CLAS 205)
- Four courses in music history (Mus_Clas 210, 211, 212, 442)
- 3.5 elective courses.

Wind/Percussion Track

- Eight semesters of Applied Study that includes a weekly studio class and, during the junior and senior years, preparation and performance of the junior and senior recitals (MUSIC 157, 158, 257, 258, 357, 358, 457, 458; 1.0 course units each)
- Major ensemble participation on the student's principal instrument/voice all semesters in residence (0.25 course units each)
- Seven semesters of Chamber Music (MUS_ENS 191; 0.25 course units each)
- Woodwind, Brass, or Percussion Literature (MUS_CLAS 332; 0.50 course units)
- Woodwind, Brass, or Percussion Pedagogy (MUS_CLAS 334; 0.50 course units)

- Five courses in music theory (Mus_Clas 141, 142, 241, 242, and a choice among the following: 304, 341, or 342)
- Conducting (MUS_CLAS 205)
- Four courses in music history (MUS_CLAS 210, 211, 212, 442)
- 3.5 elective courses.

Bachelor of Music Education

This 36-course degree prepares students for careers as music educators at all levels in public and independent schools upon graduation. The curriculum treats all aspects of music education, including general music, vocal/choral music, and instrumental music. Music education students are given a wealth of classroom experience prior to graduation and will develop the performance skills essential to good teaching through applied lessons, large and small ensemble participation, and an impressive variety of performance opportunities. Non-Western traditions and approaches to popular music are integrated throughout the music education curriculum. While the majority of graduates move immediately into a teaching career, some may also choose to pursue graduate work in music education or in music performance, composition, or arts administration. Approximately one-half of the coursework is in music, while another 15 percent is in education courses. Students earn Pennsylvania K-12 music teaching certification upon successful completion of all requirements. Admission to the Bachelor of Music Education is by audition.

Major requirements

- Music courses (MUS_CLAS 141, 142, 205, 210, 211, 212, 241, 242, 341)
- Music education courses (MUS_CLAS 120, 121, 149, 150, 152, 154, 156, 159, 320, 321, 410, 412, 440, 476)
- Education courses (MUS_CLAS 149, EDUC 201, 298/320, 340)
- Electives must include two semesters of a foreign language, two math courses, one writing course, and one literature course in American or British literature.
- Performance requirements include a degree recital performance, major ensemble participation on the student's principal instrument/voice all semesters in residence, small/chamber ensemble for two semesters (MUS_ENS 191), applied study on the principal instrument/voice each semester in residence at the 200-level, and participation in an ensemble outside the student's primary performance area for one semester (students whose primary area is instrumental to participate in a choral ensemble; students whose primary area is voice to participate in an instrumental ensemble)
- Other requirements include successful completion of a piano proficiency exam and all state education exams, as well as acceptance into music teacher education in the spring of the sophomore year (sophomore assessment and interview) and teacher education in the fall of the junior year

Music Minor

For students whose involvement with music and the Conservatory forms an essential aspect of their undergraduate career, the minor in music offers both formal recognition and structural coherence to their musical studies. The music minor encourages students to engage with musical theories, materials, and techniques, the study of music in history and culture, and performance. Admission to the music minor is by audition.

Music Minor Requirements

- Two courses in music theory (MUS_CLAS 141, 142)
- Two courses in musicology (MUS_CLAS 210, 212)
- Minimum of 4 semesters of major ensemble participation on the student's principal instrument/voice (0.25 course units each)
- Minimum of 4 semesters of applied lessons (at the 100 level) on the student's principal instrument/voice culminating in a jury in the fourth semester of applied study. Music minors on Wagnild scholarships will enroll in applied study for a minimum of 4 semesters at the 200-level and follow guidelines for music majors with regard to applied study, including performance of a jury each semester of enrollment (0.25 course units each)

[Ensemble Participation Policy](#)

[Friday Now Hear This!](#)

Music Courses

- MUS_CLAS-101 Introduction to Music Listening

This course for the general student population considers the vocabulary of music and presents a variety of important musical forms and genres of western music in relation to the cultural contexts in which they are found. Through a study of landmark works in classical and/or popular music, students develop and apply listening techniques that sharpen critical perception and enjoyment of music. Topics may vary by semester. Requires attendance at several live concerts. Offered each semester. Fulfills MI Arts.

- MUS_CLAS-102 World Music

Study of music found in selected cultures around the world, including music cultures of Africa, Asia (including the Middle East, but excluding European Russia), the Caribbean, Latin America, and/or indigenous peoples, as well as selected ethnic cultures within the Americas. Related arts are examined in relation to the cultural contexts in which they are found.

- MUS_CLAS-103 American Roots Music and Dance

An exploration of American globalization through the lens of music and dance. This course focuses on music and dance traditions at their center of origin, but also their diffusion and change over time. Students discover cultural contexts in which these traditions function, using music and dance as lenses on various societies, events, and individual creators. Studying American music as a process, in tandem with its dance, reflects recent conceptual shifts in ethnomusicology. Offered occasionally.

- MUS_CLAS-105 Intro to Contemporary Music

Study of music from a variety of Western and non-Western genres from the beginning of the twentieth century to the present. Emphasis is placed on the development of perceptive listening skills and the analysis of cultural context. Offered occasionally. Specific topics on contemporary music may vary.

- MUS_CLAS-110 Jazz: The Evolution of America's Music

Study of America's indigenous musical art form from early blues and Dixieland through current trends. Concert attendance and listening assignments are required to attain an understanding of the genesis and development of jazz.

- MUS_CLAS-111 Fundamentals of Music

This course teaches fundamental materials of music through the creative experiences of music reading, functional keyboard skills, aural analysis, and singing. Introduction to the basics of music theory. Prerequisite: the ability to read in treble or bass clef and to match pitch vocally. Offered as needed.

- MUS_CLAS-115 The Music of Musicals

An examination of American musical theater and its music, including musical form, style, genres, and composition, as well as the placement of musicals in historical, social, and cultural context. Students will evaluate and compare a variety of musicals from the early twentieth century to present-day including those by Cole Porter, Rogers and Hart, Lerner and Loewe, Bernstein, Kander and Ebb, Sondheim, Rice, Lloyd Webber, Miranda, Marlow and Moss, and more.

- MUS_CLAS-120 Introductory Piano

First of a two-course sequence. Students will begin to gain skills in piano performance, piano technique, reading from the grand staff, transposition, harmonization, improvisation, and performing accompaniments for typical songs used in the public and private school music curriculums. Required for music education majors. Offered each fall.

- MUS_CLAS-121 Teaching Classroom Piano

Students will continue to develop performance, transposition, harmonization, and improvisation skills and technique for piano first introduced in MUS_CLAS 120. Students will develop and implement teaching practices commonly found in piano lab settings. Includes required field experience hours with area music teachers. Prerequisites: state and federal clearances for working with children and a grade of C or higher in MUS_CLAS 120 or permission of instructor. Offered each spring.

- MUS_CLAS-141 Theory I

A comprehensive introduction to the structural principles and compositional techniques of diatonic music which includes the basic elements of theory: pitch, rhythm, notation, intervals, triads and inversion, seventh chords, tonal and modal scales, harmonic progression, and basic voice-leading principles. Correlated sight-singing using solfege, aural perception skills, and keyboard playing. Prerequisite: Ability to read musical notation and knowledge of scales and key signatures, acceptance into the music major or minor programs and/or permission of instructor. Offered each fall.

- MUS_CLAS-141 Test Credit in Music Theory

- MUS_CLAS-142 Theory II

The course builds upon principals from MUS_CLAS 141 to develop a harmonic vocabulary through analysis, use of seventh chords, secondary functions, and simple modulation. Correlated sight-singing using solfege, aural perception skills, and keyboard harmony. Prerequisite: MUS_CLAS 141 with a grade of C or better. Offered each spring.

- MUS_CLAS-149 Social Foundations of Music Education

Orientation to the practice of teaching and learning music. Students are provided both theoretical and practical experience in understanding the social, cultural, and historical development and implementation of various models used in teaching and learning music in the U.S. and across the globe. Students will learn to develop optimum environments for learning that address the needs of diverse populations and evaluate the effectiveness of instruction. Includes required field experience hours with area music teachers. Open to all music majors. Prerequisites for music education majors: state and federal clearances for working with children. Offered each fall.

- MUS_CLAS-150 Teaching and Learning Woodwinds

Instruction and practice in the technique of playing and approaches to teaching woodwind instruments. Includes required field experience hours with area music teachers. Prerequisite: state and federal clearances for working with children and declared major in music education or permission of instructor. 0.25 course credit. Offered spring of odd-numbered years.

- MUS_CLAS-152 Teaching and Learning Brass

Instruction and practice in the technique of playing and approaches to teaching brass instruments. Includes required field experience hours with

area music teachers. Prerequisite: state and federal clearances for working with children and declared major in music education or permission of instructor. 0.25 course credit. Offered spring of even-numbered years.

- MUS_CLAS-154 Teaching and Learning Strings

Instruction and practice in the technique of playing and approaches to teaching string instruments. Includes required field experience hours with area music teachers. Prerequisite: state and federal clearances for working with children and declared major in music education or permission of instructor. 0.25 course credit. Offered each fall.

- MUS_CLAS-156 Teaching and Learning Percussion

Instruction and practice in the technique of playing and approaches to teaching percussion instruments. Includes required field experience hours with area music teachers. Prerequisite: state and federal clearances for working with children and declared major in music education or permission of instructor. 0.25 course credit. Offered fall of even-numbered years.

- MUS_CLAS-159 Teaching and Learning Voice

Instruction and practice in solo and ensemble vocal music performance and teaching. Includes required field experience hours with area music teachers. Prerequisite: state and federal clearances for working with children and declared major in music education or permission of instructor. 0.25 course credit. Offered fall of odd-numbered years.

- MUS_CLAS-170 Video Game Music: Style, Technology, and Culture

Survey of technological, sociological, and artistic issues related to games and game music. Students will critically examine notions of play; explore the evolution of video game soundtracks; analyze how music operates in games; explore and critique "music games" such as Guitar Hero; and explore music and sound in game-related cultural phenomena (such as video game soundtrack concerts and tribute bands). The course includes a substantial multimedia component. Offered occasionally.

- MUS_CLAS-203 Film Music

A critical and historical survey of film music, with a particular focus on the Hollywood film industry. Students will become familiar with the history of film music from the silent era through the twenty-first century, and will consider the ways music and film have co-existed throughout history. We will also explore the contexts of film music: its relationship with other musical genres (including opera and popular music) and musical developments (trends in twentieth-century music both popular and classical). Prerequisites: Basic familiarity with music theory and notation. Offered occasionally.

- MUS_CLAS-205 Conducting I

Development of basic conducting technique. Areas of study include conducting gestures, baton skills, score reading, basic rehearsal techniques, introductory score analysis and interpretation. Prerequisite: MUS_CLAS 142. Offered each spring.

- MUS_CLAS-207 Vocal Diction 1

A detailed study of the International Phonetic Alphabet, with particular attention to the principles and symbols of Italian and German diction. Application of principles through written assignments, oral drill, lab work, and individual performance in class. Normally offered in the fall of odd-numbered years. 0.50 course credit.

- MUS_CLAS-208 Vocal Diction 2

A detailed study of the International Phonetic Alphabet, with particular attention to the principles and symbols of English and French diction. Application of principles through written assignments, oral drill, lab work, and individual performance in class. Normally offered in the spring of even-numbered years. 0.50 course credit.

- MUS_CLAS-210 Musicology I: Western Music in the Medieval through Romantic Eras

This course presents a historical survey of Western art music from the Medieval through Modern Romantic eras. Students engage with representative and canonic texts of art music (through both listening and score-study) as well as discuss the various contexts for these texts: the composers who wrote them, the performers who performed them, the patrons who supported them, and the audiences and critics who wrote about them. In addition, students explore the relationship between these texts and the world beyond music, looking at contemporary developments in art, literature, drama, philosophy, religion, and politics. Prerequisite: declared music major or minor, or permission of the instructor. Offered each spring.

- MUS_CLAS-211 Musicology II: Western Music in the Twentieth and Twenty-first Centuries

In this seminar-style course students will think, write, and listen critically to Western art music, American vernacular music, and jazz, exploring a broad array of genres, topics, and issues. Students engage both representative and neglected texts of music through study of scores and performances, historical primary sources, and scholarly secondary sources. Students will explore in more depth the relationship between these various types of texts, the intellectual and historical world beyond music, and broader cultural currents such as race/ethnicity, gender/sexuality, and social class. Prerequisite: MUS_CLAS 210 or permission of the instructor. Fulfills Multiple Inquiries—Humanities. Offered each fall.

- MUS_CLAS-212 Introduction to Ethnomusicology

This course is an introduction to ethnomusicology, the study of music in its cultural context. Students develop skills to think and write about music from cross-cultural perspectives, and world music repertoires from Africa, Asia, and the Americas are covered. Emphasis is placed on roles that music has played in struggles for social justice. Prerequisite: MUS_CLAS 210, MUS_CLAS 211, or permission of instructor. Fulfills Multiple Inquiries—Arts and Conceptual Diversity—Global Understanding. Offered each spring.

- **MUS_CLAS-213 Vocal Literature 1**
 Survey of solo vocal literature from the 17th to the 21st century focusing on works in English and Italian through the context of history, culture, and musical tradition with emphasis on evolving poetic and harmonic styles. The course highlights the significant features and development of the art song and provides approaches and resources for studying this literature. Works of oratorio and chamber music, as well as art songs in Russian, Spanish, Czech, Slavic and Scandinavian languages may be included as special projects. The course requires extensive listening assignments and in-class performances. Normally offered in the fall of even-numbered years. 0.50 course credit.
- **MUS_CLAS-214 Vocal Literature 2**
 Survey of solo vocal literature from the 17th to the 21st century focusing on works in German and French through the context of history, culture, and musical tradition with emphasis on evolving poetic and harmonic styles. The course highlights the significant features and development of the art song and provides approaches and resources for studying this literature. Works of oratorio and chamber music, as well as art songs in Russian, Spanish, Czech, Slavic and Scandinavian languages may be included as special projects. The course requires extensive listening assignments and in-class performances. Normally offered in the spring of odd-numbered years. 0.50 course credit.
- **MUS_CLAS-220 Performance and Analysis in Music**
 An intensive two-week experience in performance and analysis off-campus as part of a summer music festival. Students rigorously study the elements of analysis, coherent interpretation, and performance of musical compositions. Particular emphasis is placed on solo and chamber music repertoire with opportunities to perform in concerts and master classes with international musicians. Prerequisite: permission of the instructor. Offered occasionally.
- **MUS_CLAS-241 Theory III**
 Building on skills gained in MUS_CLAS 141 and 142, students explore musical structure through small forms and composition projects. Other topics include advanced modulation techniques, and chromatic harmony. Correlated skills in sight-singing, aural perception, and keyboard harmony include singing chromatic melodies and melodies that modulate and notating and playing progressively more complex melodic, rhythmic, and harmonic idioms. Prerequisite: MUS_CLAS 142 with a grade of C or better. Offered each fall.
- **MUS_CLAS-242 Theory IV**
 Theoretical study of compositional techniques and musical vocabularies of the late 19th century to the present, including extension of tonality, developments in rhythm, atonality and serialism, set theory, notational innovations, and assumptions and practices of the avant-garde. Analysis of larger forms, a 20th-21st-century research component, and composition projects. Correlated increasingly advanced skills in sight-singing and aural perception. Prerequisite: MUS_CLAS 241 with a grade of C or better. Offered each spring.
- **MUS_CLAS-244 Jazz: African American Classical Music**
 Jazz is appropriately considered to be African American classical music because 1) its major innovators are black; 2) it is acknowledged as a uniquely American art form, and, 3) like European and Asian classical musics, it stresses virtuosity, is performed by professionals, and (nowadays) is meant primarily for listening. This course surveys the development of jazz in relation to African American history and aesthetics, addressing socio-political contexts as well as musical style. AFS 244 and MUS_CLAS 244 are cross-listed.
- **MUS_CLAS-247 History of African American Music**
 A survey of the history of African American music in the United States, beginning with a perusal of music in Africa and the Caribbean and tracing its development from spirituals to hip-hop. Disciplinary perspectives range from ethnomusicology (the study of music in its cultural context) to anthropology, religious studies, critical race theory and gender studies. No previous academic experience with music is required. Cross-listed with AFS 247.
- **MUS_CLAS-250 Opera Workshop**
 Intensive performance-based course providing students with an appropriate educational environment for the preparation and performance of scenes from operas, operettas, and/or musical theatre from the standard repertoire. Emphasis is on musical preparation, vocal coaching, diction, acting techniques, written in-depth character analysis, and stage movement, culminating in a public performance. Open to all students by audition or consent of instructor. Offered each spring. May be taken two times for credit.
- **MUS_CLAS-251 Topics in Musicology**
 An examination of music in Cuba, the Dominican Republic, Haiti, Puerto Rico, Jamaica, and Trinidad. Disciplinary perspectives come from ethnomusicology (the study of music as culture), Africana Studies, and Latin American Studies. Covers recreational musics (such as reggae and salsa) as well as religious musics (such as bata drumming) in relation to broader cultural currents such as national identity, race, social class, gender, sexuality, and religion. MUS 251, AFS 251, and LAS 251 are cross-listed.
- **MUS_CLAS-304 Counterpoint and Composition**
 Introduction to contrapuntal techniques of the eighteenth century and species counterpoint. Original composition projects for small ensembles are an integral part of the course. A working knowledge of Sibelius software is helpful. Completion of MUSIC 242 or permission of instructor is required. Prerequisite: MUS_CLAS 242. Offered in the fall of odd-numbered years.
- **MUS_CLAS-305 Conducting II**
 Concentration on advanced conducting skills and technique. Areas of study include more highly developed conducting gestures, advanced interpretive and rehearsal techniques, and a more intensive study of literature and score analysis. Prerequisites: MUS-CLAS 205, MUS-CLAS 242, MUS_CLAS 210, and MUS_CLAS 211 (or permission of instructor). Offered occasionally.

- MUS_CLAS-317 Topics in String Music Literature

Study of selected string quartets and string ensemble works with strong emphasis on the application of analysis to performance. The class explores the development of the music's compositional styles against the backdrop of historical and social settings. Particular attention is given to studying the harmonic and melodic language of the composers within the context of their writing for strings with particular emphasis on stylistic comparisons among the works studied and performed during the semester. May be repeated once for credit. Prerequisites: Open to string instrumentalists by permission of instructor. Offered occasionally.

- MUS_CLAS-318 Africana Music: Juju to Hip Hop

An interdisciplinary perusal of issues surrounding Africana musics ranging from African music such as juju to Afro-Caribbean styles such as salsa and African American forms such as jazz and hip-hop. This discussion-oriented course calls upon perspectives from Africana studies, ethnomusicology (the study of music in its cultural context), anthropology, religious studies, history, philosophy, critical race theory, gender studies, and literary criticism. Cross-listed with AFS 318.

- MUS_CLAS-320 Teaching Children Music

Study and evaluation of philosophies, approaches, and materials of teaching and learning music with children from birth to adolescence. Students will explore approaches for guiding children to listen to, respond to, create with, and perform music. Creative and collaborative projects include: writing culturally responsive lessons, unit plans, and curricula for different stages of childhood. Includes required field experience with area music teachers. Prerequisites: state and federal clearances for working with children, declared major in music education and MUS_CLAS 120, 121, 149, and 159. Offered fall of odd-numbered years.

- MUS_CLAS-321 Teaching Adolescents Music

Study and evaluation of philosophies, approaches, and materials of teaching and learning music with adolescents. Students explore music as a medium for enacting social change. Topics center around diversity, creativity, identity formation, and the use of popular, culturally responsive, and critical pedagogies in music. Creative and collaborative projects include building ukuleles; composing; recording and mastering original songs; writing, performing, filming, and showcasing an original musical; and developing and implementing lessons and curricula for a wide variety of learning contexts outside of large ensemble settings. Includes required field experience with area music teachers. Prerequisites: state and federal clearances for working with children and MUS_CLAS 149. Offered each spring.

- MUS_CLAS-332 Literature of the Applied Instrument

Survey of the musical literature of a particular performance area for students pursuing instrumental tracks in the BM in Performance degree. Students channel their research and study toward their own performance specialty and survey the general body of compositions written for that medium. Prerequisite: audition and acceptance to the Bachelor of Music Performance degree or permission of instructor. 0.50 course credit. Offered as needed.

- MUS_CLAS-334 Pedagogy of Applied Music

A comprehensive survey of learning theories, various pedagogical methods, appropriate literature, and laboratory application for the principal instrument or voice. Students will develop skills for private studio teaching and be introduced to the practical considerations of studio administration. Prerequisite: audition and acceptance to the Bachelor of Music Performance degree or permission of instructor. 0.50 course credit. Offered as needed.

- MUS_CLAS-341 Theory V: Orchestration

Study of capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transcription, transposition, arranging and emphasis on applied orchestration projects for laboratory performance and critique. Prerequisite: MUS_CLAS 242. Normally offered fall of even-numbered years.

- MUS_CLAS-342 Theory VI: Form and Analysis

Course designed to give advanced music majors the opportunity to study common forms and procedural types, and other musical processes in depth and to challenge them to grapple with music's complexities using a variety of analytical methodologies. Prerequisites: MUS_CLAS 212 and 242, or permission of instructor. Offered occasionally.

- MUS_CLAS-410 Teaching and Conducting Choral Ensembles

Study of philosophies and approaches of teaching and conducting choral ensembles. Students learn advanced skills of conducting choral ensembles, including score analysis, musical interpretation, rehearsal techniques, and approaches for communicating musical intent through conducting gestures. Other topics include the organization of choral ensembles and music programs and a survey of musical literature appropriate for choral ensembles of various ages and contexts. Partially fulfills the certification requirement for field experience hours with area music teachers. Prerequisites: state and federal clearances for working with children, declared major in music education, and MUS_CLAS 120, 121, 149, 159, and 205. Offered fall of even-numbered years.

- MUS_CLAS-412 Teaching and Conducting Instrumental Ensembles

Study of philosophies and approaches of teaching and conducting instrumental groups including orchestra and wind band ensembles. Students learn advanced skills of conducting instrumental ensembles, including score analysis, musical interpretation, rehearsal techniques, and approaches for communicating musical intent through conducting gestures. Other topics include the organization of instrumental ensembles and music programs and a survey of musical literature appropriate for instrumental ensembles of various ages and contexts. Partially fulfills the certification requirement for field experience hours with area music teachers. Prerequisites: state and federal clearances for working with children, declared major in music

education, and MUS_CLAS 149, 150, 152, 154, 156, and 205. Offered fall of even-numbered years.

- MUS_CLAS-440 Music Student Teaching Seminar

The seminar, an accompaniment to the semester of music student teaching, explores approaches for teaching culturally and linguistically diverse students in pre-adulthood school music settings. It also addresses informal and formal assessment techniques within an interactive assessment-instruction framework, the processes for implementing assessments, and adapting instruction for students with learning differences. Students will learn how to apply for and interview for jobs and create and present a reflective teaching portfolio and website. Co-requisite: MUS_CLAS 476. Offered as needed, normally every spring.

- MUS_CLAS-442 Topics Seminar

In-depth study, using musicological, ethnomusicological, and other supporting methodologies, of a unifying musical topic such as the works of a single composer or small group of composers, a study of a particular musical genre, geographical place, or a focused look at an important musical issue. Prerequisites: MUS_CLAS 210, 211, 242, or permission of the instructor.

- MUS_CLAS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F.

- MUS_CLAS-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U.

- MUS_CLAS-452 Individualized Study-Tutorial

Individualized tutorial not counting toward minimum requirements in a major or minor, grades A-F.

- MUS_CLAS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U.

- MUS_CLAS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F.

- MUS_CLAS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U.

- MUS_CLAS-462 Individualized Study-Research

Individualized research not counting toward minimum requirements in a major or minor, graded A-F.

- MUS_CLAS-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U.

- MUS_CLAS-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F.

- MUS_CLAS-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U.

- MUS_CLAS-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F.

- MUS_CLAS-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U.

- MUS_CLAS-474 Summer Internship

Summer internship graded A-F, counts for minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- MUS_CLAS-475 Summer Internship

Summer Internship graded S/U, counts for minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- MUS_CLAS-476 Music Student Teaching

Teaching in school settings with varied age groups in cooperation with and under the supervision of experienced teachers. Individual conferences and seminars with the College supervisor and cooperating teacher are required. Students spend at least 15 weeks in the classroom. Prerequisites: state and federal clearances for working with children, declared major in music education, and MUS_CLAS 320, 321, 410, 412. Co-requisite: MUS_CLAS 440. 3 course units. Offered as needed, normally every spring.

- MUS_CLAS-477 Half Credit Internship

Half credit internship, graded S/U.

- MUS_ENS-161 Wind Symphony

The premier wind band in the Sunderman Conservatory designed for the development of the professional performer, music educators, and dedicated musicians. A select group of 40-50 players, the ensemble rehearses and performs a combination of wind band masterworks and new repertoire. The Wind Symphony is open to all Gettysburg College students. Prerequisite: audition/permission of instructor. Four hours of rehearsal weekly. Graded A-F. Offered fall and spring. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-162 Marching Band

The Bullets Marching Band performs at all home football games and various other functions throughout the fall semester. Participation is open to any Gettysburg College student who plays a wind or percussion instrument, as well as to visual performers in Color Guard (Flag/Rifle/Saber). Four hours of rehearsal weekly. Graded A-F. Offered each fall. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-163 Symphony Band

Symphony Band is a large concert ensemble performing a wide range of traditional wind literature and new works for band. The ensemble meets during the spring semester and is open to any interested Gettysburg College student who plays a wind or percussion instrument. Faculty, staff, and community members are welcome to participate. There are no auditions; seating will be determined at the first rehearsal. Two hours of rehearsal weekly. Graded A-F. Offered each spring. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-165 Orchestra

The orchestra is dedicated to performing a wide variety of works of orchestral music ranging from the Baroque period through the present. The Orchestra is open to all Gettysburg College Students. Prerequisite: audition/permission of instructor. Four hours of rehearsal weekly. Graded A-F. Offered fall and spring. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-171 Jazz Ensemble

A traditional jazz ensemble of 18-22 musicians dedicated to preserving and advancing America's indigenous musical art form. All styles of jazz are studied from big band swing through contemporary fusion. Campus, community, and festival performances. The jazz ensemble is open to all Gettysburg College students. Prerequisite: audition/permission of instructor. Two hours of rehearsal weekly. Graded A-F. Offered fall and spring. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-181 College Choir

Mixed (SATB) choral ensemble for experienced singers. This choir of 40-50 singers performs choral literature from all periods of music history. Performances on campus and in the region, with periodic national or international tours. Open to all Gettysburg College students. Prerequisite: audition/permission of instructor. Four hours of rehearsal weekly. Graded A-F. Offered fall and spring. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-182 Concert Choir

Mixed choral ensemble of 70-90 singers that performs sacred and secular music for large choirs. Open to all Gettysburg College students. Faculty, staff, and community members are welcome to participate. Prerequisite: audition/permission of instructor. Two hours of rehearsal weekly. Graded A-F. Offered fall and spring. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-183 Audeamus

Advanced ensemble that performs music for treble voices from various periods and styles. Ensemble performs in major choral concerts each semester and in other campus or community performances. Open to all Gettysburg College students. Prerequisite: audition/permission of instructor. Two hours of rehearsal weekly. Graded A-F. Offered fall and spring. 0.25 course credit. Four semesters of participation earn MI: Arts credit.

- MUS_ENS-191 Chamber Music

Chamber ensembles perform a wide variety of music representing all historical periods. Emphasis is on "one-to-a-part" performance without conductor. Size of the groups will typically range from trios to sextets. Examples of ensembles may include: brass quintet, flute ensemble, piano trio, woodwind quintet, saxophone quartet, string quartet, vocal quartet, chamber opera, and other/mixed ensembles. Instrumental/vocal combinations vary depending upon student availability and demand. Prerequisite: permission of instructor. Graded A-F. Offered fall and spring. 0.25 course credit.

- MUS_ENS-192 Sunderman Strings

All string chamber ensembles are known as Sunderman Strings. The size of individual groups can cover the gamut from duos to un-conducted chamber orchestra. Combinations may vary from year to year. Graded A-F. Offered fall and spring. 0.25 course credit.

- MUS_ENS-193 Percussion Ensemble

Performs a wide variety of percussion ensemble literature drawn from many eras and styles. Open to all percussionists, including music majors, music minors, and all Gettysburg College students. Musicians whose primary performance area is not percussion may be admitted with permission of instructor. Two hours of rehearsal each week. Graded A-F. Offered each spring. 0.25 course credit.

- MUS_ENS-194 Jazz Dispatch

Focuses on small group jazz improvisation. Repertoire covers the gamut of musical types found in contemporary jazz, stressing the bebop language and the popular song form but also modal, Latin, and free approaches. The group performs both on and off campus. Prerequisite: audition/permission of instructor and concurrent enrollment in MUS_ENS 171 Jazz Ensemble. Two hours of rehearsal each week. Graded A-F. Offered fall and spring. 0.25 course credit.

- MUS_ENS-195 Camerata

Advanced vocal chamber ensemble performing music written for small ensembles, from madrigals to vocal jazz. Ensemble performs in choral concerts and in other campus or community performances. Prerequisite: audition/permission of instructor and concurrent enrollment in a choral ensemble (MUS_ENS 181, 182, or 183). Two hours of rehearsal each week. Graded A-F. Offered fall and spring. 0.25 course credit.

- MUS_ENS-196 Afro-Latin Percussion Group

The Afro-Latin Percussion Group is open to all Gettysburg College students, regardless of major. This course is designed to be for beginners as well as for experienced drummers. Students will explore a number of different cultures, learning traditional rhythms from Cuba, Puerto Rico, Brazil, Peru and West Africa. While course emphasis is on the enjoyment of music and on learning, students will also perform publicly. Graded A-F. Offered each fall. 0.25 course credit.

- MUS_ENS-197 Gamelan Gita Semara

Gamelan Gita Semara is an instrumental ensemble from Bali, Indonesia consisting of metallic barred instruments, gongs, bronze pots, drums, cymbals, and flutes. The ensemble is open to any interested Gettysburg College student, regardless of major. The course is designed for beginning as well as experienced musicians. Music is learned without notation and taught through an aural transmission process. Each semester, the ensemble performs programs of traditional and contemporary Balinese music on campus and at venues throughout the region. Faculty, staff, and community members are welcome to participate. There are no auditions. Two hours of rehearsal weekly. Graded A-F. Offered each semester. 0.25 course credit.

Neuroscience

Neuroscience Program Description and Requirements

Neuroscience is the interdisciplinary study of the relationship between the brain, the mind, and behavior. It is available as a minor at Gettysburg College. Oversight for the Neuroscience minor is provided jointly by the Biology and Psychology departments although any student can minor in Neuroscience.

With the minor, students have the opportunity to gain expertise in the various aspects of neuroscience while pursuing a major in Biology, Psychology or another course of study.

- The **interdisciplinary nature** of neuroscience is reflected in the courses that comprise the minor. These include offerings in biology, chemistry, health sciences, philosophy, physics, and psychology.
- The minor not only prepares students for graduate study in neuroscience, but provides **tools for graduate work** in other areas of biology and psychology, as well as medical school.

Requirements

The neuroscience minor consists of **four core courses** and **two electives**.

- The **core courses** provide an introduction to neurobiology, behavioral and cognitive neuroscience, and an exploration of animal behavior and evolution.
- The **electives** may be selected from a variety of courses, allowing students to focus their studies on a particular aspect of neuroscience.

Students intending to go to graduate school in a field of neuroscience are strongly encouraged to complete an **independent empirical research project** with a neuroscience emphasis in their major discipline, as well.

Courses

Core Courses

- Psychology 236 Introduction to Brain and Behavior
- Psychology 238 Cognitive Neuroscience
- Biology 225 Animal Behavior
- Biology 335 Neurobiology

Electives

(Two courses from the following)

- Biology 211 Genetics
- Biology 212 Cell Biology
- Biology 227 Invertebrate Zoology
- Biology 334 Biochemistry
- Biology 340 Comparative Animal Physiology

- Biology 351 Molecular Genetics
- Chemistry 203 Organic Chemistry
- Chemistry 204 Organic Chemistry
- Chemistry 334 Biochemistry
- HS 209 Human Anatomy and Physiology I
- HS 311 Neuromuscular Physiology
- Philosophy 131 Bioethics
- Philosophy 221 Philosophy of Mind
- Physics 240 Electronics
- Psychology 215 Human Cognition
- Psychology 216 Sensation and Perception
- Psychology 237 Psychopharmacology
- Psychology 336 Behavioral Neuroscience
- Psychology 338 Experimental Cognitive Neuroscience

About the Electives

It's important to note that there are restrictions as to which electives can be used towards the neuroscience minor.

- For Biology and Psychology majors: Courses taken within the **major discipline** -- or which otherwise satisfy a major requirement -- may not be used as electives towards the minor.
- Any other majors may use any of the above elective courses towards the minor, with no restrictions.

Students should tailor choices of electives to their specific interests in consultation with one of the coordinators of the neuroscience minor.

Organization and Management Studies

Organization and Management Studies Program Description and Requirements

For students enrolled at Gettysburg College prior to Fall 2019

Note: The Department of Management offers a major in **Organization and Management Studies (OMS)** for students enrolled at Gettysburg College prior to Fall 2019; a major in [Business, Organizations, and Management](#) for students enrolled in or after Fall 2019; and a [minor in Business](#).

The Department of Management offers a major in Organization and Management Studies (OMS) and a minor in Business, which integrate the study of these important fields into the liberal arts and sciences.

The OMS major explores organizations, how they behave within the context of societal issues, how people in those organizations behave, and how those organizations are managed. Students gain a strong foundation in organization theory and behavior, statistics, research methods, and systems thinking.

The major is anchored in the social sciences, and reaffirms the central role of the liberal arts in studies of organizations and management. Critical thinking, rigorous inquiry, and the acquisition of knowledge--instead of just skills--are central to the OMS curriculum. The curriculum stresses intellectual boldness, creative problem solving, entrepreneurial thinking, and the practice of responsible management. It is an ideal major for anyone aspiring to a management or leadership position in business, government, the nonprofit sector, or any other organizational environment.

Students who major in Organization and Management Studies (OMS) choose one of two tracks: Organizations and Society or Intra-Organizational Dynamics. Courses cover such topics as organizational culture, social responsibility, ethics, leadership, motivation, gender and diversity in organizations, and organizational change. The major gives an opportunity to dig deeply into some of the most important issues organizations grapple with today, including sustainability, corporate ethics, and globalization.

