

# Course Catalog

2014-2015



Gettysburg  
COLLEGE

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 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.

## **Table of contents**

Academic Policies 3

Admissions Policies 19

Financial Policies 24

Degree Requirements 29

Programs of Study 36

Emeriti Faculty 391

Current Faculty 394

Others Holding Faculty Rank 409

## 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:

<b>Class Year</b>	<b>Units</b>
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.

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. Some examples of reasonable accommodation are:

- a) extended time on exams and assignments;
- b) use of auxiliary equipment (tape recorders, lap top computers, calculators);
- c) modified examination formats and/or oral examination.

The deans in Academic Advising assist students with disabilities with their requests for accommodation.

## **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**

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.

Instructors may contact a student who has accumulated excessive absences directly to remind the student of her/his obligation concerning class attendance and of the consequence of continued absence from class and may notify the Office of Academic Advising that such a warning has been given. If a student incurs further absences after being warned and exceeds the limit set by the instructor's policy or the departmental policy, she/he may be required to withdraw from the course with a failing grade.

Class absences will be dealt with on a case-by-case basis by the instructor of the course. If a student will miss class for any reason (for example, religious observances, college trips, family emergencies, or illness), the student must discuss this absence with her/his instructor in advance whenever possible. The student will be ultimately responsible for making up any missed work as a result of a class absence.

*[Approved by the Faculty, December 3, 1992 and revised by the Faculty on May 1, 1997]*

### **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.

### **Advance Notice of Absence**

Students should notify their professors when they know in advance that they will be absent from class. At Gettysburg College it is the students' obligation to let the professors know in advance, if possible, when they are going to be absent. Students should talk to the professors in person if at all possible. If not, a telephone call to the professor is recommended. If students cannot talk to the professors in person or over the telephone, they can send a note through campus mail or an e-mail message. There is no such thing as an "officially excused" absence from a class at Gettysburg. Whenever students are absent, they need to notify the professors why they are absent and to work out the details of making up any missed work.

Professors will want to know at least the following information. Students should be prepared to provide it orally or include it in any written message:

- The dates of anticipated absences.
- The reason or reasons for absence. If it is a medical matter, students can simply say for a doctor's appointment, tests, etc. They don't have to tell the details of the illness.
- Students should make it clear that they understand that they are responsible to make up any missed work.
- Students should ask the professor to let them know if he/she has any questions about the absence(s) 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.

Academic Advising occasionally notifies faculty of certain categories of student absences if they are asked to do so by the Health and Counseling Services, parents, or students themselves. Such notification normally is limited to absences where the student is unable to notify the faculty directly. The Health Center does not write notes for students but will contact Academic Advising about student visits or certain diagnoses at a student's request. These notifications are not to be construed as "official excuses" sanctioned by Academic Advising;

individual faculty are far better suited to assess the veracity of students' explanations for absence than is the Academic Advising office. Academic Advising does not notify faculty of sports or college related absences.

*See also the policy covering "Athletics and Other Extracurricular Events."*

## **Dean's List**

The names of those students who attain an average of 3.60 or higher for the semester are placed on the Dean's 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 Dean's 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.

Students may satisfy the second language requirement in a language not regularly offered at Gettysburg College by demonstrating achievement at the intermediate-level through transfer credit, by examination, or through an approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

## **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.

A+ 4.33	C 2
A 4	C- 1.67
A- 3.67	D+ 1.33
B+ 3.33	D 1





## **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 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.

Lambda Alpha: Honorary society for anthropology majors and minors. Student must have completed at least four anthropology courses, have at least a 3.2 average in anthropology, have at least a 3.0 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.

## **Leave of Absence, Withdrawal, Suspension, and Readmission**

Students are expected to be enrolled continuously from their matriculation through graduation. Understanding that unexpected events may occur, the College allows for a student to request a leave of absence or withdrawal. 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 for approved medical reasons will receive a W regardless of the time of withdrawal. Students who withdraw or take a leave of absence are not permitted to visit campus without permission from the Director of Student Rights & Responsibilities. Students may request permission to visit campus for academic and medical reasons. Generally students on a leave will not be permitted on campus overnight or to participate in social or co-curricular activities. Gettysburg College reserves the right to initiate or require a leave of absence or withdrawal for academic, behavioral, disciplinary, or medical reasons and reserves the right to defer or refuse readmission.

### **Leave of Absence**

A student who wishes to take time off for personal or medical reasons may request a leave of absence. A leave of absence is calculated from the last day of class attendance and cannot exceed 180 days. After the last day to withdraw with "W's", students who leave the College for health reasons are granted a medical withdrawal for the remainder of the semester in which the withdrawal is initiated plus one full semester. Students may participate in upcoming registration activities after being officially approved for reinstatement. Students on a leave of absence may not remain on campus and may not participate in College activities. To initiate a leave of absence, a student must submit a leave of absence request form to the Office of Academic Advising. A leave of absence must be approved by the Academic Standing Committee and will be reviewed by the Office of the Vice President of College Life and Dean of Students. A student who has been granted a leave of absence may, with the advance approval of the Academic Standing Committee, study at another institution and transfer those courses to Gettysburg College. Proposals for such study must be submitted to the Office of Academic Advising for review by the Academic Standing Committee.

### **Withdrawal**

A student who wishes to leave the College for personal or medical reasons and does not anticipate returning may request a withdrawal. A withdrawn student is no longer considered a degree candidate, may not remain on campus, and may not participate in College activities. To initiate a withdrawal, a student must submit a withdrawal request form to the Office of Academic Advising. A withdrawal must be approved by the Academic Standing Committee and will be reviewed by the Office of the Vice President of College Life and Dean of Students. A student who has been granted a withdrawal may petition the Academic Standing Committee about transferring courses taken at another institution.

### **Required Withdrawal**

Any student not enrolled as a full-time student and not granted permission for part-time status will be required to withdraw and leave campus.

### **Suspension**

A student may be suspended for academic, behavioral, or disciplinary reasons. At the time of suspension, the student will be notified of the semester that he or she may be eligible for readmission to the College. A student suspended for academic reasons for a second time is not eligible for readmission.

### **Readmission**

A student who has been granted a leave of absence, has withdrawn, or has been suspended may be required to meet and document certain conditions prior to return or readmission. These conditions will be set out in the letter sent to the student establishing the leave of absence, withdrawal, or suspension. For a fall semester return, students must notify the Office of Academic Advising of their desire to return from suspension by April 15 and provide all supporting materials by May 15; from personal leave or voluntary withdrawal no later than May 1; from medical leave or withdrawal no later than May 1 and provide all supporting materials so that reviews can be completed by June 1. All students desiring to return for a spring semester must notify the office of Academic Advising by November 1; students seeking to return from suspension must provide all supporting materials by December 1; and students seeking to return from medical leave or withdrawal must provide all supporting materials so that reviews can be completed by December 1. The Academic Standing Committee and the Office of the Vice President of College Life and Dean of Students review all applications for readmission.

### **Medical or Psychiatric Required Leave of Absence or Withdrawal**

A key component of Gettysburg College's mission is to provide a safe environment where students can pursue their academic and social goals. Under certain circumstances, outlined below, the College may require a student to take a leave of absence.

Medical or Psychiatric Leave of Absence, whether voluntary or involuntary, is not a substitute for appropriate disciplinary action. A student suffering from a medical or psychiatric disorder who is accused of a disciplinary violation will not normally be exempted from the disciplinary process.

#### **A. Standards for a Medical or Psychiatric Required Leave of Absence or Withdrawal**

Typically, a Medical or Psychiatric Required Leave of Absence or Withdrawal will arise from a student exhibiting acute or persistent health or behavioral problems. Each situation will be reviewed on a case-by-case basis. The College may initiate the Medical or Psychiatric Required Leave of Absence or Withdrawal process if, in the judgment of the Vice President for College Life and Dean of Students, a student meets one or more of the following standards:

- 1) Students who are deemed to be a direct threat to themselves or others. A direct threat to self or others includes any danger of suicide, self-mutilation, accident, or assault that necessitates unreasonable measures to monitor, supervise, treat, protect, or restrain the student to ensure his or her safety and the safety of those around the student.

As a standard practice, students who attempt suicide are normally expected to take an immediate medical leave of absence. Students who are hospitalized for suicide attempts may not return to campus without the permission of the Counseling Center Director and the VP for College Life/Dean of Students.

2) Students whose behavior is disruptive to others, including students and staff. Disruptive behavior is that which causes emotional, psychological or physical distress to fellow students or staff substantially above that normally experienced in daily life. Such disruption may be acute or chronic.

3) Students who refuse to cooperate with recommended assessment or treatment. Where standard assessment is impossible, as with the student's failure to comply, indirect behavioral observations will constitute the basis for judgment.

4) Students whose physical or psychological disorder requires treatment that exceeds the normal limits of College or local treatment resources.

### **B. Guidelines**

When conditions allow for the full investigation and appraisal of the student's health status, resolution of the situation will be sought with the student's cooperation if at all possible. Voluntary withdrawal or leave of absence is encouraged to maximize the participation of the student or his or her family. If a student declines voluntary withdrawal or leave of absence, he or she may be separated without consent by action of the Vice President for College Life and Dean of Students or designee. (This action will be recorded on the transcript as a withdrawal from current courses.)

Students who withdraw or are separated for reasons of health are eligible to receive a refund for tuition and housing in accordance with the existing College refund policy.

### **C. Procedures for a Medical or Psychiatric Required Leave of Absence or Withdrawal**

Any individual who believes that a student meets one or more of the standards described above should contact the Vice President for College Life and Dean of Students. The Vice President for College Life and Dean of Students may refer the matter to the Director of Student Rights and Responsibilities (for disciplinary review) and/or the CARE Committee, with one administrator designated as the Coordinator of the student's case.

The CARE Sub-Committee may provide the student with an opportunity to meet with the Sub-Committee. The Sub-Committee may require an assessment of the student by the medical/psychiatric provider identified by the Committee to determine if the student meets the standards above. However, an assessment is not required in determining whether the standards above have been met. The Committee will receive all medical, psychological or observational reports submitted with regard to or on behalf of the student as may pertain to determining health status. Treatment and evaluation reports should include information pertaining to diagnosis, treatment and prognosis. With the information available, the Committee will also determine if a reasonable accommodation can be made.

If the Committee concludes that the student does not meet any of the standards for a Medical or Psychiatric Required Leave of Absence or Withdrawal, it will inform the student in writing and this

process will terminate. Generally, the Committee will meet with the student to develop alternative actions deemed appropriate, including a behavioral contract or initiating disciplinary action.

If the Committee concludes that the student does meet one or more of the standards for a Medical or Psychiatric Required Leave of Absence or Withdrawal, the Committee will notify the student of its decision in writing and will include its reasons for this conclusion. The Committee's decision will become effective immediately upon deposit in the mail or hand delivery.

#### **D. Interim Measures**

In all cases where a Medical or Psychiatric Required Leave of Absence or Withdrawal is being reviewed, the College will undertake an appropriate review and take prompt and effective action to support and protect the student(s) involved. This includes taking appropriate interim measures before the final decision is made. Accordingly, the College may impose a "no contact" directive, which will typically include a directive that the parties refrain from having written, verbal or physical contact with one another, directly or through a third party, pending a Health Review and final decision. The College may also take any further protective action that it deems appropriate concerning the student pending the Health Review and final decision, including, without limitation, directing the appropriate College officials to alter the student's class schedule, housing (including restriction from College housing), and/or access to the campus (including class attendance).

#### **E. Appeal Process for a Medical or Psychiatric Required Leave of Absence or Withdrawal**

A decision reached by the Health Review Committee may be appealed by the student to the Vice President for College Life and Dean of Students within seven (7) calendar days of the decision. Such appeals should be in writing and include specific points the student wishes the Vice President for College Life and Dean of Students to consider.

The Vice President for College Life and Dean of Students has seven (7) calendar days to review the information presented and inform the student of his or her decision in writing. The Vice President for College Life and Dean of Students may (1) uphold the decision of the Committee, (2) adjust the finding, (3) refer the matter back to the Committee for further proceedings, or (4) reverse the decision of the Committee and reinstate the student. The Vice President for College Life and Dean of Students' decision is final.

#### **F. Process for Readmission to the College after a Required Medical or Psychiatric Leave of Absence or Withdrawal**

Readmission of a student who has been placed on a Medical or Psychiatric Required Leave of Absence or Withdrawal will follow the readmission guidelines set by Academic Advising in consultation with other departments at the College (e.g., Health and Counseling Services and the Vice President for College Life and Dean of Students). Typically, at a minimum, conditions for readmission will include medical or psychiatric treatment during the period of leave and verification of compliance with recommendations of treatment providers. Students will be required to provide relevant medical information to Health and Counseling Services. Health and Counseling services will consider recommendations of the student's care providers regarding readmission, but it will make decisions independently and in accordance with all available information and expertise. Thus, a recommendation for readmittance from a student's healthcare provider(s) is not in itself sufficient grounds for readmission. Failure of the student to cooperate in

these procedures, to comply with required conditions of the leave or withdrawal, or to provide accurate and complete information is grounds for reconsideration of the student's status. These guidelines will include a provision of relevant medical information to Health and Counseling Services.

Readmission 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.

*Some material adapted from Lehigh University and the University of North Carolina Greensboro.*

### **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 he or she is 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 his/her designee will determine the terms of the Alcohol and Drug Required Leave. 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. The Vice President for College Life and Dean of Students or his/her designee may identify additional criteria in order to return to campus. The Vice President for College Life and Dean of Students or his/her 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).

### **Off-Campus Studies**

If you are thinking about making off-campus studies a part of your education, you will be joining over 350 of your peers who study off campus each year (over 50% of the class of 2013). Gettysburg College considers off-campus study to be a vital part of its academic programs.

Students study off campus for many different reasons. Whether you want to learn a new language, improve your skills in a language you have been studying, make your resume stand out from the crowd, or to add a special facet to your degree, you will find that off-campus studies gives you these advantages—and many more. Students can study off-campus during the first semester of their sophomore year, junior year, or in the first semester of senior year.

Students with special needs are encouraged to discuss their off-campus studies plans with the director of off-campus studies. Many programs can accommodate students with special learning needs or physical needs.

All students must have a minimum 2.0 cumulative grade point average, be in good academic standing and disciplinary standing (students must not be on conduct probation and must have 5 or fewer points on the Gettysburg College Alcohol & Drug Policy Points System) in order to apply for off-campus studies. Accepted students must maintain their good standing in order to participate and permission will be rescinded for any student placed on probation prior to departing for off-campus studies.

Students who participate in affiliated programs will earn both credits and grades, and will be able to use their financial aid to pay for the program. Students who participate in other approved off campus programs will earn credits but not grades, and will be able to use federal and in some cases state financial aid to pay for the program, however Gettysburg College financial aid cannot be used for these non-Affiliated programs.

Students who leave the United States are subject to the laws of the country they are traveling to. Alcohol and other drug laws will vary depending on where one studies abroad. While in that country, the legal drinking age of that country applies. However, once a student returns to the United States, and specifically to Gettysburg College, the legal drinking age of 21 applies.

## **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 twelve days after the beginning of the semester. Students may not enroll in a course after the twelve-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 Office of Off-Campus Studies.

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.

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.	G'burg Units	Qtr. Hrs.	G'burg 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.

## 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 under the test-optional policy.

### **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 non-refundable advance fee of \$500 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 February 1; a nonrefundable fee of \$55 must be sent with the application. Most offers of acceptance will be mailed by late March. Payment of a nonrefundable advance fee of \$500 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 Science in 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.

## **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

### 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 and the application supplement, 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.

2/27/04

### 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 Official's 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 Official's 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**

### **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

Personal interviews, group information sessions, and campus tours are strongly recommended, as they give 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 at <https://gettysburg-uga.edu.185r.net/Event/>. 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

## 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.

### 2014-15 Fees

Tuition - Full Time Student **\$47,480**

### Meal Plans

USA Plan (Unlimited Servo Access) **\$5,260**

\*required for all First year students

Servo Plus – (Includes \$125 Dining Dollars, Plus Lite Fare, Plus Portability) **\$5,260\*\***

\*\*Not available to First Year students

Traditional 12/\$200 Meal Plan **\$4,400**

Apartment 7 Meal Plan **\$2,310**

### Room Rates

Regular Room **\$6,080**

Middle Rate Room **\$6,940**

Single or Apartment Room **\$7,630**

### **Special Student Fees and Per Course Charges**

Part-time matriculating students will be charged **\$5,930** per course.

Students completing their student teaching requirement as a 9<sup>th</sup> semester course will be charged a Post Graduate Student Teaching course charge of **\$3,810**.

Any student who is not a candidate for a degree will be charged at the rate of **\$2,960** per course.

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

Students electing to participate in a non-affiliated off campus program will be billed a Non-Affiliated Off-Campus Study Fee (each semester) that covers the administrative services provided by Gettysburg College for the student. The fee for this year is **\$1,660**.

### **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 for that month.

<b>Billing Statement</b>	<b>Availability</b>	<b>Due</b>
Fall Semester	End of June	August - First business day
Spring Semester	Early December	January – First business day
Monthly Statements	Fifth business day	Monthly – upon receipt

The College uses an online billing and payment system for online 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 in the online billing system. Establishing an authorized payer allows someone other than the student to receive, view, and/or pay the student account billing statement. Gettysburg College encourages students to consider identifying parent(s) or guardian(s) 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 card (with payment of a convenience fee) using online billing and payment system. PLEASE NOTE: Credit 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.

Payment may also be made in the form of cash, personal check, cashier's 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 \$35 charge will be assessed for all returned checks and returned online ACH payments.

Students are to complete payment of their tuition and fees 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 at the rate of 1% per month. This penalty charge will be waived for student loan amounts processed by the College prior to due dates for payments.

Gettysburg College policy provides for the withholding of all credits, educational services, 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. If any overdue obligation is referred either to the College collection department or to an outside agency or attorney for collection efforts and/or legal suit, the debt shall be increased to cover all reasonable costs of collection, including collection agency and attorney's fees and court costs. By registering for any class at the College, each student accepts and agrees to be bound by the foregoing College policy as applied to any preexisting or future obligation to the 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 through Tuition Management Systems for those who wish to make installment payments over a twelve- or ten-month period. There is a nonrefundable fee of \$60 to enroll in this plan. For details, contact Tuition Management Systems at [www.afford.com/gettysburg](http://www.afford.com/gettysburg) or by calling 1-888-713-7234.

## 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 FSA Handbook: Award Year 2012-2013, Volume 5, Chapter 1, pp. 5-31.)

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

(FSA Handbook: Award year 2013-2014, Volume 5, Chapter 1, pp. 5-94)

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, Room, and Meals

Refunds for tuition, room, and meals 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.

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**

Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College refund policy for a student who withdraws as a result of a serious illness or accident. More information is available at [www.collegerefund.com](http://www.collegerefund.com).

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. Any unused enrollment deposit balance will be refunded approximately two to four weeks after the student's graduation or withdrawal.

## **College Store**

The Gettysburg College Bookstore, conveniently located in the College Union Building (CUB) strives to be a first-class partner in our student's academic success. The College Bookstore allows students to charge course materials, school supplies and general merchandise to their student bookstore account. This account has a monthly revolving credit limit of \$350.00 (*\$750.00 for the first month of each semester*) and is for purchases only. *Cash withdrawals are not permitted.*

On the first of every month, the student bookstore account balance is transferred to Financial Services where it appears on the monthly tuition statement. Beginning with the fall 2014 semester, the monthly bookstore transaction statement will be available online.

The student bookstore account remains open for the duration of the student's education at Gettysburg College. A student bookstore account may be closed upon written request or at the discretion of Financial Services due to an unpaid student account balance.

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

## **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 may choose from any plan. Initiated members of fraternities living in College owned housing are required to enroll in at least the minimum dining plan each semester. 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. </about/offices/fa/dining/>

### **Dining Accommodations**

Dining Services offers a variety of dining options for every student. Students may select from Unlimited Servo Access (USA), which allows students to return to the Dining Center as many times as they like throughout the day and includes 50 Dining Dollars. Up-to-date meal plan offerings can be found on the Dining Services webpage at [/about/offices/fa/dining/meal\\_planinformation/index.dot](/about/offices/fa/dining/meal_planinformation/index.dot)

Dining Dollars and meals are not transferrable or refundable and must be used in the semester that 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. Students residing in housing that has no meal plan requirement may choose any meal plan.

### **Dining Service Hours of Operation**

For hours of all Dining Service operations, please visit the Dining Service website at: </about/offices/fa/dining/>

### **Merit-Based Scholarships**

The 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.

### **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.

### **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 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 Science in Music Education (B.S.M.E.). The Bachelor of Music Education (B.M.E.) will replace the B.S.M.E. The general graduation requirements are the same for all degree programs except where indicated for B.Mus., B.S.M.E. and B.M.E degree students.

- 32 course units
- 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. 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.S.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. 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, satisfied by successful study through the intermediate level (equivalent of 202). **Beginning with the class of 2014 (those entering Fall 2010 or later) 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. Students who are native speakers of a language other than English may petition for exemption from this requirement.**  
(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 achieve a fuller appreciation of human diversity through exposure to alternative historical and cultural traditions and modes of analysis. Students must take one Global Understanding course that has a principal focus on peoples whose practices and beliefs have been shaped in significant ways by a historical tradition separate from that of Western Europe. Students must also take one Conceptualizing Diversity course that has a principal focus on dimensions of diversity within the United States or on the study of the varied dimensions of diversity in a conceptual or comparative context (whether in the United States or elsewhere). A course listed as both Global Understanding and Conceptualizing Diversity may be used to fulfill the requirement in only one area. In all cases, two cultural diversity courses must be taken.

- 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. (Applicable for students entering fall 2007 forward.)

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.S.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
- Chinese Studies
- Classics
- Computer Science



- Economics
- English
- Environmental Studies
- French
- German Studies
- Globalization Studies
- Greek
- Health Sciences
- History
- International Affairs
- Italian Studies
- Japanese Studies
- Management
- Mathematics
- Music
- Organization & Management Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Public Policy
- Religious Studies
- Sociology
- Spanish
- Spanish and Latin American 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

**Bachelor of Science in 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, Chinese, biochemistry and molecular biology, Globalization Studies, International Affairs, Spanish/Latin American Studies, Organization & Management Studies, and Public Policy. The Health Sciences minor will be retired with the class of 2016.

Students entering after Fall, 2012 may not declare the Health Sciences minor. 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
- Secondary Education
- Writing

## **Academic Internships**

Through the Center for Career Development, students at Gettysburg College have the opportunity to participate in internships during their four years of study. All students who wish to participate in an internship should register with the Center, which is the repository for all internship information on campus. The Center maintains information on thousands of internship sites located in both the United States and abroad. The Center staff will also assist students in looking for an internship site close to a student's home. Internships taken for academic credit are carefully designed to provide a program with a substantial academic component, as well as practical value. These internships 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

Each year the Office of the Registrar issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings, as the College does not offer every course listed in the following pages each year.

Courses numbered 100-199 are usually at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized studies.

Courses with two numbers, e.g., VAH 111,112, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

## Africana Studies

### Program Description

Africana Studies combines a **traditional liberal arts perspective** with **interdisciplinary skills** of investigation, analysis, and communication. Focusing on the social, economic, spiritual, and psychological challenges that have dominated African American history and culture, students of all backgrounds obtain insight into the world at large through the complex and distinctive experiences and contributions of peoples of African descent.

The Africana Studies program:

- Examines the life of people of African descent, both **diasporan and continental**.
- Explores the myriad expressions of traditional and contemporary **African cultures**, incorporating fundamental paradigms and methodological approaches into its inquiry
- Provides a **profound understanding** of the social realities, experiences, and continuing contributions to human civilization of the peoples of African descent, thus equipping students to enhance life opportunities for people of African descent.
- Instills a solid grounding in alternative philosophical traditions - which is an essential orientation in an increasingly **globalized world**.

**Students of Africana Studies** experience alternative epistemological approaches, theories, and paradigms that enable them to better conceptualize, explain, and incorporate the contemporary interests and concerns of the majority of the world's peoples and their societies.

### Program Requirements

**Effective for the Class of 2015**

#### Major Requirements

#### I. Core Requirements:

- Two from AFS 130, 131, 132
- Additional Sub-Saharan Africa course from the following: AFS 131, 233, 321, HIST 271, 272, 371, ECON 212
- AFS 132, 236, 238, 250 (Spr 2013), AFS/LAS/MUS\_CLAS 251, LAS 223 or other approved Caribbean-specific course
- AFS 248, 267, ENG 258, WS/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 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 Requirements

Students wishing to minor in Africana Studies are required to complete AFS 130, AFS 131, AFS 331, a second 300-level AFS course, and three (3) other core, cross-listed, or affiliated courses. Students should consult with an Africana Studies advisor for guidance.

#### 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, 353, 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

**Students should consult an Africana Studies advisor for guidance.**

**Cross-Listed Courses:**

- **Engl 235** Survey of African American Literature
- **Engl 236** Major African American Authors of the 20th Century
- **Engl 353** Discourses of Resistance
- **Fren 331** Francophone Identities
- **Hist 238** African American History: a Survey
- **Hist 270** Topics Course: History of Islam in Africa
- **Hist 271** African History and Society to the 1800's
- **Hist 272** African History and Society from the 1800's
- **Hist 346** Slavery, Rebellion, and Emancipation in the Atlantic World
- **Hist 373** History of Sub-Sahara Africa in the 20th Century
- **Hist 374** Protest Movements in S. Africa & Southern U.S.
- **Hist 413** Decolonization in Africa
- **Hist 424** Race on Trial
- **WS/LAS 231** Gender & Change in Africa and Latin America

**Affiliated Courses:**

- **Anth 239** Peoples & Cultures of Africa
- **Econ 250** Economic Development
- **Econ 253** Intro to Political Economy & the African Diaspora
- **Hist 106** Atlantic World 1600-1850
- **Hist 364:** Social Differences in Brazilian History
- **Mus 102** World Music Survey
- **Mus 110** Survey of Jazz
- **Pol 363** Politics of Developing Areas
- **Soc 209** Race & Ethnic Relations

**Sub-Saharan Africa:** AFS 131, AFS 233, HIST 271, HIST 272, HIST 371, ECON 212, AFS 321

**Caribbean:** AFS 132

**Gender:** AFS 267

## Course Listing

### ***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***

Once the preeminent site of imperialist expansion, 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 economy, race/ethnicity, culture, and development.

### ***AFS-219 African American Protest Literature***

Survey of the rich tradition of African American protest in the United States that has its roots in the American Revolution and continues to be an important part of our culture today. The course examines the historical and cultural contexts for these expressions of protest as well as their form, style, and approach.

### ***AFS-220 African American Literature of the Civil War Era***

Examination of the rich literature of African American service in the Civil War. The course studies diaries, memoirs, articles, letters, and speeches to see not only how African Americans described their Civil War experiences, but also how the Civil War brought new light and new motivation to a central theme of African American literature across various genres: the quest for equal rights.

### ***AFS-221 Civil War and Civil Rights: African American Activism in the Nineteenth Century***

As study of the African American civil rights movement that began with the fight against slavery and continued throughout the nineteenth century. In addition to African American participation in the abolition movement, this course examines the Underground Railroad, the debate over colonization, participation in the Civil War, and the post-war struggle for equality and civil rights.

### ***AFS-233 Southern African: History, Conflict, and Change***

Introduction to a dynamic, yet conflict-ridden part of the African continent. Course focuses on characteristics of the pre-colonial societies and the nature of their early contact with the European settlers in the seventeenth century, the triumph of the white immigrants over indigenous Africans, the emergence of South Africa as a regional economic power, and the social contradictions that have come to characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression.

#### **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-238 Anglophone Caribbean Literature and Culture**

Course introduces Anglophone Caribbean literary and oral forms including folktales, poetry, novels, essays and theories about colonial and postcolonial Caribbean identity. Literature represents Antigua, Barbados, Bermuda, British Guyana, Jamaica, and Trinidad. Topics include colonial origins of mythologies about island landscape, slave narratives of rebellion and emancipation; 1930s labor riots that mobilize 1960s Independence movements; and transnational migrations between islands and Canada, Britain, and the United States that has engendered a fluid, diasporic notion of Caribbean cultural identity.

#### **AFS-244 Jazz: African American Improvised Music**

Jazz history from an Africana Studies perspective. Jazz is appropriately considered African American improvised music because its major innovators are black; it is acknowledged as a uniquely American art form; and it stresses improvisation. 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-245 Slavery in the Southern United States**

Study of slavery in the U.S. South, both as a sociocultural and an economic institution. Focus is on the origins of slavery and racism, mechanisms of enslavement, African American responses to slave status, unique burdens of the female slaves, and institutional structures of the slave community. Course examines several major controversies involving historical interpretation and plantation reality, as well as economic cost and benefits of the emancipation to the African Americans.

#### **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. Capped at 16 students and involves a 2 week travel component to Trinidad & Tobago, where we will use our semester-long knowledge-base to engage with human rights issues in a real-life context. Cost per student is approximately \$1,500 (part of which might be subsidized by the College).

#### **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.

**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 Cultural Diversity Nonwestern or Cultural Diversity Domestic/Conceptual Goal

**AFS-251 Topics in Musicology: Global - Music of the Caribbean**

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-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-265 African-American Social Movements**

Study of political movements that have developed within African American communities of the U.S. and, in some instances, spread throughout the African diaspora. Students examine such movements from the colonial era through the twentieth century in an effort to trace both change and continuities in thought and methods of action.

**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.

**AFS-268 Civil Rights in America**

An examination of African Americans and their quest for civil rights from a national, state and local perspective. Using textual and non-textual materials, the pursuit of political, social and economic equality frame discussions that consider racial segregation, African American leadership, the quest for the franchise, the empowering impact of World Wars I and II, political strategies, and the effectiveness and lasting influence of the modern civil rights movement in America.