Organizations and Society Track

This track explores the dynamic relationships between organizations and society. Throughout history, organizations have played a pivotal role in shaping society. Rather than just studying organizations from a managerial perspective, courses in this track allow students to study organizations from a critical perspective. Equal consideration is given to various theories, such as stakeholder theory versus shareholder theory. Other topics include the purpose of corporations, organizations and global sustainability, organized labor and the distribution of wealth, organizing for green markets, ethics, corporate welfare, globalization, and organizations and social justice.

Intra-Organizational Dynamics Track

Intra-Organizational Dynamics examines the complex relationships among individuals, institutions, policies, structures, and organizational climate. A diverse range of courses gives students the opportunity to study topics related to organizational culture, workplace motivation, work and family balance, operations management, human resources, selection, organizational assessment, leadership, and organizational change.

Students majoring in OMS must complete six core courses, at least three courses from their chosen track (Organizations and Society or Intra-Organizational Dynamics), one course from the other track, and the capstone experience for their chosen track.

[OMS Major Checksheet](#)

Organization and Management Studies Courses

See [Business, Organizations, and Management Courses](#).

Peace and Justice Studies

Peace and Justice Studies Program Description and Requirements

Peace and Justice Studies is a multidisciplinary minor that explores the causes and nature of conflict and war, the connections between violence, terrorism, war and social life, and models of peacebuilding, healing and reconciliation in the resolution and transformation of conflict. Students who minor in Peace and Justice Studies are encouraged to explore opportunities relevant to Peace and Justice Studies through fieldwork, service learning, internships and study abroad.

Faculty across the campus contribute courses to the Peace and Justice Studies Minor representing a wide variety of perspectives and methodologies.

Requirements for the Minor are six courses: one Core course - PHIL 219, PHIL 222, PHIL 224, PHIL 226, or AFS/EDU 264 (or any course the Director approves); at least two courses at the 200-level; at least two at the 300 level or above. If a Peace and Justice minor elects one of the Philosophy courses as their core course, they are exempted from the 100-level prerequisite in the Philosophy department. Of the courses taken beyond the Core course, students are encouraged to take at least one with a global focus and one with a domestic focus. Students should consult this [list of approved courses](#), or email the program director with a request to have another course count.

No more than two courses for the minor may be in the major field of study, or from any one particular discipline/department.

Minors have to create and implement a peace and/or justice related project on campus or the wider community, and submit a report before they graduate.

Students who want to declare a Peace and Justice Studies Minor should complete the form below with the Director of Peace and Justice Studies: [Declaration of Minor form](#) and submit a one page single-spaced write up explaining why they wish to be a minor and how the 6 chosen classes fit together.

Interested students should contact the Director of the program: Professor Hakim Mohandas Amani Williams (hwilliam@gettysburg.edu).

Minors are encouraged to join the Peace and Justice Minor Student Council which plans the annual Peace and Justice Week and other events, and/or apply for the Maihan Wali Peace and Justice Studies Fellowship.

Philosophy

Philosophy Program Description

At Gettysburg College, we see philosophy as a part of the well-lived life and as a bridge to all intellectual pursuits. Philosophy is not about memorizing the views of past thinkers; it involves learning to think critically about life's deepest questions, developing the skills of rational argument and graceful expression, and confronting the world's challenges in ways that lead to insight, wisdom, and engagement. Philosophy points to the world, examines questions that elude empirical research, and considers the implications of what we know about the world and the human predicament.

Our classes include a wide range of topics and approaches, and we connect with other disciplines in courses like Philosophy of Art, Ethics & Economic Life, Social & Political Philosophy, the Philosophy of Mind, Philosophy of Film, and the Philosophy of Science. Our work is usually interdisciplinary; this leads to team teaching with faculty from other departments and offering First-Year Seminars with philosophical themes.

Philosophy Program Requirements

Students should begin by enrolling in a 100-level Philosophy course or a First-Year Seminar taught by a Philosophy faculty member. Completion of one such course is normally required for enrollment in any Philosophy course at the 200-level or above (rare exceptions are noted in course descriptions).

THE PHILOSOPHY MAJOR consists of a minimum of ten (10) courses, including:

- A 100-level PHIL course or FYS taught by a philosophy instructor (*taken first as prerequisite to 200- and 300-level courses.*)
- Three courses from our "texts in context" series including:
 - One course in the history of traditions commonly taught in the US: PHIL 205, 206, 207, 208), or other designated courses; and
 - One course in the history of traditions less commonly taught in the US: PHIL 240, 215, 216, or other designated courses; and

- One additional course from either category
- A 300-level course that satisfies the “texts in context” requirement cannot also be used to fulfill the 300-level major requirement
- Logic (PHIL 211) or Philosophical Methods (PHIL 212)
- Ethics or Justice (PHIL 230 or 222)
- At least two PHIL courses at the 300-level or above; plus
- Senior Seminar (PHIL 400)
- An additional elective (No more than two 100-level courses may be counted toward the major.)

(Note: PHIL 466: Senior Thesis is recommended but not required and is taken as an Individualized Study in either the fall or spring term. Students work closely with the entire Philosophy faculty on a subject of their choice.)

THE MINOR IN PHILOSOPHY consists of a minimum of six (6) courses, structured as follows:

- A 100-level PHIL course or FYS taught by a philosophy instructor
- At least one course from our “texts in contexts” listings (205, 206, 207, 208, 215, 240 or other specially designated courses).
- Ethics or Justice: (PHIL 230 or 222)
- At least one PHIL course at the 300-level
- Two additional PHIL electives above the 100-level.

Philosophy Courses

- PHIL-101 Introduction to Philosophy

Study of selected philosophical issues that deal with such themes as knowledge, happiness, justice, death, and the nature of reality. The goals are to develop an ability to read philosophical texts with understanding and, through analysis and reflection, to form arguments regarding philosophical issues.

- PHIL-102 [Title Censored]: An Introduction to Philosophy

In considering the answers to many of the traditional questions in philosophy, a standard approach is to consider the exemplars of the practice. For example, when Aristotle asks how we ought to live, he considers what it would be to be a virtuously magnanimous person. But perhaps insight could come from the other direction as well. In this class we will consider the ethically despicable character of the asshole as explicated by Aaron James and in terms of the search for truth, we will examine the nature of bullshit as analyzed by Harry Frankfurt. Using these accounts of how not to be and think, we will turn to traditional questions in logic, metaphysics, epistemology, ethics, and social/political philosophy.

- PHIL-103 Critical Thinking

Informal logic course designed to help students reflect on and enhance their ability to think analytically and creatively. Discussions and exercises focus on techniques characteristic of informal logic (classification of arguments, analysis and evaluation of arguments, identifying informal fallacies, etc.), as well as strategies for intuitive and creative thinking.

- PHIL-105 Contemporary Moral Issues

Study of moral problems and larger philosophical questions they raise about such issues as the defensible use of violence, limits of freedom, extent of our obligations to others and to nature, rightful state authority, and the nature of duties and obligations. Selected readings focus on moral disputes as they arise in law and medicine, in international affairs, and in private moral reflection. Particular attention is given to ethical theories and to worldviews that shape positions on moral issues and guide moral decision-making.

- PHIL-107 Environmental Ethics

Exploration of ethical issues that arise regarding what responsibilities human beings have to the natural world. Specific issues such as population, land use, wilderness preservation, biodiversity, and our treatment of animals are examined in light of larger philosophical questions regarding nature and human purpose, obligations to future generations, the aesthetic and religious value of nature, and the possibility of an environmental ethic.

- PHIL-109 Wrong Science, Bad Science, Pseudoscience

Examination of three related issues: (1) the definition of science, what criteria distinguish real science from pseudoscience?, (2) the qualities of good science, what are the properties that make one theory or one research program better than another?, and (3) the relation between scientific research and the broader culture within which it is placed, what special moral responsibilities do scientists take on?

- PHIL-110 Einstein and the Big Questions

Revolutionary thinkers give us new ways to view old problems. So it is with Albert Einstein who wrote not only on science, but on philosophy, politics, economics, and religion. This course looks at some of the classic problems in various parts of philosophy through traditional texts and then sees how Einstein challenged the standard positions.

- PHIL-125 Philosophy of Love and Sex

Philosophical study of love, relationships, marriage, sex, sexuality, sexual identity, and sexual representation. Philosophers have deeply explored knowledge, existence, politics and ethics. Yet love and sex, which for most of us are central features of a good life, have received far less attention. In this course material from philosophers who have thought about love and sex will be explored along with contemporary struggles around sexuality, sexual identity, sexual violence, love, romance, intimate relationships, and marriage. PHIL 125 and WGS 125 are cross-listed.

- PHIL-131 Bioethics

Introduction to bioethics through the study of specific cases and problems. Students will be introduced to major principles in contemporary Western bioethical thought and practice, including concepts of personhood, consent, autonomy, justice, altruism, truth-telling and caring, as well as strategies that promote ethical decision-making. Students will also examine bioethical theories critically and comparatively, while considering ethical dilemmas in various domains of medical research and practice.

- PHIL-150 Stand-up Philosophy: Humor, Art, and Ethics

An examination of philosophical questions raised by humor. Humor is a ubiquitous human behavior, yet has long been denigrated as not a serious subject of intellectual inquiry. This is mistaken. In closely examining humor, we can raise traditional human questions and see philosophical methodology in action.

- PHIL-153 Internet, Data, and Society

In this course we will think deeply and critically about the ideas, practices, and institutions that shape our relationship to the Internet, data, and algorithms. First we will look at work on the philosophy of technology and the development of the Internet to situate the Internet as a still emerging technology. After this, we will look at the challenges that technology poses to concepts of personal identity, friendship, and public space, particularly by focusing on social media and epistemic bubbles. Then we will focus on the ethics of data and algorithms specifically as they relate to questions of privacy, fairness, and navigating false data. Finally, each of these previous themes will bridge together as we will consider the broader history of data as it has shaped personhood and institutions through an analysis of infopersons and the development of infopolitics.

- PHIL-180 God, Death, and the Meaning of Life

An introduction to the methods, subfields, and questions of philosophy through the lenses of questions about religion and the meaningfulness of human life. Questions of evidence for the existence of God, the existence and immortality of the human soul, and the meaning of life will be considered.

- PHIL-205 Ancient Greek and Roman Philosophy

Study of philosophers and philosophies of ancient Greece and Rome. Emphasis is on the Pre-Socratics, Plato, Aristotle, Stoicism, and Skepticism. PHIL 205 and CLA 205 are cross-listed.

- PHIL-206 Medieval & Renaissance European Philosophy

Study of leading thinkers in the western philosophical tradition, from the fifth to the fifteenth century. Special emphasis is on such figures as Augustine, Bonaventure, Anselm, Thomas Aquinas, and Pico della Mirandola.

- PHIL-207 Early Modern European Philosophy

Study of such major figures as Descartes, Locke, Berkeley, Hume in seventeenth- and eighteenth- century European philosophy.

- PHIL-208 Kant & 19th Century European Philosophy

Study of the philosophy of Immanuel Kant and selected nineteenth-century European philosophers such as Hegel and Nietzsche.

- PHIL-211 Logic

Introduction to formal logic and a study of the formal uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and predicate logic; and the nature of language.

- PHIL-212 Philosophical Methods

Study of the distinctive methods by which philosophical arguments are explored and defended across cultures, traditions, and historical contexts. The course will examine four broad methodological categories: interpretation, translation/comparison, critique, and argument/analysis. Emphasis will be given to both the theoretical articulation and practical application of different methodologies. In addition to more traditional methods of argument and analysis, the course will include such approaches as phenomenology, hermeneutics, genealogy, dialectic, decoloniality, critical philosophy of race, feminist theory and gender theory. Readings will be drawn from diverse philosophical traditions, historical periods, and philosophical movements and schools. Prerequisite: 100-level PHIL course, or permission of the instructor.

- PHIL-214 Choice, Chance, Luck, and Fate

An examination of a central issue of metaphysics: free will and the factors that may constrain or deny it. The affirmation that human beings may choose their actions, which provides the basis for moral responsibility, is set against the deterministic view that all changes in behavior, all “choices” are caused. The course considers various theories—libertarianism, compatibilism, and “hard” and “soft” determinism; in addition, attention is given to interpretations of chance, randomness, luck, and fate as affecting human possibilities.

- PHIL-215 Latin American and Caribbean Philosophy

Historical survey of philosophy in the Americas, highlighting authors from various eras. Students will be exposed to ideas in all branches of philosophy, discussing metaphysics, epistemology, ethics, and aesthetics through the study of philosophical ideas from various sources, including indigenous, enslaved, and female authors. This course of study questions geographical and disciplinary boundaries, including the very idea of Latin America, itself. PHIL 215 and LAS 215 are cross-listed.

- PHIL-216 Classical Chinese Philosophy

Critical panorama of the most significant contributions to Chinese philosophy from the beginnings of recorded civilization (first millennium B.C.E.) to the Han Dynasty (first century B.C.E.). Students read, analyze and discuss a variety of textual materials ranging from inscriptions in bronze vessels to philosophical treatises such as the Laozi and mantic poems from the Book of Change. Problem-oriented approach focusing in the

underlying worldviews and philosophical arguments of the most influential classical Chinese thinkers.

- PHIL-218 Gender and Identity

An examination of the question of whether or not gender is an essential and defining feature of personal identity, largely socially constructed, or perhaps a more fluid and dynamic interplay between nature and culture. Readings will explore biological accounts of sexual identity, the distinction between sex and gender, the significance of gender in the history of philosophy, the influence of race and class on gender, and the contemporary theory of gender as performance.

- PHIL-219 Philosophy of Peace and Nonviolence

Study of philosophical arguments about pacifism and nonviolence. Readings and films will explore the concepts and issues involved in considering peace as the absence of war between nations, peace as a social and economic goal, peace as an ethical principle, and peace as a personal ideal. Particular attention will be paid to an analysis of different ways to conceptualize peace; as eradication of conflict, dialectical tension between diverse perspectives, or harmony and consensus.

- PHIL-221 Philosophy of Mind

An exploration of the nature of mind and leading theories of the relationship between mind and brain such as dualism, behaviorism, and mind/brain identity. In light of contemporary developments in neuroscience and cognitive science, topics include consciousness and subjectivity, the language of thought and other accounts of mental content, the problem of other minds, physical versus psychological accounts of personal identity, and ethical issues in contemporary neuroscience.

- PHIL-222 Philosophical Perspectives on Justice

Study of the meanings and significance of justice for individuals and societies. Course examines principles and questions regarding distributive and retributive justice raised in central texts of the western philosophical tradition and uses them to analyze students' own views and engage contemporary challenges for individual, local, and global justice.

- PHIL-224 Philosophy and Human Rights

Study of practical and theoretical issues of human rights and the philosophical questions they raise. Are human rights applicable to all cultures? Are women's rights human rights? Can economic rights override political rights? Are some rights more important than others? How should we understand charges of cultural relativism against the universal applicability of human rights? The course will explore methods of terror such as killing, torture, disappearance, sexual assault and forceful recruitment by oppressive governments and war zone combatants.

- PHIL-225 Existentialism

Inquiry into what it means, in the view of existentialist philosophers, to "step forth" in the journey of becoming a self, a journey involving freedom, anxiety, despair, risk, choice and the possibility of inauthenticity. The writings of Kierkegaard, Nietzsche and Dostoyevsky are examined as the inspiration for twentieth-century existentialism (Sartre, de Beauvoir, Beckett) as well as the phenomenological and postmodern responses to existentialism.

- PHIL-226 Philosophy of Resistance

Study of the philosophy of social and political resistance as it arises from social unrest and the experience of structural violence. Emphasis is placed on the relationship between injustice and social resistance, and on systems of structural violence such as slavery, caste systems and dictatorships. Selected readings explore such issues as the nature of political and social resistance, the social conditions underlying resistance, the relationship between resistance and social change, and the paradox of violent resistance against injustice.

- PHIL-227 Beyond Terrorism

A study to provide a sound knowledge of the issues of terrorism and counter terrorism, and its impact on civil society. By encouraging debate on practical and theoretical aspects of terrorism and counter terrorism, the course challenges students to develop a deeper understanding of many faces and consequences of terrorism. Students look at successful negotiations; ceasefire and peace settlements in ending terrorism. Overall this course addresses the question of how to preserve the values of civil society in the face of terrorism and counter terrorism.

- PHIL-230 Ethics

What is right and wrong? How to become a better person? Is it even possible to be or do good? With so many different and competing ideas in the world, how do we know which ideas to believe? Consider these and other fundamental questions in ethics across a range of theories and systems, including consequentialist, duty-, and virtue-based models, environmental ethics, and human rights, among others. Engage with a global range of philosophical texts and authors, through a diverse range of course material and assignments, including film, poetry, journalism, and speeches, as well as philosophical essays.

- PHIL-232 Environmental Philosophy

A study of the foundational issues, questions and philosophical frameworks that shape our relationship with the natural environment. The course will examine some of the most fundamental and influential movements and schools of thought within contemporary environmental philosophy and environmental ethics, including ecofeminism, ecophenomenology and deep ecology. Fatal flaws within the history of the Western philosophical tradition will also be assessed as we address the pressing issues and questions raised by the various ways in which we understand the environment and our relationship to it. Questions addressed in the course will include: How ought we to value nature and the environment? How should we understand the distinction between nature and culture? What ethical obligations do we have to non-human animals? How ought we to understand justice in relation to our environment and the environment we leave for future generations? Other issues including biodiversity loss, global climate change and environmental activism will also be explored throughout the course.

- PHIL-233 Philosophy of Science

Examination of the foundations of scientific reasoning. Science draws conclusions about the working of the universe from observational evidence, but what kinds of arguments do they use to arrive at their results? Applying the theoretical views of philosophers of science to case studies in the history of science, this course examines what is meant by "the scientific method." Prerequisite: one course in philosophy or one course in any social or natural science.

- PHIL-235 Philosophical Ideas in Literature

A study of the relationship of philosophy to literature and the philosophical questions which arise from reflection on selected literary and philosophical works. Readings explore themes of narrative masquerade, human identity, and the search for meaning, and debate questions of textual interpretation and the reader-text relationship.

- PHIL-237 Philosophy of Religion

Study of philosophical efforts to understand and justify religious beliefs. Course examines writings of philosophers who have answered such questions as: What is Religion? What is the importance or significance of specifically religious experiences? What account can we give of the meaning of religious claims? How can we mediate between apparently conflicting religious beliefs?

- PHIL-240 World Philosophy

Study of selected writings from the world's philosophical traditions. Such themes as self and world, knowledge and its limits, the meaning and purpose of life, the nature of reality and ideals of moral perfection are explored in diverse philosophical traditions.

- PHIL-243 American Philosophy

Study of selected topics in colonial, early republic, nineteenth- and twentieth-century U.S. philosophy. Topics include deism, transcendentalism, pragmatism and historicism. Important secondary movements such as puritanism and evolutionism may also be considered.

- PHIL-247 Philosophy of Race

Study of race and racism from a philosophical perspective. Racial categories shape human lives, not simply by highlighting difference, but also by defining social, political, and cultural realities. In an effort to understand these realities, this course considers philosophical treatments of race alongside concrete social issues to address the following questions: What are the origins of the idea of race? What is the relationship between the use of racial categories and racial oppression? What role does race play in forming human identities?

- PHIL-252 Social and Political Philosophy

An examination of the most influential philosophers in the history of social and political theory and an assessment of how their philosophical frameworks succeed or fail to provide guidance regarding contemporary political problems and issues.

- PHIL-253 Philosophy of Technology

Exploration of the social and cultural impact of technology and the philosophical questions that technology raises. Readings will explore issues related to the autonomy of technology, virtual worlds, technology, power and knowledge, the globalization of technology, the social technologies and emergent lifeworlds, and ethics and technology. Discussion will also focus on the social construction of facts and artifacts and the technological mediation of the relationship of self to world.

- PHIL-260 Truth, Belief, and Knowledge

An examination of the nature of knowledge. Traditionally, knowledge has been defined as true, justified belief. We will examine each of these three notions in detail and the various views about what they are. We will then question the traditional definition and look at contemporary challenges to the existence of objective knowledge.

- PHIL-265 Jewish Humor: From Teyve to Seinfeld

Examination of the development and cultural context of American Jewish humor through the 20th century. Jews played a significant role in the development of American comedy on stage, on radio, on the big screen, and on television. This contribution comes from a cultural context in which Jews were both assimilating into the mainstream culture and aware of their alienation from it. The use of humor is a double-edged sword, both bringing joy and laughter, but also allowing an oppressed minority group to make sharp points about injustices in the culture in which they live -- sometimes uncomfortably.

- PHIL-303 Analytic Philosophy

An examination of the development of analytic philosophy. Starting with the crisis in mathematics at the end of the 19th century, leading to the development of formal logic and a re-evaluation of epistemology as a result of Einstein's theory of relativity, analytic philosophy developed new tools to solve and dissolve long-standing philosophical problems.

- PHIL-314 From Zero to Infinity: Philosophical Revolutions in Mathematics

Study of the philosophical foundations of mathematics starting with the concept of number and culminating the Godel's groundbreaking incompleteness result. Specific topics include the historical developments and mathematical and philosophical ramifications of zero, rational, irrational, imaginary, and transfinite numbers as well as an examination of the completeness of arithmetic.

- PHIL-315 The Nature of Space: Philosophical Revolutions in Physics

Study of the notion of space as it has developed from Aristotle to Einstein. Particular focus will be given to relations between scientific accounts of

the structure of space and the larger philosophical context in which they arose. Course cross-listed as Philosophy 315. Course does not count toward the physics major.

- **PHIL-316 Philosophical Revolutions in Geometry**

Study of the philosophical foundations and ramifications of the historical development of geometry. Euclid's axiomatic system was held up by philosophers for centuries as the template for all thought. But the development of non-Euclidean geometry gave rise to crucial questions about the foundations of mathematics and about the nature of knowledge more broadly. Is geometry, or mathematics more broadly, a science? Why are its results exact where other sciences are not? If it is not a science, why is it indispensable for science?

- **PHIL-318 Ethics and Economic Life**

A seminar on issues at the intersection of philosophy, psychology, and economics: the explanation and evaluation of human actions and choices. Are we—as many thinkers have claimed—rational, self-interested, autonomous decision-makers? How do such factors as altruism, risk and uncertainty, discounting the future, fairness, luck, and loyalties affect our choices? How do pleasure, happiness, and well-being, and life itself serve as economic and ethical values? How can we be both moral agents and consumers, making rational, ethical choices in an uncertain world?

- **PHIL-320 Social Epistemology**

Study of the social dimension of knowledge, collective intelligence and group decision-making and agency. Traditional epistemology has focused largely on individual knowers abstracted from social contexts. Social Epistemology focuses on knowledge as a collective enterprise and on the social creation and dissemination of knowledge. Issues of epistemic dependence and epistemic authority, testimony, peer disagreement, community standards of justification and critique, the nature and function of expertise and issues of social and moral responsibility are examined.

- **PHIL-328 Deliberative Democracy**

Study of different conceptions of democracy and what procedures insure fair and inclusive deliberation. Students consider what constitutes the best form of government and whose vision should prevail? Emphasis is placed on the debate between liberalism and communitarianism, the role of religion in democracies, the limits of free speech, the role of dissent, the basis of human rights, and the risks entailed in open spaces. Particular focus is given to transitional and emerging democracies across the globe.

- **PHIL-329 Shapes of Evil**

Examination of the construction of notions of evil. Using classical and contemporary texts from Western philosophy, religious thought, and literature, the course thematically engages five shapes of evil: 1) Evil and the Tragic (guilt and innocence in Greek thought); 2) Evil as Sin (the wicked will and God's role vis-a-vis evil); 3) Evil and Power; 4) The Mystique of Evil (the attraction of evil as embodied in the demonic "hero"); 5) Genocide and the Rhetoric of Evil.

- **PHIL-330 Language, Truth & Reality**

Study of some major contemporary efforts related to traditional metaphysical issues. Topics include: Can philosophy tell us anything about the nature of our world? If so, how and what? To what extent is reality mind dependent? What is the relationship between language and reality?

- **PHIL-331 Emotion**

A philosophical exploration of the nature and role of emotion in human life. Course examines emotionality as a human capacity, emotional response as an experience, and specific emotion types, such as anger or fear. Topics include the traditional opposition between reason and passion, between the cognitive and the emotive; the relation of emotion to morality; the possibility of "educating the emotions"; and philosophical issues related to particular emotions such as envy, jealousy, and embarrassment.

- **PHIL-332 Philosophy and Mysticism**

Philosophical examination of mystical texts in the western tradition. In readings drawn from Jewish Christian, and Muslim traditions, students will explore the mystical understanding of God and human nature, the nature of love, the relationship between morality and mysticism, and the truth status of mystical experiences.

- **PHIL-334 Philosophy of Art**

A study of the contentious and, at times, subversive role that the artist and artwork have played in diverse philosophical traditions. Drawing on readings from within and beyond Western aesthetics, as well as traditional and contemporary poetry, painting, and music, the course examines the threat that the persuasive power of art poses to the philosopher, the homecoming that is promised by our experience of an artwork's beauty, and the methods of resistance and critique that are opened up by artistic expression in a global and postcolonial world.

- **PHIL-335 Philosophy of Film**

The study of film as an artifact that both illuminates philosophical problems and poses new questions for philosophers about the nature of the self and community. The course will examine how humans experience time and organize events and information through viewing film as a model of consciousness. Students will also study film to identify how culture shapes both our identity and our perception of the "Other".

- **PHIL-338 Philosophy of Law**

Study of enduring themes of legal philosophy, such as the nature of law, law and morality, liberty, responsibility, and justice, as well as such specific issues as civil disobedience, freedom of expression, privacy, compensation, and punishment. Emphasis is placed on differing philosophical perspectives that underlie disagreements about the law and on ethical questions that arise from the practice of law.

- **PHIL-339 Philosophy of Music**

A course that addresses philosophical questions about music, such as: What is music? What is a (particular) musical composition? How is music related to our cognitions and emotions? What is the tie between music and mathematics? What is the relation of music to moral character? Exploring such concepts as musical understanding, representation, expression, performance, and profundity, the course draws upon readings and music that span the centuries and the globe, and research from a range of disciplines.

- PHIL-341 Contemporary European Philosophy

Study of contemporary European and European-influenced philosophy. Course readings may include works by Heidegger, Derrida, Foucault, the French Nietzscheans (Bataille, Blanchot, Klossowski, Haar, Deleuze), French feminists (Kristeva, Irigaray, Cixous), and critical theorists (Adorno, Horkheimer). Course explores the interrelations between philosophy and disciplines- such as literature, psychoanalysis, political theory, and cultural criticism-and the ways in which contemporary continental philosophers both take up and alter the historical traditions of philosophy.

- PHIL-342 Philosophy of Chemistry

Examination of philosophical issues underlying chemistry. Does all of chemistry reduce to physics or are there purely chemical laws of nature? Does the use of models in chemistry mean that chemical explanations are true or merely useful heuristics? Is there a single method underlying chemistry from physical to organic or is it a historical accident that these fields are grouped together?

- PHIL-343 From Babylonia to the Big Bang: The History and Philosophy of Cosmology

Examination of the development of views about the origin and evolution of the universe. From ancient times, humans have tried to answer the biggest of the big questions: where did it all come from? This course traces the course of the answers given from ancient mythology through contemporary models of contemporary Big Bang cosmology, focusing the interaction between advances in physical science and their philosophical ramifications.

- PHIL-344 Philosophy of Place

An exploration of the concept of place (versus space) and how place matters in our lives. The course examines the meaning of particular places-home, gardens, cemeteries, battlefields (and athletic fields), prisons, sacred places, etc.-in the context of philosophical theories of place (historical and contemporary), moral geography, the representation of place, and the philosophy of architecture. These issues are studied in dialogue with the contrasting claim that the human good is independent of place.

- PHIL-345 Philosophy & Christianity

Exploration of the relationship between philosophy and Christian belief. Course examines the extent to which a "Christian philosophy" is possible; epistemic, metaphysical, and normative analyses of selected Christian doctrines; and critical examination of Christian and non-Christian perspectives on whether philosophy and faith are compatible. Readings are drawn primarily from contemporary analytic and continental traditions.

- PHIL-346 The Philosophy of Color

A philosophical exploration of the phenomenon of color. Our experience of color - an important aspect of our experience of the world - poses puzzling problems of metaphysics, epistemology, and aesthetics. To address these and related philosophical issues, this course draws upon multidisciplinary sources, examining: the science, natural history, and aesthetics of color; the symbolism of colors and color patterns in culture and in literature; the relation of color and emotion; and the claim of Western "chromophobia."

- PHIL-351 Philosophy of Humor

The purpose of this course is to examine the development of the philosophy of humor. We will examine two primary areas – humor theory (what is humor?) and humor ethics (are there humor acts that are morally problematic?). We will examine the history of philosophical discussions concerning humor, but focus on contemporary works in the field.

- PHIL-355 Nothingness

Asian philosophies started from examining absence, nothingness, and emptiness, rather than presence, being, and existence. Hinduist, Mahayana, Daoist, Zen, and Kyoto School philosophers employed ideas of nothingness to depict metaphysical principles, create ethical and self-cultivational ideals, and develop philosophies of knowledge, language, and action. Different versions of nothingness will become fundamental to explain continuity and change; argue for space-time causality; reflect on life, death, and rebirth; explore the self and its relation to the world; and understand how we think, how we use language, and how we can think, speak, and act differently. All philosophies of nothingness have a transformative power: they aim at transforming how we live by acquiring subtler insights on what is (not). Prerequisite: One 100-level PHIL course, or a FYS taught by Philosophy faculty.

- PHIL-366 Great Philosophers

An immersion in the life and works of a single major philosopher. The course offers a three-dimensional perspective on the writings, biography, social context, and intellectual development of a significant philosopher, including interests that cut across disciplines. It also incorporates the best of contemporary scholarship on the subject's thought and its continuing relevance. The figure chosen will vary, but exemplars are: Plato, Rousseau, Tagore, Nietzsche, Mill, Heidegger, de Beauvoir, or James.

- PHIL-368 Reading (A Non-Philosopher)

An immersion in the life and works of an important thinker who, though not normally identified as a philosopher, produced a body of work with philosophical significance. The course offers a close reading of major works, in the context of biography, social milieu, and intellectual developments. The philosophical impact and continuing importance of the selected thinker will be examined also through contemporary scholarship. Exemplars include: Wollstonecraft, Darwin, Freud, Gandhi, or Einstein.

- PHIL-400 Senior Seminar

The capstone course in Philosophy, in which a range of philosophical and other texts are examined through the lens of a selected theme or topic. Recent topics include: the Image, the Meaning of Life, the Seven Deadly Sins, Forgiveness, and Propaganda. This course is required for the major and is normally limited to senior majors.

- PHIL-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements for the major or minor, graded A-F. This is an instructor-guided study of a philosophical topic not otherwise available in the curriculum during the student's tenure. Open to philosophy students who arrange with a faculty member for supervision.

- PHIL-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U.

- PHIL-452 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements for the major or minor, graded A-F. This is an instructor-guided study of a philosophical topic not otherwise available in the curriculum during the student's tenure. Open to philosophy students who arrange with a faculty member for supervision.

- PHIL-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U.

- PHIL-460 Individualized Study-Research

An individualized, philosophical research project that applies work from previous courses to a more advanced or specialized inquiry. An original product of philosophical scholarship is required. Open only to philosophy majors who arrange for supervision of their project with a faculty member.

- PHIL-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U.

- PHIL-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F.

- PHIL-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U.

- PHIL-466 Senior Thesis

An individualized project of original philosophical research. Thesis writers are coached by an individual mentor, but meet as a group with the department faculty several times during the term. The resulting thesis is defended before the faculty and also given a public presentation.

- PHIL-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F.

- PHIL-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U.

- PHIL-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F.

- PHIL-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U.

- PHIL-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- PHIL-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

Physics

Physics Program Description

Uncover the "nature of things" with a Physics major or minor. Perfect for curious tinkerers, Physics explores the fundamental laws and structure of

the universe, the nature of matter and energy, the forces by which objects interact, and the behavior of objects at all scales, from the smallest subatomic particles to the entire observable universe. Physics principles and problem-solving skills lay the foundation for technological innovation and the generation of new knowledge.

You'll learn both theory and applied reasoning in fields such as:

- Astronomy
- Electromagnetism
- Optics
- Elementary particles
- Relativity
- Quantum mechanics
- Atomic and nuclear physics

Laboratory training stresses the design of experiments, the techniques of precise measurement, the interpretation of data, and written and oral communication.

In advanced classes, you'll apply your skills through independent study and research projects in collaboration with our involved faculty, who often form mentorship relationships with students.

Whatever career you pursue in the future, a background in physics will provide you with the foundational and technological skills needed to excel in the 21st century.

Gettysburg College physics majors have succeeded in diverse careers, including government, law, management, engineering, particle physics, and molecular biology. You'll also be well prepared for graduate study in fields including astronomy; astrophysics; biophysics; business; geophysics; and environmental, electrical, nuclear, and mechanical physics and engineering.

Unique opportunity

Combine your physics studies with other scientific pursuits through the [Cross-Disciplinary Science Institute](#).

Physics Program Requirements

The department offers both a Bachelor of Science and Bachelor of Arts degree for the major. This diverse, flexible major is well suited for a variety of careers, including secondary school physics teaching, industrial research, and graduate school in such fields as engineering, computer science, law, and medicine.

Requirements for the Bachelor of Arts (B.A.) in Physics

Core Courses

- Physics 111, 112 and 211 or Physics 109 and 110
- Physics 255
- Physics 310
- One advanced lab from the following: Physics 240, 324, 350, 352, 358, Chemistry 306 or other approved course.
- Physics 420a or 420b (or 460 with approval of department)
- Math through Math 211.

Elective Courses

- Three (or four*) additional courses at the 200-level or higher which may include Chemistry 306 if not already counted as advanced lab, one of which must be: Physics 312, 319, 330, 341. *If Physics 109/110 are taken instead of 111/112/211

[B.A. Requirements Checklist](#)

Requirements for the Bachelor of Science (B.S.) in Physics

Core Courses

- Physics 111, 112 and 211 or Physics 109 and 110
- Physics 255
- Physics 310
- One advanced lab from the following: Physics 240, 324, 350, 352, 358, Chemistry 306 or other approved course.
- Physics 420a or 420b (or 460 with approval of department)
- Math through Math 211
- Math 225

Elective Courses

- Three courses from: Physics 312, 319, 330, 341
- Two (or three*) additional courses at the 200-level or higher, which may include Chemistry 306 if not counted as advanced lab. *If Physics 109/110 are taken instead of 111/112/211

[B.S. Requirements Checklist](#)

[Typical 4 Year Schedule of Courses \(pdf\)](#)

Requirements of the Physics Minor

A minor in Physics consists of six courses in Physics:

- Physics 109, 110 or Physics 111, 112, 211
- Three (or four*) additional Physics courses at the 200-level or above, which may include ONE of the following non-physics courses: Chemistry 305, 306, Math 325, 361, 363, 364. *If Physics 109/110 are taken instead of Physics 111/112/211.

[Minor Requirements Checklist](#)

Physics Courses

- PHY-101 The Evolving Universe

Overview of the fundamental principles of classical physics (including gravitation and electromagnetism), the theory of relativity, and quantum physics. Course includes topics such as: the four fundamental forces of nature; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. Does not count toward the physics major; appropriate course for non-science majors. Three class hours and three laboratory hours.

- PHY-103 Elementary Physics I

General algebra-based coverage of the fields of classical and modern physics. Topics include kinematics, mechanics, fluids, and thermodynamics. Does not count toward the physics major; appropriate course for students in biology, environmental science, the health professions. Prerequisite: Sophomore status and facility with algebra and geometry. Three class hours and three laboratory hours.

- PHY-104 Elementary Physics II

General algebra-based coverage of the fields of classical and modern physics. Topics include waves, optics, electricity, magnetism, and topics from modern physics. Does not count toward the physics major; appropriate course for students in biology, environmental science, the health professions. Prerequisite: Physics 103 and facility with algebra and geometry. Three class hours and three laboratory hours

- PHY-107 Physics of Music

An introduction to the physical basis of music and sound production. Topics include the mechanical and sonic characteristics of common musical instruments, room acoustics, human perception of sound, and the mechanics of the human ear. Special emphasis is placed on how fundamental concepts from math and physics (vibrations and waves, logarithmic measurement scales, the Fourier Series, frequency spectra) explain many of the aspects of how music is produced and perceived. Does not count toward the physics major; appropriate course for non-science majors. Three class hours and three laboratory hours.

- PHY-109 Introductory Physics I

Standard first semester calculus-based Physics course designed to support the curricula of Chemistry and Biochemistry & Molecular Biology majors. The course will explore a wide range of topics including Newtonian mechanics, work & energy, circular motion, rotational kinematics/dynamics, fluids, concepts of heat & temperature, kinetic theory, and thermodynamics. Prerequisite: Calculus 111 (can be taken concurrently), sophomore or higher status, and CHEM or BMB Major. Three class hours and three laboratory hours.

- PHY-110 Introductory Physics II

Standard second semester calculus-based Physics course designed to satisfy the major requirements for Chemistry, and Biochemistry and Molecular Biology majors but can be taken by other students that meet the requirements. The course will explore a wide range of topics including vibrations and sound, light, optics, electricity and magnetism, and electric circuits. Prerequisite: Physics 109. Three class hours and three laboratory hours.

- PHY-111 Physics for Physics Majors I

An introduction to mechanics and modern physics: the conservation of momentum, energy, and angular momentum as fundamental laws, Newton's dynamical laws of motion, and the special theory of relativity. Four class hours and three laboratory hours. Prospective physics majors or students interested in dual-degree engineering. Open to first-year students; sophomore students interested in the physics major may enroll with permission of instructor.

- PHY-112 Physics for Physics Majors II

An introduction to modern physics and thermodynamics: Continuation of the special theory of relativity; introductory principles of quantum physics; applications in atomic, nuclear, and particle physics; and an introduction to thermodynamics. Differential and integral calculus is introduced and

used. Prerequisites: Physics 111 and Math 111, which may be taken concurrently, or permission of instructor. Four class hours and three laboratory hours. Prospective physics majors or students interested in dual-degree engineering. Open to first-year students; sophomore students interested in the physics major may enroll with permission of instructor.

- PHY-211 Physics for Physics Majors III

An introduction to classical electromagnetic theory and applications: electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include electric circuits, waves, light as a propagating electromagnetic disturbance, and radiating charge. Prerequisites: Physics 112 and Mathematics 112, which may be taken concurrently; or permission of instructor. Four class hours and three laboratory hours.

- PHY-240 Electronics

Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. Prerequisites: Physics 211, Physics 110 or permission of instructor. Three class hours and three laboratory hours.

- PHY-246 The Physics of Life

The course is designed to provide a basic familiarity with the most common techniques used in structural biology and their applications to challenging biochemical, biotechnology and medical problems. Course focuses on current state-of-the-art biophysical methods that are being applied to study structure and function of biological macromolecules and biological systems with a focus on the most informative methods, such as X-ray crystallography, NMR spectroscopy, and single molecule techniques. Theoretical underpinnings and the practical applications are covered. Three class hours. Spring semester. Prerequisite: CHEM 108 and either PHYS 110 or PHYS 211, or permission from the instructor

- PHY-255 Math Techniques for Physicists

Intermediate treatment of mathematical methods used in physics. Topics include elements of vector calculus, complex variables, ordinary and partial differential equations, solution of Laplace's equation, special functions, determinants, and matrices. Prerequisites: Physics 211 and Math 112. Three class hours.

- PHY-290 Mentored Research Internship

Quarter credit internship graded S/U.

- PHY-310 Introduction to Quantum Mechanics

Quantum interference, potential wells, barriers, and one-electron atoms are studied. Other topics include the quantum mechanical basis for solid state, nuclear and particle physics. Co-requisite: Physics 255. Three class hours plus 1-hour problem session.

- PHY-312 Thermodynamics & Statistical Physics

Temperature, heat, first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein 'gases,' electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. Prerequisite: Physics 211. Three class hours.

- PHY-319 Classical Mechanics

Intermediate-level course in mechanics for upper class physics majors. Topics include chaos, nonlinear dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. Prerequisites: Physics 211, Physics 255 and Math 211. Three class hours.

- PHY-324 Experiments in Quantum Mechanics

Experimental investigation of quantum phenomena. A suite of single photon measurements will explore the statistical nature of quantum physics. Other experiments include alpha-, beta-, and gamma-spectroscopy, x-ray diffraction, and UV-fluorescence. The course emphasizes error analysis and communicating scientific results through oral and written reports. Prerequisites: Physics 310. Six laboratory hours.

- PHY-330 Electricity & Magnetism

Intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. Prerequisites: Physics 211 and Physics 255. Three class hours.

- PHY-335 Computational Physics

Upper-level physics course focusing on computational methods in various topics including classical mechanics, electrodynamics, quantum mechanics and statistical mechanics. Python computer language is used throughout the course. Prerequisite: Physics 310.

- PHY-341 Quantum Mechanics

Introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics include free particles, harmonic oscillator, angular momentum, hydrogen atom, matrix mechanics, spin wave functions, helium atom, and perturbation theory. Prerequisites: Physics 255 and Physics 310; or permission of instructor.

- PHY-343 From Babylonia to the Big Bang: The History and Philosophy of Cosmology

Examination of the development of views about the origin and evolution of the universe. From ancient times, humans have tried to answer the biggest of the big questions: where did it all come from? This course traces the course of the answers given from ancient mythology through contemporary models of contemporary Big Bang cosmology, focusing the interaction between advances in physical science and their philosophical

ramifications.

- PHY-350 Observational Astronomy

An introduction to the acquisition, processing and analysis of astronomical images. Obtaining a science-quality astronomical image requires knowledge of photons' complete path from their source through the telescope and finally onto the detector. Along this path, the light may be attenuated or contaminated by various sources (atmospheric, mechanical and electronic). In order to produce images that most faithfully represent the light from a source, students identify and account for all of these sources of contamination. Prerequisites: Physics 211, Physics 110 or permission of instructor.

- PHY-352 Optics and Laser Physics

Intermediate treatment of modern optics and laser physics. Topics include radiometry and optical detector technology, geometric optics and human vision, electromagnetic theory of light, interference, polarization, coherence, holography, fundamentals of laser operations, laser spectroscopy and other contemporary laser applications. Prerequisites: Physics 211 and Math 211 or permission of instructor. Three class hours and six laboratory hours.

- PHY-358 X-Lab: Salty and Fatty

Combined upper-level chemistry and physics lab designed to emphasize the use of tools in these disciplines to answer questions in biology. This course concentrates on the role of lipids (fats) and ions (salt) in biology. Utilizing multiple biochemical and biophysical techniques, students will perform multiple experiments to ultimately answer a complex biological problem. Two laboratories. Spring semester. Prerequisite: CHEM 108 and either PHY 110 or PHY 211, or permission from the instructor.

- PHY-381 Special Topics in Physics

Topics in physics not covered in the usual curriculum. Topics vary from year to year and may include relativity; astrophysics; advanced topics in modern optics, solid state physics and electromagnetism; fundamental particles and nuclear structure; the physics of plasmas and various mathematical topics in physics (topology, special functions, fractals). Prerequisites: Upper division standing and approval by instructor. Three class hours

- PHY-420 Advanced Research Methods in Physics

Capstone course in physics that teaches advanced research skills. Students either perform in-class intensive research in instructor's research area or integrate research experience from the previous summer. Prerequisite: Advanced laboratory course or permission of instructor.

- PHY-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F. Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upper class physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, nuclear physics and plasma physics. Prerequisite: Approval by Department.

- PHY-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U. Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upper class physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, nuclear physics and plasma physics. Prerequisite: Approval by Department.

- PHY-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F. Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upper class physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, and optics. Prerequisite: Approval by department.

- PHY-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U. Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upper class physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, and optics. Prerequisite: Approval by department.

- PHY-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F. Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a faculty member. Students should arrange for supervision by the end of the junior year. Open only to senior physics majors. Results of the investigation are reported in a departmental colloquium and senior thesis. Prerequisite: Approval by department by the end of junior year.

- PHY-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U. Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a faculty member. Students should arrange for supervision by the end of the junior year. Open only to senior physics majors. Results of the investigation are reported in a departmental colloquium and senior thesis. Prerequisite: Approval by department by the end of junior year.

- PHY-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded A-F. Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a faculty member. Students should arrange for supervision by the end of the junior year. Open only to senior physics majors. Results of the investigation are reported in a departmental colloquium. Prerequisite: Approval by department.

- PHY-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U. Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a faculty member. Students should arrange for supervision by the end of the junior year. Open only to senior physics majors. Results of the investigation are reported in a departmental colloquium. Prerequisite: Approval by department.

- PHY-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U. Prior approval by Department required. Results of the internship are reported in a departmental colloquium.

- PHY-477 Half Credit Internship

Half credit internship, graded S/U.

Political Science

Political Science Program Description

Political science is the study of governments, public policies and political processes, systems, and political behavior (APSA).

The department offers courses in [four of the subfields of political science](#): political theory (the history of political thought and normative theory); American government (institutions, political processes and political behavior); international relations(interstate behavior, international organizations international political economy, and transnational actors); and comparative politics (institutions, political processes of other states, political and economic development). The department uses both normative and empirical methodologies to examine political issues in all of the subfields, and a principal goal of the department is to teach students how to think analytically, write clearly and persuasively, and be inquisitive and imaginative as they contend with these issues.

The College's location gives students an excellent historical vantage point from which to ponder contemporary political questions. As part of the liberal arts tradition, political science students acquire a variety of skills that prepare them for a wide range of [careers](#) in the public and private sectors.

Political science students may experience a rich array of activities, including internships in a variety of settings; class visits from people in academia, the public and private sectors; and participation in approved study abroad programs or programs in Washington, D.C.

Finally, students are encouraged to build curricular bridges to related academic disciplines, such as environmental studies, economics, and history.

Political Science Program Requirements

All majors specialize in two of the four subfields in political science; therefore, they should give considerable thought to which subfields they pursue as they complete the major. [View the Political Science Major Check Sheet](#) (PDF).

Major requirements:

A minimum of 10 courses in political science. The [courses are categorized in four general subfields](#) of the discipline: American Politics, Comparative Politics, International Relations, and Political Theory. Students take three introductory courses, two 200 and two 300 level courses, an elective at the 200 or 300 level, the methods course, and the capstone.

Introductory Courses: Majors are required to take three of the four introductory courses. The options are: Political Science 101 American Government; 102, Introduction to Political Theory; 103 Introduction to International Relations; or 104 Introduction to Comparative Politics. Courses at this level introduce students to the core set of themes that define Political Science including the manner in which they are conceptualized by the particular subfield. The 100-level courses may be taken in any order, and should be completed by the end of the sophomore year. Occasionally, certain First Year Seminars offered by members of the department may be used to satisfy one of the introductory courses. Students should consult their First Year Seminar instructors to see if their seminar is applicable. Introductory courses are prerequisites for all advanced courses. Students who submit an AP score of 4 or 5 in American Government may receive course credit for POL 101. Course credit for advanced placement will be lost if a student takes POL 101 at Gettysburg.

Political Science Methods: All students must take Political Science 215, Political Science Research Methods, as sophomores or first-semester juniors. Starting with the Fall Term 2012, students must earn a grade of C (2.0) or better in POL 215 to graduate with a major in political science.

Subfield Specialization: 200 level courses: Courses at this level explore key themes and related issues in greater depth. Students learn about

the research process and how to pursue their own research questions. All students must choose two subfields from the three represented in their introductory courses. All students must take at least one 200 level course in each of these subfields.

Subfield Specialization: 300 level courses: At this level students engage in a critical and deeper examination of specific topics that exemplify the core set of themes of importance to political scientists. All students must follow up the 200 level courses with at least one 300 level course in each of their selected subfields.

Elective: Students may fulfill the elective requirement by taking either a 200 or 300 level course in one of the three subfields taken at the introductory level.

Capstone: The capstone course serves as the culmination of the communication conventions in the discipline. Students will be immersed in a specific area of scholarship, will read, analyze and finally produce research relevant to the topic of the course. All seniors must enroll in a senior capstone course. The course must be in one of the two subfields pursued in the major. Capstone seminars in American Politics, International Relations, and Comparative Politics will be offered every year. The capstone in Political Theory will be offered every other year. Students who are unable to take the Political Theory capstone in their senior year may enroll in it in their junior year.

The Jacober Scholars Program: In the winter of 2020, the Gettysburg College Political Science Department unveiled its new honors track—the Jacober Scholars Program. Each Jacober Scholar will work closely with a faculty mentor to produce a significant piece of original research in a subject area of the Scholar's choosing. Political science majors with a major grade point average of at least 3.67 are eligible to apply during their junior year. Application information will be distributed during the first half of each spring semester.

Off Campus Courses: Students are encouraged to pursue off campus programs. Political Science course credit will be given to those courses that are consistent with the department's subfield designations. Political science courses taken off campus will satisfy 200-level requirements only, and only two political science courses taken off campus can satisfy major requirements.

Internships: Students are encouraged to take internships for academic course credit, but they are graded S/U and do not fulfill any major requirements. Students need to work with the Center for Career Development and consult with a faculty member on the nature of the internship and its academic requirements.

Individualized Study: Individualized study provides an excellent opportunity for students to work with a faculty member on an important political topic and produce a significant research paper. Students need to consult with a faculty member on choosing the topic and arranging the requirements of the course. Individualized Study is graded A-F, is calculated in the major grade point average, but does not fulfill any major requirements.

The Minor in Political Science

Students intending to minor in political science need to understand the subfield orientation of the minor as well as the minor requirements. Prof. Roy Dawes is the department advisor for the minor and students should consult with him on choosing courses to fulfill the minor requirements. At this time, students should formally declare the minor. Prof. Dawes will sign their minor declaration form which they will then turn in to the Registrar's office.

The minor in political science consists of six courses in political science. All minors specialize in two of the four subfields in political science; therefore, they should give considerable thought to which subfields they pursue as they complete the minor.

Minor requirements:

Introductory Courses: Minors are required to take two of the four introductory courses. The options are: Political Science 101 American Government; 102, Introduction to Political Theory; 103 Introduction to International Relations; or 104 Introduction to Comparative Politics.

Advanced Courses: Minors are required to take four courses at the 200 or 300 level that are consistent with the subfields chosen at the introductory level. These courses cannot all fall in the same subfield. The usual sequence of courses is two courses in each subfield but some students take three in one and one in the other. Students may substitute POL 215 Political Research Methods for one of these courses.

Political Science Courses

- POL-101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

- POL-102 Intro to Political Thought

Analysis of political philosophies relating to fundamental problems of political association, past and present. Course examines concepts of power, authority, freedom, equality, social justice, and order, as expressed in works of major political philosophers.

- POL-103 Intro International Relations

Examination of the behavior of states and non-state actors in the international system. Topics include systems analysis, nationalism, power, foreign policy, international institutions, interdependence and the world economy, conflict and cooperation, global environmental and ecological issues.

- **POL-104 Intro to Comparative Politics**
Introduction to structures and processes of political institutions in major types of political systems, including parliamentary systems, countries of the former Soviet Bloc system, and systems in developing countries.
- **POL-201 Topics in American Government**
Exploration of announced topics in American Government. Prerequisite: POL 101
- **POL-202 Topics in Political Theory**
Exploration of announced topics in political theory at the intermediate level. Prerequisite: POL 102
- **POL-203 Topics in International Politics**
Exploration of announced topics in international politics at the intermediate level. Prerequisite: POL 103
- **POL-204 Topics in Comparative Politics**
Exploration of announced topics in Comparative Politics at the intermediate level. Prerequisite: POL 104
- **POL-213 Women, War, and Peace**
Conventional wisdom implies that women are more peaceful than men. Is this true? This course is designed to engage and challenge conventional wisdom by examining the complex ways in which women experience, support, and push back against war. Prerequisite: POL 103
- **POL-215 Methods of Political Science**
Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given to research design, data collection, data processing, and statistical analysis. Prerequisite: Completion of one from the following: POL 101,102,103,104; and Sophomore or above class standing.
- **POL-223 U.S. Congress**
Study of the United States Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. Prerequisite: POL 101
- **POL-224 The American Presidency**
Study of the presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the presidency in the policy-making process. Prerequisite: POL 101
- **POL-225 Constitutional Law I: Institutional Powers & Constraints**
Examines U.S. constitutional law with a focus on institutional powers & constraints. This course addresses the jurisprudence surrounding federalism and separation of powers. Prerequisite: POL 101
- **POL-228 Race and Politics in the United States**
An examination of the impact of race on political representation in the United States. Using the concept of political representation as our framework, students explore topics such as race and the electoral process, voting trends and public opinion among racial minorities, race and representation in the American party system and the U.S. Congress, and race and public policy. The intense struggle of African Americans to gain fair political representation in the United States is a special focus of this course. Prerequisite: POL 101
- **POL-242 United States Foreign Policy**
Examination of the sources, goals and patterns of foreign policy. Attention is given to the processes by which policy is formulated and implemented and to the evaluation of the effectiveness of policy. Topics include decision making, foreign economic policy, deterrence, instruments of foreign policy, regionalism, multilateralism, and the development of post-Cold War objectives. Prerequisite: POL103
- **POL-252 North-South Dialogue**
Course investigates the political economy of North-South relations. Examining the distribution of wealth between the developed and developing countries of the world, course focuses on political and economic factors that have made global inequality a central characteristic of the relationship between the North and South. Important issues of the contemporary period such as North-South trade, the debt crisis, foreign aid, and famine are investigated and the developmental prospects for the South are assessed. Prerequisite: POL 103
- **POL-253 Nationalism and Ethnic Conflict**
Ethnically based hostilities continue to pose a significant threat to contemporary international security. This course aims to develop an understanding of the nature of ethnicity, ethnic identity and role of ethnic groups in international politics. The goal of the course is to introduce fundamental concepts and major theoretical approaches to contemporary analysis of ethnic groups with a specific focus on eight cases of ethnic conflict across the globe. Prerequisite: POL 103
- **POL-255 Film, Fiction and World Politics**
This course explores key theories, debates, events and issues in international politics through film and literature. It aims to provide students with an opportunity to unveil aspects of human condition in various political contexts through experiences of fictional characters. The course is divided into two major parts. We will begin with the theories of International Relations (IR). In this part we will use the Lord of the Rings (LOTR) to

understand principles of IR. Tolkien's imaginary world provides a tangible setting for abstract theoretical concepts of IR. We will zoom into the timeless story of LOTR through the film adaptations. (No prior knowledge on LOTR is required or assumed.) The second part will explore three IR topics: interstate and civil wars, the Cold War rivalry, and human security. Although LOTR could be stretched to understand most aspects of these three topics, we will rely on additional visual material to examine various components of each theme.

- POL-260 European Politics

This course examines the government and politics in Europe with emphasis on the processes of state-formation, democratization and democratic consolidation, welfare state policy and European integration. Particular attention will be paid to the U.K., France and Germany but additional cases from Southern Europe, Central and Eastern Europe and/or the Nordic countries will be considered depending on student interest. Prerequisite: POL 104

- POL-262 European Union Politics

The European Union pervasively influences the lives of European people. Inter-governmental agreements and EU institutions have changed policies concerning currency, the conduct of business, buying/consuming products, and traveling (just to name a few). The process of European governments agreeing to share sovereignty and create supranational institutions is called European integration. This course analyzes the origins and developments of the European integration process, and its institutions and policies.

- POL-270 Government & Politics in China

Introduction to the domestic politics of China, particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, policy process, developmental strategies, and efforts at reform. Prerequisite: POL 104

- POL-273 The Two Koreas

This is an introductory Korean Politics course. Starting from the division of Korean peninsula, we analyze the economic development, state repression and coercive institutions in two Koreas. We explore how South Korean citizens pursued democratization through social movements and how North Korea successfully facilitated power succession within one family for three generations. We survey the nuclear weapon development in North Korea and students will simulate the Six Party Talk to deepen their understanding on the issue. Prerequisite: POL 104. AS 273 and POL 273 are cross-listed.

- POL-275 The Mass Media & American Politics

This course introduces students to political communication and the media's impact on elections, political attitudes and behavior, and policymaking in the United States. Topics covered throughout the semester include the constitutional basis for a free and independent media, the media's impact on local politics and each branch of the federal government, the role of media in U.S. foreign policy and domestic public policy, political inequality in the media environment, the evolving landscape of mass media, political celebrity, and fake news and disinformation. Prerequisite: POL 101

- POL-299 Judicial Politics & Behavior

This course introduces students to the scientific study of law and courts, with a focus on courts as political institutions and judges as political actors. Topics covered throughout the semester include agenda setting, decision making, judicial selection, modeling the law, judges and their audiences, cognition and judging, the judicial hierarchy, public opinion and court legitimacy, the judicialization of governance, and international adjudication. Prerequisite: POL 101

- POL-301 Topics in American Government

Exploration of announced topics in American Politics at the advanced level. Prerequisite: POL 101

- POL-302 Topics in Political Theory

Exploration of announced topics in political theory at the advanced level. Prerequisite: POL 102

- POL-303 Topics in International Politics

Exploration of announced topics in international politics at the advanced level. Prerequisite: POL 103

- POL-304 Topics in Comparative Politics

Exploration of announced topics in comparative politics at the advanced level. Prerequisite: POL 104

- POL-305 Topics in Research Methods

Exploration of announced topics in Research Methods at the advanced level. Prerequisite: POL 215

- POL-321 Gender in American Politics

An examination of the expanding role of women in American political life. Students gain historical background regarding the women's movement in America and an understanding of how and why women and men come to politics with different information, experience and priorities. This political analysis includes economic, social and psychological factors that enhance or diminish women's opportunities for an effective political voice. Prerequisite: POL 101

- POL-322 Constitutional Law II: Civil Rights & Liberties

Examines U.S. constitutional law with a focus on civil rights and liberties. This course addresses the jurisprudence surrounding the Bill of Rights and the Reconstruction Amendments. Prerequisite: POL 101 (Note: POL 225 is not a prerequisite)

- POL-324 Executive Policy Making

Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision making. Students are responsible for a major term paper, which involves considerable independent research. Prerequisite: POL 101 and 224

- POL-327 State Politics and Policy

Comparative analysis of politics and the policy process in the fifty states. An empirical analysis of the operation and functions of state political systems. Prerequisite: POL 101 and 215

- POL-331 Political Parties in American Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. Prerequisite: POL 101 and 215

- POL-333 Environmental Policy

Analysis of the policies that guide the use, control and management of natural resources. Students examine the laws, bureaucracies, economics, politics and ideologies underlying policy making processes in order to understand how and why certain policies emerge as well as their social and ecological effects. The primary focus is on the United States, but the growing international dimension of environmental policies and the ambiguous role of the US in these efforts is also considered. Prerequisite: ES 196 or POL 101. Cross-listed: Political Science 333 and ES 333

- POL-334 Politics of Sexuality

This course examines sexuality through the lens of comparative politics, and the course has three parts. First, we begin by unpacking the social construction of gender and sexuality since the earliest state-making. Second, we explore two themes that help to structure the findings in this body of political science research: 'progress/advancement' and 'backlash/losses' regarding LGBT+ rights. Third, we situate the politics of sexuality in the divisions between the Global North and the Global South. Prerequisite: POL 101, POL 102, POL 103, or POL 104.

- POL-343 Scientific Study of Civil War

This course provides an in-depth look at empirical research on why civil wars occur, why individuals and groups resort to violence, and why intrastate violence takes on oftentimes severe forms. Throughout the semester, the course builds quantitative analytical skills and data literacy in the context of the study of civil war. Prerequisite: POL 103; and POL 215 or instructor permission.

- POL-344 U.S. National Security Policy

Examination of the domestic and foreign policies developed by the U.S. to defend itself and its interests. Attention is given to the structure within which policy is formulated and implemented and the transition to post-Cold War defense objectives and strategies. Topics include decision making, defense spending, military intervention and peacekeeping, regionalism, terrorism, nuclear proliferation, and war fighting strategies. Prerequisite: POL 103 and junior or senior status

- POL-346 International Relations Theory

Examination of the study of international relations from the perspective of the realist/ neorealist and liberal/neoliberal theoretical traditions. Attention is also given to the theories' impact on policy making. Topics include power, war, peace, integration, international organization and law. Prerequisite: POL 103

- POL-347 Global Conflict Management

An examination of some basic forms of conflict prevalent in the international system. The course focuses on conditions that provoke conflict, attempts to prevent conflict, the ways to manage conflict, the means to end conflict, and what happens when conflict can't be resolved. Cases are drawn from global and regional examples. Prerequisite: POL 103

- POL-351 The Political Economy of Armed Conflict

Employment of a political economy approach to study both interstate and intrastate conflicts. Students examine the relationship between war and economics, ranging from the role these factors play in the development of the modern nation-state to civil wars and the virtual collapse of the state in contemporary civil conflicts. Prerequisite: POL 103

- POL-354 Controversies in the Politics of Europe

The idea of Europe represents diverse societies, and its borders are the subject of debate. In this course, we analyze Europe thematically and unpack the idea of 'European' states. These themes include parliamentary politics, party politics, electoral systems, social movements, globalization, European Union politics, nationalism, and ethnic politics. In doing so, we deploy a comparative perspective and analyze these themes across societies and time. Prerequisite: POL 101, POL 102, POL 103, or POL 104.

- POL-363 Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics, nature of traditional politics, disruptions caused by colonialism and imperialism, reformation of domestic politics, and contemporary political processes and problems. Prerequisite: POL 104

- POL-364 How To Be an Autocrat

Autocracies are the predominant form of political regimes throughout history and are still prevalent today. Autocrats are in a precarious position--facing threats from the population, who want greater democratization, and other regime elites who want to replace them. How do autocrats

navigate these threats? In this course, we examine the nature of threats to ruling and the different ways that autocrats strategically temper threats. Topics include repression, security apparatus, institutional designs, and information control.

- POL-370 Contemporary Issues in Turkish Politics

Turkey is a democratic, secular, and predominantly Muslim country. It has a rapidly growing economy, making it one of the twenty largest economies in the world. Moreover, due to its geographic proximity to Iraq, Iran and Israel, and energy reserves of the Caspian Sea and Central Asia, Turkey is an important international actor especially for the West. Turkey's unique domestic political attributes and international role in between Europe and the Middle East makes it an intriguing case for political scientists. This course seeks to familiarize students with the main issues around which politics revolves in Turkey during the post-1980 period. Using scholarly work conducted on different dimensions of politics in Turkey, special attention will be paid to the discussion of the issues of the consolidation of democracy, civil society, secularism, the rise of Islam, nationalism, identity politics, socio-economic changes, political parties and modernity in order to be able to capture the essence of the changing nature of Turkish politics.

- POL-375 Constitutional Police Procedure

This course introduces students to police procedure through the study of U.S constitutional law. Relying on U.S. Supreme Court decisions that interpret clauses contained in the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments, this course examines law enforcement reform, liability, responsibility, and authority, as well as the constraints and requirements to surveillance, traffic stops, arrests, and searches and seizures.

- POL-381 American Political Thought

Study of the development of political thought in America from the colonial period to the present. Course examines individual writers and movements, and considers the relationship of the ideas examined both to current issues and politics and to the broader tradition of political philosophy. Prerequisite: POL 102

- POL-382 Feminist Theory in American Politics

Course examines the role of feminist political thought in American politics. Topics include various strains of feminist theory, including liberal, Marxist, radical, and anarchist theories, with particular emphasis on kinds of feminist political participation that emerge from liberal and anarchist political ideals. Course also provides a context in which key concepts such as politics and power may be reconceptualized from an American feminist point of view. Prerequisite: POL 101 or POL 102.

- POL-399 Legal Policy & Analysis

This course introduces students to fundamental legal analysis, research, and writing. During the semester, students will have the opportunity to hone these skills and must rely on them to draft objective and persuasive legal documents, culminating in oral advocacy on behalf of their mock clients. Upon successfully completing this course, students will be better able to effectively organize and analyze complex legal issues.

- POL-401 Capstone-American Government

Advanced study of American politics. A common core of reading and written reports by each student is provided. Topics differ each year. Prerequisite: POL 101 and 215; Senior standing and declared POL major.

- POL-402 Capstone-Political Theory

Advanced study of political theory. A common core of reading and written reports by each student is provided. Topics differ each year.

- POL-403 Capstone-International Relations Seminar

Advanced study of international relations. A common core of reading and written reports by each student is provided. Topics differ each year. Prerequisite: POL 103 and 215; Senior standing and declared POL major.

- POL-404 Capstone-Comparative Politics

Advanced study of comparative politics. A common core of reading and written reports by each student is provided. Topics differ each year. Prerequisite: POL 104 and 215; Senior standing and declared POL major.

- POL-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- POL-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- POL-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- POL-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- POL-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- POL-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- POL-473 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded S/U

- POL-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Pre-Health Professions Advising

Pre-Health Professions Program Description

Introduction

Gettysburg College helps students meet the challenges of planning for and applying to medical school and other graduate programs in the health professions.

In addition to a **strong, flexible curriculum** and **excellent facilities**, Gettysburg College provides:

- Individualized guidance for four years
- Shadowing, externship, and internship opportunities
- Affiliations with professional schools

Preparing for graduate school in the health professions within a **liberal arts context** at Gettysburg College is increasingly valuable because health professions graduate schools demand:

- Well-rounded students
- Students trained in critical thinking and problem solving
- Students demonstrating exceptional communication skills
- Students with a life-long desire to learn

Getting Started

If you are considering a health professions career, the first thing to do is to complete the [Registration Form](#) (Please refrain from completing the form until you are assigned a valid Gettysburg College email address). You will then receive e-mail updates and information on a variety of programs, lectures, and other events happening on and off campus.

In the meantime, you are encouraged to become familiar with the vast array of helpful materials available here within the Pre-Health Professions pages, to turn your health professions dream into a reality!

News

[Pre-health advising prepared Ben Crookshank '17 for career in medicine](#)

Pre-Law Advising

Pre-Law Program Description

Gettysburg College is committed to helping students who are interested in pursuing careers in the legal field. While there is no designated major or program curriculum (nor is it necessary for entry into law school), faculty and staff are available to help students navigate the challenges of preparing for and applying to law school.

Additionally, there are many co-curricular opportunities for engaging in your law-related interests, such as Moot Court, Mock Trial, and the Pre-Law Club. Professor Boddery also offers Legal Analysis (POL 399), which is mirrored after the first year law course taken by all law students nationwide. Legal Analysis is a unique course that is rarely offered at the undergraduate level, and it sets apart Gettysburg College's pre-law curriculum from those programs at peer institutions and large research universities.

Likewise, the Center for Career Engagement works closely to help students gain exposure and hands-on experience through job shadows, externships, campus programs with alumni/parents in the legal field, and more! Combining academics with opportunities such as these, students are able to explore the field of law in a broader sense and build skills that will serve them well in law school or in other professions they wish to pursue.

Students who are interested in pre-law advising can contact Professor Boddery (sboddery@gettysburg.edu) in Political Science, or Tiffany Kurzawa (tkurzawa@gettysburg.edu) in the Center for Career Engagement to arrange an appointment.

Course Suggestions

As there is no designated pre-law major at Gettysburg, students are encouraged to take courses and select a major that they are passionate about, are challenged in, and enjoy – all of which should lead to academic success. While there are a few majors that may seem ‘typical’ in choosing a law school path, many law schools aren’t focused on your particular major, so find something that fits your interests!

Courses (or extracurricular activities) that involve **research, critical thinking, writing, and public speaking** are great to consider. You’ll be expected to do a lot of each of these in law school and it is important to practice these skills.

We’ve put together a few course options to consider, which can equip you with some knowledge and skills for taking the LSAT and/or attending law school.

Courses of Potential Interest

- AFS 267 Race, Gender, & the Law
- BUS 363 Business Law
- HIST 334 Law and Society in United States History
- HIST 350 Modern Black Freedom Struggle in America
- HIST 424 Race on Trial
- LAW 250 Criminal Justice
- LAW 260 American Trial
- OMS 338 The Bandits of Wall Street
- OMS 417 Law and Organizations: Property, Liberty, and Society
- PHIL 103 Critical Thinking
- PHIL 211 Logic
- PHIL 222 Philosophical Perspectives on Justice
- PHIL 338 Philosophy of Law
- POL 101 American Government
- POL 225 Constitutional Law I: Institutional Powers & Constraints
- POL 299 Judicial Politics & Behavior
- POL 322 Constitutional Law II: Civil Rights & Liberties
- POL 399 Legal Analysis

**Please review the course catalog for availability, as not every course is offered each semester or every year, and for related course/major pre-requisites.*

Psychology

Psychology Program Description

As a psychology major you’ll learn how mental processes work and why humans behave as they do.