**AFS-272 Making of the African Diaspora in the Americas**

Study of the making of the African Diaspora during the centuries of the slave trade and slavery and the experiences of men and women in the African Diaspora.

**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-281 Survey of African Language**

An introduction to African languages, including an overview of what languages there are in Africa, where they are spoken, what they are like typologically, how they are similar, and how they are different. The course briefly examines the grammatical, morphological, semantic, and phonological systems of a variety of African languages and explores the historical foundations of language and language use in Africa. A section of the course is devoted to the social functions of language and language policy in Africa.

**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.

**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-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-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.

**AFS-372 African Diaspora: Dispersals, Memory, Identity and 'Return'™**

African Diaspora refers to multi-layered relationship connecting a dispersed population to a “homeland.” The course explores global and transnational experiences; social, political, cultural and economic issues confronting people of African descent in North America, South America, the Caribbean, Europe and Africa from the seventeenth century on. Topics include theory, methods and historiography of African Diaspora. The interdisciplinary course examines various themes as slavery, African culture survivals, revolts, abolition, creation of African communities and identities; and migrations back to Africa.

**AFS-374 Protest Movements in South Africa and Southern United States**

A study of important movements to challenge institutionalized racism in the second half of the 20th century in the United States and in South Africa. The course investigates the nature of institutional racism and ideologies and the rise and functioning of the resistance movements at a grassroots level and explores parallels in the development of and resistance to racism in South Africa, and the United States. The course will rely on scholarly readings, biographies, autobiographies and primary documents.

**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-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**

## Program Description

Anthropology is the study of human societies in all their diversity through time and around the world. It is a way to explore the richness and variety of humankind and the human condition, a means to look at what people and groups share in common and at what sets them apart.

The anthropology **curriculum** at Gettysburg encompasses the four major branches of the discipline, with particular emphasis on cultural anthropology (contemporary human culture and society), archaeology (reconstruction of past human life through material remains), and physical anthropology (human evolution and physical variation). Study of the fourth branch, linguistic anthropology, is also an option. **Classes are discussion-based, lively, and interactive, with strong emphasis on critical thinking** and on the development of written and oral communication skills.

Anthropology majors have opportunities for **study abroad** and **fieldwork on five continents**. Students have studied saffron growers in Morocco and cultural tourism in Vietnam. Those interested in archaeology have attended archaeological field schools or volunteered with projects in the United States, Italy, Honduras, England, Macedonia, and South Africa. Many students choose to focus their study on a particular world area, such as Latin America, the Asia-Pacific region, Africa, or the Middle East. Many also choose to do anthropological research on a topic of interest to them. Recent **honors** research projects have been far ranging, exploring everything from the stigmatization of practitioners of the Caribbean Santeria religion to the subculture of ghost hunters searching for the spirits of Civil War-era Gettysburg.

Anthropology is an ideal field for those who are curious about the world and how people make their way in it. Students gain insight into how cultural frameworks shape our understanding of the world, which has implications for such current challenges as inequality, religious conflict, and globalization. The cultural awareness and sensitivity developed through the study of anthropology are assets in a wide range of workplace environments. Gettysburg graduates have gone on to work for service programs such as City Year, Teach for America, and the Peace Corps. They succeed in careers as professional anthropologists and in many other fields, including law, medicine, education, government, and the nonprofit sector.

## 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

## ANTH 400: Capstone Experience in Anthropology

Students must earn a minimum of a C-minus in ANTH 103, 106, and 300. No course may be taken Satisfactory/Unsatisfactory (S/U).

**Electives** - The five electives may be chosen from 200- and 300-level [Anthropology courses](#).

At least one elective must be a 300-level course. Up to two courses taken while studying abroad may count as 200-level electives subject to departmental approval. 400-level courses (Individualized Study, including internships and tutorials) do not generally count as electives. No course may be taken Satisfactory/Unsatisfactory (S/U). An archaeological field school may count as an elective or may even substitute for ANTH-323 (but not both), subject to departmental approval.

## Requirements for the Anthropology Minor

The Anthropology minor consists of six courses:

Anth 103: Introduction to Cultural Anthropology

Anth 106: Introduction to Archaeology and Physical Anthropology

Anth 300: History of Anthropological Theory

3 electives, which may include 200- and 300-level [Anthropology courses](#), Anth 450 (Individualized Study).

One course taken while studying abroad may count as a 200-level elective for the minor subject to departmental approval.

## Course Listing

### **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 and Physical Anthropology**

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-215 Ethnographic Film: Theory and Practice***

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 foodways in France through an anthropological lens, incorporating theories of taste, consumption, and gifts. Topics covered include French producers of food, from royal cooks and modern chefs to bakers and confectionery artists, as well as the shifting meanings attached to the production, consumption, and exchange of emblematic French foods (bread, wine, cheese, champagne, chocolate). Recent debates on fast food, genetically modified foods, childhood obesity, and the certification of regionally “authentic” foods are also explored. Prerequisite: French 310. Cross-listed with FREN 315.

***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.

***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-220 World Cultures***

Study of cultural patterns and social practices around the world, viewing them through the distinctive lens of cultural anthropology. Course looks at issues of culture contact, sociocultural change, and globalization of culture. No Prerequisites.

***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-223 Indigenous Peoples, the Environment, and the Global Economy**

Examination of the ways that indigenous peoples are integrated into the global economy and international environmental movements. Will focus on such topics as informal economies, transnational migration, off-shore factory production, eco-tourism, toxic dumping, interactions between Western environmentalists and indigenous peoples, and the effects of environmental degradation on non-Western societies. Will examine how global inequalities are solidified or destabilized by contemporary economic and environmental practices. Will also review the emerging activism of indigenous peoples. Prerequisites: Anthropology 103 or 106.

**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. Prerequisites: Anthropology 103 or 106.

**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 Anthropology of Religion**

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: Anthropology 103, Anthropology 106, History 103, History 110, Religion 101, or Visual Art History 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. 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-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 French 337.

**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. Anthropology 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-244* Anthropology and History of Tibet**

By adapting literatures on Tibet from the disciplines of anthropology and history, this interdisciplinary seminar introduces the ways in which "Tibet – as a unit of Asian/Area Studies" can be understood through the analytical lenses of (1) ethnicity, (2) civilization, and (3) geopolitics. The course is intended to deepen students' appreciation of what Asian Studies as a discipline can do to comprehend the everlasting interconnections among the local, the regional, and the global. Prerequisites: Anth-103 or Hist-110 or permission of instructor. Anth-244 and AS-244 are cross-listed.

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

Study of cultural variety 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-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* 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-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 Anthropology of 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: Anthropology 103 and one additional course in anthropology.

***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-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 & Art History

### Program Description

The department of Art & Art History has the following mission:

- to promote the creation and study of visual arts as a vital aspect of a liberal arts education
- to study how and why works of art are made, and why art has played such a significant role in cultures and societies across time and space
- to prepare majors as future artists or scholars in the fields of Studio Art or Art History as well as to position them to enhance any professional endeavor with intellectual curiosity and creativity

The department offers a flexible program of study in interrelated studio and art history courses, with potential majors in two areas, art history and studio art. The department encourages students from other disciplines than art to select courses from both areas.

### Program Requirements

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

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

- ARTH 125
- Methods Course ARTH 214 (May include ARTH 120 or 115 if taken prior to Spring 2013)
- One course in ancient or medieval fields (ARTH 201 or 202)
- One course in Renaissance or Baroque fields (ARTH 205, 284, 303, 306, 307, 308 or FYS 197)

- Two courses in 19th century or modern fields (ARTH 206, 210, 217, 221, 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. Courses used in the Art History major may not be used in the Studio Art major with the exception of ARTH 120 and ARTS 141.

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 or 146, and 263)
- Two upper level studio classes (may include ARTS 145 or 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 111, 112, 120) and one modern art history (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. May not double count courses toward art history major or minor except for ARTS 141 and one entry-level art history survey.

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

- ARTH 214 (may include ARTH 120 or 115 if taken prior to Spring 2013 with permission of department chair) 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.

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.

## Course Listing

### **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. Offered fall semester only. Prerequisite: First-year students and sophomores only.

### **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: VAS 141 or permission of instructor. Recommended course: VAH 322. Offered once a year. Offered once a year.

### **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: VAS 141, 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: VAS 141 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: VAS 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: VAS 146 or permission of instructor. Recommended course: VAS 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: VAS 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.

**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: VAS 141, 145, or permission of instructor. Offered once a year.

**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: VAS 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: VAS 251 and 252. Offered infrequently.

**ARTS-361 Advanced Sculpture**

Exploration of individual three-dimensional concerns, with concentration in one media and technique. Prerequisites: VAS 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-111 History of Western Art, part 1**

Introductory study of the visual arts from prehistoric times to about 1300. Course examines reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Prerequisite: Juniors and seniors require permission of instructor. Offered every Fall semester.

**ARTH-112 History of Western Art, part 2**

Introductory study of the visual arts from about 1300 to 1900. Course examines reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Prerequisite: Juniors and seniors require permission of instructor. Offered every Spring semester.

**ARTH-115 Comparing World Art & Culture**

This course covers different art forms primarily painting, sculpture and architecture mainly from European and Asian cultural traditions. Within each period the arts are not only analyzed visually and stylistically, but are examined in their cultural, social and political contexts.

**ARTH-120 Theory of the Visual Arts**

Course gives a basic approach to visual experience by examining factors that relate to the making of art, functions of art, and viewer relationships with art, including methods of analysis. In addition to class lectures and discussions, hands-on sessions assist students in understanding the processes of making visual imagery. Prerequisite: Juniors and seniors require permission of instructor. Offered once a year.

**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-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 VAH 111 or 115. Offered once a year.

**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: VAH 111 or 201.

**ARTH-203 Danish Design**

**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 VAH, VAH 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: VAH 111, 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.

**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-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. Pre-requisite: VAH 111.

**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: VAH 111, 115, 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: VAH 111 or 115 or any 200-level art history course, or permission of the instructor. Offered alternate years.

**ARTH-307 Baroque Art in Europe**

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: VAH 111 or 115 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 toward 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

## Asian Studies

### Program Description

Asia, home to a majority of the world's population and birthplace of some of the world's oldest cultures, provides a geographical focal point for a wide variety of courses offered at Gettysburg College. These courses are taught both by members of the Asian Studies Department and by faculty in other academic departments.

A full four years of Japanese language courses are offered, and there are opportunities to study at more advanced levels on an individual or small group basis. At present, three years of Chinese language courses are offered.

In addition to language study, students may pursue one of four programs: a major in Japanese studies, a major in Chinese studies, a minor in Japanese studies, or a minor in East Asian studies. For students interested in other parts of Asia, a number of relevant courses are regularly available in other departments.

### Program Requirements

#### Major Requirements

The major consists of eleven courses. Five courses are required and must be taken at Gettysburg:

- Hist 224 Modern Japan OR Hist 323 Gender in Modern Japan
- AS 265 OR 266 Methods for Japanese Studies
- AS 400-level capstone seminar or course

Any two of the following:

AS 150 Contemporary Japanese Culture and Society (*AS 150 is recommended for first- and second-year students, but cannot be taken by those who have studied in Japan.*)

AS 238 Pre-Modern 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 Modernity in Modern Japanese Fiction

AS 341 Genre in Modern Japanese Literature

AS 343 Who Dunit and Why? Japanese Detective Fiction, Past and Present

Six electives are required. One elective must be from the category of arts and humanities, one from the category of history and society, and one must be comparative within East Asia. (*The categories and appropriate courses are listed below. East Asian courses are marked with an asterisk.*) Students must complete four 300-level courses. Two must be 300-level Japanese language courses, or their equivalent as determined by placement tests. (*Credit from abroad may be counted upon return to Gettysburg depending on placement test performance.*) Two must be 300-level non-language courses (History 323 may count). (*Kansai Gaidai content courses do not count as 300-level courses.*) The remaining elective(s) may be taken at any level. Japanese 101, 102, 201, and 202 do not count toward the major.

### **Arts and Humanities**

AS 238 Pre-Modern 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 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

Rel 252 Women in Buddhism\*

VAH 131 Introduction to Asian Art

### **History and Society**

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 Sci 271 Government and Politics in Japan

Psych 210 Cultural Psychology\*

### **Minor Requirements**

The minor requires six courses. Five courses must be above the 100 level; one course must be at the 300 level. (JPN 101 and 102 do not count toward the minor.)

Two of the following three courses are required:

- AS 150 Contemporary Japanese Culture and Society
- Hist 224 Modern Japan
- Hist 323 Gender in Modern Japan
- Any Japanese literature course.

In addition, Japanese language proficiency at the 202 level is required. Proficiency is determined by the department.

Students must also complete three electives, with at least one from the category of arts and humanities and one from the category of history and society. (*Categories and appropriate courses appear above in the description of the Japanese studies major.*)

## Course Listing

### ***JPN-101 Elementary Japanese***

Introduction to the fundamentals of speaking, listening, reading and writing. Students master hiragana and katakana and learn basic Chinese characters as they are used to write Japanese. Students shop for various items, describe objects, use counters, ask prices, and hold basic conversations all in Japanese. The course also acquaints students with basic patterns, ritual greetings and phrases, and cultural aspects embedded within the use of language.

### ***JPN-102 Elementary Japanese***

Introduction to the fundamentals of speaking, listening, reading and writing. Students master hiragana and katakana and learn basic Chinese characters as they are used to write Japanese. Students shop for various items, describe objects, use counters, ask prices, and hold basic conversations all in Japanese. The course also acquaints students with basic patterns, ritual greetings and phrases, and cultural aspects embedded within the use of language.

### ***JPN-201 Intermediate Japanese***

Extension of beginning Japanese. Building on the basics, the course emphasizes communication. Students learn to ask and give directions, use honorific and humble verbs, conduct interviews, and discuss family and work situations. Chinese characters (kanji) are introduced at a more rapid rate, and students are able to read and write simple texts and some authentic materials.

### ***JPN-202 Intermediate Japanese***

Extension of beginning Japanese. Building on the basics, the course emphasizes communication. Students learn to ask and give directions, use honorific and humble verbs, conduct interviews, and discuss family and work situations. Chinese characters (kanji) are introduced at a more rapid rate, and students are able to read and write simple texts and some authentic materials.

### ***JPN-203 Advanced Intermediate Japanese***

A language course to prepare students for a possible major or minor in Japanese Studies. The course presents grammar and vocabulary at a faster pace and in broader topics and situations than in the traditional intermediate language course, in order to obtain higher proficiency in both conversation and reading/writing. Also, the course introduces students to skills for beginning independent research and study of materials of their own interests in the field of Japanese Studies.

### ***JPN-301 Advanced Japanese***

Continuation of intermediate course. The course refines and integrates skills learned in intermediate level to allow students to handle more complex communications and comprehend more advanced readings with an emphasis on reading and writing kanji.