In this program, you’ll take an empirical approach to the field—one based on knowledge, observation, and analytical reasoning skills. You won’t be given simple answers. Instead, you’ll be given tools to investigate psychological questions creatively and scientifically, and you’ll conduct your own original research.

The Psychology major includes:

- Classes exploring the breadth of the field
- Advanced laboratory classes
- Independent research
- Internships and community based learning
- Seminars
- Opportunities for student/faculty research collaboration

You’ll gain direct experience with the major research methods and theoretical frameworks of psychology while developing a scientific attitude and appreciation for the complexity of human behavior.

Psychology graduates are routinely accepted to the nation's leading MA/PhD programs—in fact, more than half go on to graduate school.

Psychology Program Requirements

Psychology requires only **10 courses** for a major. This provides students with maximum flexibility to **explore other disciplines** and **integrate that new knowledge** into their ongoing study of psychology.

- A hallmark of the Gettysburg psychology major is its focus on research.
- In fact, all majors take two advanced **research laboratory courses**, and many conduct **independent research**, working one-on-one with a faculty mentor.

Double Major/Minor: With early planning, many psychology majors **double major** in psychology and one of the other disciplines, or minor in [neuroscience](#), education, or another field.

Departmental Honors are awarded to graduating majors who have:

- Demonstrated academic excellence in course work in the major (in the combined judgment of the faculty), and
- Completed an individualized empirical research project, honors research, or an honors thesis.

Psychology Major Requirements

Requirements for a major include **Psychology 101, 205, 305, 341; four additional 200-level courses in psychology, two from each of the following groups: a) 215, 216, 236, 237, 238 and b) 210, 214, 221, 222, 223, 225, 226; two advanced laboratories (taken in separate semesters), one from each of the following groups: a) 315, 316, 317, 336, 338 and b) 310, 314, 321, 327, 328; and two laboratory courses in the Division of Natural Sciences from among those that will satisfy the natural science requirement.** Psychology 101 is a prerequisite for all psychology courses. Psychology 205 and 305 are prerequisites for all lab courses. **Psychology 205 may not be repeated for the major.** Majors not receiving a grade of C or better in Psy 305 should consider retaking the class. The Department also has a special Honors Research Program. Refer to the catalog for more information.

200 – Level Courses

Group A (must take 2):

- Psy 215 - Human Cognition
- Psy 216 - Sensation and Perception
- Psy 236 - Intro to Brain and Behavior
- Psy 237 - Psychopharmacology
- Psy 238 - Cognitive Neuroscience

Please Note: students are strongly encouraged to take a broad range of 200-level courses that serve as prerequisites for multiple advanced labs within Group A.

Group B (must take 2):

- Psy 210 - Cultural Psychology
- Psy 214 - Social Psychology
- Psy 221 - Personality Psychology
- Psy 222 - Abnormal Psychology
- Psy 223 - Child & Adolescent Psychopathology
- Psy 225 - Developmental Psychology: Infancy and Childhood
- Psy 226 - Developmental Psychology: Adolescence

Please Note: students are strongly encouraged to take a broad range of 200-level courses that serve as prerequisites for multiple advanced labs within Group B.

Advanced Laboratory Courses (taken in separate semesters)

Group A (must take 1; Psy 305 is required):

- Psy 315 - Laboratory in Thinking and Cognition (prereq: 215)
- Psy 316 - Laboratory in Perception (prereq: 216)
- Psy 317 - Laboratory in Memory and Social Cognition (prereq: 215)
- Psy 336 - Laboratory in Behavioral Neuroscience (prereq: 236 or 237)
- Psy 338 - Laboratory in Cognitive Neuroscience (prereq: 238)

Group B (must take 1; Psy 305 is required):

- Psy 310 - Laboratory in Cultural Psychology (prereq: 210)
- Psy 314 - Laboratory in Social Psychology (prereq: 214)
- Psy 321 - Laboratory in Personality and Psychopathology (prereq: 221, or 222, or 223)
- Psy 327 - Laboratory in Cognitive and Perceptual Development (prereq: 216 or 225 or 226)
- Psy 328 - Laboratory in Social and Emotional Development (prereq: 225 or 226)

Additional Courses (optional)

- Psy 400 - Seminar (prereq: permission of instructor)
- Psych 450-453 - Individualized Study Tutorial (prereq: permission of instructor)
- Psych 460-463 - Individualized Study Empirical Research (prereq: permission of instructor)
- Psych 464 - Honors Research (by invitation of Department only)
- Psych 470-473 - Individualized Study Internship (see Internship Coordinator)
- Psych 474-475 - Individualized Study Summer Internship (see Internship Coordinator)
- Psych 466 - Honors Thesis (by invitation of Department only)

Psychology Courses

- **PSYCH-101 Introduction to Psychology**

Introduction to basic scientific logic, facts, theories, and principles of psychology, including topics such as human motivation, learning, emotion, perception, thought, intelligence, and personality.

- **PSYCH-205 Introduction to Statistics**

Introduction to descriptive and inferential statistical methods with applications in psychology. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Prerequisite: Psychology 101. Required of all majors in Psychology; open only to declared Psychology majors. Three class hours and three laboratory hours.

- **PSYCH-210 Cultural Psychology**

Introduction to cross-cultural study of areas such as personality, motivation, socialization, interpersonal behavior, psychological environments, cognitive development, ethnocentrism and stereotypes. The course emphasis is on the bi-directional relationship between cultural factors, such as cultural traditions, environments and psychological processes and its application to cross-cultural differences. The focus of the course is on cultural psychology theories and methodological issues. Prerequisite: Psychology 101.

- **PSYCH-214 Social Psychology**

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, stereotypes, helping behavior, aggression, and other aspects of social interaction. Prerequisite: Psychology 101.

- **PSYCH-215 Human Cognition**

Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes, and empirical evidence is considered that might challenge or support these theories. Prerequisite: Psychology 101.

- **PSYCH-216 Sensation and Perception**

Explores phenomena of sensation and perception from the perspective of experimental psychology. Emphasis is on understanding the mechanisms and processes that underlie our experiences of the material world. Research projects explore special topics and areas of current research. Prerequisite: Psychology 101 or Biology 101 or 111.

- **PSYCH-221 Personality Psychology**

Introduction to contemporary research in personality in the context of major theoretical perspectives that have shaped the field, including psychodynamic, behavioral, humanistic, social-cognitive, biological, and trait models. Issues that arise in the conceptualization, assessment, and empirical study of personality are emphasized. Prerequisite: Psychology 101.

- **PSYCH-222 Abnormal Psychology**

Introduction to psychopathology, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal behavior. Approaches to defining, assessing, and treating psychological disorders are discussed and evaluated in light of current empirical evidence. Prerequisite: Psychology 101

- **PSYCH-223 Child and Adolescent Psychopathology**

Child and Adolescent Psychopathology provides a general introduction to psychological disorders seen in children and adolescents, specifically, neurodevelopmental disorders (e.g. Autism spectrum disorders, learning disabilities, ADHD), behavioral disorders (e.g. conduct disorders) and emotional disorders (e.g. mood and anxiety disorders). This course covers issues related to the diagnosis, assessment, and treatment of specific disorders. Each disorder is also examined in the context of family, peer group, school, and community. Prerequisite: Psychology 101

- **PSYCH-225 Developmental Psychology: Infancy & Childhood**

Psychological development of the individual, from conception to early adolescence. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social, and moral development. Prerequisite: Psychology 101.

- **PSYCH-226 Developmental Psychology: Adolescence**

A developmental approach to the study of adolescence and emerging adulthood. Theory, methodology, and research are presented in the areas of physical, cognitive, social, emotional, and moral development. This course will discuss research addressing the role of family, peers, schools, and culture in adolescence and emerging adulthood. Prerequisite: Psychology 101

- **PSYCH-229 Human Growth and Development through the Lifespan**

This course provides an overview of development across the lifespan from the prenatal period to death. We will examine various theoretical currents in developmental psychology and explore the physical, cognitive, and social/emotional changes in each major developmental stage: prenatal, infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, and late adulthood. Particular topics will be expanded upon to increase your understanding of current issues in development using empirical research. Prerequisite: Psych 101. This course is intended for students, primarily those majoring in Health Sciences, who plan to pursue a career in the health professions. Does not count toward the psychology major. Credit may not be granted for this course and Psychology 225.

- **PSYCH-230 Health Psychology**

Course will provide an introduction to how biological, psychological, and social factors influences health and illness prevention. The course broadly focuses on health beliefs and behavioral change. Sample topics include stress, nutrition, weight control, exercise, addiction, pain management, psychoimmunology, and healthcare accessibility. Prerequisite: PSYCH 101

- **PSYCH-236 Introduction to Brain & Behavior**

Introduction to the anatomical, physiological, and biochemical bases of human behavior. Topics include the neurobiology of motivation, emotions, and psychopathology. Topics are discussed within comparative and evolutionary frameworks, with a particular emphasis on developing an ability to conceptualize psychological phenomena in biological terms. Prerequisite: Psychology 101 or permission of instructor.

- **PSYCH-237 Psychopharmacology**

Examination of how psychoactive compounds affect the brain, behavior, and cognition. The major neurochemical systems of the brain and how psychoactive compounds affect these systems are discussed at length. Topics include both recreational and psychotherapeutic agents. Methods used in psychopharmacology research are emphasized throughout the course. Prerequisite: Psychology 101 or permission of instructor.

- **PSYCH-238 Cognitive Neuroscience**

An exploration of the field of cognitive neuroscience. Emphasis is on understanding the neural bases of higher mental functions such as memory, attention, emotion, and language. Major themes include the relationship between the mind and brain, localization of function, and the multi-methodological approach to cognitive neuroscience research. Students will be introduced to basic neuroanatomy, brain imaging, and research involving people with focal brain damage. Prerequisite: Psychology 101 or permission of instructor.

- **PSYCH-290 Mentored Research Internship**

Quarter credit internship graded S/U.

- **PSYCH-305 Experimental Methods**

Introduction to scientific method and experimental design. Emphasis is on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication. Three class hours and three laboratory hours. Prerequisite: Psychology 205 and two (200-level) psychology electives; or permission of the instructor. Students must have at least 2nd semester sophomore status, or have permission of the instructor.

- **PSYCH-310 Laboratory in Cultural Psychology**

Advanced reading and discussion concerning specific cultural psychology topics. The focus of this course is on empirical research and methodological limitations. Systematic study of the effect of cultural factors on individual and group behaviors is central to the course. Students design, conduct, analyze and write up their original research project. . Prerequisites: Psychology 305; and one from this group- PSYCH 210, 214, 221, 222, 223, 225, or 226.. Three class hours and three laboratory hours.

- **PSYCH-314 Laboratory in Social Psychology**

Advanced study of specific content areas in social psychology. Discussion focuses on current theories, experimental research, and methodological issues specific to social psychology. Laboratory work includes design, execution, and analysis of original experimental research. Prerequisites: Psychology 305 and 214. Three class hours and three laboratory hours.

- **PSYCH-315 Laboratory in Thinking and Cognition**

In-depth examination of the theory of embodied cognition. Current empirical support for this theory is discussed, and we consider whether this may be a unifying perspective in psychology. Students design, conduct, analyze, and present an independent research project concerning a topic in advanced cognition. Prerequisites: Psychology 215 and 305. Three class hours and three laboratory hours.

- **PSYCH-316 Laboratory in Perception**

In-depth investigation of current topics in perception through review of empirical research and theory. Focus is on high-level vision, or odor/flavor perception, with an emphasis on social, cognitive, emotional, and evolutionary influences on the perceptual process. In laboratory, students design and conduct original research. Prerequisites: Psychology 216 and 305. Three class hours and three laboratory hours.

- **PSYCH-317 Laboratory in Memory and Social Cognition**

Introduction to human memory and social cognition. Focus is on the cognitive structures and processes involved in social judgment. Errors and biases in human judgment are also examined. Three class hours and three laboratory hours. Prerequisites: Psychology 215 and 305.

- **PSYCH-321 Laboratory in Personality and Psychopathology**

Advanced study of topics in personality and abnormal psychology. Discussion focuses on current theories and methodological issues specific to the experimental study of individual differences. Laboratory work includes design, execution, and analysis of original experimental research.

Prerequisites: Psychology 221 or 222 or 223, and 305. Three class hours and three laboratory hours.

- **PSYCH-327 Laboratory in Cognitive and Perceptual Development**

Intensive study of one or more areas of cognitive and perceptual development. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. Design, execution, and analysis of several research projects is required.

Prerequisites: Psychology 223 or 225 or 226 and 305. Three class hours and three laboratory hours.

- **PSYCH-328 Laboratory in Social and Emotional Development**

Intensive study of one or more areas of social and emotional development, utilizing observational and experimental methods. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or child care center. Requires design, execution, and analysis of original research. Prerequisites: Psychology 223, or 225, or 226; and Psychology 305. Three class hours and three laboratory hours.

- **PSYCH-336 Laboratory in Behavioral Neuroscience**

Advanced discussion of topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurochemical basis of behavior. Prerequisites: Psychology 236 or 237 and 305; or permission of instructor. Three class hours and three laboratory hours.

- **PSYCH-338 Laboratory in Cognitive Neuroscience**

Advanced study of one or more specific content areas in cognitive neuroscience. Discussion focuses on current theories, experimental research, and the multi-methodological approach to cognitive neuroscience research. Laboratory work includes design, execution, and analysis of original research involving cognitive neuroscience methods. Three class hours and three laboratory hours. Prerequisites: Psychology 238 and 305.

- **PSYCH-341 History of Psychological Science**

Review of the historical development of experimental psychology. Emphases are on early foundations of major conceptual issues and on the cultural, scientific, and technological forces that set the course of modern psychological research. Prerequisite: Psychology 305.

- **PSYCH-400 Seminar**

Opportunity to work on a selected topic in a small group under the guidance of a faculty member. Not offered every year. Topic for a given semester is announced in advance. May be repeated. Open to junior and senior majors. Prerequisite: Permission of instructor.

- **PSYCH-450 Individualized Reading**

Tutorial opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student is expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. Prerequisite: Permission of instructor. May be repeated.

- **PSYCH-451 Individualized Study-Tutorial**

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- **PSYCH-452 Individualized Reading**

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- **PSYCH-453 Individualized Study-Tutorial**

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- **PSYCH-460 Individualized Study-Research**

Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a faculty member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. Prerequisite: Permission of instructor. May be repeated, graded A-F.

- **PSYCH-461 Individualized Study-Research**

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- **PSYCH-462 Individualized Study-Research**

Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a faculty member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. Prerequisite: Permission of instructor. May be repeated. Does not count in the minimum requirements in a major or minor, graded A-F.

- **PSYCH-463 Individualized Study-Research**

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- **PSYCH-464 Honors Research**

Students in the Honors Research Program take this course in their senior year. Course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research

project in either the fall or spring semester. Seminar meets both semesters, and all students participate in all of the seminar meetings. One course credit is given in the spring semester. Prerequisites: Participation in the Honors Research Program is by invitation of the department. Best consideration is given to students who have completed an advanced lab by the end of their junior year.

- **PSYCH-466 Honors Thesis**

Designed to meet needs of the clearly superior student. During the senior year each participant engages in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student presents and discusses his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses that can be applied towards a psychology major. Prerequisite: By invitation of the department only.

- **PSYCH-470 Individualized Study-Internship**

Internship counting toward the minimum requirements in a major or minor, graded A-F

- **PSYCH-471 Individualized Study-Internship**

Internship counting toward the minimum requirements in a major or minor, graded S/U.

- **PSYCH-472 Individualized Study-Internship**

Internship not counting in the minimum requirements in a major or minor, graded A-F

- **PSYCH-473 Individualized Study-Internship**

A minimum of 160 hours of on-the-job experience in a mental health, human service, human resource, or research position. Interns also complete a daily log of their job activities and write a review of related research literature. Students must be sponsored by a faculty member, and receive approval by the internship coordinator. Available during the fall or spring semesters or during the summer. Does not count in the minimum requirements for the major; graded S/U.

- **PSYCH-474 Summer Internship**

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- **PSYCH-475 Summer Internship**

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- **PSYCH-477 Half Credit Internship**

Half credit internship, graded S/U.

Public History

Public History Program Description and Requirements

Gettysburg College's historic location, well-established partnerships with a wide range of museums and historical organizations, and commitment to experiential education provide a solid foundation for the minor in Public History.

What Is Public History?

As a discipline, public history revolves around the politics and practice of preservation and interpretation, in public settings and in conversation with public audiences. A wide variety of subfields cluster under the umbrella of public history, ranging from curation, museum education, and historic preservation to interpretation, documentary film, and archival management.

The coursework for the minor will enhance students' skills in historical research, cultural analysis, presentation, public engagement, collaboration with community partners, and digital technology. The interdisciplinary curriculum will provide students rich perspectives on the complex relationship between cultural practices, historical narratives, and material objects, and include substantial emphasis on field education and hands-on work. As future professionals, minors will be well-positioned to continue their education on a graduate level, while as citizens, they will be better equipped to advocate for more democratic, intellectually rigorous representations of history in the public sphere.

Students with a focus on Public History can pursue graduate study in history, public history, museum studies, art history, anthropology, library science, film studies, public policy, education, ethnic studies, public humanities, geography, sociology, or American Studies. They can also seek employment in fields ranging from museums, libraries and historic preservation to education, consulting, and government.

Contact Information

For more information about the Public History minor, please contact Prof. Jill Oglie Titus (jtitus@gettysburg.edu) or Prof. Peter Carmichael (pcarmich@gettysburg.edu).

Minor Requirements:

- HIST 201 (Introduction to Public History)
- 1 Archaeology course
- 1 content course in History
- 1 course in Visual & Material Culture
- 1 course in Memory & Interpretation
- Internship (IDS 470)

Please see below for a list of courses approved by the Advisory Committee to meet these requirements.

INTRODUCTORY COURSE

HIST 201: Introduction to Public History

ARCHAEOLOGY REQUIREMENT

ANTH 106: Introduction to Archaeology & Physical Anthropology

ANTH 212: Archaeology of Pennsylvania

ANTH 250: Topics in Anthropology (Archaeology of Landscape)

ANTH 275: Public Archaeology

AS 252/352/ANTH 252: Everyday Life in Ancient Gettysburg & Tokyo

CLA 125/ANTH 255: Archaeology of the Ancient Mediterranean World

HISTORY CONTENT REQUIREMENT

HIST 230: Native American – European Encounter

HIST 318: Europe 1914-1945

HIST 319: Europe Since 1945

HIST 339: From Old South to New South

HIST 341: Colonial America

HIST 345: Civil War and Reconstruction

HIST 348: Early Twentieth Century America

HIST 349: US Since 1945

HIST 350: Black Freedom Struggle in America

VISUAL & MATERIAL CULTURE REQUIREMENT

ARTH 125: Survey of Western Art

ARTH 201: Arts of Ancient Greece & Rome

ARTH 202: Medieval Art

ARTH 214: Methods in Art History

ARTH 225: History & Theory of Photography

ARTH 267: Art & Public Policy

CWES 225: Cameras, Canvas & Cannons: Visual Culture of the Civil War Era

CWES 250: Topics - Interpreting & Preserving Civil War Artifacts

CIMS 220: Video Production

IDS 285: Interpreting and Preserving Museum Artifacts

MEMORY & INTERPRETATION REQUIREMENT

AFS 240/CWES 240: Race and Slavery in the American South

AFS 262: Africa in Fiction, History, and Memory

ANTH/AS 229: Tourism & Culture in China

CWES 320: Aftermath

EDUC 309: Teaching History

ENG 201: Writing the Public Essay

FYS 105-3: Who Owns the Past?: Cultural Heritage and Contest

FYS 122-1: Museum Staff Only: Behind the Scenes at the Museum

FYS 184-4: Remembering Slavery & the Civil War from 1865 to the Age of Black Lives Matter

HIST 247: Gettysburg in History and Memory

IDS 217: The American Civil War on Film

*SOC 250: Recollections

*This course has a prerequisite

INTERNSHIP

IDS 470: Individualized Study – Internship

Courses chosen to fulfill the minor requirements must be selected from at least three different departments/programs. No more than two courses may be transferred in from off-campus study.

Students who would like to substitute other related courses (taken either on or off-campus) for the approved courses or make a case for an alternative path to meeting a minor requirement may formally petition the advisory committee.

Public Policy

Public Policy Program Description

If you're driven to serve or make meaningful changes in public arenas, a Public Policy major can give you the foundation you need. You'll focus on quantitative and economic analysis and the study of domestic and international institutions that make policy—governments, nonprofits, and international organizations.

Topics include:

- Problem recognition and articulation
- Policy development
- Ethical and legal deliberation
- Analytic methods and policy impact assessment
- Economic concepts
- History

In advanced courses, you'll focus on policy areas of particular interest to you, working with a faculty coordinator to define your unique course of study. Your capstone seminar will include a formal analysis of a substantial public policy problem, and you'll gain field experience through a required internship.

Public Policy graduates regularly pursue graduate studies in business administration, economics, environmental studies, health policy and administration, law, political science, psychology, public administration, public policy analysis, social work, sociology, and urban affairs.

Dual major

Use the public policy major as a complement to another field of study. A public policy dual major can give you a rich understanding of policy with the eye of a specialist.

If you're interested in:

Science policy, you might dual major in Public Policy and Physics

Health policy, you might dual major in Public Policy and Health Sciences or Biology

Family policy, you might dual major in Public Policy and Sociology.

Public Policy Program Requirements

The Public Policy major at Gettysburg College offers a flexible, rigorous, multidisciplinary curriculum for students interested in problem solving in domestic and international public arenas. Core courses focus on the nature of public policy, including the process of problem recognition and articulation, policy development and implementation, ethical and legal deliberations, and policy assessment. Upper level courses explore policy theory, evaluation, and reform.

The Public Policy major appeals to students from a wide range of disciplines. Public Policy students must have another major, which allows them to ground their policy studies in a substantive arena. Additionally, all Public Policy students identify a concentration for their policy studies and build their course schedule around that concentration. For example, a Public Policy and Economics double major might concentrate on Housing Policy; a Public Policy and Business double major might concentrate on nonprofit organizations; a Public Policy and Political Science double major might concentrate on social justice policy; and a Public Policy and English double major might concentrate on policy communication.

All Public Policy majors must take at least one foundational political science course; microeconomics; macroeconomics; a methods course; and an introduction to public policy course. They must take at least one course in Ethics and Values, one course in Policymaking, and one course in Theory. Finally, they must complete a [Policy Internship](#), a related [Policy Concept Paper](#), and complete a capstone project in their senior year.

The Public Policy major embodies Gettysburg College's vision of an interdisciplinary liberal arts education. Students draw upon skills from multiple disciplines to think critically and creatively, lead teams large and small, and communicate effectively and efficiently.

In recent years, Public Policy graduates have pursue graduate studies and careers to advance social change.

Requirements

All public policy majors are required to take the following core courses:

- Pol Sci 101 (American Government) or Poli Sci 103 (Intro to International Relations) or Poli Sci 104 (Intro to Comparative Politics)
- PP 221 (Introduction to Public Policy)
- Econ 103 (Principles of Microeconomics)
- Econ 104 (Principles of Macroeconomics)
- Research Methods ([choose from these courses](#))
- PP 470 [Internship](#) with [Policy Concept Paper](#)
- PP 401 (Capstone seminar, Advanced Topics in Public Policy)

Additionally, students must take a course in Ethics and Values, a course in Theory, a course in Policymaking, and at least one Elective in their concentration as described below.

- Ethics and Values courses examine how ethics, value systems, religions, and cultures influence policy processes.
- Theory courses explore theoretical perspectives on how societies define problems, how they choose to respond to those problems, whether policy initiatives are appropriate and responsive to those problems, and how societies approach policy reform. Policymaking courses focus on the institutions of public policy making.
- Policymaking courses examine institutions of policymaking.
- Elective(s) in students' area of concentration reflect students' area of policy focus.

Students may satisfy any of the above requirements through off-campus study programs with the approval of the Chair of Public Policy.

No more than two courses used to fulfill the requirements of a student's other major may count toward the public policy major. (Exceptions: Economics, Business, and International and Globalization Studies can use three courses for both majors because they have three of the same required courses).

Courses for the Methods Requirement

- ANTH 323 Field Methods in Cultural Anthropology
- BIO 260 Biostatistics
- ECON/BUS 241 Introductory Economics and Business Statistics
- HS 232 Statistics for Health Sciences
- HS 326 Epidemiology
- MATH 107 Applied Statistics
- OMS/MGT 301 Research Methods
- OMS/MGT 235 Statistical Methods
- POL 215 Methods in Political Science

- POL 305 Data Analysis Using R
- PSYCH 205 Introduction to Statistics
- SOC 298 Field Methods in Social Research
- SOC 299 Data Analysis and Statistics
- WGS 340 Methods

Courses that satisfy the values, theory, and policymaking electives requirements of the Public Policy major

* PP 305 Advanced Public Policy Analysis can be used to satisfy the Theory and Public Policy, Policy and Policymaking, or Elective requirements

* The elective requirement can be fulfilled by all courses that satisfies the other Public Policy requirements

Social and Economic Policy

Values and public policy

- PHIL 105 Contemporary Moral Issues
- PHIL 230 Ethics
- PHIL 222 Philosophical Perspectives of Justice
- PHIL 252 Social and Political Philosophy
- PHIL 318 Ethics, Choices and Economic Life
- PHIL 364 Philosophy of Law
- PHIL 328 Deliberative Democracy

Theory and public policy

- ECON 243 Intermediate Macroeconomic Theory
- ECON 245 Intermediate Microeconomic Theory
- EDUC 260 Globalization, Citizenship, and Education
- SOC 203 Population
- SOC 207 Criminology

Policy and policymaking

- AFS 264 Education for Social Change
- ECON 262/362 Monetary Policy
- EDUC 220 Urban Education
- EDUC 264 Education for Social Change
- EDUC 377 Education, Policy and Politics
- HIST 236 Urbanism in American History
- HIST 248 Poverty and Welfare in American History
- POL 324 Executive Policy Making
- POL 327 State Politics and Policy
- POL 223 U.S. Congress
- POL 224 The American Presidency
- POL 225 American Constitutional Law
- PP 265 Financial Regulation Policy

Health Policy

Values and public policy

- PHIL 105 Contemporary Moral Issues
- PHIL 230 Ethics

Theory and public policy

- ECON 245 Intermediate Microeconomic Theory
- SOC 203 Population

Policy and policymaking

- HS 120 Public Health
- HS 322 Global Health
- POL 223 U.S. Congress

- POL 224 The American Presidency
- POL 225 American Constitutional Law
- SOC 203 Population

Environmental Policy

Values and public policy

- PHIL 105 Contemporary Moral Issues
- PHIL 230 Ethics
- ES 225 Introduction to Environmental Humanities
- PHIL 107 Environmental Ethics

Theory and public policy

- ECON 245 Intermediate Microeconomic Theory
- ECON 341 Environmental Economics
- PP 305 Advanced Public Policy Analysis
- ES 333 Environmental Policy

Policy and policymaking

- ES 334 Global Environment and Development
- ES 317 Chesapeake Bay: Science, Policy and Environmental Issues
- ES/POL 333 Environmental Policy
- POL 223 U.S. Congress
- POL 224 The American Presidency
- POL 225 American Constitutional Law

National Security and Foreign Policy

Values and public policy

- PHIL 105 Contemporary Moral Issues
- PHIL 230 Ethics

Theory and public policy

- ECON-250 Economic Development
- ECON-251 International Economics
- POL 346 International Relations Theory
- POL 351 The Political Economy of Armed Conflict

Policy and policymaking

- AFS 256 /ECON 256 African Economic History and Development
- ECON 213 East Asian Economic History & Development
- ECON 214/LAS 214 Latin American Economic History & Development
- ES 334 Global Environment and Development
- LAS 262 Social Development in Latin America
- LAS 267 Society and Politics in Latin America
- LAS 276 Social and Political Problems: The Case of Mexico
- LAS 331 Political Sociology of Latin America
- POL 242 United States Foreign Policy
- POL 251 Political Economy Advanced Industrialized Societies
- POL 252 North-South Dialogue
- POL 324 Executive Policy Making
- POL 344 U.S. National Security Policy
- POL 211 Intro East Central European Politics
- POL 224 The American Presidency
- POL 225 American Constitutional Law
- POL 260 West European Politics
- POL 261 Intro East Central European Politics
- POL 265 African Politics
- POL 270 Government & Politics in China

- POL 271 Government and Politics in Japan
- POL 275 Latin American Politics
- POL 312 Transitions to Democracy
- POL 362 Peasants, Politics & Rebellion

Social Justice, Civil Rights, and Human Rights Policy

Values and public policy

- PHIL 105 Contemporary Moral Issues
- PHIL 230 Ethics
- PHIL 222 Philosophical Perspectives of Justice
- PHIL 218 Gender and Identity
- PHIL 219 Philosophy of Peace and Nonviolence
- PHIL 224 Philosophy and Human Rights
- PHIL 247 Philosophy of Race

Theory and public policy

- AFS 267 Race, Gender and the Law
- AFS 370 The Post-Colonial Condition: Race, Gender and Identity in the Caribbean
- ANTH 231/LAS 231/WGS 231 Gender and Change in Africa and Afro-Latin America
- ANTH 227 Cross-Cultural Perspectives on Gender and Sex Roles
- ANTH 302 Human Rights through an Anthropological Lens
- AFS 370 The Post-Colonial Condition: Race, Gender and Identity in the Caribbean
- LAS 231 Gender and Change in Africa and Afro-Latin America
- ECON 252 Economics and Gender

Policy and policymaking

- AFS 246/346 Human Rights Policy and Practice in the Caribbean
- ENG 366 Human Rights and Literature
- POL 225 American Constitutional Law
- POL 321 Gender in American Politics
- POL 322 Civil Rights & Liberties
- POL 323 Religion and Politics in the United States
- REL 225 Religion in the Civil Rights Movement

Science Policy

Values and public policy

- PHIL 105 Contemporary Moral Issues
- PHIL 230 Ethics
- PHIL 131 Bioethics
- REL 331 Religion and Technology

Theory and public policy

- ECON 243 Intermediate Macroeconomic Theory
- ECON 245 Intermediate Microeconomic Theory

Policy and policymaking

- CHEM 222 Chemistry: Contemporary Issues and Practices
- CHEM 231 Challenges and Opportunities in Medical Science in the 21st Century
- ES 317 Chesapeake Bay: Science, Policy and Environmental Issues

Policy of Art and Culture

Values and public policy

- PHIL 105 Contemporary Moral Issues

Theory and public policy

- PP 322 Art and Public Policy

Policy and policymaking

- CIMS 218 Global Media Cultures
- CIMS 219 Global Media Industries
- MUS-CLAS 149 Social Foundations of Music Education
- IDS 285 Interpreting and Preserving Museum Artifacts

Some illustrative examples:

A student interested in **environmental policy**:

- Values: PHIL 107 Environmental Ethics
- Theory: ECON 341 Environmental Economics
- Policymaking: ES 334 Global Environment and Development
- Elective: PP 305 Advanced Public Policy Analysis

A student interested in **poverty and inequality**:

- Values: PHIL 252 Social and Political Philosophy
- Theory: ECON 243 Intermediate Macroeconomic Theory
- Policymaking: HIST 248 Poverty and Welfare in American History
- Elective: POL 223 U.S. Congress

A student interested in **education policy**:

- Values: PHIL 105 Contemporary Moral Issues
- Theory: EDUC 260 Globalization, Citizenship, and Education
- Policymaking: EDUC 377 Education, Policy and Politics
- Elective: PP 305 Advanced Public Policy Analysis

A student interested in **criminal justice policy**:

- Values: PHIL 364 Philosophy of Law
- Theory: SOC 207 Criminology
- Policymaking: EDUC 377 Education, Policy and Politics
- Elective: PSYCH 214 Social Psychology

A student interested in **national security policy**:

- Values: PHIL 105 Contemporary Moral Issues
- Theory: POL 346 International Relations Theory
- Policymaking: POL 344 U.S. National Security
- Elective: LAS 267 Society and Politics in Latin America

A student interested in **global health policy**:

- Values: PHIL 230 Ethics
- Theory: SOC 203 Population
- Policymaking: HS 322 Global Health
- Elective: HS 326 Epidemiology

A student interested in **global human rights policy**:

- Values: PHIL 224 Philosophy and Human Rights
- Theory: ANTH 302 Human Rights through an Anthropological Lens
- Policymaking: AFS 246/346 Human Rights Policy and Practice in the Caribbean
- Elective: ENG 366 Human Rights and Literature

A student interested in **U.S. civil rights policy**:

- Values: PHIL 247 Philosophy of Race
- Theory: AFS 267 Race, Gender and the Law
- Policymaking: POL 322 Civil Rights & Liberties
- Elective: CWES 337 Reconstruction and the Legacy of the American Civil War

A student interested in **biomedicine policy**:

- Values: PHIL 131 Bioethics
- Theory: PP 305 Advanced Public Policy Analysis
- Policymaking: CHEM 231 Challenges and Opportunities in Medical Science in the 21st Century
- Elective: ENG 201 Writing the Public Essay

A student interested in **arts policy**:

- Values: PHIL 105 Contemporary Moral Issues
- Theory: PP 322 Art and Public
- Policymaking: CIMS 219 Global Media Industries
- Elective: PP 305 Advanced Public Policy Analysis

General Electives

Courses that Fulfill the Public Policy Elective Requirement

Any course listed under Theory, Values, or Policymaking may be used to satisfy the fourth elective requirement. Additionally, these classes also may be used as electives. Or you can select an elective that is not on this list after consultation with and approval from your Public Policy adviser.

- AFS 367 Black Men, White Law
- ANTH 301 Social Life of Things
- CWES 337 Reconstruction and the Legacy of the American Civil War
- CWES 320 Aftershock: The Experience of War and Modern Memory
- ENG 201 Writing the Public Essay
- ENG 215 Literature and Politics in Early Modern England
- ES 241 Environmental Journalism
- ES 319 Environmental Film
- ES 312 Environmental Applications of Geographic Information Systems
- ES 292 Topics in Environmental Social Sciences
- ES 196 Environmental Science and Society
- FREN 310: French Revolutions: Political, Social, and Cultural Upheaval Since 1789
- HS 326 Epidemiology
- IDS 221 Introduction to Peace and Justice Studies
- IDS 352 Down by Law
- IDS 2443 Protest Music & Social Change in the American Experience
- PHIL 211 Logic
- PSYCH 214 Social Psychology
- PSYCH 222 Abnormal Psychology
- REL 232 Modern Prophets of Social Change: Martin Luther King, Jr., Dietrich Bonhoeffer, and Malcolm X

Religious Studies

Religious Studies Program Description

Religious Studies takes you to other cultures, traditions, and worlds. You'll develop a global perspective that's fundamental to understanding ethics, ways of living, belief systems, and rituals in civic, civil, and spiritual space throughout history.