### ***JPN-302 Advanced Japanese***

Continuation of intermediate course. The course refines and integrates skills learned in intermediate level to allow students to handle more complex communications and comprehend more advanced readings with an emphasis on reading and writing kanji.

### ***JPN-303 Adv Reading, Comp & Conv***

A focus on the development of speaking in honorific language, developing proficiency in reading journalistic style, and becoming more accurate in writing short essays. Discussions are based on

advanced-level readings on contemporary issues. Readings include various essays, newspaper articles, and short stories. Students increase their ability to use more sophisticated expressions in both oral and written form.

***JPN-304 Adv Reading, Comp & Conv***

A focus on the development of speaking in honorific language, developing proficiency in reading journalistic style, and becoming more accurate in writing short essays. Discussions are based on advanced-level readings on contemporary issues. Readings include various essays, newspaper articles, and short stories. Students increase their ability to use more sophisticated expressions in both oral and written form.

***JPN-305 Advanced Japanese : Contemporary Issues in Japanese Society***

Study of selected themes in contemporary Japanese society and culture, through reading and discussion of contemporary debates in periodicals, news sources and other media. Readings will focus on such themes as work and social pressure, gender inequality, social alienation, declining birthrates, aging and social support, media images, and education. Conducted in Japanese.

***JPN-306 Advanced Japanese: Discourse and Culture in Second Language Learning***

Study of the significance of cultural knowledge in understanding the meaning of language. The course examines how language learners understand values, expectations and appropriate behavior in Japanese culture, as well as the theoretical underpinnings of pragmatics and discourse analysis.

***JPN-308 Business Japanese***

Advanced Japanese course focusing on the effective communication skills essential in professional fields and the understanding of the Japanese business world. Students develop their verbal, listening, reading, and writing proficiency in business Japanese and acquire culturally appropriate inter-personal communication skills needed to deal with a variety of business situations. Students are expected to effectively employ their language skills to explore and analyze current business trends and issues in Japan. Conducted in Japanese.

***JPN-450 Individualized Study-Tutorial***

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

***JPN-451 Individualized Study-Tutorial***

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

***JPN-452 Individualized Study-Tutorial***

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

***JPN-453 Individualized Study-Tutorial***

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

***JPN-460 Individualized Study-Research***

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

***JPN-461 Individualized Study-Research***

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

S/U

**JPN-462 Individualized Study-Research**

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

**JPN-463 Individualized Study-Research**

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

**JPN-470 Individualized Study-Internship**

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

**JPN-471 Individualized Study-Intern**

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

**JPN-472 Individualized Study-Internship**

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

**JPN-473 Individualized Study-Internship**

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

**JPN-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.

**JPN-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 & Molecular Biology

### Program Description

Emphasizing independent research and one-on-one collaboration with faculty members, Gettysburg's interdisciplinary biochemistry-molecular biology 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.

## Program Requirements

### 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 251 Introduction to Bioinformatics
- Biology 320\* Developmental Biology

- Biology 332 Immunobiology
- Biology 335 Neurobiology
- Biology 390 Ecology, Evolution, and Molecular Biology of Viruses
- Chemistry 246 Physics of Life
- Chemistry 317 Instrumental Analysis
- Chemistry 320 Materials Science
- Chemistry 375 Advanced Inorganic Chemistry
- 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

### Program Description

The Biology curriculum offers a wide variety of courses and laboratory experiences, combining a strong foundation in basic biological concepts and principles with opportunities to specialize in students' areas of interest.

The broad curriculum encompasses cell biology, genetics, physiology, microbiology, immunobiology, developmental biology, neurobiology, animal behavior, ecology, and evolution, among other fields.

**Student research** in collaboration with a faculty mentor is a central part of the learning experience. Students who conduct research often co-author papers with faculty and present their

work to the campus or at scientific meetings. This hands-on engagement with the practice of science provides invaluable preparation for graduate school and careers in biology and related fields.

Modern scientific instrumentation supports all study and research in biology. Students use the same tools that practicing scientists use, such as electron and other specialized microscopes, ultracentrifuges and other molecular equipment, a greenhouse, environmental chambers, and other **facilities and resources**.

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

## 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).

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

- **Nine courses in Biology**, which include:
  - The four-course core sequence: Biology 111, 112, 211, and 212
  - One course from each of these three areas:
    - Cellular/Molecular (Biology 114, 215, 230, 251, 320, 332, 334, 335, 340, 351)
    - Organismal (Biology 202, 204, 217, 218, 223, 224, 227, 228)
    - Population/Community (Biology 205, 225, 240, 306, 307, 314, 316, 361, 390; ES 211, 350)
  - Two additional elective courses, selected from the areas listed above or in Research Methodology (Biology 260\*, 460, and 461)

Bio 111 (or 110, starting Fall '11) 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 - to be typically taken in the first year
  - A mathematics course, selected from: Biology 260\*; Mathematics 105-106, 107, 111, 112

- 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

\*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, 340, 351, 460, or 461. All of these courses require independent research as well as a research or review paper.
- **Interdisciplinary Course Cluster** - Fulfilled by the successful completion of Chemistry 108 and Biology 212 or other student-proposed course combinations.

## 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 some graduate school or medical school programs 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 course in Mathematics (105-106, or 111). Students who complete these courses only need 5 Biology electives for the B.S., or 4 Biology electives for the B. A.

## 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 (or 118). 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

## Course Listing

### **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-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 101 (prior to Fall 11), Bio 110 (starting Fall 11), 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-114 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 113.

**BIO-115 First Year Research**

One-semester molecular biology research experience for first-year students. Using techniques of genetics, genetic engineering, and fluorescence microscopy, students will investigate mechanisms that protect DNA, and they will study the cancer-enabling properties of cells in which these critical proteins are missing. Focusing upon a fundamental question in cancer biology – “Why do normal cells get it right every time they divide, and why do cancer cells get it wrong

every time they divide?” – students will study how genome instability, marked by loss of cell cycle control and impairment of DNA repair, accelerates cancer progression.

### ***BIO-118 The Chemistry of Life***

Taught in coordination with CHEM 118, this class covers the fundamental principles of chemical reactivity and explores how those principles enlighten our understanding of modern biological processes, with an emphasis on the physiological function of the major organ systems. Both lectures and labs integrate chemistry and biology to convey a holistic view of how these subjects interrelate to resolve current questions in science. Prerequisites: BIO 110 or 111 or 113, with a grade of C- or better; and CHEM 105 or CHEM 107; and concurrent enrollment in CHEM 118. Equivalent to BIO 112.

### ***BIO-202 Structural Plant Development***

Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours in class-laboratory work.

### ***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-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-215 Electron Microscopy***

Introduction to basic theory and practice of transmission and scanning electron microscopy, techniques of tissue preparation, and introduction to interpretation of animal and plant ultrastructure. Each student is required to complete an independent project. Six hours in class-laboratory work. Prerequisite: Permission of instructor.

### ***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. Six hours in class-laboratory work.

**BIO-218 Biology of Algae and Fungi**

Study of algae (phycology) and fungi (mycology) in aquatic and terrestrial ecosystems with emphasis on their role in primary production and decomposition. Topics include identification, morphology, reproduction, ecology, and phylogeny of these organisms. Culture techniques and principles of plant pathology and medical mycology are also considered. Six hours in class-laboratory work.

**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 on a local salamander-algal symbiotic association. These projects will occasionally require a greater time commitment than the scheduled class meetings. Prerequisite: Biology 112.

**BIO-223 Parasitology**

Introduction to the general principles of parasitism, with emphasis on the epidemiology, taxonomy, morphology, and physiology of the major groups of protozoan, helminth, and arthropod parasites of humans and other animals. Three class hours and laboratory.

**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-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-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-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-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-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-320 Development 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-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 class hours.  
Prerequisite: Bio 211 and 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 lecture hours and one laboratory afternoon. Capstone course for Biology majors. Prerequisite: for Chemistry majors Chem 333; for Biology majors Bio 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. 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 HES 210. Capstone course. 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-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-390 Ecology, Evolution, and Molecular Biology of Viruses**

Viruses are the most diverse group of organisms on the planet. This course will introduce students to this diversity with respect to both virus structure and virus/host interactions. In addition it will integrate this systematic knowledge with an understanding of the processes that generate and maintain viral diversity. The laboratory component of the course will introduce students to the techniques required for the isolation and culture of viruses in the laboratory, the visualization of viruses via transmission electron microscopy, and the bioinformatic analysis of viral nucleic acid sequences. 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

### Program Description

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.

## Chemistry

### Program Description

Each course offered by the department provides an opportunity for a concentrated study of the various principles of contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. Courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The chemistry major is approved by the American Chemical Society, as is an additional major in chemistry/biochemistry. Paths taken by majors after graduation are varied; many enter graduate work in chemistry or biochemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and numerous other fields.

### Program Requirements

The eight basic courses required for the Bachelor of Arts degree are Chemistry 105 or 107, 108, 203, 204, 221, 305, 306, and 317. Students who complete these eight basic courses along with Chemistry 375, Research (Chemistry 460 or 465), and one additional 300-level chemistry course may choose to receive a Bachelor of Science degree. An interdisciplinary major is offered in biochemistry and molecular biology; the complete description is listed under that title. Students who wish to receive a degree accredited by the American Chemical Society must complete the Bachelor of Science degree and in the process take either Chemistry 333 or 334. Physics 109 and 110 and Mathematics through 211 are required of all chemistry majors.

Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in a seminar series that is designed to provide an opportunity for discussion of student initiated research and current developments in chemistry.

For the prospective secondary school teacher, the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. During the junior or senior year, majors may elect Chemistry 460, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 465, is encouraged strongly and is elected by many majors.



A minor in chemistry shall consist of Chemistry 105 (or 107) and 108, plus four other chemistry courses at or above the 200 level, one of which must be at the 300 level. Individualized study courses may not be counted toward the minor.

## Course Listing

### ***CHEM-105 Fundamental Chemistry: Down on the Farm***

Application of the fundamental chemical principles to agricultural and environmental topics. The properties of matter, atomic and molecular structure, and chemical reactions are studied using as examples chemicals important in agricultural and environmental processes as examples. Laboratory component complements lectures, field trips and research projects involving the local community are included. Three lecture hours and one laboratory.

### ***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. Laboratory experiments are designed to offer a hands-on familiarity with the principles discussed in the lectures. Computers are used in the labs for computational modeling as well as data analysis. Three lecture hours and one laboratory

### ***CHEM-108 Chemical Reactivity***

Principles covered in Chem 107 are applied to broader topics such as kinetics, equilibrium, electrochemistry, and thermodynamics, with an emphasis on interdisciplinary topics. Laboratory work is designed to illustrate and complement materials discussed in class. Three lecture hours and one laboratory

### ***CHEM-118 The Life of Chemistry***

Taught in coordination with CHEM 118, this class covers the fundamental principles of chemical reactivity and explores how those principles enlighten our understanding of modern biological processes, with an emphasis on the physiological function of the major organ systems. Both lectures and labs integrate chemistry and biology to convey a holistic view of how these subjects interrelate to resolve current questions in science. Prerequisites: BIO 110 or 111 or 113, with a grade of C- or better; and CHEM 105 or CHEM 107; and concurrent enrollment in BIO 118. Equivalent to CHEM 108.

### ***CHEM-203 Organic Chemistry***

Study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification. Three lecture hours, one lab discussion hour, and one laboratory.

### ***CHEM-204 Organic Chemistry***

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. Three lecture hours, one lab discussion hour, and one laboratory.

### ***CHEM-216 Introduction to Forensic Science***

An overview of the field of forensic science. The course touches upon the breadth of forensic investigation and focuses on the microscopic and spectroscopic analysis of crime scene material. In its broadest definition, forensic science includes consumer and environmental protection, as

well as murder, robbery, arson, explosives, fraud, illicit drugs and poisoning. This course focuses on the practical application of the familiar chemical principles and experimental methods found in introductory and organic chemistry.

***CHEM-221 Chemical Applications of Spectroscopy***

Study of the theories and applications of infrared,  $^1\text{H}$  and  $^{13}\text{C}$  nuclear magnetic resonance, and mass spectroscopy in relation to the importance of these spectroscopic methods in the analysis of chemical systems. Scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, student oral presentations, and laboratory sessions. Lab periods involve use of spectrometers in the identification of organic compounds. Three lecture hours and one laboratory.

***CHEM-231 Challenges and Opportunities in Medical Science in the 21st Century***

Overview of major disease challenges worldwide and potential strategies to combat those diseases. Developing human health related products drives the pharmaceutical industry, research community, and responsible governments worldwide. Success depends on increasing specialization across chemistry, biology, physics and mathematics. The goal is to expose students to professional opportunities beyond college. Topics include global health priorities such as AIDS, influenza, malaria, tuberculosis, the war against cancer, and vaccine and therapeutic development.

***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.

***CHEM-290 Mentored Research Internship***

Quarter credit internship graded S/U.

***CHEM-305 Physical Chemistry***

Study of the principles of statistical thermodynamics and chemical kinetics as applied to the states of matter, chemical reactions and equilibria, and electrochemistry, using lectures, readings, problems, discussions, and laboratory exercises. Computers are used as a tool for solving problems and for the reduction of experimental data. Prerequisites: Chem 108, Phys 110, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory.

***CHEM-306 Physical Chemistry***

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 lecture hours, one discussion hour, and one laboratory afternoon. Prerequisite: Chemistry 305 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 Fourier transform

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 lecture hours and one laboratory afternoon.

#### ***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.

#### ***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. Three lecture hours and one laboratory afternoon

#### ***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 lecture hours and one laboratory afternoon. Capstone course for Biology majors. Prerequisite: for Chemistry majors Chem 333; for Biology majors Bio 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 lecture hours.

#### ***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.

#### ***CHEM-375 Advanced Inorganic Chemistry***

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. Three lecture hours and one laboratory.

#### ***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

## **Chinese Studies**

### **Program Description**

The Chinese Studies major is 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. Chinese Studies majors are strongly encouraged to study abroad in China.

### **Program Requirements**

Students pursuing the major in Chinese Studies must complete ten courses. One of the ten courses will constitute the capstone experience, which is to take the form of an independent study completed during the senior year.

- **One core course:** Hist 223 Modern China, Hist 222 East Asia 1800 to the Present, or an equivalent offering a broad survey of the historical context.
- **Language study:** CHN 301 and CHN 302 or their equivalent as determined by placement tests.
- **Disciplinary breadth:** four courses with a substantial focus on China. These courses must come from at least three different disciplines, with at least one from the "Humanities" category and one from the "History and Society" category. In addition, at least one of the four must be explicitly comparative. (Comparative courses are listed with an asterisk. (\*))  
*Note: CHN 401 can be counted as a third discipline.*
- **Disciplinary focus:** two courses that, together with a China-focused course, serve to ground the student in an explicit discipline-or functional equivalent-with an eye to preparing the student for a fruitful capstone experience. This three-course track is to be determined through consultation between student and advisor, but one of these courses will ordinarily include the "methods" course in a particular discipline.
- **Capstone experience:** one course taken in the form of an independent study to be completed in the senior year in which the student must write a substantial paper. The topic of the paper must be mutually agreed upon by the student and his or her advisor, but it is expected that the paper will build upon the courses constituting the student's "disciplinary track." In addition, the student must present his or her results orally in a public forum composed of other Chinese Studies majors and interested faculty.

## **Courses Currently Available for the Major**

The major requires that students demonstrate "disciplinary breadth," so the courses listed below are organized both by discipline and under two broader categories: "Humanities" and "History and Society."

The major requires a course with substantial China-focus that is explicitly comparative. These courses are marked with an asterisk. (\*)

Several courses suitable for the major are infrequently taught. These are listed separately, as are the courses most usually available through the CET-Beijing Study Abroad program.

### **Chinese Language**

CHN 101 Beginning Chinese I  
CHN 102 Beginning Chinese II  
CHN 201 Intermediate Chinese I  
CHN 202 Intermediate Chinese II  
CHN 301 Advanced Chinese I  
CHN 302 Advanced Chinese II

### **Humanities**

#### Art History

VAH 131 Introduction to Asian Art\*  
VAH 234 Arts of China  
VAH 235 Chinese Painting and Aesthetics  
VAH 236 Early Chinese Art and Architecture

#### Film Studies

Film 262 Hong Kong Cinema  
Film 350 Topics in Film Theory-Asian Cinema\*

#### Literature

AS 225 Contemporary Chinese Writers  
AS222 China: 30 Years in Literature and Film

#### Religion

REL 210 Buddhist Spiritual Autobiographies\*  
REL 244 Introduction to Buddhism\*  
REL 248 Religions of China  
REL 251 Looking for the Tao  
REL 254 Confucianism

REL 351 Buddhist Scriptures\*  
REL 352 The Tao of Chinese Medicine

### **History and Society**

#### Cultural Studies

AS 224 Chinese Folklore  
AS/Anth 229 Tourism and Culture in China

#### Economics

ECON 213 East Asian Economic History and Development\*

#### History

AS 266 Chinese Culture in Early in Japan\*  
Hist 221 East Asia to 1800\*  
Hist 222 East Asia 1800 to the Present\*  
Hist 223 Modern China

#### Political Science

POL 270 Government and Politics in China

#### Psychology

Psych 210 Cultural Psychology\*

#### Sociology

SOC 243 Chinese Demographics

### **Courses (in Addition to Language Study) Available through the CET Chinese Studies Program in Beijing**

(Some of these fulfill requirements for the major.)

CS 250 21<sup>st</sup> Century Beijing  
CS 255 Chinese History from 1800 to the Present  
CS 270 Politics in China  
CS 276 China's Environment: History, Politics, and Possibilities  
CS 151 Service-Learning Internship

### **Course Listing**

#### **CHN-101 Beginning Chinese**

Introduction to the fundamentals of Chinese language (Mandarin)--speaking, listening, reading, and writing. The course focuses on interactive communication, essential grammatical structures, and basic vocabulary and usages. Students learn communicative skills regarding daily life,

college activities, and basic social interaction. Students master approximately 700 characters.

**CHN-102 Beginning Chinese**

Introduction to the fundamentals of Chinese language (Mandarin)--speaking, listening, reading, and writing. The course focuses on interactive communication, essential grammatical structures, and basic vocabulary and usages. Students learn communicative skills regarding daily life, college activities, and basic social interaction. Students master approximately 700 characters. Prerequisite: Chinese 101 with a C- or better or placement.

**CHN-201 Intermediate Chinese**

Continuation of beginning Chinese. The course further develops skills in listening, speaking, reading, and writing with a rigorous training to improve aural-oral proficiency and to assure mastery of 800 additional characters. Upon completion of the course, students are able to talk about topics of personal interest and familiar social events, write short essays, and have a good command of 1,500 characters. Prerequisite: Chinese 102 with a C- or better or placement.

**CHN-202 Intermediate Chinese**

Continuation of beginning Chinese. The course further develops skills in listening, speaking, reading, and writing with a rigorous training to improve aural-oral proficiency and to assure mastery of 800 additional characters. Upon completion of the course, students are able to talk about topics of personal interest and familiar social events, write short essays, and have a good command of 1,500 characters. Prerequisite: Chinese 201 with a C- or better or placement.

**CHN-228 Business Chinese**

Intermediate Chinese course focusing on the effective communication skills essential in professional fields and the understanding of the Chinese business world. Students develop their verbal, listening, reading, and writing proficiency in business Chinese and acquire culturally appropriate inter-personal communication skills needed to deal with a variety of business situations. Students are expected to effectively employ their language skills to explore and analyze current business trends and issues in China.

**CHN-301 Advanced Chinese I**

Prerequisite: Chinese 202 with a C- or better or placement.

**CHN-302 Advanced Chinese II**

Prerequisite: Chinese 301 with a C- or better or placement.

**CHN-401 Advanced Chinese**

Continuation of CHN302. This course develops the skill of reading a variety of authentic materials, ranging from literature, newspaper, magazine, film, to scholarly blogs. The topics include the social-cultural-economic phenomena and transformations in contemporary China. Students are also expected to develop their speaking and writing skills for high-level communicative tasks in Chinese, including rhetorical skills in speech and conducting formal presentations through well-articulated statements.

**CHN-450 Individualized Study-Tutorial**

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

**CHN-460 Individualized Study-Research**



## Civil War Era Studies

### Program Description

Begun in 1998 with funding from the Henry R. Luce Foundation, the Civil War Era Studies department oversees two interdisciplinary academic programs on the Civil War era: the Civil War Era Studies minor and The Gettysburg Semester. The Civil War Era Studies Minor is an interdisciplinary program concentrating on mid-nineteenth century America and on the period's enduring importance for modern America.

### Program Requirements

#### Requirements for the Civil War Era Studies Minor

Six course credits are required, including Civil War Era Studies 205 and 400. The remaining four courses may be selected from the CWES cross-listed elective courses. The four elective courses are subject to the following restrictions: The electives must be in at least two different departments. (IDS courses and electives with a CWES designation will be treated as separate departments.) No more than two elective courses can be from the student's major field of study; and no more than two electives may be taken at the 100 level.

Students are allowed to fill one elective requirement with either an internship or an independent study course, subject to the normal College requirements.

### Course Listing

#### **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-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-330 John Brown: Freedom Fighter or Fanatic?,**

Martyr or terrorist? Freedom fighter or fanatic? These questions remain controversial 150 years after John Brown's failed attempt to foment a slave insurrection by seizing the federal arsenal at Harpers Ferry. The course examines the events in Brown's life and also contextualizes him within the broader cultural, intellectual and economic developments of his era. A variety of interpretations is explored in order to assess Brown's role in history and his legacy as a symbol in the struggle for freedom and racial equality.

**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-346 American Women and the Civil War Era**

This course examines the experience of women during the Civil War Era. The principal focus of the course is to understand how mothers, wives and daughters negotiated significant wartime transitions. We will explore how women created and reacted to their shifting social, political, and cultural roles. Arranged thematically and chronologically, this course surveys primary and secondary sources that highlight recent historiographical trends and theoretical frameworks.

**CWES-350 The American Civil War in the West**

An examination of the Civil War in the West from the Appalachian Mountains to the Mississippi River. The course covers the actions of both the Union and Confederate armies and navies, ethnic minorities, and military technology (especially naval technology). Using primary and secondary materials, students master the historical content as well as develop their research and writing skills.

**CWES-400 Seminar: American Civil War Era**

Interdisciplinary seminar, which addresses the social, political and cultural history of the Civil War era. Seminar focus shifts on a revolving basis to feature society, politics, and culture through institutions, art, philosophy, political formation, and print culture. This course is the capstone seminar for the CWES Minor, but it is open to other students as well.

**CWES-421 Seminar: Interpretation of the American Civil War**

Seminar which surveys the most influential historical interpretations of the Civil War. Intensive reading of interpretive work on Civil War era religion, slavery, gender identity, home-front issues, postwar adjustment, and soldier motivations. A major research project, based on topics connected with resources and collections in Gettysburg, Philadelphia, Harrisburg, Carlisle, Baltimore and Washington, is the principal responsibility of this course. Serves as a core course for The Gettysburg Semester.

**CWES-425 Field Experience in Civil War Era Studies**

Seminar devoted to the military experience of the Civil War. Involves detailed examination of the 19th century American military, and the major battles and battlefields of the eastern theater of the

Civil War. Students participate in a series of day-long field trips to Harpers Ferry, Manassas, Antietam, Fredericksburg, Chancellorsville, Harpers Ferry, and Washington, D.C. There are three formal tours of the Gettysburg battlefield and borough, and a weekend trip to the Richmond/Petersburg battle sites. Students compile a weekly journal to comment on the battle sites, and to respond to readings to an assigned list of significant battle narratives. Serves as a core course for THE GETTYSBURG SEMESTER.

**CWES-450 Individualized Study-Tutorial**

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

**CWES-451 Individualized Study-Tutorial**

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

**CWES-452 Individualized Study-Tutorial**

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

**CWES-453 Individualized Study-Tutorial**

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

**CWES-460 Individualized Study-Research**

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

**CWES-461 Individualized Study-Research**

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

**CWES-462 Individualized Study-Research**

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

**CWES-463 Individualized Study-Research**

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

**CWES-470 Individualized Study-Internship**

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

**CWES-471 Individualized Study-Internship**

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

**CWES-472 Individualized Study-Internship**

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

**CWES-473 Individualized Study-Internship**

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

**CWES-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.

**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

### Program Description

The field of Classics is by its very nature interdisciplinary, consisting of multiple interrelated sub-disciplines. This department offers study in two ancient languages (Greek; Latin), as well as courses covering the histories, mythologies, several genres of literature, and material cultures of the ancient Mediterranean world.

The study of language not only is a necessary foundation for erudition in this field but also is valuable in and of itself. The systematic acquisition of grammar and syntax and of the ability to read texts in an ancient language is not equaled or paralleled by any other educational experience, and students of Classics greatly improve their vocabulary skills, broaden their understanding of English grammar, and enhance their ability to communicate effectively in both speech and writing.

Through in-depth examination of classical literature students grapple with such issues as socio-political privileges, duties, and ethics on a public level and such weighty concepts as death, love, and morality on a personal one. The conflicting views of life and reality espoused by the works of ancient authors provoke close reconsideration of students' own lives, cultures, and personal ideals.

History, mythology, and archaeology all combine the examination of texts with the consideration of material culture, thus providing a variety of approaches for studying the ancient Mediterranean world. Because the available source material is selectively preserved and incomplete, students engaged in these subfields by necessity exercise and improve their analytical reading, critical thinking, and creative problem-solving skills.

### Program Requirements

#### Classics Major

[Classics Major Check Sheet - Effective with the Class of 2014](#)

[Classics Major Check Sheet - Effective with the Class of 2016](#)

**Effective for class entering Fall 2012**

Eleven courses to be distributed as indicated below. Students majoring in Classics are not permitted to earn a minor in Greek or Latin. All Classics students should consider Study Abroad and consult with their advisors about appropriate course work while abroad.

TWO courses of *Introductory Survey*

- CLA-121 Survey of Greek Civilization
- CLA-122 Survey of Roman Civilization
- CLA-125 Archaeology of the Mediterranean World

FOUR courses of *Intermediate Analysis at the 200-level*

- Any 4 courses in Classics, Greek, or Latin, at least ONE of which must be in CLA/History (CLA 235 with permission, 251, 252) and ONE in CLA/Literature (CLA 230, 235 with permission, 262, 264, 266, 270).

ONE course considering an *Extra-disciplinary Approach*

- ANTH-106 Introduction to Archaeology and Physical Anthropology
- ANTH-221 Language and Culture
- ANTH-235 Early Civilizations in Cross-Cultural Perspective
- ANTH-300 History of Anthropological Theory
- ENG-298 Critical Methods: History of Literary Criticism
- ENG-299 Critical Methods
- ES-230 Introduction to Geographic Information Systems
- ES-263 Remote Sensing
- HIST-300 Historical Method
- PHIL-205 Ancient Philosophy
- POL-102 Intro to Political Thought
- THA-203 History of the Theatre
- VAH-201 Arts of Ancient Greece and Rome

FOUR courses at the *Advanced Seminar* level

- Any four courses in Classics, Greek, or Latin at the 300 or 400 level, at least ONE of which must be in Greek (GRK) or Latin (LAT), and at least ONE of which must be the

Capstone experience. For the Capstone, students must have departmental permission to select CLA 464 or a 300-level course.

## Classics Minor

### Classics Minor Check Sheet - Effective with the Class of 2014

TWO courses of *Introductory Survey*

- CLA-121, CLA-122, or CLA-125

FOUR courses of *Advanced Study*

- Any Classics courses beyond the 100-level, or any Greek and/or Latin courses at any level; at least TWO of the four courses must be at the 300-level.

### **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. (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.**")

## Course Listing

### **CLA-103 Classics of Greek and Latin Literature**

Exploration of enduring works of ancient Greek and Latin literature, including epic and narrative poetry, drama, philosophical dialogue, and literary criticism. Authors read may include Homer, Sophocles, Aeschylus, Euripides, Aristophanes, Plato, Aristotle, Virgil, Ovid, Cicero, Lucretius, Seneca, and others. Through reading, writing, and discussion, the student is introduced to those humanistic skills and critical methods that have traditionally distinguished the liberally educated person.

### **CLA-121 Survey of Greek Civilization**

Survey of history, literature, art, architecture, etc. of Greece from the 8th century BCE through the death of Alexander the Great, with emphases on material culture and selected literary texts. Normally offered every year. Seniors need permission of instructor.

### **CLA-122 Survey of Roman Civilization**

Survey of history, literature, art, architecture, etc. of Rome from its founding to the Council of Nicaea, with emphasis on the material culture of an empire encompassing the whole Mediterranean world. Normally offered every year. Seniors need permission of instructor.

### **CLA-125 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.

### **CLA-125 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.

**CLA-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.

**CLA-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.

**CLA-230 Classical Mythology**

Survey of classical mythology, with attention to the process of myth-making and the development of religion.

**CLA-235 Topics in Classics**

Exploration of a special topic in Classics chosen by a faculty member or visiting faculty member. Topic varies with the interest and expertise of the instructor. Recent offerings included the Greco Roman City, Women in the Classical World, and Ancient Technology. Offered occasionally.

**CLA-251 Greek History**

Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Offered alternate years. Offered every other year.

**CLA-252 Roman History**

History of the Republic and Empire. Offered every other year.

**CLA-254 History of Roman Literature**

A chronological and thematic overview of the literature of the ancient Roman world, Latin and Greek, in English translation. Both major and minor works of Roman literature are considered against the historical background: who was writing what, when, for whom, and why? Selections from representative authors of drama, history, poetry, rhetoric, philosophy, biography, and the distinctly Roman genre of satire are read, from the beginnings in late 3rd/early 2nd century BC to the Christian and pagan polemics of Late Antiquity.