As a Religious Studies major or minor, you'll explore questions like:

- How are historical religious figures interpreted variously across time and space?
- What is to account for the resurgence of religious extremism in the modern world?
- Why are certain religious individuals and communities compelled to act through peace, violence, and other modes of conflict?
- How does religion shape a community's stance on issues such as the environment, social justice, and national identity?

Religious Studies graduates have found success in medicine, law, business, nonprofit organizations, government, education, and graduate studies.

Religious Studies Program Requirements

The study of religion provides all the benefits of any other liberal arts humanities major, and the department offers a diverse curriculum. Faculty specialize in different geographic regions, time periods, and methodologies, and we bring the breadth of our global experience into the classroom. We can acquaint you with the cultures of the Middle East, South Asia, East Asia, Europe, and the Americas.

In this increasingly globalized world, we work with people from many different cultures in our careers, and it is imperative that we be able to communicate with one another. Religious studies courses implicitly train students to re-evaluate their own most deeply held values and beliefs. They encourage critical thinking--that is, objective, informed, and balanced insight and analysis--which can facilitate open-mindedness and communication.

Major Requirements

Ten courses are required for the major. At least two courses must be at the 200-level; at least two courses must be at the 300-level or above. Beginning with the class of 2020, majors must take REL 260: *Theories of Religion* (ideally prior to taking the senior capstone), which trains students in the theories and methods of the academic study of religion. This counts as one of the 200-level courses. In addition to the two required 300-level or above courses, beginning with the class of 2019 majors must take REL 400: *Capstone Experience in Religious Studies* in their senior year.

Majors and minors are encouraged to take Religion 101 early in their careers, though it is not a requirement for the major. Students are encouraged to take courses that examine varying religious traditions and religion in varying regions and contexts.

Minor Requirements

Six courses are required for the minor. At least one must be at the 200 level, and at least one must be at the 300 level or above. One of the six may be taken outside the department, but may not be in the student's major. Minors are encouraged to take REL 260: *Theories of Religion*.

Up to two courses from outside the department may be counted toward a major or minor upon permission of the department chair and on a case-by-case basis.

Religious Studies Courses

- REL-101 Introduction to Religion

Introduction to basic elements entailed in the study of religion such as sacred space, sacred time, ritual, pilgrimage, cosmology, ritual, scripture, and the afterlife. Course explores case studies from various cultural traditions throughout the world.

- REL-105 The Bible and Modern Moral Issues

Investigation of the relevance of the Bible for life in the twenty-first century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Open to first year and sophomores only. No prerequisites.

- REL-127 Topics in History of Religions

Intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at the discretion of the department.

- REL-134 Religion in America

Critical survey of various religious groups and phenomena in the United States. This course will examine the traditional religions whose adherents played significant roles in founding the United States, while also paying attention to the religious traditions of the historically enslaved, colonized, and otherwise oppressed. Special attention will be paid to alternative religious movements and to those religious groups whose members seek greater visibility, freedom, or influence upon the religious character of the United States today.

- REL-135 Body in Religion

Examines the role of the body in religion cross-culturally. Examines the role of religious practices and discourses in creating, regulating, and conceptualizing the human body across religious cultures and societies. Explores how bodies serve as both agents and objects of religious practice, and the body as a site through which everyday life and politics are negotiated. Looks at dietary laws and practices, sartorial practices, healing traditions, body modifications, fasting and asceticism, death rituals, marriage and reproduction, depictions of the body in art and myth, and rites of passage. Explores gender and sexuality as part of the complexity that is the body and embodiment in varying cultural contexts. Draws on case studies for Islam, Hinduism, Buddhism, Christianity, Judaism, Indigenous traditions, and alternative religions.

- REL-137 Topics in Religious Thought

Intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at the discretion of the department.

- REL-138 Topics in Religious Thought

Intensive study of a religious nonwestern topic, problem, writer, or theme in the field of religious thought.

- REL-204 History, Literature, and Religion of the Hebrew Scriptures

Study of the history, literature, and religion of the Hebrews, from the time of Abraham to about 500 B.C.E. History and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

- REL-205 History, Literature, and Religion of the New Testament

Introduction to writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. Use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

- REL-209 Topics in Religion

Intensive study of a religious topic, problem, writer, or theme.

- REL-210 Buddhist Autobiographies

The story of the life of the Buddha became a pattern for later Buddhist practitioners to emulate in their own lives. Hence, life stories are a particularly important type of literature in the Buddhist tradition. This course explores spiritual autobiographies and biographies written by and about men and women of the Buddhist tradition. Readings include materials from many different geographic regions of the world and survey sources from the earliest periods of Buddhist history to modern times. Writings are selected from Buddhist practitioners from all walks of life: monks and nuns, mountain hermits and hermitesses, social activists, pilgrims, and court ladies. No prior knowledge of the Buddhist tradition is necessary.

- REL-222 The Reformation in Europe

Careful examination and analysis of efforts – whether ultimately Protestant or Roman Catholic -- to reform the Christian Church in the 16th and early 17th centuries.

- REL-224 African American Religions

Examination of the religious traditions of black Americans from 'slave religion' to the present. Course focuses on the religious beliefs of African Americans and the ways those beliefs have been used to develop strategies to achieve freedom and justice. Subjects covered include the influence of African religion, African American religious nationalism, Pentecostalism, spirituals and gospel music, and the Civil Rights movement. Offered in alternate years.

- REL-225 Religion in the Civil Rights Movement

In this course on the phenomenon of religious organization and faith in the civil rights movement, students will analytically consider resources from within black American life (faith, preaching, musical production), resources from America writ large (popular culture, socio-economic growth, and intellectual development) as well as other various forms of support from the religious institutions of Christianity, Judaism, Islam, Hinduism, black nationalism, agnosticism, and atheism. Students will further analyze issues of religion and American regionalism (both U.S. South and North); of religion and social formation (such as urban, rural, small-town migrations) of religion and racial/cultural identity (concepts of assimilation and middle-class expansion) as well as the religion and the realities of socio-economic poverty and urban rioting. Finally, implications for and considerations of gender and sexuality, human rights, and property concerns as well as the role of media, global awareness and nonprofit organizational growth (including fundraising efforts) are also discussed.

- REL-226 Native American Religious Traditions

An introduction to the religious traditions of the Native American peoples. This course considers various Native American "ways of life" as fundamentally religious. Ethnographic case studies and contemporary issues are focused upon to reveal the religious importance of land, language, and community to otherwise diverse Native American peoples. Special attention is paid to the ongoing struggle these same peoples face for religious freedom in a country where religion is often thought of as a matter of individual belief rather than communal practice.

- REL-227 Religion and Society

Critical examination of relationship between society and religion. Course relies upon theories offered by key thinkers in the study of religion to reveal religious phenomena in the contemporary world as inherently social and as having tremendous impact upon all social structures. Critical reading and writing is emphasized.

- REL-232 Modern Prophets of Social Change: Martin Luther King Jr., Dietrich Bonhoeffer and Malcolm X

An exploration of how religious, spiritual, philosophical and social forces shaped the lives of Martin Luther King Jr., Dietrich Bonhoeffer and Malcolm X. Consideration will be given to how their commitments of justice and their theological understandings impacted movements for change. Sermons, speeches, film and interviews will be among the resources used.

- REL-241 Introduction to Hinduism

Survey of the Hindu religious tradition from its origins in the Vedic period to the present. Gives attention to Hindu social formations and cultural expressions through an examination of core texts and practices. Focuses on central themes of sacrifice, liberation, devotion, and action, and examines ritual practices, gods and goddesses, temples, pilgrimage, and contemporary guru movements.

- REL-244 Introduction to Buddhism

Introduction to the beliefs and practices of the Buddhist tradition, from their origins in ancient India to their modern interpretations in the writings of the Beat generation in twentieth-century America. Course surveys the development of Buddhism in China, Tibet, and Japan, with attention given to both primary texts and historical studies.

- REL-247 Religions of India, Tibet and Nepal

An introduction to religious traditions of India, Tibet and Nepal and the cultures and societies of these religions, particularly Buddhism, Hinduism and Islam. Explores changes in these religions brought on by globalization and modernity, and examines primary texts, histories, practices, beliefs, and founding figures. Approaches the worldviews and claims of these religions in various reflective, critical ways.

- REL-248 Religions of China

General introduction to major religious traditions of China through textual, historical, and social studies of Confucianism, Taoism, and Buddhism. Attention is also given to an assessment of their contemporary viability.

- REL-249 Religions of Japan

Special emphasis on understanding the religious thinking of the Japanese, ancient and modern, through textual, historical, and cultural study of religious traditions: Shinto and folk beliefs, Buddhism, Confucianism, and Taoism.

- REL-251 Intro to Chinese Classical Thought

Introduction to the major texts of classical Chinese thought. Survey, in English translation, of the most important thinkers of the Confucian, Taoist, Legalist, and Mohist schools of the fifth to the third centuries B.C.E. These writings have shaped the thinking of over a fourth of the world's population, and we will consider their impact in modern Asia in such areas as education, human rights, and gender issues.

- REL-252 Introduction to Daoist Healing

Introduction to the philosophical and religious aspects of traditional Chinese healing practices. Course surveys such topics as the composition of the human body and its relationship with the larger cosmos, the diagnosis of ailments caused by material and spiritual pathogens, the medical and ritual treatment of conditions, and preventative practices such as meditation and exercise. Emphasis is on pre-modern traditions, but some attention is given to their modern applications.

- REL-253 Japanese Religions, Myth, Folklore in Visual Media

This course explores the beliefs, ritual practices, and material culture of Shinto and Buddhism in Japan as well as those of Shugendō, "new religions", myth, folklore, Yokai, and urban legends. It examines how the Shinto- and Buddhism-derived beliefs, practices, and stories are shown in visual media (anime, films, manga, video games). Students learn to critically interpret how these media representations are perceived by the targeted audience in Japan and across the world. AS 253 and REL 253 are cross-listed.

- REL-254 Intro to Confucianism

Survey of the religious and philosophical traditions of Confucianism in East Asia from ancient to modern times. Course explores such notions as ritual, education, human nature, self-cultivation, and quiet sitting. Attention is also given to women's learning and women's education in ancient and later imperial times.

- REL-260 Theories of Religion

What does religious studies study? Can a religion best be understood from within, or are outsiders better positioned to understand the human phenomenon of religion? In this course students will study the most influential theories of religion and learn the different historical, philosophical, sociological, phenomenological, anthropological, and textual methods that shape the academic discipline of Religious Studies. Beginning with 20th century thinkers this course examines classic and contemporary theories about religion and ways of studying it, including influences such as postcolonial studies and feminist studies, and including critiques of the very idea of "religion" as a universal concept. Prerequisite: One 100 or 200-level course in Religious Studies, or permission of instructor

- REL-261 Buddhist Scriptures

Course explores major Buddhist scriptures in English translation. Readings include texts from the time of the Buddha (500 BCE) to approximately 1000CE and include selections from South and North Asian traditions. Emphasis is on the scriptures' religious and philosophical content, but consideration is also given to the ritual use of texts. Prerequisite: prior course in Buddhism or permission of the instructor.

- REL-264 Nature, Environment, Religion

This course asks the question "what are the relationships between religion and the environment?" To answer this the course will examine a few key themes: ways in which the environment have been fundamental in shaping religions, ways in which religious thought and traditions have shaped modern conceptions of the environment, and new ways in which religions have approached the environment concerning climate change. Special attention will be paid to Native American relationships with the environment.

- REL-265 Introduction to Christianity

This course surveys the historical development of Christian thought and practice from ancient times to the present day. Based on original sources, this course will delve into the distinctive creedal, worship, and prayer traditions - the vision and beliefs-- of the Christian faith. The differences between the Eastern Orthodox and the Western (Roman) Catholic Churches will be explored as well as the relationship of Catholicism to Protestantism. A field trip to visit various Christian sites (the National Cathedral, the Shrine of Immaculate Conception, and St. Sophia Orthodox Church) in Washington, DC, is planned.

- REL-267 Medieval Christianity

A course on the development, thought, and practice of Christianity in the Middle Ages. The class explores different aspects of medieval religion, with a particular emphasis on the development of Christian thought in the Middle Ages and popular religious beliefs and practice. Topics include the conversion of the Barbarian kingdoms, the Carolingian Renaissance, saints and sanctity, monasticism, heresy, superstition, pilgrimage, the origins of the Renaissance and Reformation, and the connections between medieval Christianity and modern media.

- REL-268 Queering/Querying Religion

A critical exploration of queer theology in Christianity, Islam, and Judaism. This class will explore the ways that queer theory and theology have questioned and shaped religious traditions in the modern period. Topics will include the ways LGBTQ individuals have addressed and interpreted religious traditions and the ways queer readings of traditions have influenced new directions in theology.

- REL-270 Introduction to Islam

Survey of the origins and development of Islamic beliefs and practices from inception to the present. Course examines the growth and development of the cultural, political, legal, theological, and mystical aspects of Islam from the early to the modern periods. Course readings emphasize primary source material.

- REL-271 Sufism: The Mystic Path in Islam

Survey of the mystical tradition in Islam known as Sufism, from its origins in medieval Iraq to its role in contemporary Islamic societies. Course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials and special attention will be paid to issues of orthodoxy, heresy, and anti-social behavior in the history of Sufism.

- REL-272 Islam in the Modern World

Course focuses on key issues within the diverse world of global Islam such as gender, justice, colonialism, orientalism, Islamic law, violence, reform and piety movements, and human rights. Topics are examined through the study of autobiographies, religious texts, films, literature, historical writings, and art and architecture.

- REL-280 Cosmology of the Body

Exploration of the religious, symbolic, and magical dimensions of cross-cultural concepts of the human body. Course surveys religious attitudes toward such topics as resurrection, reincarnation, mutilation, cannibalism, fasting and body decoration. Not offered every year.

- REL-310 Buddhist Autobiographies

The story of the life of the Buddha became a pattern for later Buddhist practitioners to emulate in their own lives. Hence, life stories are a particularly important type of literature in the Buddhist tradition. This course explores spiritual autobiographies and biographies written by and about men and women of the Buddhist tradition. Readings include materials from many different geographic regions of the world and survey sources from the earliest periods of Buddhist history to modern times. Writings are selected from Buddhist practitioners from all walks of life: monks and nuns, mountain hermits and hermitesses, social activists, pilgrims, and court ladies. No prior knowledge of the Buddhist tradition is necessary.

- REL-311 Jesus in First Three Gospels

Examination of the Jesus tradition, as interpreted in the Gospels of Matthew, Mark, and Luke, using techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. Prerequisite: Religion 205. Not offered every year.

- REL-312 The Gospel of John

Exploration of the thought and content of the Fourth Gospel. Effort is made to determine the background purposes for writing, and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and the Epistles of John is included. Prerequisite: Religion 205. Not offered every year.

- REL-314 The Apostle Paul

Study of the life, letters, and legacy of the early Christian, Paul, through a careful consideration of primary and selected secondary sources. Particular attention is given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. Prerequisite: Religion 205. Not offered every year.

- REL-320 Religion, Colonialism, and Resistance

Critical examination of the relationship between religion and colonialism. The use of religion by some peoples as a colonizing tool is considered alongside the use of religion by other peoples as a tool that facilitates freedom from colonialism. Case studies of colonialism and indigenous resistance against colonialism are drawn from the Americas, Africa, and Asia. Theoretical constructions of religion, colonialism, and postcolonialism are considered, as well.

- REL-327 Religion and Society

Critical examination of relationship between society and religion. Course relies upon theories offered by key thinkers in the study of religion to reveal religious phenomena in the contemporary world as inherently social and as having tremendous impact upon all social structures. Critical reading and writing is emphasized.

- REL-351 Intro to Chinese Classical Thought

Introduction to the major texts of classical Chinese thought. Survey, in English translation, of the most important thinkers of the Confucian, Taoist, Legalist, and Mohist schools of the fifth to the third centuries B.C.E. These writings have shaped the thinking of over a fourth of the world's population, and we will consider their impact in modern Asia in such areas as education, human rights, and gender issues.

- REL-352 Introduction to Daoist Healing

Introduction to the philosophical and religious aspects of traditional Chinese healing practices. Course surveys such topics as the composition of the human body and its relationship with the larger cosmos, the diagnosis of ailments caused by material and spiritual pathogens, the medical and ritual treatment of conditions, and preventative practices such as meditation and exercise. Emphasis is on pre-modern traditions, but some attention is given to their modern applications.

- REL-353 Sex and Gender in Early Christianity

A seminar on the construction of sexuality and gender in early Christianity. Given the radical nature of early Christianity, this seminar will explore the way that early Christian traditions influenced and reshaped ideas of sexuality in the Late Antique Mediterranean. The seminar will address multiple varieties of early Christianity and their teachings on gender, sex, the body, and the family.

- REL-354 Intro to Confucianism

Survey of the religious and philosophical traditions of Confucianism in East Asia from ancient to modern times. Course explores such notions as ritual, education, human nature, self-cultivation, and quiet sitting. Attention is also given to women's learning and women's education in ancient and later imperial times.

- REL-358 Islam in South Asia

Examines Islam in its diverse forms within South Asia—a region that is home to more Muslims than any other region of the world. The course explores various individual and collective expressions of Muslim belief and practice (Sunni, Shi'i, and Sufi) from our earliest records to the present day. Attention will be given to the historical development of Islam in the region, religio-political movements, popular ritual and devotion, and Islamic mysticism through the study of religious and historical texts, biographies, visual art, and novels. Prerequisite: REL 270 or HIST 208 or permission of the instructor.

- REL-362 Violence/Non-Violence: Global Religious Perspectives

This course examines the critical issue of inter-religious conflict and cooperation in India, Pakistan, Nepal and Sri Lanka by examining moments of contact between the region's various religious traditions, particularly Hinduism, Islam, and Sikhism. Gives particular attention to historical and contemporary representations of conflict and cooperation, the religious dimensions of conflict and cooperation, and the ways in which religion is intertwined with political, social and cultural dimensions of these phenomena.

- REL-400 Capstone Experience in Religious Studies

Intensive culminating research experience for Religious Studies majors. Seminar is designed around particular topics or areas of debate, which provide unifying themes for students' research projects. Course guides students as they develop their understanding of the study of religion and of religious studies theories, methods, debates, and key issues of inquiry. Requirement for the major. Prerequisite: Declaration of the religious studies major or minor and completion of three 200-level courses. Should be taken in the senior year. Beginning with class of 2020, Religious Studies 260 will be a prerequisite.

- REL-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- REL-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- REL-460 Individualized Study-Research

Senior Project must be approved by department.

- REL-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- REL-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- REL-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- REL-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Reserve Officers' Training Corps (ROTC)

Reserve Officers' Training Corps Program Description

Program Description

The Dickinson Reserve Officers Training Corps (ROTC), locally known as **The Blue Mountain Battalion**, is a leadership development program deepening the liberal-arts experience at Gettysburg by cultivating the ability to organize, motivate and lead others. It is the cornerstone of Army officer training that develops students, known as Cadets, into future officers in the U.S. Army. Dickinson is the host school with Cadets from Gettysburg College, Millersville University and Penn State Harrisburg participating in the program. Any student may participate in military-science courses without military obligation. Men and women who choose to contract in and successfully complete the program receive a commission as a second lieutenant in the U.S. Army, U.S. Army National Guard or U.S. Army Reserve upon graduation. Gettysburg students can sign up for Military Science Class at Dickinson through the Consortium of shared classes with Dickinson. 1st and 2nd Year classes taught at Gettysburg, in addition each week one PT session and one Leadership Lab taught at Dickinson. Cadets shuttle in Gettysburg Vans back and forth to Dickinson.

A two-part program

The four-year program focuses on critical thinking, principles of leadership, management, ethics and military history. It consists of two parts:

- Basic Course: Typically taken during the first and second years. Includes one class per week, physical training and a leadership lab.
- Advanced Course: Typically taken during the junior and senior years. Includes two classes per week, physical training and leadership exercises over a couple weekends each semester.

The curriculum includes classroom instruction and practical exercises such as orienteering, paintball, rappelling and field training exercises. In the summer between their junior and senior years, Cadets attend a four-week Advance Camp at Fort Knox, Kentucky.

Extracurricular activities

Students are encouraged to round out their education through social, cultural and professional activities outside of class. Opportunities include:

- Study abroad
- Varsity and club athletics
- Ranger Challenge Team (physically challenging military skills events)
- Color Guard
- Voluntary summer training courses
- Government Internships

Career preparation

Students who complete the Advanced Course and graduate are prepared for service as commissioned officers in the active Army, or part-time in the Army Reserve or Army National Guard. Newly commissioned officers must serve in the Active or Reserve component for 8 years. (3-4 years on active duty and the remainder with the Individual Ready Reserve, or all 8 years part-time with the Army National Guard or Army Reserve.)

Cadets may choose from career fields in Air Defense Artillery, Armor, Aviation, Chemical Corps, Corps of Engineers, Cyber, Field Artillery, Infantry, Military Police, Military Intelligence, Signal Corps, Adjutant General's Corps, Finance, Ordnance, Quartermaster Corps, Transportation Corps, Medical Service Corps and Nurse Corps.

Opportunities exist for specialized summer training including: Cadet Troop Leader Training, Airborne School, Air Assault School, Mountain Warfare School and internships with active-duty Army units or federal government agencies.

Scholarships and financial aid

Various types and lengths of scholarships are available including: General merit-based scholarships up to 4 years, and Guaranteed Reserve Force Duty in the Army National Guard or Army Reserve.

Scholarship Cadets receive: full tuition and fees, a subsistence allowance of \$420 a month and a book allowance of \$1,200 a year.

Scholarship Cadets at Gettysburg also receive a \$10K Leadership Grant that is applied to room and board costs.

Contracted Cadets can earn up to \$2000 per semester for attaining a B+ average or better in a variety of strategic languages.

Non-scholarship contracted Cadets receive a subsistence allowance of \$420 a month.

Non-scholarship and some types of scholarship Cadets may also become part of Army Reserve or Army National Guard units while in ROTC to receive additional benefits.

Entrance criteria

Any student may take Military Science classes, but in order to contract into Army ROTC, a student must be:

- Enrolled full-time, working toward a bachelor's or graduate degree
- Reasonably physically fit and medically qualified
- A U.S. citizen
- Under age 30 at graduation

Although the program is designed to start with new first-year students each fall, it is possible to enter the program as late as fall of the junior year. Students with prior military service or those who complete a 28-day summer training camp at Fort Knox, Kentucky, may bypass the basic course-level training.

Time commitment

Cadets are expected to complete the following during the program:

- Approximately five hours per week of training during the first and second years
- About 10 hours per week of training for juniors and seniors
- A 29-day summer training course between the junior and senior years

If you think you have what it takes and the desire to be a leader in the U.S. Army, take the first step by signing-up for Military Science class and contacting the Military Science coordinator.

Contact Info

ROTC Department Coordinator:
Erik Rodney
Recruiting Operations Officer
rodneye@dickinson.edu

Phone: 717-254-8306

Fax: 717-245-1566

Location: 450 W High St, Carlisle, PA

Sociology

Sociology Program Description

Social forces shape everything around you. As a Sociology major or minor, you'll examine the power of social structure and interaction as a shaping force of individuals, groups, and society.

You'll analyze social structures and processes to develop a greater understanding of social change and global and local diversity. Your course topics will include:

- Inequality in race, ethnicity, class, gender, and sexuality
- Power
- Religion
- Culture
- Deviance
- Discrimination
- Family

You're also encouraged to participate in independent research and study abroad. Past students have studied race in Sweden; examined job expectations of nannies on Craigslist; and conducted research on Chinatown in Buenos Aires.

As a graduate, you'll be well prepared for graduate study and careers in fields such as law, human services, education, business, and public policy.

Sociology Program Requirements

Major Requirements

Students who major in sociology take a minimum of ten full-credit courses, including:

- Soc 101, 102, or 103 (a prerequisite for all other Sociology courses)
- Soc 296 (a prerequisite for Soc 310, 312, 313 and 315)

(Students must earn a grade of C or better in Soc 101, 102, or 103, and in Soc 296.)

- One social inequality course: Soc 202, 209, 217, 240 or 244
- Soc 298
- Soc 299
- Upper-level theory course: Soc 310, 312, 313, 315, or 318
- Soc 400/Capstone Seminar (with Soc 296, Soc 298, and Soc 299 as prerequisites)
- Three Sociology electives, excluding Soc 470 courses and normally excluding Soc 450 courses. One elective may be an Anthropology course.
- Students must take a 200-level before 296 (theory) and before 298 or 299 (methods).

Sociology majors typically take courses in this order:

- Soc 101, 102, or 103
- An inequality course or a Soc elective course*
- Soc 296
- Soc 298 and Soc 299
- Upper-level theory courses
- Capstone Senior Seminar

*other Soc course requirements can be taken at any time.

Minor Requirements

The Sociology minor consists of six courses:

- Soc 101, 102, or 103 (Students must earn a grade of C or better)
- Soc 296
- Soc 298 or Soc 299
- Three Sociology electives, normally excluding Soc 450 and 470 courses. One elective may be an Anthropology course.
- Students must take a 200-level before 296 (theory) and before 298 or 299 (methods).

Sociology Courses

- **SOC-101 Introduction to Sociology**

Study of basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics include culture, socialization, social institutions, stratification, and social change. No prerequisite. Meets four hours per week.

- **SOC-102 Introduction to Sociology: Special Focus-Film**

Study of basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics include culture, socialization, social institutions, stratification, and social change. Emphasis on Sociology through film. No prerequisite. Meets four hours per week.

- **SOC-103 Introduction to Sociology**

Study of basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics include culture, socialization, social institutions, stratification, and social change. No prerequisite. Meets three hours per week and has extra assignments.

- **SOC-202 Wealth, Power & Prestige**

Examination of distribution of valued resources and associated social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame. Prerequisite: Sociology 101, 102 or 103.

- **SOC-203 Population**

Examination of the components of population composition (fertility, mortality, and migration) to understand how they interact to produce particular population structures and population growth rates. Course emphasizes the study of relationships between social and demographic variables, and the consequences of different population structures and population growth rates for societies as a whole and for various social groups. Special attention is given to the relationship between population dynamics and social change in the United States. Prerequisite: Sociology 101, 102 or 103.

- **SOC-204 Sociology of Mass Media & Popular Culture**

Analysis of broadcast and print media institutions and the internet. Perspectives include the 'production of culture,' cultural content analysis, socialization effects, and media coverage. Various popular culture genres, both mass and folk, are covered, with special emphasis on music and film. Prerequisite: Sociology 101, 102 or 103 or permission of instructor.

- **SOC-206 Sociology of the Family**

Analysis of the family as a social institution. Course takes a comparative and sociohistorical approach to the study of families, with a particular focus on the interaction between family and economy. Topics include intrafamily relations, work-family links, and family policy. Prerequisite: Sociology 101, 102 or 103.

- **SOC-209 Race and Ethnicity**

Study of the diverse manifestations of race and ethnicity around the world, with particular focus on the American experience. Topics include immigration and assimilation, prejudice and discrimination, and the construction and reconstruction of ethnic and racial boundaries and identities. Prerequisite: Sociology 101, 102 or 103.

- **SOC-212 Deviance, Diversity & Difference**

Examination of the concept of deviance and exploration of various sociological theories and perspectives for viewing deviant phenomena. Topics include extreme tattooing, alien kidnapping, obesity, white supremacy, and S&M practices. Prerequisite: Sociology 101, 102 or 103.

- **SOC-217 Gender Inequalities**

Examination of patterns of gender stratification in American social structures. Course centers on how class, race, and gender influence the experiences of women and men in families and occupations. Topics include images of women in the media, construction of gender, and movements for change. Prerequisite: Sociology 101, 102 or 103.

- **SOC-239 Health, Medicine and Society**

Analysis of social factors that influence health and illness and of health care as a social institution. Topics include the cultural construction of health and illness, the sick role, the effects of social inequality on health and illness, health occupations and professions, and the social organization of

health care systems in various societies. Prerequisite: Sociology 101, 102 or 103.

- **SOC-240 Sexualities**

Exploration of how sexualities are socially constructed and controlled. In this course we use a sociological lens to examine how sexualities directly and indirectly shape our daily lives. We adopt both a life-course perspective and a cross-cultural perspective to understand the fluidity of sexual identities (lesbian, straight, gay, and bisexual) throughout our lives and within different cultural contexts. Topics include categorization of sexualities, representation of sexualities, sexual identities, sex practices, sexual health and disease, commercial sex, and social control of sexualities. Prerequisite: Sociology 101, 102 or 103 or permission of instructor.

- **SOC-242 Sociology of Tourism**

Examination of the tourism industry through a sociological lens. The course educates students on the delicate balance between business profit-maximization and social responsibility. The course uses interdisciplinary theoretical frameworks but filter them through a sociological lens to understand the industry. The course takes current tourism marketing and market segmentation approaches and examines explicit and implicit biases in business models and strategies and how they reflect, maintain, or even promote systematic societal inequalities and stereotypes. Prerequisite: Soc 101, 102, 103 or permission from instructor. SOC 242 and MGT 242 are cross-listed.

- **SOC-243 Chinese Diaspora**

Examination of relationships between China's political and socio-economic changes and the Chinese Diaspora over the past century. Course explores how the diaspora has been affected by China's changing global positions. North America and Singapore are used as case studies to examine the relationship of overseas Chinese people with China. Prerequisite: Sociology 101, 102 or 103 or permission of instructor.

- **SOC-244 Global Sexualities**

Comparative examination of inequalities within local sexual systems and situating them within a global context. Topics include social control and categorization of sexualities, and sexual identities and practices. The course investigates how religion and tradition shape these local systems. It also examines the hierarchies created by class and race within these systems. Last, the course discusses how these systems are being contested through activism. Throughout the course, discussions include how these systems simultaneously resist and accept the influences of globalization. Prerequisite: Sociology 101, 102 or 103 or permission of instructor.

- **SOC-245 Visual Sociology**

Examination of the use of visual dimensions and materials we produce as data for analysis through a sociological lens. The goal of the course is to allow students to understand how visual materials carry powerful messages that explicitly or implicitly reflect societal attitudes, norms and values. The course teaches students how to collect visual materials, thematically code them, quantify these codes, and conduct statistical analysis. The course discusses research ethics in Visual Studies. Prerequisite: SOC 101, SOC 102, or SOC 103.

- **SOC-247 Environment, Society & Justice**

Examines the ways in which the problems of humanity—violence, inequality, discrimination, denialism—are also at the root of major environmental concerns. This course focuses on the exploitative nature of colonial resource extraction; the structure of environmental racism; the increase in unnatural disasters; the foundations of climate change denial; and the role of capitalism in fueling environmental degradation and catastrophe. The semester concludes with a discussion of sustainability, resiliency, and post-humanism. Prerequisite: SOC 101 or 103; or ES 121 or 196; or permission of the instructor.

- **SOC-250 Special Topics in Sociology**

Exploration of a topic in sociology not usually covered in the regular curriculum. Prerequisite: SOC 101, 102, or 103.

- **SOC-262 Social Development of Latin America**

A study of the development of Latin American states and societies. It first examines the various strategies employed by Latin American elites to develop capitalist societies that serve their interests. Mexico, Brazil, and Argentina are used to illustrate the implementation of these strategies. The second part of the course focuses on social movements to analyze the popular reaction to elites' strategies of social development. It looks at social movements generally in the region, but it pays particular attention to Mexico, Brazil, and Argentina. Soc 262 and LAS 262 are cross-listed.

- **SOC-267 Society and Politics in Latin America**

A study of historical, social and political development of the Dominican Republic. The course looks at the tensions between dictatorship, democracy, social development, and international migration to explain contemporary Dominican society. These factors are seen in the context of international capitalist development and the nation's re-insertion into globalization. Soc 267 and LAS 267 are cross-listed.

- **SOC-276 Social and Political Problems: The Case of Mexico**

Study of the development of Mexico's economic and social development in the Twentieth Century. The course focuses on two tasks: it provides an outline of economic and social development since independence and evaluates the process of industrialization in the twentieth century. The basic conceptual framework is that a socio-historical approach may help us understand the successive periods of growth and stagnation in Mexican society. What does the sociological analysis teach us about the current obstacles to social and economic development?

- **SOC-296 Intro to Sociological Theory**

Exploration of the nature of sociological theory and major theoretical orientations (paradigms). Course examines the origins and creation of these paradigms in the nineteenth and early twentieth century - the period of 'classical sociology' and their development, elaboration, and application in contemporary sociology. Prerequisite: SOC 101, 102 or 103 with a grade of C or higher and one 200-level Sociology course.

- **SOC-298 Field Methods in Social Research**

Seminar on conducting qualitative fieldwork. Topics include how theory informs research, ethical issues, and developing descriptive fieldnotes. Students carry out original research projects, using field methods such as participant observation and qualitative interviewing, and learn how to gather data, analyze results, and write research reports. Prerequisite: Any SOC 100-level course and one SOC 200-level course.

- **SOC-299 Data Analysis and Statistics**

Study of elementary quantitative data analysis, including logic, application, and interpretation of statistical techniques. Students carry out and present original quantitative research projects. Includes laboratory. Prerequisite: Any SOC 100-level course and one SOC 200-level course.

- **SOC-315 Theories of Self**

Exploration of the nature of the self and how it is shaped by social experiences. Students examine classical and contemporary explanations of the origins of self and consider how individuals come to perceive themselves as gendered and sexual beings. Course includes symbolic interaction, psychoanalytic, and post-modern theories. Emphasis is on the influence of the family, work, and relationships on emotions and cognitive structures. Prerequisite: C or better in Sociology 296 or consent of the instructor.

- **SOC-318 Theories of Capitalism**

A survey of how various socio-theoretical perspectives conceive of, and evaluate the political, social, and economic aspects of capitalism. A variety of issues related to capitalism and capitalistic societies are explored, ranging from how capitalism emerged historically to more contemporary debates regarding the contemporary nature of capitalism. These issues are explored through the theoretical lens of Adam Smith, Karl Marx, Max Weber, Emile Durkheim, Joseph Schumpeter, Milton Friedman, Naomi Klein, Jean Baudrillard, and others. Prerequisite: C or better in Sociology 296 or consent of the instructor.

- **SOC-331 Political Sociology of Latin America**

A study of the changing pattern of democratic development in Latin America. It will first analyze the processes of transition and consolidation of the region's democracies from the 1980s to 2009 and, then, focus, on issues of clientelism, citizenship, and populism. What is holding back the consolidation of democracy in the region? Prerequisite: LAS 140 or any other course with a focus on Latin America. Soc 331 and LAS 331 are cross-listed.

- **SOC-400 Sociology Seminar**

Intensive culminating experience for sociology-track majors. Under the direction of a faculty member, students work to integrate their major and their understanding of the sociological perspective. Prerequisite: Sociology 296, 298, and 299 with a grade of C or better.

- **SOC-450 Individualized Study-Tutorial**

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- **SOC-451 Individualized Study-Tutorial**

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- **SOC-452 Individualized Study-Tutorial**

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- **SOC-453 Individualized Study-Tutorial**

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- **SOC-460 Individualized Study-Research**

Individual investigation of a research topic in sociology in the student's special area of interest under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal paper to the departmental faculty. One way of qualifying for departmental honors. Students must submit a proposal to the department a minimum of two weeks before the end of the semester preceding the proposed study. Prerequisite: Consent of department. Open to juniors and seniors only.

- **SOC-461 Individualized Study-Research**

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- **SOC-462 Individualized Study-Research**

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- **SOC-463 Individualized Study-Research**

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- **SOC-473 Individualized Study-Intern**

Internship not counting in the minimum requirements in a major or minor, graded S/U

Spanish

Spanish Program Description

When you study Spanish at Gettysburg, you develop an understanding of the literature, linguistics, history, culture, and politics of the Spanish-speaking world. Spanish language study inspires you to expand your horizons and to conceptualize and interact with the world creatively.

Our study-abroad programs offer a broader understanding of Spanish-speaking cultures and the world. We offer programs in Argentina, Chile, Costa Rica, Cuba, Mexico, Peru and Spain.

To integrate Spanish into your everyday life, we encourage you to engage with the local Spanish-speaking community in the Gettysburg area through after-school programs, adult education programs, and community-based initiatives.

As a Spanish major, you will be ready for a wide range of careers in an increasingly multifaceted, integrated, and challenging world.

Spanish Program Requirements

Course Requirements for the Spanish Major

Spanish majors study a combination of language, linguistics, culture, and literature. The Spanish major includes 9 courses above the 300 level:

- Either SPANISH 301 (Spanish Composition, Conversation & Culture) or SPANISH 302 (Composition, Conversation, & Culture for Heritage Learners of Spanish). A grade of "C" or better in 301/302 is a prerequisite for all upper level courses.
- SPANISH 304 - Hispanic Linguistics Today: An Introduction (Prerequisite for Spanish 380-389)
- SPANISH 305 - Textual Cultures: Methods and Theories (Prerequisite for Spanish 350-379)
- Five advanced Spanish classes (three may be taken abroad).
- SPANISH 400 (Seminar): This is the senior capstone experience for all Spanish majors.

The Spanish major includes, as can be seen above, 9 courses above the 300 level. Five of these courses, including 301/302, 305, 400, and two advanced classes, must be taken at Gettysburg College. In addition, Spanish majors must spend one semester studying abroad in a program approved by the department. It is recommended that students study abroad as soon as their schedule permits. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.) None of these 9 courses can be taken S/U.

Course Requirements for the Spanish Minor

Six courses 301/302 and above

Three courses must be taken at Gettysburg College; must include Span 301/302

Spanish minors complete Spanish 301/302 (which must be taken at Gettysburg) and 5 other classes at the 300 level. Students must take 3 courses at Gettysburg. Up to 3 courses may be taken at approved Study Abroad programs. None of these 6 courses can be taken S/U.

Spanish Courses

• SPAN-101 Elementary Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. Enrollment based on Spanish placement test results, except for those who have had one year or less of high school Spanish.

• SPAN-102 Elementary Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. For students who have completed Spanish 101 or its equivalent, or based on Spanish placement test results.

• SPAN-201 Intermediate Spanish

Overview of Hispanic cultures through readings and films, with emphasis on written and oral expression in Spanish. Through community-based education and cultural activities students gain a deeper understanding of the vast diversity of the Hispanic world. Prerequisite: Spanish 102 or consent of department. For students who have completed Spanish 102 or its equivalent, or based on Spanish placement test results.

• SPAN-202 Intermediate Spanish

Continuation of an overview of Hispanic cultures through readings and films, with more emphasis on written and oral expression in Spanish. Through community-based education and cultural activities students gain a deeper understanding of the vast diversity of the Hispanic world. For students who have completed Spanish 201, or based on Spanish placement test results.

• SPAN-207 Service Learning in Argentina

An intensive summer language course centered on a cross-cultural service-learning experience in Argentina. The course integrates language classes and diverse cultural activities (folk-dancing and tango lessons, museums visits, and fieldtrips to archeological sites) with service at an orphanage and at a rural elementary school. Exposure to the cultural, social and geographical diversity of Argentina enhances linguistic as well as cultural competencies. This course may be taken after 201 or 202 as part of the two course sequence that fulfills the foreign language requirement.

- SPAN-301 Spanish Composition, Conversation, and Culture: Topics

Exercises in directed and free composition; extensive interaction with Spanish language and Hispanic cultures through readings, films and other media; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. Organized around a central topic of importance in the Hispanic world. Prerequisite: Spanish 202, consent of department, or based on Spanish placement test results. Required for the major or minor (must achieve a "C" or better), and for the combined Spanish/LACLS major.

- SPAN-302 Composition, Conversation and Culture for Heritage Learners of Spanish

Students review grammar and syntax at an advanced level while they engage in various writing styles in Spanish. Students learn various cultural aspects about the Latino community in the United States and about Latinos as a diverse group in the Spanish-speaking world through readings, films, and other media. Students acquire better understanding of Spanish as a heritage language while students discuss various Latino cultural topics and issues.

- SPAN-305 Textual Cultures: Methods and Theories

Introduction to basic critical approaches to the reading of literary and cultural texts. Through the careful study of works in different genres, students acquire a knowledge of analytical skills and critical terminology in Spanish. Prerequisite: Grade of C or higher in Spanish 301/302, or consent of department. Required for the Spanish major and counts toward the minor; or towards the combined Spanish/LACLS major, and as MI-Humanities.

- SPAN-322 Gender and Society in Latin American Cinema

Analysis of Latin American cinema, through gender perspectives, within specific social, historical, and cultural contexts. How does early Latin American cinema represent the relationship between gender and nation? How does this representation evolve in recent decades, through the work of Latin American women interested in issues like gender and violence, the memory of the dictatorships, sexuality, and migration? We will cover documentary and fiction films from Argentina, Cuba, Mexico, etc.

- SPAN-341 Cultural Topics

Advanced composition and conversation course that explores a theme related to Iberian and/or Latin American Cultures, organized around a nationality, region, artistic or historical period, or event. The course uses a variety of literary and cultural texts, and may include film, television, music, visual arts, spoken word and periodicals. Prerequisite: SPAN 305. Counts toward the Spanish minor, or as an elective for the major, and as MI-Humanities.

- SPAN-342 Linguistics Topics

Study of the Spanish language with a focus on comparing at least three different centuries. Includes analysis of cultural and historical factors that have influenced the development of Spanish. Several sections, each with a different topic, are offered from year to year. Prerequisite: Span 304. Counts toward the Spanish minor, or as an elective for the major.

- SPAN-351 Poetry and Song in the Hispanic World

A study of song lyrics and lyric poetry from the earliest transcriptions of Spanish medieval song to contemporary poems and songs of Spain and Latin America. This course focuses on the relationship between form and content, noting major influences on the poetry of each period. Appreciation is considered a primary goal as students read, recite, analyze, and discuss a wide array of verse. Alternate years. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/LACLS major, and as MI-Humanities.

- SPAN-353 The Cinema of Spain

Study of the cinema of Spain with emphasis on films made since the 1975. Examines film theory and technique. Considers how the interactions between audiences and political and commercial institutions influence movie content and film art and form. Offered alternate years. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, and as MI-Humanities.

- SPAN-354 Nineteenth-Century Hispanic World

Study of the transatlantic nineteenth-century Hispanic world, looking particularly into its most decisive literary, historical and cultural moments. Examinations include narratives, essays, poetry and visual arts. Facilitates strategies for the interpretation of a selected corpus of texts grounded on aesthetic, cultural and ideological conflicts, creation of political contexts, and social change. Offered alternate years. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/LACLS major, and as MI-Humanities.

- SPAN-355 Hispanic Theater

Study of the drama of Spain and Spanish America through the ages. Focus varies from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. Offered alternate years. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/LACLS major, and as MI-Humanities.

- SPAN-356 Principles of Visual Analysis

This course is an introduction to the analysis of visual media: films, documentaries, shorts, digital media and graphic novel/comics. Through an in-depth analysis of a variety of visual texts, students acquire knowledge of theoretical and analytical skills to examine the relationship between the story structure and the visual structure. Students also acquire knowledge of critical terminology in Spanish. Prerequisite: SPAN 305 or permission of the department.

- SPAN-360 After the War: Memory, Violence and the Body in Contemporary Central American Literature and Film

In this course we will analyze the literature and cinema of Central America from the "official" end of the civil wars that affected the region: Guatemala (1960-1996), El Salvador (1980-1992) and Nicaragua (1979-1990). We will examine stories, short novels and cinema to understand the legacies of war and violence. We will focus much on writers and distinguished directors as well as lesser-known artists. We will study global issues such as injustice, inequality, poverty, the environment and migration for a better life. At the same time, we will consider the political, social and cultural history of Central America. By doing this, we will realize that the post-war dilemmas are still connected to other problems such as colonialism; race, gender and sexuality; war and trauma; indigenous movements and human rights. Prerequisite: Spanish 305, or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/LACLS major, and as MI-Humanities

- SPAN-363 Plays, Poems, Prose, and Painting of Spain's Golden Age

Texts include some of Spain's greatest literary and artistic masterpieces. These works, which address issues of honor, gender relations, social class, ethics, national identity, and empire, remain as relevant and engaging in the 21st century as they were 400 years ago. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor.

- SPAN-365 Female Authors and Agency in Golden Age Spain

Study of literature written by women during Spain's Golden Age. This course analyzes plays, poems, autobiographies, and novellas of women writers to understand how the authors respond to and challenge gender roles in their patriarchal society. Additionally, the course explores topics in the literature related to sexuality, misogyny, identity, agency, and empowerment within the history and culture of Golden Age Spain (15th through 17th centuries). Prerequisite: SPAN 305 or consent of the department. SPAN 365 and WGS 365 are cross-listed.

- SPAN-367 From Realism to the Avant-Garde: Late 19th and Early 20th Century Peninsular Literature.

Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. Offered alternate years. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, and as MI-Humanities.

- SPAN-368 20th and 21st Century Peninsular Literature and Culture

Study of major literary and cultural trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940s and continuing to the present day. Offered alternate years. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, and as MI-Humanities.

- SPAN-369 Don Quixote de la Mancha

Study of Miguel de Cervantes' timeless masterpiece, Don Quixote de la Mancha, considered the first modern novel, Don Quixote de la Mancha, remains one of the funniest stories ever told. Besides the complete novel, readings include essays about the European political, social, and religious/philosophical climate from which this great novel arose. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, and as MI-Humanities.

- SPAN-370 Becoming Latino/a and Chicana/o in Latino Literature

Examines the development and progression of Latina and Chicana literature written in Spanish since its emergence due to the Chicano movement during the 1960s in the United States and the massive migrations from Latin America to the United States during 1980's. Subsequently, it analyzes the construction of self-identity through the bildungsroman genre, mainly. Discussions and readings are based on canonical Chicana and Latina texts (novels, short stories and poems) that demonstrate the influence of Latin American culture and its migration to the United States. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/LACLS major, and as MI-Humanities.

- SPAN-376 Latin Amer Contemporary Prose

Emphasis on the narrative of the 'boom' and beyond in Latin America. Major writers of the 20 & 21st centuries. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/ LACLS major, and as MI-Humanities.

- SPAN-378 Contemporary Literature of the Hispanic Caribbean

An advanced course focusing on the contemporary literature of the Hispanic Caribbean. The course includes an analysis of a variety of literary genres, and considers the ways in which they represent and help shape their historical and cultural contexts. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/LACLS major, and as MI-Humanities.

- SPAN-379 Colonialism, Globalization and Latin America

Study of the textual productions resulting from the initial centuries of the Iberian invasion, conquest and colonization of the Americas in the early stages of globalization. Readings and discussions focuses on the study of European and pre-Columbian imaginaries, and their impact on long-standing representations of Latin America. Goals include the analysis of a variety of discursive practices integrated into the process of colonization and how they have pervaded the understanding of Latin America. Offered alternate years. Prerequisite: Spanish 305 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/LACLS major, and as MI-Humanities.

- SPAN-380 Sounds of Spanish: Phonology and Phonetics

Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America. Three lecture hours and one practice. Prerequisite: Spanish 304 or consent of the department. Counts toward the Spanish major or minor, and as MI-Social Science.

- SPAN-381 Spanish Pragmatics: Language and its Cultural Frontiers

An advanced Spanish linguistic survey of language that focuses on the relationship between linguistic forms and their users across Latin America

and the United States. This course exposes students to linguistic, sociological and anthropological approaches to language and culture. This course also examines how context contributes to the meaning of utterances in the Spanish language. Prerequisite: Spanish 304 or consent of the department. Counts toward the Spanish major or minor, and as MI-Social Science.

- SPAN-382 Spanish Morphosyntax: From the Word to the Sentence

Synchronic study of different linguistic theories that analyze Spanish words and sentences. The course presents a broad view of Spanish syntax and morphology, taking into account the results of recent research, but not assuming familiarity with current theories. A combined descriptive and theoretical approach is used to help students understand how different elements of the Spanish language relate to one another and why Spanish is spoken the way it is today. Prerequisite: Spanish 304 or consent of the department. Counts toward the Spanish major or minor, and as MI-Social Science.

- SPAN-383 Spanish in Contact

Introduction to linguistic issues that have arisen in areas of contact between Spanish and other languages (English, Quechua, Catalan, and African languages, among others). Social and linguistic features will be addressed. A range of contact situations throughout the Spanish speaking world will be reviewed, with a view to gaining a better understanding of linguistic change in general. Prerequisite: Spanish 304 or consent of the department. Counts toward the Spanish major or minor, and as MI-Social Science.

- SPAN-384 Spanish Sociolinguistics

An introduction to sociolinguistics, with a focus on research conducted on the Spanish language. Throughout this course students will examine the theoretic framework and methodologies associated with the study of linguistic variation. At the end of the course students will be able to identify linguistic variables, formulate a hypothesis, and choose and apply a methodology to investigate the variable using data from a spoken corpus. Prerequisite: Spanish 304 or consent of the department. Counts toward the Spanish major or minor.

- SPAN-385 Spanish of the United States

Spanish of the U.S. explores the varieties of Spanish spoken in the United States through an interdisciplinary perspective. The class looks at the history of Spanish and Spanish speakers in this country, as well as their current situation. Linguistic variation of Spanish is explored as it relates to social, geographic, educational, generational and other variables. Effects of Spanish and English in contact are studied, as well as the politics of language. Prerequisite: SPAN 304

- SPAN-386 Hispanic Linguistics Today: An Introduction

Overview of Spanish syntactic, morphological and phonetic variation in Spain, Latin America and elsewhere. Spanish variation is used as a vehicle to introduce linguistic theories, methods, and problems as applied to Spanish. Attention is also given to relevant linguistic topics, such as Spanish dialectology, sociolinguistics, bilingualism and field research. Prerequisite: Grade of C or better in Spanish 301/302 or consent of department.

- SPAN-400 Seminar

Directed and specialized studies in Spanish. Course is taken by seniors during the final semester in order to complete their undergraduate work. Offered every spring. Prerequisite: Limited to seniors, except with permission of the department. Required for Spanish majors.

- SPAN-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- SPAN-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- SPAN-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- SPAN-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- SPAN-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- SPAN-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- SPAN-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- SPAN-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- SPAN-470 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded A-F

- SPAN-471 Individualized Study-Intern
Internship counting toward the minimum requirements in a major or minor, graded S/U
- SPAN-472 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded A-F
- SPAN-473 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded S/U
- SPAN-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- SPAN-475 Service Learning Hispanic Comm
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office
- SPAN-477 Service Learning Hispanic Comm
Half credit internship, graded S/U.

Theatre Arts

Theatre Arts Program Description

Theatre Arts students at Gettysburg explore the theatrical event as a complex unit grounded in literature and historical roots, and then translated into performance through the work of playwrights, actors, directors, dramaturgs, and designers. The study of Theatre Arts offers excellent preparation for a variety of careers, both within and outside the discipline.

Theatre Arts Program Requirements

Requirements for a major in Theatre Arts

Requirements consist of ten courses, with the specified number of courses from each of the core categories.

[Major Course Checksheet](#)

- THA 105: Introduction to Theatre
- Theatre History: 203 or 204
- Survey of Dramatic Literature: 214
- Upper Level Literature: 329 or 331 (Prerequisite: THA 214)
- A course in Shakespeare: ENG 211, 318, 319, or FYS 128-2 (choose one)
- Design: 115, 116, 215, or 255
- Acting or Dance: 120, 163, or 220
- Directing or Playwriting: 212, 262, 282, or 382
- Capstone Experience 400
- One elective from the courses above

Additional Course Options

Students may also choose from among theatre-related courses in other departments, such as:

- Interdepartmental Studies (Theatre and Religion)
- Classics (Greek Comedy or Greek Tragedy)
- Language department courses in German, Japanese, Italian, French or Spanish Theatre

Students may also choose to focus on a particular area in a 200- or 300-level independent study one-on-one with a faculty member. This could include (but is not limited to) such tutorial topics as:

- Period-style acting
- Dramaturgy
- Women in theatre
- Stage lighting

Requirements for a minor in Theatre Arts

Requirements consist of six courses. The minor is designed to give students an overview of theatre, and includes key required theatre courses,

studio courses, plus one elective.

[Minor Course Checksheet](#)

- THA 105: Introduction to Theatre (1 course)
- Theatre History and Dramatic Literature (2 courses)
- Studio (2 courses) One course from each of the following groups:
 - One from the following: Theatre Arts 120, 163, 212
 - One from the following: Theatre Arts 115, 116, 215
- Minor Elective (1 course) One additional theatre arts course from the Majors course listed above OR a theatre-related course from another department. This may include IDS 267 or 268, or FYS theatre-related course (FYS 180-2, 185, 190, 112-2, 112-3, 119-2, 119-3)

**Note:* The minor may include no more than two 100-level courses.

Theatre Arts Courses

- THA-105 Introduction to Theatre Arts

Overview of theatre, including historical background, literary works, technical aspects, and performance techniques. The theatre of today is studied in relation to its predecessors and in terms of its modern forms in cinema and television. Students read texts and analyze methods used in bringing those works into production. Field trips offer opportunities to critique performances. Open to first- and second-year students only.

- THA-115 Theatre Production

Course provides an extensive investigation of historical and contemporary trends and practices essential for theatre production. Students gain an understanding of theatre procedures and acquire a grasp of equipment necessary for the execution of scenery, properties, sound, and stage lighting. Course is a combination of lecture and laboratory work and requires backstage participation in college productions.

- THA-116 Introduction to Costume Design

Overview of the history of theatrical costumes with a look at fashion as dictated by economic, religious, socio-political, and other factors. Study of costume design and construction with hands-on projects which foster technical skills (primarily sewing) and minimal drawing skills. Examination of the basic processes of costume research, design, and construction as they fit into the total production concept of a play. Introduction to general and specialty stage make-up. Practical experience in preparing costumes and serving backstage for main stage productions.

- THA-120 Fundamentals of Acting

Study of the theory and technique of the art of acting: movement analysis, non-verbal play, complicity. Devised scenes, status play and improvisation, and scene presentations from contemporary plays accompany critical analysis of plays, character action, and live performances.

- THA-163 Introduction to The Dance

Overview of the development of social and theatrical dance of western cultures from the 15th century to present day. It will expand understanding of dance in its social, cultural, political, artistic and performance context. The course will also introduce students to the innovators, dancers, choreographers and dance masters who contributed to the development of dance throughout the centuries. Ballroom etiquette, period fashion and its effect on dance movement and how dance is depicted in fine and decorative arts and on film will complete the exploration.

- THA-203 History of the Theatre

Survey of the theatre from the Greeks to the Renaissance. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods. The course covers Greek, Roman, Medieval, Spanish Golden Age, Elizabethan, Japanese, and Italian Renaissance.

- THA-204 History of the Theatre

Survey of the theatre since the Italian Renaissance to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods. The course is devoted to French Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries

- THA-207 Theatre Practicum: Performance

Rehearsal, performance, or technical aspects of theatrical productions for the Gettysburg Department of Theatre Arts season. Students work alongside professors of Acting, Directing, and Design and of the department and under professional direction. ¼ credit awarded (partial credit courses do not count toward the 32 units needed to complete the degree)

- THA-208 Theatre Practicum: Technical

Rehearsal, performance, or technical aspects of theatrical productions for the Gettysburg Department of Theatre Arts season. Students work alongside professors of Acting, Directing, and Design and of the department and under professional direction. ¼ credit awarded (partial credit courses do not count toward the 32 units needed to complete the degree)

- THA-212 Fundamentals of Directing

Study of the theory and technique of the art of the director. Course explores dramatic action, script and story analysis, why a play is selected, auditions and casting, and the purpose and techniques of blocking, movement, and acting, including Viewpoints. Particular attention is given to the preparation of the director's production promptbook and other written analysis. Students are required to direct scenes in class and a short play as

part of the Laboratory Theatre Series. Prerequisite: THA 105 or THA 120, or permission of instructor.

- **THA-214 Survey of Dramatic Literature**

Overview of dramatic literature from the Greeks to the present. Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Includes plays from the Greek and Roman periods, medieval, Elizabethan, and seventeenth through twentieth centuries. Emphasis is placed on written analysis.

- **THA-215 Fundamentals of Stage Design**

Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets themes and moods of a play is studied, as well as identification of period and place. Course follows a lecture-discussion format and involves extensive studio work. Students analyze, create, and execute basic designs for the Laboratory Theatre Series, in association with students in Theatre Arts 212

- **THA-220 Advanced Acting**

Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Analysis and performance of 20th Century Realism, Shakespeare, Chekhov, and comedic physical play, including mask work and clown. Prerequisite: Theatre Arts 120 or permission of the instructor.

- **THA-248 Traditional Japanese Theatre**

Study of traditional Japanese theatre, focusing on Noh, Bunraku Puppet Theatre, and Kabuki from the fourteenth century to the present. The course examines major theories and a variety of representative plays of the three theatrical forms and investigates their artistic, religious, and socio-cultural significances. Emphasis is on adaptation of literary canons, treatment of convention, seminal playwrights, and performance styles. Instruction in performing Noh chanting and dancing unites theory and performance to deepen understandings of the non-western tradition. Readings in English

- **THA-255 Advanced Stage Design**

Examination of historical and contemporary theories of scene, lighting, and costume design. Students consider design as the visual manifestation of a playwright's concepts. In addition to designing both a play for proscenium, arena, thrust, and profile stages and a period play for a period other than its own, students complete advanced designs in scene, lighting, and costumes, and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. Prerequisite: Theatre Arts 215.

- **THA-262 Playwriting and Devising**

Workshop in art of writing and collaborative devising of works for the stage. Students will learn to identify and analyze play structure, character development, and effective plot construction through writing and movement exercises, both individually and collaboratively. Through improvisation, rehearsed readings, and intensive post-reading feedback, students will produce their own scripts, experimenting with different genres. Students will attend performances, read and analyze playscripts, and analyze and perform each other's works, culminating in a public staged reading of texts. Prerequisite: Theatre Arts 105 or 120.

- **THA-263 Dance Technique**

Modern dance theory and practice exploring basic modern dance technique and movement invention. Course includes modern dance technique, improvisation, and composition. Students develop an understanding of movement in relation to space, time, and energy through movement practice and experimentation. Students explore basic spatial, rhythmic and dynamic movement through individual and group movement composition studies. No previous dance experience is required.

- **THA-282 Advanced Directing**

Further studies in the theory and technique in the art of the director. Students engage in directional analyses of plays representing different periods, including Shakespeare. Particular attention on contemporary and experimental methods of presentation. In addition to directing scenes in class, students direct scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. Prerequisites: Theatre Arts 212.

- **THA-307 Theatre Arts Practicum:Acting**

During a seven-week program, students rehearse and perform in two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Students work alongside professional actors, administrators, and designers of the Festival and under professional direction. Commedia dell'Arte and other improvisational techniques are employed in the creation of each presentation. A study of the works represented on the mainstage, as well as discussion sessions and workshops with professional actors and directors are included in class work.

- **THA-311 Theatre Arts Practicum:Technic**

During a seven-week period, students participate in the varied technical aspects of mounting two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Hands-on experience is gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties and costumes. A study of the technical and design aspects along with the cultural and aesthetic heritage of the works produced is integral to the course.

- **THA-320 Contemporary Theatre Performance**

The course aims to expand the range of theatrical means by merging the skill sets of the actor with the playwright, designer, and director. Emphasis on the student's personal artistic vision and choice of expression. Research and creation assignments in self-scripting and ensemble creation;

utilizing non-traditional forms and spaces; and the collision of performance with emerging technologies.

- THA-329 20th Century Drama since WW II

Study of major dramatists from after World War II to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. Prerequisite: Theatre Arts 214.

- THA-331 World Drama

Overview of dramatic literature and stage practices of contemporary African, Caribbean, Indian, and Asian theatre. The course includes an introduction to post-colonial literature and theory, including the ways that indigenous theatrical practices were affected by colonial traditions. Focus is on the historical context of each work as well as on themes of national identity, liberation and oppression. Prerequisite: Theatre Arts 214.

- THA-355 Problems in Stage Design

Design Course for students who have demonstrated the skill and talent to undertake further studies in design. Culminates in an independent study project. Prerequisite: Theatre Arts 155 and 255.

- THA-377 Th Arts Practicum: Adv Acting

For students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students continue work begun in Theatre Arts 307; they are expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. Prerequisite: Theatre Arts 307.

- THA-381 Th Arts Practicum: Adv Technic

For students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students continue work begun in Theatre Arts 311 and are expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. Prerequisite: Theatre Arts 311.

- THA-382 Problems in Directing

Course for students who have demonstrated the skill and talent to undertake further studies in directing. Culminate in an independent study project. Prerequisite: Theatre Arts 212 and 282.

- THA-400 Capstone Experience

Examination of concepts, approaches, and professional practices in the Theatre Arts, culminating in an intensive experience for Theatre majors. Under faculty supervision, students develop and present a final production or research project, either individually or in collaboration with other seniors. Offered every spring.

- THA-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- THA-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- THA-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- THA-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- THA-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- THA-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- THA-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- THA-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- THA-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- THA-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- THA-472 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded A-F

- THA-473 Individualized Study-Internship

Internship not counting in the minimum requirements in a major or minor, graded S/U

- THA-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

- THA-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Women, Gender, and Sexuality Studies

Women, Gender, and Sexuality Studies Program Description

In the Women, Gender, and Sexuality Studies program, students learn to think critically about diverse human experiences on local, national and global levels.

We examine cultural constructions of gender and sexuality, and their intersections with race, ethnicity, class, age and ability in relations to structures of power and inequality.

Our curriculum includes both interdisciplinary courses and courses grounded in disciplines such as history, literature, anthropology, psychology, sociology, economics and cinema/media studies.

In addition to developing theoretical analyses, students participate in hands-on learning experiences. Opportunities for student-driven research and informed activism are central to the WGS experience.

Empowered to use what they learn, students emerge as engaged citizens.

Women, Gender, and Sexuality Studies Program Requirements

Major Requirements

Starting with the Class of 2023, Nine courses are required for the major in Women, Gender, and Sexuality Studies:

1. WGS 120: Introduction to Women, Gender, and Sexuality Studies
2. WGS 300: Feminist Theories OR WGS 310: Queer Theories
3. WGS 290: Practicum
4. WGS 340: Methods
5. WGS 400: Senior Seminar
6. Four (4) electives. courses from the categories of core, cross-listed, affiliated courses, or approved courses of Individualized Study:
 - (a) At least one course must be a core or cross-listed course above the 100-level that focuses in depth on the experiences of women outside the United States and Europe.
 - (b) At least one must be a core or cross-listed course above the 100-level that focuses in depth on the experiences of historically marginalized women or on the ways that gender intersects with other forms of inequality or on LGBT or Queer scholarship.
 - (c) No more than two courses may be from the category of affiliated courses

Minor Requirements

Starting with the Class of 2023, Six courses are required for the minor in Women, Gender, and Sexuality Studies:

1. WGS 120: Introduction to Women, Gender, and Sexuality Studies
2. WGS 300: Feminist Theories OR WGS 310: Queer Theories
3. WGS 290: Practicum OR WGS 340: Methods
4. One core or cross-listed course above the 100-level that focuses in depth on the experiences of women outside the United States and Europe OR one core or cross-listed course above the 100-level that focuses in depth on the experiences of historically marginalized women or on the ways that gender intersects with other forms of inequality or on LGBT and Queer scholarship.
5. One core or cross-listed course.
6. One additional WGS course (core, cross-listed, affiliated, or approved courses of Individualized Study)

Planning Your Courses:

Prospective majors and minors in Women, Gender, and Sexuality Studies are encouraged to talk with a WGS faculty advisor as early as possible in their academic career. [Procedures for declaring a Major/Minor.](#)

Because there is a **preferred sequence of courses**, all mandatory courses require careful planning. Students are strongly encouraged to take:

- WGS 120 in the first or second year
- WGS 300 OR WGS 310 (Fall) *and* WGS 290 (Spring) in the third year.
- WGS 340 (Fall) and WGS 400 (Spring) in the senior year.
- WGS 300 and WGS 310 are offered alternating years in the fall. Students planning to study abroad are strongly encouraged to do so in their sophomore year or in the spring of their junior year.

In order to help students design their majors and minors, the Women, Gender, and Sexuality Studies faculty has designated the following course categories:

- Core courses
- Cross-listed courses
- Affiliated courses

[Core Courses with full course descriptions](#)

Cross-Listed Courses

Reflect the latest feminist and LGBTQI scholarship and are located in other academic departments

- [AFS 250: Race, Gender, and Economic Outcomes](#)
- [AFS 267: Race, Gender, and the Law](#)
- [AFS 321: Francophone African Women Writers](#)
- [ANTH 218: Islam and Women](#)
- [ANTH 228: Cross-Cultural Perspectives on Sex and Gender Roles](#)
- [ANTH 231: Gender and Change in Africa and Afro-Latin America](#)
- [CLA 235/335 \(Topics\): Gender and Sexuality in Ancient Greece](#)
- [CWES 400: Gender and the Civil War](#)
- [ENG 253: Images of Women in Literature](#)
- [ENG 258: African American Women Writers](#)
- [ENG 330: \(formerly 404\): Topics \(Feminine/Feminist Aesthetics\)](#)
- [ENG 330: Gender and Genre in American Women's Writing](#)
- [ENG 334: Nineteenth-Century English Women Writers](#)
- [ENG 350: Virginia Woolf and Her Circle](#)
- [ENG 350: Blackness and the Rainbow: LGBTQA African American Literature](#)
- [ENG 355: Radical American Women](#)
- [ENG 362: LGBTQ African American Literature](#)
- [ENG 403: The Brontes in Novel and Film](#)
- FYS 128-3: Shakespeare's Sisters
- FYS 130-1: Women's Health and Sexuality
- FYS 132-3: Bobs, Beehives, Wigs and Weaves: The Cultural Politics of Hair
- FYS 133-2: Gender and Politics in Latin America
- FYS 172: The Role of Gender in Science and Technology
- FYS 186: Growing Up Female
- [FREN 317: Famous French Femmes Fatales from a Feminist Perspective](#)
- [HIS 209: Women's History Since 1500](#)
- [HIS 245: Gender and the Civil War](#)
- [HIS 323: Gender in Modern Japan](#)
- [ITAL 270: Objects of Desire/Desiring Objects: A Survey of Italian Women Writers of the 20th Century](#)
- [ITAL 280: Women and Italian Film](#)
- [LAS 222: Bridging the Borders: U.S. Latina and Latin American Women Writers](#)
- [LAS 231: Gender and Change in Africa and Afro-Latin America](#)
- [LAS 268: Gender and Sexuality in Latino/a Cinema](#)
- PHIL/WGS 125: Philosophy of Love & Sex
- POL 213: Women, War, and Peace
- [POL 304: Topics in Comparative Politics: Politics of Sexuality](#)
- [POL 321: Gender and American Politics](#)
- [POL 382: Feminist Theory in American Politics](#)
- [REL 137: Body, Sexuality, and Religion](#)
- [REL 209: Women in Religion](#)
- [REL 268: Queering/Querying Religion](#)
- [REL 353: Sex and Gender in Early Christianity](#)

- [SOC 217: Gender Roles and Inequality](#)
- [SOC 240: Sexualities](#)
- [SOC 244: Global Sexualities](#)
- [SPAN 310: Mujeres Escritoras En La Literatura Peninsular: Siglos XIX-XXI](#)
- [SPAN 365: Female Authors and Agency in Golden Age Spain](#)

Affiliated Courses

Offered by academic departments and containing significant feminist or queer content

- [ANTH 226: The Archaeology of the Body](#)
- [ANTH 240: Modernity and Change in Southeast Asia and the Pacific](#)
- [AS 238: Pre-modern Japanese Literature](#)
- [ENG 257: Your Heart's Desire: Sex and Love in Jewish Literature](#)
- [ENG 250: Langston Hughes and Nora Zeale Hurston](#)
- [ENG 330: Rethinking Race and Nation in American Literature](#)
- [ENG 371: The Dream of the Artificial Wo/Man: Golems and Cyborgs from Adam to *Bladerunner*](#)
- [ENG 391: Feminist/Feminine Aesthetics](#)
- [FREN 345: Turmoil and Loss in Québécois Literature by Women](#)
- FYS 113-5: Women in the Law
- [GER 225: Yiddish Literature in Transition](#)
- [GER 250: Fairy Tales from Grimm to Disney](#)
- [GER 335: German, Nation, Migration](#)
- [GER 351: The German-Jewish Experience](#)
- [ITAL 240: Immigration in Contemporary Italy: Negotiating Racial and Ethnic Identities](#)
- [OMS 350: Women, Organizations, and Society](#)
- [SOC 206: Sociology of the Family](#)

Women, Gender, and Sexuality Studies Courses

- WGS-120 Introduction to Women, Gender, and Sexuality Studies

Introduction to the conceptual tools for studying women and LGBTQIA individuals. Course introduces issues in feminist and sexuality studies theories, examines the diversity of experiences, structural positions in society, and collective efforts for change of women and LGBTQIA individuals.