**CLA-255 Egypt and the Ancient Near East**

Survey of the history and archaeology of the Ancient Near East, c. 3000-300 BCE, including Anatolia, Egypt, and Mesopotamia, with emphasis on international affairs during the Late Bronze Age (c. 1550-1200 BCE) and the subsequent rise of Israel and Judah in the Levant. Normally offered every other year.

**CLA-262 Ancient Epic**

Study of Homer, Apollonius of Rhodes, Vergil, and Ovid. Normally offered once every three years.

**CLA-264 Ancient Tragedy**

Study of Aeschylus, Sophocles, Euripides, and Seneca. Class culminates in a public performance of a tragic play. Normally offered once every three years.

**CLA-266 Ancient Comedy**

Study of Aristophanes, Plautus, and Terence. Class culminates in a public performance of a comic play. Normally offered once every three years.

**CLA-270 Ancient Drama**

Study of Ancient Greek and Roman plays, both tragic and comic, by way of reading, writing about, discussing, and performing 10-12 plays. Unlike other ancient drama courses offered in this department, this course permits juxtaposition and comparison of tragic and comic plays. By being less constrained by a narrow (though valuable and ancient) notion of genre, the approach offers richer opportunities for thematic interpretation. Normally offered once every three years.

**CLA-275 Warfare in the Ancient Mediterranean World**

Examination of the origins, development, and diversity of military strategies, tactics, technologies, and ideologies in the Mediterranean world, c. 1500-150 BCE, with emphasis on the role of warfare in shaping societies. Primarily seminar in format, the course design involves in-class discussion of select ancient texts in translation, together with some of the recent scholarship regarding these sources.

**CLA-320 Imperial Roman and Late Antique Architecture**

Study of major examples of public and private architecture in the Roman and Early Byzantine Empire between the first and sixth centuries CE. Attention will be given to the basic forms and techniques of Roman buildings, to differences between architecture in the Hellenistic, urbanized eastern empire and in the less developed western part, and to the transformations from the buildings of the Early Empire to that of Diocletian and Constantine and finally to the Late Antique world with Christian churches.

**CLA-330 Classical Mythology**

Examination of ancient myth in written and visual media, with special attention to mythic traditions, the development of religion, contexts for the creation and performance of myth, and various critical approaches to mythology.

**CLA-335 Topics in Classics**

In-depth exploration of a unifying topic in Classics, using appropriate historical, literary, or other analytical frameworks. Topics vary with the interest and expertise of the instructor. Examples of topics: Religions of the Mediterranean World, Warfare in the Ancient Mediterranean World.

Prerequisite: One 100 or 200 level Classical Studies course or permission of the instructor.

**CLA-337 Death and Burial in the Ancient Mediterranean World**

Study of both the attitudes toward death and the practices of disposal of the body, from the end of the Greek Bronze Age through the classical Greek and Roman periods to the end of antiquity.

The approach is primarily archaeological and historical, but includes relevant classical literature on the afterlife and on burial customs as well as a look at tomb inscriptions. Prerequisite: One 100 or 200 level Classics course or permission of the instructor.

**CLA-341 The City in the Greek and Roman World**

Study of plans and monuments of Greek and Roman cities as well as writings of classical authors about cities and urban life. A combined archaeological, historical, and literary approach is used,



with an emphasis on how the growth of cities depended on the development of technology for the construction of fortifications, large buildings, aqueducts, and other urban necessities. The course begins with the Mycenaean period in Greece and concludes with Roman cities of the 6th century AD. Prerequisite: One 100 or 200 level Classics course or permission of the instructor.

**CLA-350 Democratic Labors in Athens and America**

Survey and role-playing simulations of the Athenian democracy in 403 BCE and the Woman's Suffrage and labor movements in Greenwich Village in 1913. Students research and play roles based on historical individuals and/or principles, exploring the complexities, challenges, and limits of democratic practice. Students test democratic theories in relation to specific historical events and social forces (e.g., class, gender, and race) in a practical environment of negotiation and compromise. Prerequisite: One 100 or 200 level course in Classics, History, Philosophy, Political Science, or Women, Gender, & Sexuality Studies or permission of instructor.

**CLA-354 History of Roman Literature**

A chronological and thematic overview of the literature of the ancient Roman world, Latin and Greek, in English translation. Both major and minor works of Roman literature are considered against the historical background: who was writing what, when, for whom, and why? Selections from representative authors of drama, history, poetry, rhetoric, philosophy, biography, and the distinctly Roman genre of satire are read, from the beginnings in late 3rd/early 2nd century BC to the Christian and pagan polemics of Late Antiquity.

**CLA-355 Egypt & the Ancient Near East**

Survey of the history and archaeology of the Ancient Near East, c. 3000-300 BCE, including Anatolia, Egypt, and Mesopotamia, with emphasis on international affairs during the Late Bronze Age (c. 1550-1200 BCE) and the subsequent rise of Israel and Judah in the Levant. Normally offered every other year.

**CLA-375 Warfare in the Ancient Mediterranean World**

Examination of the origins, development, and diversity of military strategies, tactics, technologies, and ideologies in the Mediterranean world, c. 1500-150 BCE, with emphasis on the role of warfare in shaping societies. Primarily seminar in format, the course design involves in-class discussion of select ancient texts in translation, together with some of the recent scholarship regarding these sources.

**CLA-420 Imperial Roman and Late Antique Architecture**

Study of major examples of public and private architecture in the Roman and Early Byzantine Empire between the first and sixth centuries CE. Attention will be given to the basic forms and techniques of Roman buildings, to differences between architecture in the Hellenistic, urbanized eastern empire and in the less developed western part, and to the transformations from the buildings of the Early Empire to that of Diocletian and Constantine and finally to the Late Antique world with Christian churches.

**CLA-435 Topics in Classics**

In-depth exploration of a unifying topic in Classics, using appropriate historical, literary, or other analytical frameworks. Topics vary with the interest and expertise of the instructor. Examples of topics: Religions of the Mediterranean World, Warfare in the Ancient Mediterranean World. Prerequisite: One 100 or 200 level Classical Studies course or permission of the instructor.

**CLA-441 The City in the Greek and Roman World**

Study of plans and monuments of Greek and Roman cities as well as writings of classical authors about cities and urban life. A combined archaeological, historical, and literary approach is used, with an emphasis on how the growth of cities depended on the development of technology for the construction of fortifications, large buildings, aqueducts, and other urban necessities. The course begins with the Mycenaean period in Greece and concludes with Roman cities of the 6th century AD. Prerequisite: One 100 or 200 level Classics course or permission of the instructor.

**CLA-450 Individualized Study-Tutorial**

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

**CLA-451 Individualized Study-Tutorial**

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

**CLA-452 Individualized Study-Tutorial**

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

**CLA-453 Individualized Study-Tutorial**

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

**CLA-455 Egypt & the Ancient Near East**

Survey of the history and archaeology of the Ancient Near East, c. 3000-300 BCE, including Anatolia, Egypt, and Mesopotamia, with emphasis on international affairs during the Late Bronze Age (c. 1550-1200 BCE) and the subsequent rise of Israel and Judah in the Levant. Normally offered every other year.

**CLA-460 Individualized Study-Research**

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

**CLA-461 Individualized Study-Research**

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

**CLA-462 Individualized Study-Research**

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

**CLA-463 Individualized Study-Research**

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

**CLA-464 Senior Capstone**

**CLA-470 Individualized Study-Internship**

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

**CLA-471 Individualized Study-Internship**

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

**CLA-472 Individualized Study-Internship**

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

**CLA-473 Individualized Study-Internship**

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

**CLA-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.

**CLA-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

**Course Listings for Greek**

**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. Offered every fall.

**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 201 or placement.

**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**

Selected orations of Demosthenes and Lysias. 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. Offered every fall.

**LAT-102 Beginning Latin II**

Continuation of Latin I, introduction to reading and pronunciation of Latin, with emphasis on vocabulary, morphology, syntax. Offered every spring. Prerequisite: Latin 101 or placement.

**LAT-201 Intermediate Latin I**

Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. Offered every fall. Prerequisite: Latin 102 or placement.

**LAT-202 Intermediate Latin II**

Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. Prerequisite: Latin 201 or placement.

**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 Cicero**

Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year. Prerequisite: Latin 202 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-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**

### **Program Description**

The computer science curriculum, offered by the Department of Computer Science, enables a student to study systematic approaches to problem solving within a computing environment. In the course of this study, the student develops the practice of clear thinking and logical reasoning, while learning to analyze information processing tools and systems. Within this study there is an emphasis on the human factors associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with faculty members, be involved in on-going research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad understanding of both the theoretical and applied aspects of the discipline. As such, it provides a firm foundation for those intending to do graduate work as well as for those interested in pursuing a career in 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 107/111 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 107/111: 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 System Design (taken during the senior year)

In addition to the 10 courses in computer science, students must take:

- Equivalent of Mathematics 111 or above (usually taken during the first year)

#### **Approved courses offered by other departments**

- Biology 251
- Mathematics 353 and 366
- Physics 240
- Psychology 315, 316 or 338

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 Sciences courses numbered 107/111 or above.

*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. Any course which is a prerequisite for another course may not be taken or repeated after the subsequent higher numbered course is passed.

## **Course Listing**

### **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. Prerequisite: none.

### **CS-107 Introduction to Scientific Computation**

Introduction to computer science with a scientific computation language (e.g., MATLAB). Emphasis is on fundamental programming constructs, algorithmic thinking and problem-solving, fundamental data structures, and recursion. Student projects include common scientific computing challenges and data visualization. Tailored for students interested in mathematics or the sciences. May be taken as an alternative to Computer Science 111, the usual beginning course for a major or minor in computer science. 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. 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 107 or 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**

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-311 Design and Analysis of Algorithms**

Survey of basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of

usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. Prerequisites: Computer Science 201, Computer Science 216.

### **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-335 Software Engineering**

Introduction to principles used to analyze and specify software systems. Concepts and issues relating to initial stages of the software life cycle are covered. Study examines formal methods for analyzing and investigating environments requiring automation, then studies languages and CASE (Computer-Aided Software Engineering) tools. Throughout the course students apply the principles that they study to situations on campus and within local communities. Prerequisite: Computer Science 216.

### **CS-341 Survey 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, one 300-level computer science course, and senior status or permission of department.

**CS-450 Individualized Study-Tutorial**

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

**CS-460 Individualized Study-Research**

Intensive study of a selected topic in computer science or a related area. Research project is completed in collaboration with a faculty member. Prerequisites: Computer Science 216 and permission of department.

**CS-477 Half Credit Internship**

Half credit internship, graded S/U.

**East Asian Studies**

## Program Description

Gettysburg College students have the opportunity to pursue a minor in East Asian studies, which is designed to provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan. Students are encouraged to study in Japan at Kansai Gaidai University or at the College's affiliated program in China. The China program, located in Beijing, is jointly administered by CET Academic Programs and Capital Normal 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 minor.

## Program Requirements

### Minor Requirements

The minor requires six courses. Students take one core course (Hist 221 or Hist 222), plus three courses in one's country of specialization (either China or Japan). These courses must come from three different disciplines, with at least one course from the humanities and one from the social sciences.

Courses suitable for the China specialization include the following:

AS 223 Travel Writing, Tourism, and Culture in China

AS 224 Chinese Folklore

AS 225 Contemporary Chinese Writers

Hist 223 Modern China

Pol Sci 270 Government and Politics in China

Rel 248 Religions of China

Rel 251 Looking for the Tao

Rel 254 Confucianism

Rel 352 The Tao of Traditional Chinese Medicine

Soc 243 The Chinese Diaspora

VAH 234 Arts of China

VAH 235 Chinese Painting and Aesthetics

Courses suitable for the Japan specialization include the following:

AS 150 Contemporary Japanese Culture and Society

AS 238 Pre-Modern 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 Literature

AS 341/402 Genre in Modern Japanese Literature

AS 343/403 Who Dunit and Why? Japanese Detective Fiction, Past and Present

Film 261 Japanese Cinema

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

Rel 249 Religions of Japan

Study abroad programs in China and Japan can also be expected to offer courses suitable for fulfilling the specialization requirement.

Students specializing in China must take Beginning Chinese 101 and 102 (or their equivalent). Students specializing in Japan must take Beginning Japanese 101 and 102 (or their equivalent).

In addition to the above requirements, students must complete one course that offers a comparative perspective within East Asia. This may be either a course, beyond the core, that is explicitly comparative or a course on the East Asian country not in one's area of specialization.

A final requirement is one elective, which is any course with a substantial East Asian focus. This may include additional language study (such as Japanese 201 or Chinese 201), Women in Buddhism (Rel 252), World Philosophy (Phil 240), and Introduction to Asian Art (VAH 131), among others.

## Economics

## Program Description

The study of economics is more vital in today's world than ever before. The exchange of and competition for goods and services -- in the United States and around the world -- influences everything from small-scale community decisions to global geopolitics.

- Courses in the Economics Department at Gettysburg College examine economics in both **historical and contemporary contexts**, drawing on economic theory and exploring how economic forces contribute to contemporary social problems and solutions.
- Importantly, economics emphasizes the **development of critical thinking**. Students learn how to gather information relevant to a particular problem, analyze that information, and synthesize it in ways that lead to new levels of understanding.

A degree in economics builds a foundation for success in a wide range of **corporate, nonprofit, and public sector careers**, and serves as ideal preparation for **graduate work** in economics, management, business, law, and other fields.

## 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 for Class of 2015**

**Major Course Checklist for Class of 2014**

### Core Courses

- Economics 103 and 104 for Class of 2015. Economics 101 and one course numbered 201-239 for Class of 2013 and 2014.
- 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 for 2015**

**Minor Course Checklist for 2014**

**Requirements**

- Economics 103 and 104 for Class of 2015. Economics 101 and one course numbered 201-239 for Class of 2013 and 2014.
- Two courses from among Economics 241, 243, 245, 249, 350

Two additional courses from among those numbered 250 or above.

**Course Listing**

***ECON-101* Introductory Economics**

An introduction to economic systems and economic analysis, with emphasis on the operation of the US economy. Topics include theories of prices, consumer behavior, firm behavior, income distribution, employment, inflation, money, taxes and global economic interdependence.

***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-201 Topics in Applied Economics***

Application of economic theory to a topic area using and extending the ideas studied in Economics 101. Topics may range from regional economic history and development to sports, gender, and bio-economics. Historical context, policy concerns, and application of economic theory to issues in the topic area are covered. Course introduces writing conventions and research techniques used in economic analysis. Prerequisites: Economics 101, 103 or 104.

***ECON-208 Energy Economics***

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, distribution and emissions control. It examines aspects of public policies affecting energy markets. Prerequisites: Economics 101 or 103.

***ECON-209 Health Economics***

This course will explore how the tools of economics could be applied to solve problems in health-care industry. It will cover topics on economic behavior of patients and providers, markets for health services, health-care finance and insurance, health-care policy, the organization and performance of health care delivery systems, as well as comparisons of these aspects across countries. Prerequisites: Economics 101 or 103.

***ECON-211 American Economic History***

Prerequisites: Economics 101 or 103.

***ECON-212 African Economic History and Development***

Intensive examination of Africa, 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 101 or 103.

***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 101 or 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 101 or 103.

### ***ECON-215 Economics of Transition***

An introduction to the theoretical and empirical issues related to the difficult transition of Eastern Europe from a highly centralized economy and totalitarianism to a market democracy. It is built around two cores: the theoretical models, debates and characterization of the command versus the market economy and the models and regularities observed in the actual transformation process itself. Prerequisites: Economics 101, 103 or 104.

### ***ECON-216 Political Economy of Oil***

Examination of the political economy of oil extraction and the production, distribution, and consumption of oil products. Specific topics include the geography of oil and the economics of oil extraction, the evolution of the international oil market from the colonial era to the present, historical and social origins of the US dependency on oil, the economic impact of changes in oil prices, and the environmental costs of fossil fuels. Prerequisites: Economics 101 or 104.

### ***ECON-217 British Economic History***

A review of British Economic History from the rise of Britain as an economic power in the seventeenth century to the present day. Topics include the relationships between Britain, its American colonies, and its imperial possessions, the question of whether England declined in the late nineteenth century, the Great Depression, and British economic performance since WWII. Students apply economic theories to understand the relationships between economic growth, population growth, and the standard of living, institutional changes such as the growth of credit, banking and finance, and debates over the role of government in the economy and read contemporary accounts that record observers' impressions of the changes they saw taking place in Britain. Prerequisites: Economics 101 or 103.

### ***ECON-218 Experimental Economics***

This course provides an introduction to laboratory methods in economics and shows how experimental economics can be used to understand spontaneous and self-generating orders (emerging out of apparent chaos) around us. This course uses a combination of hands-on learning in laboratory experiments and Socratic roundtable discussions of readings. It will cover topics such as decision making, bargaining, public goods, market design, theories of fairness and learning, social issues like discrimination and gender differences, neuroeconomics. Prerequisite: Econ 101.

### ***ECON-221 Current Issues in Economics***

Application of economics principles to contemporary world events. Students examine public policy controversies and current events through the lens of economic analysis. Prerequisites: Economics 101, 103 or 104.

### ***ECON-222 Issues Environ & Resource Econ***

A study of how humans consume environmental and natural resources in direct and indirect ways. The course considers how renewable and non-renewable resources are used as inputs to production, as consumption goods, as recreational and aesthetic amenities, as waste recipients and processors. The course expands the basic concept of the economy to include environmental and natural resources like air quality, water quality and quantity, fossil fuels, wild and domesticated species, and the like. Students focus on the decision-making and analytical tools

economics provides that help clarify and solve environmental and natural resource problems.  
Prerequisites: Economics 101 or 103.

***ECON-223 Topics in Political Economy***

Overview of political and economic theories that explain variations in the levels of development across the developing world. The focus is on power relations, including those that arise in gender and class interactions. Explores the interaction between politics and ideology in developing policies to fight unemployment, inflation, poverty and inequality. Prerequisites: Economics 101 or 104.

***ECON-224 Talkin' Bout My Generation: Economic Policy from the 1960s to the 2000s***

This course surveys the changes in economic policy that have occurred in the United States from the 1960s to the present. We discuss the main philosophical perspectives that run through the policy debates of this period: liberalism versus conservatism, big versus small government, and so on. We examine the major components of economic policy during this period and the debates surrounding them: the War on Poverty, policies to control inflation and unemployment, supply-side economics, financial deregulation, welfare reform, health care reform, and others.  
Prerequisites: Economics 101 or 104.

***ECON-231 Economics of Race and Gender***

A study of racial and gender inequalities in the US. The course examines how mainstream and heterodox economic theories address issues of systematic racial and gender differences in labor markets such as wage and salary gaps, and in product markets such as mortgage lending and house purchases. Students examine how different economic understandings of the terms race and gender color economic theories that seek to explain differences in economic outcomes.  
Prerequisites: Economics 101, 103 or 104.

***ECON-232 Economics and Gender***

Application of microeconomic theory to gender issues in our economy. Course explores demographic issues such as fertility and divorce, considers the effect of the tax structure and other public policies on gender differences in labor force participation over time, and examines economic paradigms for explaining gender discrimination in our society. Prerequisites: Economics 101 or 103.

***ECON-233 Economics and Race***

An examination of how mainstream and heterodox economic theories address issues of systematic differences in outcomes between racial groups in labor markets, product markets, health care, and wealth accumulation. The course reviews how a focus on racial inequalities often involves an examination of ethnicity, gender and class and traces how different understandings of the term "race" colors economic theories that seek to explain differences in economic outcomes.  
Prerequisites: Economics 101, 103 or 104.

***ECON-234 The Economics of Sports***

Study of economic issues in professional, collegiate, and other amateur sports. The course examines the history and development of the economics of sports. Central themes of the study include public policy, the economic organization of the sports industry, the roles of women and people of color, labor relations, and monopoly and monopsony power. Prerequisites: Economics 101 or 103.

***ECON-235 The Great Depression***

A case study of the Great Depression of the 1930s to explore the principles of micro and macroeconomics and simultaneously to introduce techniques of quantitative reasoning. Students gain greater understanding of the impact of the depression on those who lived through it, its possible causes, and the lessons learned from it. In the course, students read a basic economics text, but also history and fiction, watch movies, and discuss various facets of the depression and the decade that preceded it. Prerequisites: Economics 101 or 103.

***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 Mathematics 107, Psychology 205, or Biology 260. Prerequisites: Econ 101 and one course numbered 201 to 239, or 103 and 104, and one of the following: Math 105-106, 111 or the equivalent or permission of the Econ department.

***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 101 and one course numbered 201 to 239, or 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 101 and one course numbered 201 to 239, or 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 101 and one course from 201-239) or (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 101 and one course from 201-239) or (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 101 and one course from 201-239) or (Econ 103 and 104).

***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 101 and one course from 201-239) or (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.

***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.

***ECON-267 Finance***

Emphasis is on financial planning, investment analysis, asset management, and sources and costs of capital. Prerequisites: Econ 103 and one course from 201-239 or (Econ 103 and 104). Recommended: Econ 241, 243 and 245. Cross Listed with BUS 267.

***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-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.

***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, 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 101 and one course from Econ 201 to 239 and either Econ 245, ES 312 or BIO 205.

***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.

***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 Quantitative Methods in Economics***

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 Introduction to 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 241, 243, 245 and 350, plus one other 300-level course.

### ***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.

### ***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.

### ***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

### Program Description

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching and other field experiences.

Other departments work cooperatively with the education department in the preparation of teachers in secondary education, K-12 education, and music education. All education programs are competency-based and have received accreditation from the Pennsylvania Department of Education. Note that course requirements for the Education minor are subject to change reflecting Pennsylvania State Department of Education regulations and accreditation requirements. The liberal arts are central to the College's teacher education programs.

### Program Requirements

Students planning to teach must complete an approved major in an academic department and fulfill all the requirements for the Bachelor of Arts degree or the Bachelor of Science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and to apply to teach in other states with similar requirements. Students who pursue teacher certification are required to demonstrate competence in oral and written communication skills and computer literacy prior to certification. A minimum of 190 hours of observation and participation in schools is required prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the Praxis Series of the National Teachers' Exams (NTE) PPST reading, writing, mathematics in order to apply for the Education Semester, and, later to complete the specialty area test (the subject area for which candidates are seeking certification) in order to be certified.

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry,

physics, general science, mathematics, English, social studies, citizenship or social sciences; or music education, French, Spanish, Latin, or German education (K-12). Early planning beginning in the first year is essential for all of these programs. For secondary and K-12 certificates, the Education Semester consists of Education 405 (worth one course unit) and 476 (Student Teaching, worth 3 course units). Only these courses may be taken during the Education Semester.

Students, in consultation with the department, will select either the fall or spring semester of the senior year as the Education Semester. A Ninth Semester Option offers the Education Semester the fall semester following graduation. This option, which includes only the Education Semester, is provided at cost to these recent Gettysburg College graduates who have been accepted into the program. (Cost for 2014-15: tuition, teaching, plus room, board, and certification fees.) Student teaching experiences are completed at a school district in proximity to the College, or in another approved alternative site in close proximity to campus.

### **Education Semester**

The admission of a student to the Education Semester depends upon the student's academic achievement, demonstrated competence in communication skills, the electronic portfolio, and a recommendation from the major department. Guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 3.0 and a grade point average of 3.0 in the major. The successful applicant must have earned a C grade or higher in all education courses. The student is also evaluated on such professional traits as responsibility, integrity, enthusiasm, ethical behavior, timeliness, and communication skills. Applications for the Education Semester are submitted electronically to the Department of Education office by October 15 of the academic year prior to student teaching, and must be approved by the Teacher Education Committee.

A student seeking teacher certification may choose to minor in education. The minor for secondary and k-12 education (except for music education students) consists of the following courses: Education 201, 209, 303, 405, and 476 (worth 3 course units). A student who elects to student teach during the Ninth Semester Option is not eligible for a minor in education, but still takes a concentration of courses in education leading to teacher certification. Additional course work is required for teacher certification.

### **The Educational Studies Minor**

The Educational Studies minor allows students to explore education as a social, cultural, historical, psychological, and philosophical phenomenon through rigorous coursework and field experiences without earning teacher licensure. The minor is designed to prepare students to pursue licensure as part of a Master's degree program or through alternative routes to certification, should certification be desired after leaving the College. The Educational Studies minor is also designed to engage students in social policy issues related to education and to help students generally become more informed citizens by developing their understanding of the complexity of education. The exact program of study will be designed in collaboration with the students' Education Advisor and may include any 6 courses of interest related to a particular area of study. At least one course must be at the 300 level. Up to two courses offered in other departments may be approved by the Education Department to substitute for education coursework for the minor. Courses that carry credit for the Educational Studies minor must include a significant educational focus and be approved by the Education Department. Students also must create an electronic portfolio.

Courses currently available to Educational Studies students within the Education Department:

- a) EDUC 209: Educational Foundations (*Meets Conceptualizing Diversity*)
- b) EDUC 201: Educational Psychology (*Meets Multiple Inquiries: Social Science*)
- c) EDUC 299: Language, Culture, and Immigration
- d) EDUC 225 Creativity: Teaching, Learning & Cross Disciplinary Applications (*Meets Integrative Thinking*)
- e) EDUC 220: Urban Education (*Spring semester; Meets Conceptualizing Diversity and Integrative Thinking*)

\*\*Methods courses may also be selected. Many of these courses have a mandatory prerequisite of *both* EDUC 209 and EDUC 201 or permission of the instructor:

- f) EDUC 306: Teaching Social Studies
- g) EDUC 331: Comprehensive Literacy instruction
- h) EDUC 336: Statistics for Classroom Assessment and Educational Research (*no prerequisite; meets Quantitative, Inductive, and Deductive reasoning*)
- i) EDUC 340: Teaching Students with Diverse Needs
- j) EDUC 350: School Science and Mathematics

Sample elective courses available to Educational Studies students outside the Education Department:

- a) FYS 106-2: 29<sup>th</sup> in the World: Exploring Slipping American Achievement in the Sciences
- b) FYS 179: Language in Multicultural America
- c) IDS 250: Poverty, Education, & the American Dream
- d) AFS 290: Language, Race, & Education
- e) PSYCH 225: Developmental Psychology: Infancy & Childhood (*prerequisite of PSYCH 101*)

Other courses may be selected with approval from Education advisor.

## Course Listing

### **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-209 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-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-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.

**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-299 Language, Culture & Immigration**

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.

**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.

Prerequisites: Education 209 and Education 201, or permission of instructor.

**EDUC-331 Comprehensive Literacy Instruction**

Introduction to theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to acquisition of language and reading and writing skills are studied. Young adult and children's literature are explored in relation to the learning process.

Designed for teachers of all grade levels. Prerequisites: Educ 209 and Educ 201 or permission of the instructor.

**EDUC-332 Cultural Impact of 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: Politics, Pedagogies, & Possibilities of Literacy in the 21st Century**

Over the past decade, technological advances have exposed society to immense amounts of information via multiple texts. Literacy as Agency: Politics, Pedagogies, and Possibilities of Literacy in the 21st Century is designed to provide a forum where students can investigate the impact technological advances have had on serving literate and illiterate citizens. 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.

**EDUC-336 Statistics for Classroom Assessment and Educational Research**

Introductory course in quantitative methods designed for teacher certification students. This course provides an initial overview of descriptive and inferential statistics, designed for use in the classroom context. Classroom assessment and educational research applications are discussed. Topics covered include data display, mean, variance, and standard deviation, correlation, hypothesis testing, and analysis of variance. Tests are complemented with applied projects using data collected in classroom contexts. Course counts toward the Pennsylvania Department of Education's mathematics requirement for teacher licensure and prepares students for the action research capstone experience.

**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). Prerequisites: Educ 209 and Educ 201 or permission of the instructor.

**EDUC-350 School Science and Mathematics: Methods, Concepts, and Instructional Media**  
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. Prerequisites: Educ 209 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.

**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-396 Instructional Technology for School Districts**

This course enables the prospective instructional technologist to learn how to integrate technology into the student's learning environment both inside and outside the classroom while considering the diverse needs of students. The course considers topics related to instructional technology ranging from individual instruction to those involving groups of students. The course also examines instructional technology from all levels of an organization stretching from the classroom to multi-year planning at the district office. Technology management techniques for a school district are addressed. Students will design technology environments for general education students and teachers. Various assessment techniques will be discussed and developed to evaluate the activities. Specific topics to be addressed include: instructional design, desktop applications, internet based applications, effective use and evaluation of web sites, assessing technology use and outcomes, technology planning, and resource allocation.

**EDUC-405 Classroom Research in the Content Area**

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.

***EDUC-410 Internship in Foreign Language Teaching***

Designed for future secondary teachers of Foreign Language. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in Foreign Language. Prerequisite is EDUC 331. EDUC 410 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

***EDUC-411 Internship in Secondary English Teaching***

Designed for future secondary teachers of English. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in English. Prerequisite is EDUC 331. EDUC 411 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

***EDUC-412 Internship in Mathematics Education***

Designed for future secondary teachers of mathematics. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in mathematics. Prerequisite is EDUC 350. EDUC 412 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

***EDUC-413 Internship in Science Education***

Designed for future teachers of biology, chemistry, physics, or environmental education. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in any of the sciences. Prerequisite is EDUC 350. EDUC 413 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

***EDUC-414 Internship in Social Studies Education***

Designed for future secondary teachers of secondary social studies. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in social studies, social science, or citizenship. Prerequisite is EDUC 306. EDUC 414 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

***EDUC-415 Internship in Instructional Technology***

Designed for future instructional technology specialists. Includes an internship providing practical planning, teaching, and assessment of student and faculty technology work. Required of all students seeking instructional technology specialist certification. EDUC 415 must be completed prior to student teaching and carries a 60 hour field requirement. Prerequisites: EDUC 201, EDUC 209, and EDUC 396.