- WGS-125 Philosophy of Love and Sex

Philosophical study of love, relationships, marriage, sex, sexuality, sexual identity, and sexual representation. Philosophers have deeply explored knowledge, existence, politics and ethics. Yet love and sex, which for most of us are central features of a good life, have received far less attention. In this course material from philosophers who have thought about love and sex will be explored along with contemporary struggles around sexuality, sexual identity, sexual violence, love, romance, intimate relationships, and marriage. PHIL 125 and WGS 125 are cross-listed.

- WGS-210 Topics in Women, Gender, and Sexuality

Study of a topic not normally covered in depth in the regular curriculum of the Women, Gender, and Sexuality Studies program. Offered irregularly.

- WGS-214 Native American Women

Study of traditional roles of primarily Eastern Woodlands indigenous women from pre-colonization to contemporary times. Indigenous women's centrality in their nation's sociopolitical structures, cosmology, and distribution of wealth is discussed. Additional emphasis is on ceremonial rites for women and girls, and traditional customs relating to sexuality, childbearing, and marriage. Ways in which indigenous women and men balance the responsibilities of their nation are a key topic.

- WGS-218 Feminism and Pornography

This course investigates the controversial issues of pornographic discourse within a feminist context by examining the arguments that continue to divide feminists to this day. This course tracks the debate from a historical, theoretical and critical perspective. Particular focus is given to topics such as power structures and sexual oppression, the effects of pornography, the problems of a common definition, the implications of censorship, gender and representation, homosexual production and consumption of pornography, female subjectivity and agency, and the difference between pornography and erotica.

- WGS-220 Women in Film: European and North American Directors

Course explores various images of women as constructed for the male and female spectator in both dominant and independent film. Traditional ways in which women have been represented in film are examined critically through the use of feminist theories. Course aims to examine how various feminist filmmakers challenge the traditional uses of the female voice in their own films. Films from other cultures than the U.S. are included. WGS 220 and CIMS 225 are cross-listed.

- WGS-221 Bridging the Borders: U.S. Latina and Latin American Women Writers

This course will explore the identity and the condition of women in Latin America and the United States. Latina and Latin American-women writers

have illustrated women's lives and experiences through their works and criticism. Their works have created women's' identities primarily from a borderline perspective, and sometimes from what Gloria Anzaldúa or Mary Louise Pratt refer to as a third space. For writers, the concept of space, gender, race, and class--as well as intersections and borderlands--play an important role when depicting Latin American women's' representation and Latina women in the United States and their experiences. We will use a comparative analysis utilizing texts from Latina and Latin American women writers to look feminist discourse across physical, geographic or abstract borders. The concept of space as an analytical tool will facilitate our textual analysis, and will serve to establish a common ground to discuss similarities and difference regarding women's identity and their condition in Latin America and the United States. WGS 221 and LAS 222 are cross-listed.

- **WGS-222 Women's Movements in the United States**

Study of women's activism and social movements organized primarily by women. Through the study of a broad range of women's activism, the course places the development of U.S feminism in its larger socio-historical context.

- **WGS-225 Gender and Global Migrations**

Emphasizes the forces that create migrations and the consequences for individuals who migrate, their societies of origin, and those that receive them. This course places a specific focus on the gendered aspects of global migrations, exploring the ways in which women, men, and LGBTQ peoples experience the various aspects of migration. The materials used in the course, such as books, articles, news media, films, guest speakers, represent the wide spectrum of aspects, both theoretical and experiential, of global migrations.

- **WGS-226 Feminism in Global Perspective**

Study of women's activism to improve their lives around the world. Course analyzes similarities and differences in the issues women activists address in different parts of the world, the theories they develop to analyze those issues, and the forms their activism takes. Course also considers the possibilities for a global women's movement and provides theoretical tools for analyzing modern feminisms in their global context.

- **WGS-230 Women & Development**

An analysis of the impact of changing development strategies on the lives of women in the Third World, especially in Latin America and the Caribbean, as well as a review of how women have responded to these strategies. One major aim of the course is to examine how colonialism and later development policies have affected the status of women, and to examine critically the goal of the "integration of women in development." Differences of ethnicity/race, orientation, age, and class are taken into consideration.

- **WGS-231 Gender and Change in Africa and Afro-Latin America**

An exploration of the diversity of women's familial, political, economic and social realities and experiences in West Africa and the African Diaspora in South America and the Caribbean. Particular attention is given to the processes by which indigenous West African gender and cultural patterns and their inherent power relations have shifted since pre-colonial times and across the Atlantic into the New World. Finally, the course examines the concept of Diaspora and theories relative to processes of cultural change, resistance, and retentions, as well as the role gender plays in these processes. No prerequisites. ANTH 231, WGS 231 and LAS 231 are cross-listed.

- **WGS-240 Gender & Sexuality in Ancient Greece**

What determines our sex and gender? What sorts of romantic and sexual relationships are acceptable, and why? Who and what define the binaries of male and female, gay and straight, and can individuals move fluidly between them? How do people's gender and/or sexuality relate to their social and economic positions? This course investigates ancient Greece as a case-study for the way that gender and sexuality works, providing new perspective on our own world. WGS 240 and CLA 240 are cross-listed.

- **WGS-252 Gender Issues in Economics**

Application of economic theory and empirical analysis to gender and LGBT issues, focusing on the US economy. Course explores how changes in family structures, gendered social norms, and macroeconomic conditions affect labor force participation, considers evidence regarding discrimination by identity and related differences in earnings, and evaluates how intersections of gender identity with race and ethnicity, sexual orientation, and social class impact individuals' economic choices and the effects of public policies. Prerequisite: Economics 103. ECON 252 and WGS 252 are cross-listed.

- **WGS-270 Objects of Desire/Desiring Subjects: A Survey of Italian Women Writers of the 20th Century**

A survey of some of Italy's most prominent women writers of the twentieth century in English translation. The course covers a variety of themes dealing with the existential condition of women that surface in the writers' texts. Topics such as gendered writing, feminism, violence, gender (ex)change, feminine monstrosities and motherhood are the subject of students' analyses. Taught in English. ITAL 270 and WGS 270 are cross-listed.

- **WGS-280 Women and Italian Film**

A study of the work of four prominent Italian women directors: Liliana Cavani, Lina Wertmuller, Francesca Archibugi and Francesca Comencini. While focusing on their depictions of social, cultural and historical issues affecting modern and contemporary Italian society, the course also analyzes the relationship between gender and theories of visual and filmic representation. Topics include social realism, social satire, World War II, concept of family, violence, mechanisms of gender construction, gender and film. Taught in English. ITAL 280 and WGS 280 are cross-listed.

- **WGS-290 Practicum**

Examination of the relationship between theory and collective action to improve societal conditions for women and LGBTQIA individuals. Course considers both theories of collective action and how theories inform collective action. Format combines seminar meetings with student internships in community organizations. Readings about collective action and about the relationship between theory and action provide a basis for analyzing

students' internship experiences. Prerequisites: WGS 120 and one other core or cross-listed WGS course, or permission of instructor.

- WGS-300 Feminist Theories

Theoretical approaches to the experiences, representations, and relative positions of women and LGBTQIA individuals in diverse societies. Contemporary and earlier works are discussed in order to evaluate and synthesize multiple approaches. Prerequisite: WGS 120, or permission of instructor.

- WGS-310 Queer Theories

This course will introduce students to the interdisciplinary field of queer studies. We begin with the history of LGBT identity in the West. We then explore the gay and lesbian liberation movement, distinguishing between assimilationist and liberationist approaches to LGBT social movements. We then discuss the difference between LGBT and queer identities, focusing on the rise of queer theory and queer politics. Throughout the semester, we will consider the relationship between queer studies and studies of transgender identity, race, ethnicity, disability, class, nation, and globalization. We will end with a critique of the notion of a global gay identity from the fields of queer globalization studies and queer of color studies. Prerequisite: WGS 120, or permission of instructor.

- WGS-340 Methods

Introduction to the various research methodologies represented in the interdisciplinary field of Women, Gender, and Sexuality Studies. Course studies feminist and LGBTQIA critiques of traditional disciplinary methods. Goal is to familiarize students with the strengths and weaknesses of the techniques of inquiry in their disciplinary perspective of choice through explicit examples and a series of lectures. Emphasis is on preparation for senior research project to be completed during the Senior Seminar. Prerequisite: WGS 120 and one other core or cross-listed WGS course, or permission of instructor. Recommended: WGS 300 or 310.

- WGS-365 Female Authors and Agency in Golden Age Spain

Study of literature written by women during Spain's Golden Age. This course analyzes plays, poems, autobiographies, and novellas of women writers to understand how the authors respond to and challenge gender roles in their patriarchal society. Additionally, the course explores topics in the literature related to sexuality, misogyny, identity, agency, and empowerment within the history and culture of Golden Age Spain (15th through 17th centuries). Prerequisite: SPAN 305 or consent of the department. SPAN 365 and WGS 365 are cross-listed.

- WGS-400 Senior Seminar

Examination of a topic from a variety of in-depth perspectives. Selected topic is broad enough to allow students to engage in projects of their own devising. Course serves as a bridge between the undergraduate experience and the world beyond Gettysburg College as students learn to put their feminism into actions. Prerequisites: WGS 120, WGS 300 or 310, 340 and one additional core or cross-listed WGS course.

- WGS-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

- WGS-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

- WGS-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

- WGS-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

- WGS-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

- WGS-461 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded S/U

- WGS-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

- WGS-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

- WGS-464 Honors Thesis in Women, Gender, and Sexuality Studies

- WGS-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

- WGS-471 Individualized Study-Internship

Internship counting toward the minimum requirements in a major or minor, graded S/U

- WGS-472 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded A-F
- WGS-473 Individualized Study-Internship
Internship not counting in the minimum requirements in a major or minor, graded S/U
- WGS-474 Summer Internship
Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.
- WGS-475 Summer Internship
Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

Writing

Writing Program Description and Requirements

The writing minor is designed for students majoring in all academic disciplines who enjoy writing and want to enhance their writing skills. The six-course minor covers a variety of genres, including essay writing, fiction, poetry, screenwriting and playwriting, memoir, and other forms.

Students who minor in writing often take part in an internship with *The Gettysburg Review*, the College's award-winning literary journal that features works by many of the nation's leading writers. Student interns work closely with the editorial staff of *The Gettysburg Review* to gain hands-on publishing experience.

Each year a new Emerging Writer in the early stages of his or her professional career joins the faculty to work closely with students. In addition, many writers, poets, and scholars visit the campus each year to present readings and lectures and to interact with students.

Writing Minor Requirements

The writing minor requires six courses.

- Introduction to Creative Writing (Eng 205)
- Three courses from the grouping Eng 300-309, 405
- One 200-level literature course
- One elective:
 - may be 200- or 300-level writing course.
 - may be a 200- or 300-level English literature course.
 - may be an academic-year internship or individualized study.

[Writing Minor Checksheet](#)

Faculty Registry

Current Faculty

Date in parentheses indicates year of appointment to the faculty.

A

Sheakha Aldaihan (2021); Visiting Assistant Professor of Physics; B.A., Lukhdhirji Engineering College, India; M.A., Gujarat University, India; Ph.D., India Institute of Management, India

Yasemin Akbaba (2006); Professor of Political Science; B.A., Middle East Technical University (Ankara, Turkey); Ph.D., University of Missouri–Columbia

Matthew H. Amster (2002); Professor of Anthropology, and Department Chair of Anthropology; B.A., Evergreen State College; M.A., Ph.D., Brandeis University

Lidia Anchisi (2002); Associate Professor and Chair of Italian Studies; A.B., Barnard College, Columbia University; M.A., Ph.D., New York University

Kurt Andresen (2009); Professor of Physics; B.A., Boston University; Ph.D., Cornell University

Paul Austerlitz (2006); Professor of Ethnomusicology in the Sunderman Conservatory of Music and Africana Studies; B.A., Bennington College;

M.A., Teacher's College, Columbia University; M.A., Ph.D., Wesleyan University

B

Bela Bajnok (1993); Alumni Professor of Mathematics; M.Ed., Eötvös University (Hungary); M.S., Ph.D., Ohio State University

Rimvydas Baltaduonis (2009); Associate Professor of Economics; B.A., Vilnius University (Lithuania); M.A., Ph.D., University of Connecticut

Abou Bamba (2010); Associate Professor of History and Africana Studies; B.A., M.A., D.E.A., Université D'Abidjan-Cocody; Ph.D., Georgia State University

Christopher P. Barlett (2012); Associate Professor of Psychology; B.S., M.S., Kansas State University; Ph.D., Iowa State University

Nathalie D. Barlett (2021); Visiting Assistant Professor of Psychology; B.A., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

Megan Benka-Coker (2018); Assistant Professor of Health Sciences; B.A., Gettysburg College; M.P.H., Emory University Rollins School of Public Health; Ph.D., Colorado State University

Kathy R. Berenson (2011); Associate Professor of Psychology; B.A., Macalester College; M.A., Ph.D., New York University

Duane A. Bernard (2007); Lecturer in Management; B.S., Dickinson College; M.B.A., Rutgers University

Eric Berninghausen (2011); Associate Professor and Chair of Theatre Arts Department; B.S., Skidmore College; M.F.A., Boston University

Emily Besecker (2014); Assistant Professor of Health Sciences; B.S. Shippensburg University; Ph.D. Pennsylvania State University College of Medicine

Emelio R. Betances (1991); Professor of Sociology and Latin American Studies; B.A., Adelphi University; M.A., Ph.D., Rutgers University

Michael J. Birkner (1978–1979), (1989); Professor of History; B.A., Gettysburg College; M.A., Ph.D., University of Virginia

Jennifer Collins Bloomquist (2003); (2017); Associate Provost for Academic Technology Initiatives & Faculty Development; Dean of Social Sciences & Interdisciplinary Programs, and Professor of Africana Studies and Linguistics; B.A., Clarion University of Pennsylvania; M.A., Ph.D., State University of New York at Buffalo

Margaret Blume-Kohout (2019); Assistant Professor of Economics; B.A. Williams College; M.S. University of California, Berkeley; Ph.D., Pardee RAND Graduate School

Scott Boddery (2017); Assistant Professor of Political Science; B.A., Coastal Carolina University, M.A.; Ph.D., Binghamton University; J.D., Florida State University College of Law

Robert E. Bohrer II (1998); Associate Provost and Dean of Public Policy Programs - Eisenhower Institute; B.S., University of Nebraska at Kearney; Ph.D., Texas A&M University

William D. Bowman (1996); Professor of History and Chair of International and Global Studies; B.A., University of San Francisco; M.A., Ph.D., Johns Hopkins University

Josef Brandauer (2008); Associate Professor of Health Sciences; Director of the Johnson Center Creative Teaching and Learning; B.A., State College of Education (Austria); M.A., Ph.D., University of Maryland, College Park

Alice Brawley-Newlin (2017–2018); Assistant Professor of Management; B.A.; Louisiana Tech University; M.S., Clemson University; Ph.D., Clemson University

Todd Breighner (2021); Visiting Instructor of Management; B.S., Purdue University; M.B.A., Johns Hopkins University

Lucy Britt (2021); Visiting Assistant Professor of Political Science; B.A., Wesleyan University; M.A., Ph.D., University of North Carolina, Chapel Hill

Bennett T. Bruce (2007); Lecturer in Management; B.A., Burlington College; M.A., Vermont College of Norwich University

Katherine Buettner (2016); Assistant Professor of Chemistry; B.S., Lafayette College; M.S., Yale University; Ph.D., Yale University

Sarah Bryant (2020); Lecturer in Mathematics; B.A., Berea College; Ph.D., Purdue University

C

John J. Cadigan (2007); Professor and Chair of Economics Department; B.S., James Madison University; M.A., Ph.D., Indiana University at Bloomington

Kathleen M. Cain (1990); Professor of Psychology, Department Chairperson; A.B., College of the Holy Cross; A.M., Ph.D., University of Illinois at Urbana–Champaign

Michael Caldwell (2018); Assistant Professor of Biology; B.A. University of California at Santa Barbara; Ph.D. Boston University

Veronica Calvillo (2011); Associate Professor of Spanish; Department Chair of Latin American, Caribbean and Latino Studies Program; B.A., M.A., Ph.D., University of New Mexico

Peter S. Carmichael (2010); Robert C. Fluhrer Professor of Civil War Studies and Director of the Civil War Institute; B.A., Indiana University–Purdue University at Indianapolis; M.A., Ph.D., Pennsylvania State University

Vernon Cisney (2012–2017); (2018); Associate Professor of Interdisciplinary Studies; B.A., Eastern Illinois University; M.A., The University of Memphis; Ph.D., Purdue University

Ricardo Conceicao (2015); Associate Professor of Mathematics; B.A., Universidade Estadual de Feira de Santana; M.S.; Universidade Federal de Pernambuco; Ph.D.; University of Texas at Austin

Bret E. Crawford (1998–2000; 2001); Dr. Ronald J. Smith Professor of Applied Physics and Professor and Chair of Physics Department; B.S., University of South Carolina; M.S., University of Vermont; M.A., Ph.D., Duke University

Brendan Cushing–Daniels (2000–2001; 2003); Harold G. Evans Professor in Eisenhower Leadership Studies and Associate Professor of Economics, B.A., University of Notre Dame; M.P.I.A., University of Pittsburgh; Ph.D., University of California, Berkeley

D

Christopher D'Addario (2012); Associate Professor of English; B.A., Dartmouth College; M.A., Ph.D., Washington University

Paul R. D'Agostino (1969); Professor of Psychology; B.S., Fordham University; M.A., Ph.D., University of Virginia

Amy B. Dailey (2010); Associate Professor and Chair of Health Sciences Department; B.S., Alma College; M.P.H., Tulane University; Ph.D., Yale University

Roy A. Dawes (1993); Associate Professor of Political Science; B.A., University of New Orleans; M.S., Ph.D., Florida State University

Katherine W. Delaney (2009); Psychology Lecturer; B.A., Hofstra University; M.A., Ph.D., Fordham University

Véronique A. Delesalle (1993); Professor of Biology; B.Sc., M.Sc., McGill University; Ph.D., University of Arizona

Aristides Dimitriou (2018); (2019); Assistant Professor of English; B.A., University of Miami; Ph.D., University of California, Berkeley

Avner Dorman (2010); Associate Professor of Music Theory/Composition in the Sunderman Conservatory of Music; B.A., M.M., M.A., Tel Aviv University; D.M.A., The Juilliard School

Anne Douds (2018); Assistant Professor and Chair of Public Policy; B.A., Duke University; J.D., Emory University School of Law; Ph.D., George Mason University

James Downs (2020); Gilder Lehrman NEH Professor of Civil War Era Studies; B.A., University of Pennsylvania; M.A., Ph.D., Columbia University

Daniel G. Drury (2001); Associate Professor of Health Sciences, Department Chairperson; B.A., Frostburg State University; M.A., George Washington University; D.P.E., Springfield College

Jennifer K. Dumont (2011); Associate Professor of Spanish; B.A., University of Cincinnati; M.A., Ph.D., University of New Mexico

Elizabeth M. Duquette (2003); Graeff Endowed Chair and Professor of English; B.A., Dartmouth College; M.A., Ph.D., New York University

E

Felicia M. Else (2004); Professor of Art and Art History Department; B.A., University of Dallas; M.A., Ph.D., Washington University

Kay Etheridge (1986); Professor of Biology; B.S., M.S., Auburn University; Ph.D., University of Florida

Amy E. Young Evrard (2007); Associate Professor of Anthropology; B.A., Hendrix College; M.A., Ph.D., Harvard University

F

Kirby Farah (2020); Assistant Professor of Anthropology; B.A., University of Texas at Austin; M.A., Ph.D., University of California, Riverside

Christopher R. Fee (1997); Professor of English; B.A., Baldwin–Wallace College; M.A., Loyola University; M.A., University of Connecticut; Ph.D., University of Glasgow (Scotland)

Caroline Ferraris–Besso (2015); Associate Professor and Chair of French Department; B.A., Université de Savoie; M.A.; Cornell University; Ph.D.; Cornell University

Rebecca H. Fincher–Kiefer (1988); Professor of Psychology; B.S., Washington College; M.S., Ph.D., University of Pittsburgh

Peter P. Fong (1994); Professor of Biology; A.B., University of California, Berkeley; M.A., San Francisco State University; Ph.D., University of California, Santa Cruz

Melissa Forbes (2019); Lecturer in the English Department; B.A., Seattle Pacific University; M.A., Ph.D., University of Illinois at Urbana–Champaign

Karen J. Frey (1993); Associate Professor of Management; B.S., M.B.A., Shippensburg University of Pennsylvania; Ph.D., University of Maryland

Shelli Frey (2008); Professor and Chair of Biochem/Molecular Biology and endowed Mansdorfer Chair of Chemistry; B.S., Haverford College; M.S., Ph.D., University of Chicago

Timothy W. Funk (2007); Associate Professor and Chair of Chemistry Department; B.S., Gettysburg College; Ph.D., California Institute of Technology

G

Tina M. Gebhart (2012); Associate Professor of Art and Art History; B.F.A., Pennsylvania State University; M.F.A., Alfred University, New York State College of Ceramics

Steven J. Gimbel (1999); Professor of Philosophy; B.A., University of Maryland; M.A., Ph.D., Johns Hopkins University

Darren B. Glass (2005), (2020); Associate Provost for Academic Assessment; and Dean of Natural Sciences, Mathematics and Computer Science; Professor of Mathematics; B.A., Rice University; M.A., Ph.D., University of Pennsylvania

Leonard S. Goldberg (1982); Associate Professor of English; B.A., University of Michigan; M.A., Ph.D., University of Pennsylvania

Yuechan (Luna) Lu Goldblatt (2021); Assistant Professor of Management; B.A., Peking University, China; M.A., Boston University; Ph.D., University of Massachusetts

Timothy N. Good (1990); Professor of Physics; B.S., Dickinson College; M.S., Ph.D., University of California–Irvine

Liza Gordon (2021); Visiting Assistant Professor of Political Science; B.A., Slippery Rock University of Pennsylvania; M.A., Ph.D., West Virginia University

Nathalie Goubet (2001); Professor of Psychology; B.A., M.A., Ph.D., University of Massachusetts, Amherst

Natasha Gowmaris (2019); Assistant Professor of Environmental Studies; B.S., Gettysburg College; Ph.D., Stony Brook School of Marine & Atmospheric Sciences

Nathifa Greene (2016); Assistant Professor of Philosophy; B.A., Gettysburg College; M.A., Stony Brook University; Ph.D., Stony Brook University

H

Scott Hancock (2001); Associate Professor and Chair of History Department; Associate Professor of Africana Studies; B.A., Bryan College; M.A., Ph.D., University of New Hampshire

Brent Harger (2014); Associate Professor of Sociology; B.S. Indiana University; M.A. Indiana University; Ph.D. Indiana University

Caroline A. Hartzell (1993); Professor and Chair of Political Science; B.A., University of Puget Sound; M.A., Ph.D., University of California, Davis

Irene Bramley Beers Hawkins (2021); Visiting Lecturer of Environmental Studies; B.A., Colgate University; M.S., Shippensburg University of Pennsylvania

Cassie M. Hays (2011); Associate Professor of Sociology; B.A., Smith College; M.E.Sc., M.A., M.Phil., Ph.D., Yale University

Amanda Heim (2013–2016); (2017); Lecturer in the Sunderman Conservatory of Music; B.S., Messiah College; M.M., D.M.A., University of North Carolina at Greensboro

Beth M. Campbell Hetrick (2008); Associate Professor and Chair of Mathematics Department; B.S., Villanova University; M.A., Ph.D., Bryn Mawr College

Kazuo Hiraizumi (1987); Associate Professor and Chair of Biology; B.S., Stanford University; Ph.D., North Carolina State University

Susan Hochmiller (2015); Associate Professor of Music and Vocal Studies; B.M.; Susquehanna University; M.M.; Eastman School of Music; D.M.A.; Eastman School of Music

Eleanor J. Hogan (1999); Associate Professor of Japanese and Chair of East Asian Studies; B.A., Bates College; M.A., Ph.D., Washington University

Amy C. Hooper (2009); Lecturer Department of Management; B.A., Ph.D., University of Minnesota

Siyan Hou (2021); Chinese Teaching Assistant in the Department of East Asian Studies; B.A., Sichuan Normal University, China; M.A., University of Northern Iowa

Zhining Hu (2004); Associate Professor of Economics; B.A., Nanjing University, International Business School; M.A., Ph.D., Boston College

Caitlin Hult (2020); Assistant Professor of Mathematics; B.A., Hamilton College; M.S., Ph.D., University of North Carolina, Chapel Hill

I

Ivaylo Ilinkin (2007); Associate Professor and Chair of Computer Science Department; B.A., Manchester College; Ph.D., University of Minnesota

Ian Isherwood (2017); Associate Professor of Interdisciplinary Studies; B.A., Gettysburg College; M.A., Dartmouth College; Ph.D., University of Glasgow, England

J

Steven W. James (1992); Associate Professor of Biology; B.A., Gettysburg College; M.S., Ph.D., University of Minnesota

Donald L. Jameson (1985); Professor of Chemistry; B.S., Bucknell University; Ph.D., University of North Carolina at Chapel Hill

Ryan Johnson (2013); Associate Professor of Physics; B.S., University of New Mexico; Ph.D., Dartmouth College

Florence Ramond Journey (2002); Professor of French; B.A., M.A., D.E.A., Sorbonne University; Ph.D., University of Oregon

K

Alvaro Kaempfer (2008); Professor and Chair of Spanish Department; Graduate, Universidad Austral (Chile); M.A., Universidad de Santiago (Chile); Ph.D., Washington University in St. Louis

Christopher J. Kauffman (2004); Professor of Theatre Arts; B.A., Gettysburg College; M.F.A., Brandeis University

Benjamin B. Kennedy (2007); Professor of Mathematics and Endowed Alumni Professorship Chair of Mathematics; B.A., Swarthmore College; M.S., Boston College; Ph.D., Rutgers University

Ryan Kerney (2012); Associate Professor of Biology; B.A., Hampshire College; Ph.D., Harvard University

Sunghye Kim (2004); Associate Professor of Computer Science; B.S., University of Utah; M.S., Ph.D., University of Minnesota

J. Matthew Kittelberger (2006); Associate Professor and Chair of Biology; A.B., Harvard University; Ph.D., Duke University

Niraj Koirala (2021); Visiting Assistant Professor of Economics; B.S., M.A., Tribhuvan University; Ph.D., Texas Tech University

Jeremy J. Kuhar (2005); Lecturer in Chemistry; B.S., Gettysburg College; M.Ed., Bloomsburg University

L

Aaron Lacayo (2017–2018); (2019); Assistant Professor of Spanish; B.A., New York University; M.A., Ph.D., Rutgers University

Craig D. Lair (2008); Associate Professor and Chair of Sociology Department; B.A., Arizona State University; M.A., Ph.D., University of Maryland, College Park

Richard Lambert (2018); Assistant Professor of German Studies; B.A., University of Pennsylvania; Ph.D., Carolina–Duke Graduate Program in German Studies

Bruce A. Larson (2005); Professor of Political Science and Chairperson of Political Science Department; B.A., William Paterson College; M.A., Boston College; Ph.D., University of Virginia

Wing-yan (Vienne) Lau-DiCicco (2021); Assistant Professor of Management; B.A., University of Kansas; M.A., Ph.D., Claremont Graduation

University

Cesar Leal (2019); Assistant Professor in the Sunderman Conservatory of Music; Bachelor in Instrumental Performance, Universidad Iaveriana; Master in Instrumental Conducting, Florida International University; Ph.D., University of Kentucky

Nathalie Lebon (2004); Associate Professor and Chair of Women, Gender, and Sexuality Studies; B.A., University of Nancy II, France; B.A., University of Strasburg, France; M.A., University of Nancy II, France; M.A., Indiana University of Pennsylvania; Ph.D., University of Florida

Jae-In Lee (2020, 2021); Visiting Assistant Professor of Sociology; B.A., Korea University; M.A., Ph.D., University of Maryland, College Park

Fred G. Leebron (1997); Professor of English; B.A., Princeton University; M.A., Johns Hopkins University; M.F.A., University of Iowa

Rachel Lesser (2016, 2017); (2018); Assistant Professor of Classics; B.A., Columbia College; M.A., Magdalen College, Oxford University; Ph.D., University of California, Berkeley

Jing Li (2006); Associate Professor of Chinese Language and Culture and Chair of East Asian Studies; B.A., M.A., Beijing University; M.A., Ph.D., University of Pennsylvania

Keir H. Lockridge (2012); Associate Professor of Mathematics; B.A., Rice University; Ph.D., University of Washington

Dina Lowy (2000); Associate Professor and Chair of History Department; B.A., University of Pennsylvania; M.A., Princeton University; Ph.D., Rutgers University

Benjamin Luley (2015, 2016); (2017); Assistant Professor and Chair of Anthropology Department; B.A.; Pennsylvania State University; M.A.; University of Chicago; Ph.D.; University of Chicago

Junjie Luo (2015); Associate Professor of East Asian Studies; B.A.; Beijing Language and Culture University; M.A.; Beijing Normal University; Ph.D. University of Illinois at Urbana-Champaign

M

Marta Maras (2015, 2016); (2017); Assistant Professor of Management; B.A.; University of Zagreb; M.S.; Universitat Pompeu Fabra, Spain; Ph.D.; Universitat Pompeu Fabra, Spain

Amy Marvin (2021); Visiting Assistant Professor of Philosophy; B.A., West Chester University; M.A., Ph.D., University of Oregon

Daniel D. McCall (1998); Professor and Chair of Psychology Department; B.A., M.S., Ph.D., University of Massachusetts at Amherst

Russell G. McCutcheon (2008); Professor in the Sunderman Conservatory of Music, and Director of Bands; B.M., University of Florida; M.S., Troy State University; Ph.D., University of Florida

Margaret McWeeney (2021); Visiting Assistant Professor of Political Science; B.A., M.A., Syracuse University; Ph.D., University of Maryland, College Park

Brian P. Meier (2005); Franklin Chair Professor in the Liberal Arts and Sciences; Professor of Psychology; B.S., M.S., Ph.D., North Dakota State University

Sarah Meiss (2021); Visiting Assistant Professor of Biology; B.S.; Bloomsburg University; Ph.D., Ohio University

Esther-Lilith Melchior (2021); Teaching Assistant in the Department of French; B.A., Sorbonne Université, France

McKinley E. Melton (2012); Associate Professor of English and endowed Paxton Chair; B.A. (2), Duke University; Ph.D., University of Massachusetts, Amherst

Aisha Mershani (2020); Assistant Professor of Interdisciplinary Studies; and Cinema & Media Studies; B.A.; University of Redlands; M.A.; Universitat Jaume I, Spain; Ph.D.; Universitat Jaume I, Spain

Nadine Meyer (2007); Professor of English; B.A., Johns Hopkins University; M.F.A., George Mason University; Ph.D., University of Missouri-Columbia

Jacquelynne B. Milingo (2000–2003; 2006); Salm Chair of Physics, and Associate Professor and (Interim) Chair; B.S., University of Kansas; M.S., Ph.D., University of Oklahoma

Nicholas Miller (2016); Assistant Professor of Art & Art History; B.A., University of Wisconsin-Madison; M.A., Northwest University; Ph.D., Northwest University

Kaoru Miyazawa (2010); Associate Professor and Chair of Education Department; B.A., Sophia University (Japan); M.Ed., Langston University; M.S., Oklahoma State University; Ed.D., Teachers College, Columbia University

Salma Monani (2008); Professor and Chair of Environmental Studies; B.A., Mount Holyoke College; M.S., University of Wisconsin-Madison;

M.A., University of Colorado–Boulder; Ph.D., University of Minnesota

Sahana Mukherjee (2014); Associate Professor of Psychology and Chair of Interdisciplinary Studies; B.A. Christ College; M.A. University of Kansas; Ph.D. University of Kansas

Gary A. Mullen (2008); Associate Professor and Chair of Philosophy Department; B.A., Pennsylvania State University; M.A., Ph.D., Southern Illinois University at Carbondale

Drew Murphy (2007); Lecturer in Economics; B.A. Economics; Gettysburg College

John (Jack) Murphy, III (2011); Associate Professor of French Department; B.A., Georgetown University; M.A., New York University, Ph.D., New York University

Charles D. Myers Jr. (1986); Associate Professor of Religious Studies; B.A., Duke University; M.Div., Ph.D., Princeton Theological Seminary

Joanne E. Myers (2008); Associate Professor of English; B.A., Ohio University; M.A., Ph.D., University of Chicago

N

Ranjeet Nambudiri (2021); Visiting Assistant Professor of Management; M.B.A., Gujarat University; Ph.D., Indian Institute of Management Ahmedabad

Robert Natter (1998); Associate Professor in the Sunderman Conservatory of Music; B.A., M.A., University of California, Santa Cruz; D.M.A., University of Cincinnati College–Conservatory of Music

Todd W. Neller (2000); Professor of Computer Science; B.S., Cornell University; M.S., Ph.D., Stanford University

Yoko Nishimura (2018); (2019); Assistant Professor of East Asian Studies; B.S., Loyola University Chicago; M.A., Ph.D., University of California, Los Angeles

Eric E. Noreen (2004); Associate Professor of Health Sciences; B.S., University of Wisconsin–Eau Claire; M.S., Colorado State University; Ph.D., University of Western Ontario

Linus M. Nyiwul (2009); Associate Professor and Chair of Economics Department; and Associate Professor of Africana Studies; B.Sc., University of Buea (Cameroon); M.A., American University in Cairo; Ph.D., University of Massachusetts

O

James O'Brien (2014); Assistant Professor of Economics; B.A. Pomona College; M.A. Georgetown University; Ph.D. Georgetown University

Heather N. Odle–Dusseau (2008); Professor of Management and David M. LeVan Endowed Chair of Ethics and Management; B.A., Bowling Green State University; M.S., Ph.D., Clemson University

Christopher Oechler (2016); Assistant Professor of Spanish; B.A., The Pennsylvania State University; M.A., New York University in Madrid; Ph.D., The Pennsylvania State University

Monica Ogra (2006); Professor of Environmental Studies and Globalization Studies; B.S., Syracuse University; M.A., University of Denver; Ph.D., University of Colorado at Boulder

William O'Hara (2017); Assistant Professor in The Sunderman Conservatory of Music; B.M.Ed, Miami University; M.A., University of Wisconsin–Madison; Ph.D., Harvard University

Gökçer Özgür (2019); Assistant Professor of Economics; B.S., Middle East Technical University, Turkey; Ph.D., University of Utah

P

Douglas Page (2016–2020); (2021); Assistant Professor of Political Science; B.A., Vanderbilt University; Ph.D., University of South Carolina

Alan R. Perry (2002); Professor of Italian Studies; B.A., University of Notre Dame; M.A., Middlebury College; Ph.D., University of Wisconsin–Madison

Donna L. Perry (2003); Associate Professor of Anthropology; B.A., Drew University; Ph.D., Yale University

David F. Petrie (1997); Lecturer in Health Sciences; B.A., Gettysburg College; M.S., University of Delaware

Kevin Pham (2020); Assistant Professor of Political Science; B.A., University of California, Irvine; M.S., University of Amsterdam; Ph.D., University of California, Riverside

VoonChin Phua (2004); Professor of Sociology; B.A., University of Texas at Austin; A.M., Ph.D., Brown University

Rutherford V. Platt (2004); Professor of Environmental Studies; B.A., Bowdoin College; M.A., Ph.D., University of Colorado at Boulder

Ashlee Plummer (2021); Visiting Assistant Professor of Chemistry; B.S., North Carolina State University; Ph.D., Johns Hopkins University

Lisa Portmess (1979); Professor of Philosophy; B.A., Gettysburg College; M.A., Ph.D., Queen's University

David J. Powell (2008); Associate Professor and Chair of Education Department; A.B., The College of William & Mary; M.Ed., Ph.D., University of Georgia, Athens

Jennifer R. Powell (2009); Associate Professor of Biology; B.A., Hendrix College; Ph.D., University of California at Berkeley

Clifford Presser (2000); Associate Professor of Computer Science; B.S., Pepperdine University; Ph.D., University of South Carolina

Sarah M. Principato (2003); Thompson Chair and Professor of Environmental Studies; B.A., Mount Holyoke College; M.S., University of Wisconsin–Madison; Ph.D., University of Colorado, Boulder

James Puckett (2014); Associate Professor of Physics; B.S. North Carolina State University; Ph.D. North Carolina State University

Xingyi Puckett (2019); (2020-2021); Visiting Assistant Professor of Economics; B.A., Shanghai Shanda University; M.S., Ph.D., North Carolina State University

R

Joseph R. Radzevick (2011); Associate Professor of Management; B.S., M.S., Ph.D., Carnegie–Mellon University

Radost Rangelova (2009); Edwin T. Johnson and Cynthia Shearer Johnson Distinguished Teaching Chair in the Humanities; and Associate Professor - of Spanish; B.A., Trinity College; Ph.D., University of Michigan, Ann Arbor

Tyeshia Redden (2017–2018); (2019) (2020); Assistant Professor of Africana Studies; B.A., Armstrong Atlantic State University; M.S., Savannah State University; Ph.D., University of Florida

Lindsay Reid (2019); Assistant Professor of Political Science; B.A., Gettysburg College; M.A., Ph.D., University of North Carolina at Chapel Hill

Molly Reid (2019); Emerging Writer Lecturer in the English Department; B.A., California Polytechnic University; M.F.A., Colorado State University; Ph.D., University of Cincinnati

Ivanova Reyes (2014; 2015); Assistant Professor of Economics; B.A. Instituto Tecnológico de Santo Domingo; M.A. Pontificia Universidad Católica de Chile; M.A., Georgetown University; Ph.D.; American University

Kathryn Rhett (1997); Professor and Chair of English Department; B.A., M.A., Johns Hopkins University; M.F.A., University of Iowa

Marta E. Robertson (1997); Professor in the Sunderman Conservatory of Music; B.Mus., University of Kansas; M.Mus., Ph.D., University of Michigan

Gabriela Escobar Rodriguez (2021); Visiting Assistant Professor of Spanish; B.A., Universidad Católica Andrés Bello, Venezuela; M.A., Ph.D., Florida International University

Alicia Rolón (1994); Associate Professor of Spanish; B.A., Instituto Superior del Profesorado "Victor Mercante" (Argentina); M.A., Temple University; Ph.D., University of Colorado, Boulder

Richard Russell (2009); Professor of Psychology; B.A., Pomona College; Ph.D., Massachusetts Institute of Technology

Susan Russell (1998); Associate Professor and Endowed Adams Professorship Chair in Theatre Arts; B.A., Hendrix College; M.A., University of Wisconsin; Ph.D., University of Washington

John E. Ryan (1994); Vice Provost and Dean of Arts & Humanities, and Associate Professor of English; and Interim Chair of Art & Art History Department; B.A., New York University; M.A., Ph.D., Case Western Reserve University

S

Abdulkareem Said Ramadan (2011); Associate Professor of Arabic and Islamic Studies; B.A., M.A., Ph.D., University of Damascus

Karim Samji (2014); Associate Professor of History; B.A. University of California, Los Angeles; M.A. University of Utah; M.A. University of Michigan; Ph.D. University of Michigan

Magdalena S. Sánchez (1994); Professor of History; B.A., Seton Hall University; M.A., Ph.D., Johns Hopkins University

Yoshihiro Sato (2015); Assistant Professor of Physics; B.E.; Hokkaido University, Japan; M.S.; University of Tokyo, Japan; Ph.D.; University of Texas at Austin

- Jesse Cordes Selbin (2020)**; Assistant Professor of English; B.A., University of Texas at Austin; Ph.D., University of California, Berkeley
- Patturaja Selvaraj (2017) (2018)**; Assistant Professor of Management; B.A., PSG College of Arts and Science; M.S., PSG College of Technology; Ph.D., Indian Institute of Management Ahmedabad
- Suvrajit Sengupta (2018)**; Assistant Professor of Chemistry; B.S., Jadavpur University, India; M.S., Indian Institute of Technology, India; M.S., Ph.D., Yale University
- Angad Serour (2021)**; Visiting Assistant Professor of French; B.A., Cairo University, Egypt; M.A., University of Western Ontario; Ph.D., University of Minnesota
- Timothy J. Shannon (1996)**; Professor of History; B.A., Brown University; Ph.D., Northwestern University
- Megan Adamson Sijapati (2007)**; Professor and Chair of Religious Studies; B.A., Colorado College; M.A., University of Colorado at Boulder; C.Phil., Ph.D., University of California, Santa Barbara
- Sushmita Sircar (2021)**; Mellon Faculty Fellow in the Department of English; B.A., University at Buffalo, State University of New York; M.A., Ph.D., New York University
- Stephen M. Sivi (1990)**; John McCrea and Marion Ball Dickson Chair and Professor of Psychology; B.A., Washington and Jefferson College; M.S., Rensselaer Polytechnic Institute; Ph.D., Bowling Green State University
- Stefanie E. Sobelle (2009)**; Associate Professor of English; B.A., Stanford University; M.A., M.Phil., Ph.D., Columbia University
- Angel Solis (2021)**; Assistant Professor of Biology; B.A., Carleton College; M.Phil., Yale University; Ph.D., Yale University
- Deborah A. Sommer (1998)**; Professor and Chair of Religious Studies; B.A., Case Western Reserve University; M.A., M.P., Ph.D., Columbia University
- Kimberly R. Spayd (2013)**; Associate Professor of Mathematics; B.S., University of Notre Dame; M.S., University of North Carolina; M.S., Ph.D., North Carolina State University
- Alecea Standlee (2017)**; Assistant Professor of Sociology; B.A., University of Idaho; M.A., University of Cincinnati; M.A., Syracuse University; Ph.D., Syracuse University
- Divonna M. Stebick (2003)**; Associate Professor of Education; B.S., Indiana University of Pennsylvania; M.S., McDaniel College; Ph.D., Union Institute and University
- Stephen Jay Stern (2002)**; Associate Professor of Religious Studies, and Department Chairperson Judaic Studies; B.A., Pomona College; Ph.D., University of Oregon
- Austin Stiegemeier (2018); (2019)**; Assistant Professor of Art & Art History; B.F.A., Western Washington University; M.F.A., Washington State University
- Yan Sun (2002)**; Professor of Art and Art History; B.A., Beijing University; M.A., Ph.D., University of Pittsburgh
- Gregory Suryn (2018)**; Lecturer in the Department of Chemistry; B.A., Grinnell College; Ph.D., University of California, Irvine
- Jocelyn Swigger (2004)**; Professor of Piano in the Sunderman Conservatory of Music; B.A., Oberlin College; B.Mus., Oberlin Conservatory; M.Mus., M.A., D.M.A., Eastman School of Music
- ## T
- Brent C. Talbot (2010)**; Associate Professor of Music Education in the Sunderman Conservatory of Music; B.M., Indiana University Jacobs School of Music; M.A., Ph.D., University of Rochester Eastman School of Music
- Keiko Takenaka (2021)**; Japanese Teaching Assistant in the Department of East Asian Studies; B.A., California State University; M.A., San Francisco State University
- Nina Tarnier (2003–04; 2013–2020); (2021)**; Visiting Assistant Professor of Psychology; B.A., M.S., Shippensburg University of Pennsylvania; Ph.D., Kansas State University
- Lucas B. Thompson (2011)**; Associate Professor of Chemistry; B.A., The College of Wooster; Ph.D., University of Illinois at Urbana–Champaign
- Elly Toyoda (2020)**; B.Mus., Oberlin Conservatory of Music; M.Mus., Yale University; D.M.A., Rutgers University
- Beatriz M. Trigo (2007)**; Associate Professor of Spanish and Chair of Women, Gender, Sexuality Studies; B.A., Santiago de Compostela University (Spain); M.A., Ph.D., Arizona State University

Paula (Alex) Trillo (2014); Associate Professor of Biology; B.S. University of California; Ph.D. University of Montana

U

James Udden (2003); Professor and Chair of Cinema & Media Studies; B.A., University of Minnesota; M.A., Ph.D., University of Wisconsin–Madison

Istvan A. Urcuyo (2000); Associate Professor of Biology; B.S., The Citadel–The Military College of South Carolina; Ph.D., Pennsylvania State University

V

Mercedes Valmisa (2018); (2019); Assistant Professor of Philosophy; B.A., University of Seville; B.A., Autonomous Madrid University; M.A., National Taiwan University; Ph.D., Princeton University

Gina Velasco (2015); Assistant Professor of Women, Gender, and Sexuality Studies; B.A.; University of Texas at Austin; Ph.D.; University of California, Santa Cruz

W

Matthea Wagner (2021); Teaching Assistant in the Department of German Studies; B.A., Technische Universitaet Dresden, Germany

Kerry Wallach (2011); Associate Professor and Chair of German Studies; B.A., Wesleyan University; M.A., Ph.D., University of Pennsylvania

David Walsh (2015); Associate Professor of Religious Studies; B.A.; Colorado State University; M.A.; University of Colorado at Boulder; Ph.D.; Arizona State University

Mark K. Warwick (2000); Professor of Art and Art History; B.A., The Polytechnic Wolverhampton in England; M.F.A., New York State College of Ceramics at Alfred University

Michael R. Wedlock (2000); Associate Professor Chemistry; B.S., Hope College; M.S., Ph.D., University of Chicago

Charles L. Weise (2000); Professor of Economics; B.S., Georgetown University; Ph.D., University of Wisconsin–Madison

Daniel White (2021); Lecturer in Computer Science; B.A., Shippensburg University; M.A., University of South Carolina; Ph.D., Bryn Mawr College

Hakim Williams (2012); Associate Professor of Africana Studies and Education, and endowed Wallach Chair of Peace and Justice Studies; B.A., St. Francis College; M.A., M.Ed., Ed.D., Columbia University

Andrew M. Wilson (2011); Associate Professor of Environmental Studies; B.Sc., Sheffield Hallam, University of York, United Kingdom; Ph.D., The Pennsylvania State University

Kevin D. Wilson (2004); Associate Professor of Psychology; B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania

Randall K. Wilson (2000); Professor of Environmental Studies; B.A., Humboldt State University; M.A., University of Colorado at Boulder; Ph.D., University of Iowa

Ae Sil Woo (2020); Assistant Professor of Political Science; B.A., Ithaca College; M.A., Ph.D., University of California, Merced

Henning Wrage (2013); Associate Professor and Chair of German Studies; M.A., Ph.D., Humboldt University, Berlin, Germany

Y

Kent D. Yager (1986); Associate Professor of Spanish; B.A., M.A., University of California, Santa Barbara; Ph.D., University of New Mexico

Others Holding Faculty Rank

A

Paul A. Adams, Esquire; Adjunct Assistant Professor of Economics; A.B., Franklin & Marshall College; M.A., Bryn Mawr College; J.D., New England School of Law

Lori Althoff; Adjunct Instructor of Education; B.S.E., Slippery Rock University, M.A. Immaculata University, PA

Christine Altieri; Adjunct Instructor of English; B.A., Brown University; M.A., University of Virginia; M.A., University of East Anglia, UK

Jonathan D. Amith; Research Scholar; Office of the Provost; B.A., University of Michigan; Ph.D., Yale University

Khaled Amleh; Adjunct Associate Professor of Mathematics and Computer Science Departments; M.S., Long Island University; M.S., New York Institute of Technology; Ph.D., Stevens Institute of Technology

Anthony Angelini; Adjunct Instructor Education Department; B.A., Gettysburg College; M.Ed., Shippensburg University

B

Matthew Barrett; Adjunct Instructor of English; B.A., Gettysburg College; M.F.A., University of North Carolina at Greensboro

Thomas Barstow; Adjunct Instructor of English; B.S.; University of Maryland; M.S.; Towson University

Kenneth G. Bell; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., Eastman School of Music; M.M., Catholic University of America

Sarah Bellin; Adjunct Instructor of Theatre Arts; B.A., Gettysburg College; M.F.A., New School for Drama, New York; M.A., Zurich University of the Arts, Switzerland

Amanda Berg; Adjunct Instructor of Art & Art History, and Cinema and Media Studies; B.A., Rochester Institute of Technology; M.A., Duke University

Lesa B. Bird; Laboratory Instructor in Biology and Advancing Science Mobile Educator in Biology; B.S., The Pennsylvania State University

Brent C. Blair; Adjunct Instructor of Art and Art History; B.A., West Virginia University

Mary Jo Boylan; Laboratory Instructor in Chemistry; B.S., Allegheny College; B.A., McDaniel College

Christiane Breighaupt; Adjunct Instructor in German Studies; M.A., Humboldt University, Berlin

Alice Broadway; Adjunct Assistant Professor of Music; B.S., Gettysburg College; M.M., Michigan State University

Luisa Brocovich; Adjunct Instructor of Italian Studies; M.A., (equivalent), Univeristy of Padova, Italy

J. Mark Bryson; Laboratory Instructor I in Physics; B.S., Oral Roberts University; M.S., Bucknell University

Julie Buehrer; Adjunct Instructor and Costume Designer for the Theatre Arts Department; B.A., Penn State University

Eric B. Byrd; Adjunct Jazz Ensemble Director in The Sunderman Conservatory of Music; B.A., Western Maryland College; M.A., Morgan State University; Master's in Ministry, Lancaster Bible College

C

Erin Clark; Adjunct Instructor of Psychology; B.A., Gettysburg College; M.E., Temple University, College of Education

Ian R. Clarke; Adjunct Instructor II of Physics and Director of Hatter Planetarium, and Adjunct Assistant Professor of English; B.A., University of Virginia; M.F.A., University of Iowa

Brooke Coder; Adjunct Instructor of Biology (Labs); B.S., Shippensburg University; M.S., Shippensburg University

Adam Cordle; Adjunct Instructor of Music in the Sunderman Conservatory of Music; B.M., Baldwin-Wallace College Conservatory of Music; M.M., Eastman School of Music

John Cradler; Adjunct Assistant Professor; B.M, The University of Wisconsin-Madison; M.M.; The University of Akron

D

M. Connie Devibiss; Adjunct Professor of Sociology; B.A., Keuka College; M.A., Lutheran Theological Seminary, Gettysburg; M.S., Ph.D., Purdue University; D. Min., Wesley Theological Seminary

Noelle Drewes; Adjunct Assistant Professor of Music; B.M., Ithaca College, Ithaca NY; M.M., D.M.A., University of Maryland, College Park, MD

Jeremi Dilworth; Adjunct Instructor of Theatre Arts; B.F.A., University of North Carolina School of the Arts; A.O.S., L.M.T., Swedish Institute College of Health Sciences

Emily Dundas; Adjunct Instructor of Mathematics; B.A., Lock Haven University; M.S., Illinois State University; Masters of Teaching Mathematics; Western Governors University

E

Paige Eager; Adjunct Assistant Professor; B.A., M.A., PhD; University of Delaware

Rebecca Eckert; Adjunct Assistant Professor; B.S., Kutztown University of Pennsylvania; M.S., The Pennsylvania State University; PhD., University of Maryland, College Park, MD

F

Paul Fadoul; Adjunct Assistant Professor of Music; B.A., Cleveland Institute of Music; B.M.P., George Mason University; M.M., Yale School of Music

Jeffrey Fahnestock; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.Mus., M.Mus., Eastman School of Music, University of Rochester; Artist Diploma, Peabody Conservatory of Music, Johns Hopkins University

Betty Ferster; Adjunct Assistant Professor of Biology; B.A., PhD, Boston University

Linda Karine Fiscus; Adjunct Instructor of Mathematics; B.A., Susquehanna University; M.S., Shippensburg University of Pennsylvania

Craig Foltz; Lab Instructor in Physics; B.A.; Dartmouth College; Ph.D.; Ohio State University

Dr. Graham Foose; Adjunct Assistant Professor; B.S., Gettysburg College; D.O., Lake Erie College of Osteopathic Medicine

Timothy Foster; Adjunct Instructor of Music in the Sunderman Conservatory of Music; B.A., Gettysburg College; M.M., University of Maryland College Park

G

Henry Gepfer; Adjunct Assistant Professor; Art and Art History; B.S.E., Millersville University of Pennsylvania; M.F.A., Edinboro University of Pennsylvania

Sarah Kate Gillespie; Adjunct Instructor of Civil War Era Studies; Women Gender, Sexuality Studies; B.A., Mount Holyoke College; M.A., The George Washington University; PhD., The Graduate Center, City University of New York

Rachel Glover; Adjunct Instructor of English; B.A., M.A., Harvard University; M.L.A., University of Pennsylvania

Greg Goodall; Adjunct Instructor, B.A., The Johns Hopkins University; M.A., University of Maryland at College Park

Ismar Gomes; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M., M.M., Peabody Conservatory, Baltimore, MD; PhD., Stony Brook University

Kent Gramm; Adjunct Professor of English; B.A., Carroll College; M.Div., Princeton Theological Seminary; M.A., Ph.D., University of Wisconsin-Milwaukee

Matt Greene; Adjunct Instructor in Cinema and Media Studies; B.A., University of Redlands; M.A., Eastern Washington University

Lisa I. Gregory; Laboratory Instructor II in Chemistry; B.A., Gettysburg College

H

Bryan Haines; Laboratory Instructor in Chemistry; B.S., Virginia Tech; M.B.A., Mount Saint Mary's University; PhD., University of Hawaii

Donna Harrison; Adjunct Instructor of Education; B.S., Shippensburg University; M.S., McDaniel College

Justus Hartzok; Adjunct Assistant Professor of History; B.A., M.A., Shippensburg University; Ph.D., University of Iowa

Felix Hell; Adjunct Instructor of Music in the Sunderman Conservatory of Music; B.M., Curtis Institute of Music

Audrey Hess; Adjunct Instructor of Health Sciences; B.S. Eastern Mennonite University; M.S. University of Massachusetts

James R. Hontz; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.Mus., M.Mus., Temple University

Devin Howell; Adjunct Instructor of Music in the Sunderman Conservatory of Music; B.M., New England Conservatory of Music; M.M., Carnegie Mellon University

J

Lewis Jones; Adjunct Instructor of Anthropology; B.S., Indiana University-Purdue University; B.A., Indiana University-Purdue University; M.A., Indiana University Bloomington

K

Anne M. Kerns; Adjunct Assistant Professor in French; B.A., Albright College, M.A., University of Colorado; PhD., University of California

Nicholas Kettenhofen; Lab Instructor in Chemistry; B.S.; Saint Cloud State University; PhD., Medical College of Wisconsin

John D. S. Kovaleski; Visiting Assistant Professor of Art and Art History; B.F.A., Rochester Institute of Technology

James Krysiak; Adjunct Associate Professor of History; B.A., Marquette University; M.A., York University (Ontario); Ph.D., Marquette University

L

William L. Lane; Adjunct Instructor in Environmental Studies; B.A., Gettysburg College

Renee Lehman; Adjunct Instructor in Health Sciences; B.S., Pennsylvania State University; M.S., University of Illinois; M.S., University of Rhode Island

Dr. Thomas Little; Adjunct Assistant Professor in Health Sciences; B.A., University of Virginia; M.D., The Pennsylvania State University College of Medicine

Daniel Lucey; Lab Instructor in Physics; B.S., Rensselaer Polytechnic Institute; M.S., Virginia Polytechnic Institute and State University

M

Steven Marx; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M.; Grand Valley State University; M.M.; Eastman School of Music; D.M.A.; Eastman School of Music

Karen Salyer McElmurray; Adjunct Assistant Professor of English; B.A.; Berea College; M.F.A.; University of Virginia; M.A.; Hollins University; Ph.D.; University of Georgia

Dr. Sarah E. McIver; Adjunct Assistant Professor in Music; B.Mus., McGill University, Montreal, Canada; M.Mus., Royal Northern College of Music, Manchester, UK; D.M.A., University of Maryland, College Park, MD

Douglas McRae; Adjunct Assistant Professor in History; B.A., Middlebury College; M.A., PhD., Georgetown University

Lynn Moncilovich; Adjunct Assistant Professor in Music; B.S., Indiana University of PA; M.Mus., University of North Texas; Artist Certificate, Southern Methodist University; Graduate Performance Diploma, Peabody Conservatory

J. Douglas Miller; Adjunct Professor of English; B.A., M.A., California State University; Ph.D., University of California, Davis

Robert Mixell; Adjunct Assistant Professor in Mathematics; B.S., Dickinson College; M.Ed., Shippensburg University; M.A., PhD., University of Delaware

Sheila Mulligan; Adjunct Assistant Professor of English; B.S., M.F.A., Arizona State University

O

David AJS O'Connor; Adjunct Assistant Professor in Environment Studies; B.S., M.S., Carleton University; PhD, McGill University; Post Doctoral Research Fellow, Texas A&M University

Matthew Osifchin; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M., Indiana University; M.M., University of Maryland, College Park

P

General Charles N. Pede; Adjunct Professor in Public Policy; B.A., J.D., University of Virginia; LL.M., Military Law, The JAG School; M.S., Command and Staff College; M.S., National Resource Strategy, Industrial College of the Armed Forces

James Poppiti; Lab Instructor, Chemistry Department; PhD., George Washington University

R

Carol Reardon; Adjunct Professor of Civil War Era Studies; B.S., Allegheny College, M.A., University of South Carolina; PhD., University of Kentucky

Tyler Reese; Lab Instructor in Biology; B.S., University of Pittsburgh; M.S., Drexel University

Lynn Reinhart; Lab Instructor in Biology; B.S. Edu., Millersville University; M.S. Edu., Lebanon Valley College

Richard Roth; Adjunct Instructor in Computer Science; B.M.Mus., Arizona State University; M.Mus., M.S., Johns Hopkins University

S

Richard Sautter; Adjunct Instructor of Theatre Arts; B.A., Bates College; M.A., University of Exeter, England; M.F.A., Virginia Commonwealth University

Aaron D. Scott; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M., Youngstown State University; M.M., University of Cincinnati Conservatory of Music

Stephanie A. Sellers; Adjunct Assistant Professor of English and Women, Gender, and Sexuality Studies; B.A., American University; M.F.A., Goddard College; Ph.D., Union Institute and University

Kathy Jo Serfass; Lab Instructor in Biology; B.S.; Shippensburg University

Suzanne Smith; Adjunct Assistant Professor of Interdisciplinary Studies; B.A., St. Bonaventure University; J.D., University of Dayton School of Law

Barbara J. Sommers; Adjunct Instructor of Spanish; B.A., Gettysburg College; M.A., Middlebury College

Jonathan Stiles; Adjunct Instructor of Theatre Arts; B.S., Millersville University

Valerie Huey Stone; Laboratory Instructor I in Biology; B.S., University of Akron; M.Ed., University of Massachusetts, Amherst

I Ketut Suadin; Adjunct Assistant Professor in Music (Gamelan Director); Konservatory Karawitan, Bali, Indonesia

T

Daniel E. Terlizzi; Adjunct Professor of Environmental Studies; B.S., St. Mary's College of Maryland; M.S., Ph.D., University of Maryland

Anthony J. Thoman; Laboratory Instructor I in Chemistry; B.S., Lebanon Valley College

Kenneth Tozzi; Adjunct Assistant Professor in Public Policy; B.A., Rider College; J.D., Seton Hall University School of Law; LL.M., in Military Law, The Judge Advocate General's School; LL.M., in Environmental Law, George Washington University

Michaela Trnkova; Adjunct Assistant Professor; B.Mus., M.Mus., Peabody Conservatory of Johns Hopkins University

U

Beth Underwood; Adjunct Instructor in Italian Studies; B.S.L.A., Georgetown University, Washington, DC; M.A., Columbia International University; M.A., Middlebury College, Middlebury, VT

W

Nancy J. Walker; Adjunct Instructor of Theatre Arts; B.A., Mercyhurst College; M.A., Ohio State University

Richard Westall; Adjunct Assistant Professor in Classics; B.A., St. John's University; M.A., University of Toronto; Ph.D., Stanford University

Helen J. Winkelmann; Senior Laboratory Instructor in Biology; B.A., Notre Dame College of Staten Island; M.S., University of Michigan

Colin J. Wise; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M., Eastman School of Music; M.M., Rice University, Shepherd School of Music

Jennifer Wysocki; Adjunct Lab Instructor in Biology; B.S., Shippensburg University; M.S., Shippensburg University

Y

Alphonso Young, Jr.; Adjunct Assistant Professor in Music; B.Mus., Shenandoah University; M.Mus., University of Miami

Z

Monica Zazworsky; Adjunct Instructor of Economics; B.B.A., M.A., Texas Tech University

Joshua Zietak; Adjunct Instructor in Theatre Arts

Emeriti

Dates in parentheses indicate years of service.

James Agard (1982-2012), Professor of Art and Art History, Emeritus

Charlotte E.S. Armster (1984-2011), Professor of German, Emerita
Paul Baird (1951-1985), Professor of Economics, Emeritus
Neil W. Beach (1960-1993), Professor of Biology, Emeritus
Temma Berg (1985-2018), Professor of English, Emerita
Marie-Jo Binet (1988-2016), Professor of French, Emerita
Gareth V. Biser (1959-1999), Professor of Health Sciences, Emeritus
Phillip Bobko (1997-2016), Professor of Management, Emeritus
A. Bruce Boenau (1957-1991), Professor of Political Science, Emeritus
Gabor S. Boritt (1981-2010), Professor and Director of the Civil War Institute, Emeritus
Donald Borock (1974-2018), Professor of Political Science, Emeritus
Lois J. Bowers (1969-1992), Coordinator of Women's Athletics and Professor of Health and Physical Education, Emerita
Judith A. Brough (1989-2008), Professor of Education, Emerita
Ronald Burgess (1981-2017), Professor of Spanish, Emeritus
A. Ralph Cavaliere (1966-2009), Professor of Biology, Emeritus
Frank M. Chiteji (1988-2010), Professor of History, Emeritus
John F. Clarke (1966-1989), Professor of English, Emeritus
Laurel Cohen (2004-2018), Professor of German Studies, Emerita
John Commito (1976-2014), Professor of Environmental Studies, Emeritus
David J. Cowan (1965-2001), Professor of Physics, Emeritus
M. Deborah Cowan (1989-2008), Professor of English, Emerita
David L. Cowner (1967-2001), Professor of German, Emeritus
Daniel DeNicola (1996-2018), Professor of Philosophy, Emeritus
Carolyn M. DeSilva (1982-2003), Professor of Mathematics, Emerita
Charles Emmons (1974 – 2020), Professor of Sociology, Emeritus
Ann Harper Fender (1978-2009), Professor of Economics, Emerita
George H. Fick (1967-1995), Professor of History, Emeritus
James B. Fink (1992-2004), Professor of Computer Science, Emeritus
Kermit H. Finstad (1970-1999), Professor of Music, Emeritus
David E. Flesner (1971-2007), Professor of Mathematics, Emeritus
Jean Fletcher (1983-2014), Professor of Economics, Emerita
Suzanne Flynn (1990-2021), Professor of English, Emerita
Donald H. Fortnum (1965-2000), Professor of Chemistry, Emeritus
Lewis B. Frank (1957-1986), Professor of Psychology, Emeritus
Edwin D. Freed (1948-1951), (1953-1986), Professor of Religion, Emeritus
Karen Frey (1994-2021), Professor of Management, Emerita
Frederick (Fritz) Gaenslen (1991-2020), Professor of Political Science, Emeritus

Robert Garnett (1981-2018), Professor of English, Emeritus

R. Michael Gemmill (1958-1999), Professor of Economics, Emeritus

Daniel R. Gilbert Jr. (1999-2014), Professor of Management, Emeritus

Sandra Gill (1984-2017), Professor of Sociology, Emerita

Gertrude G. Gobbel (1968-1989), Professor of Psychology, Emerita

Laurence Gregorio (1983-2018), Professor of French, Emeritus

Joseph Grzybowski (1979-2016), Professor of Chemistry, Emeritus

Louis J. Hammann (1956-1997), Professor of Religion, Emeritus

J. Richard Haskins (1959-1988), Professor of Physics, Emeritus

Barbara Schmitter Heisler (1989-2006), Professor of Sociology, Emerita

Julia Hendon (1996-2021), Professor of Anthropology, Emerita

Caroline M. Hendrickson (1959-1984), Professor of Spanish, Emerita

Sherman S. Hendrix (1964-2010), Professor of Biology, Emeritus

Donald W. Hinrichs (1968-2004), Professor of Sociology, Emeritus

Helenmarie Hofman (1991-2007), Professor of Education, Emerita

Kathleen Iannello (1990-2021), Professor of Political Science, Emerita

John (Buzz) Jones (1994-2017), Professor of Music, Emeritus

John M. Kellett (1968-1999), Professor of Mathematics, Emeritus

Elizabeth Riley Lambert (1984-2008), Professor of English, Emerita

L. Carl Leinbach (1967-2005), Professor of Computer Science, Emeritus

Koren Lipsett (1992 – 2020), Professor of Chemistry, Emerita

Rowland E. Logan (1958-1988), Professor of Biology, Emerita

Franklin O. Loveland (1972-1998), Professor of Sociology and Anthropology, Emeritus

Laurence Marschall (1971-2014), Professor of Physics, Emeritus

Michael E. Matsinko (1976-2005), Professor of Music, Emeritus

Arthur W. McCardle (1969-2005), Professor of German, Emeritus

Jan Mikesell (1973-2018), Professor of Biology, Emeritus

Carey A. Moore (1955-1956; 1959-2000), Professor of Religion, Emeritus

Kenneth Mott (1968-2017), Professor of Political Science, Emeritus

James P. Myers, Jr. (1968-2012), Professor of English, Emeritus

Katsuyuki Niuro (1972-2004), Professor of Economics, Emeritus

Norman K. Nunamaker (1963-1997), Professor of Music, Emeritus

Paula Olinger (1979-2018), Professor of Spanish, Emerita

William Parker (1967-2018), Professor of Chemistry, Emeritus

Alan H. Paulson (1978-2009), Professor of Visual Arts, Emeritus

Peter Pella (1987-2015), Professor of Physics, Emeritus

Robert A. Pitts (1986-2000), Professor of Management, Emeritus

Jonelle E. Pool (1996-2011), Professor of Education, Emerita

Jean Potuchek (1989-2014), Professor of Sociology, Emerita

Janet M. Powers (1963-1965; 1987-1988; 1998-2004), Professor of Women's Studies and Interdisciplinary Studies, Emerita

William F. Railing (1964-2003), Professor of Economics, Emeritus

Ray R. Reider (1962-1998), Professor of Health Sciences, Emeritus

Michael L. Ritterson (1968-2008), Professor of German, Emeritus

William E. Rosenbach (1984-2006), Professor of Management, Emeritus

Alex T. Rowland (1958-2001), Professor of Chemistry, Emeritus

Virginia E. Schein (1986-2006), Professor of Management and Psychology, Emerita

Carol Small (1969-2016), Professor of Art & Art History, Emerita

Carolyn Snively (1982-2018), Professor of Classics, Emerita

Barbara Sommer (2001-2021), Professor of History, Emerita

Ralph Sorensen (1977-2016), Professor of Biology, Emeritus

John R. Stemen (1961-1994), Professor of History, Emeritus

Mary Margaret Stewart (1959-1996), Professor of English, Emerita

Eileen Stillwaggon (1994 – 2020), Professor of Economics, Emerita

Peter Stitt (1986-2015), Professor of English, Emeritus

Amie G. Tannenbaum (1968-2001), Professor of French, Emerita

Donald Tannenbaum (1966-2017), Professor of Political Science, Emeritus

C. Kerr Thompson (1985-2015), Professor of Spanish, Emeritus

Robert H. Trone (1956-1997), Professor of Religion, Emeritus

Miguel Vinuela (1988-2009), Professor of Spanish, Emeritus

Elizabeth Richardson-Viti (1984-2015), Professor of French, Emerita

Kerry Walters (1985-2016), Professor of Philosophy, Emeritus

Shirley Anne Warshaw, (1986-2021), Professor of Political Science, Emerita

H. Charles Walton (1989-2012), Professor of Management, Emeritus

Janis Weaner (1957-1985), Professor of Spanish, Emerita

Dexter N. Weikel (1962-1988), Professor of Music, Emeritus

Robert B. Winans (1987-2002), Professor of English, Emeritus

John R. Winkelmann (1963-2013), Professor of Biology, Emeritus

Robert F. Zellner (1968-1998), Professor of Music, Emeritus