***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**

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

### 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, N.Y., and Washington University in St. Louis, Mo.

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 three affiliated universities. 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.

Candidates for this program have an adviser in the physics department. Normally, a student will be recommended to Columbia, RPI, or Washington University 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.

You can explore engineering focus areas and specializations at [Engineering Degree](#), a comprehensive directory of engineering degree programs.

Bret Crawford - Faculty advisor

Links:

#### [Washington University at St. Louis](#)

- [Pre-Combined Plan Curriculum Guide \(PDF\)](#)

#### [Columbia University](#)

- [Pre-Combined Plan Curriculum Guide \(PDF\)](#)

#### [Rensselaer Polytechnic Institute](#)

### Program Requirements

Students must have a minimum of a 3.25 grade point average in order to be recommended. 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 may be 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 distribution requirements while at Gettysburg.

## English

### Program Description

Courses in the English Department have two goals: to teach students to **express themselves clearly** in writing and speaking, and to help them **understand and interpret** the great literature of the English-speaking world. The curriculum is broad and diverse.

- **Writing courses** include expository writing, critical analysis, and creative writing in several genres.
- **Courses in literature** span the centuries, from Old English poetry and Medieval drama to contemporary film and postmodern literary theory. They encompass a wide range of works and authors from both Western and non-Western traditions.

The Department of English regularly hosts lectures and readings by nationally-known poets, novelists, and nonfiction writers, many of whom also meet with students for meals or coffee and visit writing classes. The "Reading Series" includes:

- **Poetry and Prose Readings by Authors of National Stature.** Visitors have included nonfiction writer Geraldine Brooks, novelist Vikram Chandra, short story writer Peter Ho Davies, memoirist J.D. Dolan, freelance writer Kim Wiley, poet Stephen Dobyns, and former poet laureate of the U.S. Rita Dove.
- **The Croll Lecture**, an annual lecture in honor of Morris Croll, an English major and graduate of Gettysburg College. The lecturer is normally of a national stature in her or his field, and is chosen on the basis of professional prominence, a personal history of mentorship, and accessibility to students.

### 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, includes *Jour 203.*
  - 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, 113, IDS 103 or 104, or designated FYS in literature.*

**Three of the eleven courses must focus on literature before 1800.**

**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, 113, IDS 103 or 104, or designated FYS in literature.*

**Three of the fourteen courses must focus on literature before 1800.**

**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 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 language or linguistics course, usually fulfilled with ENG 281. For students studying abroad at Lancaster University, LING 130 or 151 would also serve as a substitute for ENG 281. AFS 280 may substitute for ENG 281, although it will not count toward the ENG major.

- A 200-level intermediate writing course. ENG 201 or 205 and JOUR 203 fulfills the Multiple Inquiries Arts requirement.

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 Secondary Education Certification Checksheet](#)

## 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, 113, IDS 103 or 104, or designated FYS in literature).*
  - Writing courses at 200- or 300-level may be counted for one or both electives, includes Jour 203.*
  - *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](#)

## Program Requirements

### Writing Minor Requirements

The writing minor requires six courses.

- Introduction to Creative Writing (Eng 205)
- Three courses from the grouping Eng 300-309, 405
- Two electives:
  - One or both may be 200- or 300-level writing courses.
  - JOUR 203 may count.

- One may be a 200- or 300-level English literature course.
- One may be an academic-year internship or individualized study.



## Writing Minor Checksheet

### Course Listing

#### **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 requirement. 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 Plays**

Course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and his importance in the development of Western literature and thought. Designed for students not majoring in English. Offered occasionally. Fulfills humanities 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-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.

**ENG-221 Survey of English Literature:17th &18th Century**

Historical survey of English literature from Beowulf through the twentieth century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works are discussed in class to familiarize students with various methods of literary analysis; students write several short critical papers each semester. Offered occasionally. Fulfills humanities requirement.

**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.

**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.

**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***

Intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Open to first-year students. Offered occasionally. Fulfills humanities requirement.

#### ***ENG-237 American Realism and Naturalism***

In 1901, Charles Chesnutt 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 Chesnutt, 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 we explore the texts and contexts of these three decades, we 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. Offered occasionally. 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.

**ENG-251 Survey of American Literature Since 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-252 20th Century African American Literature**

An introduction to 20th-Century African American authors who have acquired prominent and permanent status in American letters and a study of literary theories that have addressed specifically questions of black writing and representation. Investigating the link between African American literary production and changes in the social and political landscape of United States, it analyzes the ways in which the historical and political moment of production accounts for the different ways that the black experience is represented by African Americans. This course examines a wide range of texts in light of shifting paradigms-with regard to race, gender, and sexuality-in American culture and thought. It pays close attention to the ways literature by African Americans assert black humanity, revise history, and redress historical injury. Offered occasionally. Fulfills humanities and conceptualizing diversity requirements.

**ENG-253 Images of Women in Literature**

Survey of literature and film from the second half of the 20th century. Drawing on novels, short stories, popular movies, and social and political history, this course takes an interdisciplinary look at women's and men's differences and commonalities, examines the various ways women and men have been imagined, how these images affect us, and how they have transformed as a result of the feminist revolution. ENG 253 and WGS 253 are cross listed. Counts toward WGS major. Offered occasionally. Fulfills humanities and conceptualizing diversity requirements.

**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-255 Identity and Imagination: Jewish American Women Writers**

Identity and Imagination: Jewish American Women Writers. A study of Jewish American women in literature and film. Praised as Yiddische mamas, derided as over-bearing Jewish mothers, condemned as materialistic Jewish American princesses, identified as red-hot mamas and sob sisters, active in Zionism, socialism, and feminism, Jewish American women fashioned complex identities for themselves. Fascinated with the ambiguity of identity in all its ramifications – gender, sexual, racial, religious – they used their literary and visual imaginations to explore and expand possibilities.

**ENG-257 Sex and Love in Jewish Literature**

"The Modern Age is the Jewish Age, and the twentieth century, in particular, is the Jewish century. Modernization is about everyone becoming urban, mobile, literate, articulate, intellectually intricate, physically fastidious, and occupationally flexible . . . . Modernization, in

other words, is about everyone becoming Jewish." Thus declared Yuri Slezkine in his recent book *The Jewish Century*. Whether or not you accept Slezkine's argument, certainly the twentieth century witnessed some of the most powerful and extraordinary works of the Jewish imagination. From the ironic to the sentimental, from the controversial to the off-beat, from nostalgic exhumation of the past to raucous satires of the present and the future, from *Avalon* to *Zelig*, Jewish writers and filmmakers tackled the full spectrum of contemporary life. In this course, students will focus on novels and films that represent Jews in love. Course readings will include Philip Roth's *Portnoy's Complaint*, Grace Paley's *The Little Disturbances of Man*, S.Y. Agnon's *A Simple Story*, A.B. Yehoshua's *The Lover*, and Rebecca Goldstein's *The Mind-Body Problem*. This course will also include evening discussions of literary texts and film screenings of such films as *Annie Hall*, *Invincible*, *Crossing Delancey*, *Avalon*, and *Walk on Water*. Offered occasionally. Fulfills humanities requirement.

### ***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-263 Voice and Visibility: African Americans and the Power of Spoken Word***

Politics and poetics of Hip Hop and Spoken Word, framed within African American oral traditions. We consider the significance of orality in crafting and cultivating the forms, styles, and content of African American cultural expressions, including written and oral poetries, music, and public speeches. Ultimately, spoken word is positioned as central to exploring complex issues of identity, culture, and politics shaping the African American presence in American society.

### ***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.

**ENG-281 History of the English Language**

Course provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century. Ideal for secondary education minors. Offered one semester per academic year. Fulfills humanities 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-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-302 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: English 205.

**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-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 Extending the Personal**

Course explores ways to infuse your writing with other elements, such as art, science, history, and the natural world. Students read poetry, non-fiction, and fiction models. Offered occasionally. Prerequisite: English 205.

**ENG-308 Experiment and Tradition**

This course will focus on the long-acknowledged division between traditional and experimental styles. Instead of asking students to take a side in this debate, we will read fiction and poetry that attempts to bridge the gap between the experimental and the traditional. In addition to reading and responding to published texts, students will be asked to produce work in two genres: poetry and fiction. The emphasis will be on helping students produce formally innovative texts that embrace the new and unique while remaining aware of the importance of tradition. Assignments will include two short stories, two poems, and a final project. Offered occasionally. Prerequisite: English 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-311 Metaphysical & Baroque Literature**

Examination of literature often mislabeled "metaphysical." Course considers the philosophic, religious, and cultural upheavals of that time as background for the great aesthetic changes that evolved through at least two distinctive styles, the metaphysical (or manneristic) and the high baroque. Offered occasionally.

**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 as guide, navigating a mystical landscape of trolls, dragons, and witches. Moreover, archaeological work now is allowing us to place the poem in a physical geography, opening 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.

**ENG-316 Growth of Romance**

The Growth of Romance Course examines the literary, social and historical factors that led to the development of Medieval romance and its subsequent flowering in the fourteenth and fifteenth centuries. Works read include *lais* and romances by Marie de France, Chr tien de Troyes, Chaucer, and Malory, and others. Offered occasionally.

**ENG-318 Shakespeare: Earlier Plays**

Course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. Counts toward Theater Arts major. Offered regularly.

**ENG-319 Shakespeare: Later Plays**

Course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. Counts toward Theater Arts major. Offered regularly.

**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. Offered occasionally.

### **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**

Exploration of the intersection between literature and the visual arts, with special attention paid to the Pre-Raphaelite, Aesthetic, and Decadent movements, which affected all branches of art. Offered occasionally.

**ENG-334 19th Century English Women Writers**

Exploration of the various ways in which women contributed to the intellectual and political excitement of mid-Victorian England. Course looks at novels, paintings, and other writings by women to determine if women presented different perspectives, if these perspectives were skewed, and what might have been the causes and consequences of their different ways of looking. Special attention is given to women's collective action in reforming lunacy laws, attitudes toward prostitutes and prostitution, and married women's property rights. Offered occasionally.

**ENG-335 Charles Dickens**

Study of Charles Dickens, a writer of inexhaustible fertility and energy, but also a complex, flawed, and troubled figure. Students examine a selection of stories and novels, ranging from his early and optimistic Christmas Carol to his last (unfinished) novel, *The Mystery of Edwin Drood*, a dark study of violent obsession. Course reviews leading events and people in Dickens's life; the larger Victorian context of his fiction; and the notably recurrent features of his fiction, such as orphans, murderers and other criminals, hypocrites, angels, and angry women. Offered occasionally.

**ENG-336 Romanticizing History**

Momentous historical events, including the fairly recent French Revolution, helped catalyze some of the most significant poems of the romantic era. Our inquiry will focus on writing that responds to and also reimagines history. The central question facing us will be whether the past, as it is appropriated for modern purposes, remains recognizable. Most of the reading will come from well known British romantic writers-particularly Mary Shelley, Sir Walter Scott, and Lord Byron-but we will also spend a few weeks taking a comparative approach, and read a play by Schiller and a novel by Stendhal. Offered occasionally.

**ENG-337 The Romantic Mind**

The writers who helped shape the Romantic movement in England were particularly fascinated by the experience of interiority. As a group they became preoccupied with the mind/body problem. They speculated about the relationship between emotions and cognition and studied the operations of what they termed "the passions" on the individual consciousness. Some believed the mind created the world it perceived; some puzzled over madness and whether it was remediable and whether it conferred insight. They recounted memories and assigned philosophical weight to Memory; they gave free reign to their imaginations, and elaborated intricate theories of Imagination. In this course, we will read a wide range of poems, letters and essays by the principal writers of this generation, and we will read several longer works-Blake's *Milton*, Wordsworth's *The Prelude*, and Shelley's *Prometheus Unbound*-that try to anatomize consciousness, to put forward challenging symbolic representations of it, and to narrate ways in which it can be dramatically transformed. Offered occasionally.

**ENG-338 Romanticism: Revolution in Language**

Study of the British Romantic movement, with attention to two of its dominant concerns: renovating the language of poetry and documenting the revolutionary changes in late eighteenth and early nineteenth century European life and thought. While the course will explore the relationship between these two facets of romanticism, it will largely fall into two halves. During the first, attention will mainly be given to the close analysis of the language of the writers we will explore, along with a reading of some of the key statements about their stylistic aims. During the second half, the focus will be on romanticism as urging a radical political agenda. Offered occasionally.

**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 surrealistic, 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-340 Early Romantics: Blake, Wordsworth, Coleridge, and Contemporaries**

Early Romantics : A study of Romanticism, and its emergence as a dominant presence in British culture starting with the last decade of the eighteenth century. 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 claims they could make for imagination, and less conventionalized than that which they saw as dominating British poetry.

**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 history, the findings of modern science -- studying these writers alongside one another should permit students to appreciate something of the range of concerns that preoccupied British readers of fiction during this period. Offered occasionally.

**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. 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, are among the concerns taken up by the writers of the period. Offered occasionally.

**ENG-344 Victorians Abroad**

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 military and merchant class) were able to travel far beyond the British Isles. Victorians explored the world at large in unprecedented numbers. This



course will survey the accounts of these explorations. Offered occasionally.

**ENG-345 Second Generation Romantics**

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-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-351 Contemporary American Poetry**

Study of American poetry written since World War II by such poets as Elizabeth Bishop, James Wright, Charles Wright, Charles Simic, Rita Dove and Sharon Olds. The class may be visited by one or more poets. Offered occasionally.

**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 Earnest 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**

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. Offered occasionally.

### **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-357 Writing Out of Black Childhood**

Course investigates 19th and 20th century African American literary and cultural representations of black childhood across multiple genres -- autobiography, memoir, drama, poetry, and fiction. Our readings focus not on children's literature, but rather, on how African American authors write about black child experiences. Our readings have inter-related threads. Primarily, we will investigate what functions figurative black children serve in the African-American and U.S. imaginary. Secondly, we will consider how African American literature relates to American literature in ways that mimic fractious relations between child and parent. Ultimately, our course invites us to reflect and rethink meanings of both the categories "blackness" and "childhood," which converge upon and at times threaten to subsume our notion of "the black child" and the black child writer. Authors may include Frederick Douglass, James Baldwin, Lucille Clifton, Toni Morrison, Suzan-Lori Parks, among others. 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-360 The Harlem Renaissance**

Examination of the African American literary cultures of the 1920s and 1930s. Emphasis is on the transnational dynamics of African diaspora creative expression and the development of modern artistic practices. Genres include poetry, drama, fiction, oratory, essay, painting, film, and music. 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 Yoknapatapha 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-371 The Dream of the Artificial Wo/Man**

Survey of the golem/cyborg genre. Although Western culture sees persons as sites of individuality, authenticity, and autonomy, this notion is always shadowed by irrepressible fears of artificiality, mechanism, and impersonality. Drawing on the mystical lore of Kabbalah, this course considers the significance of the figure of the artificial wo/man in a wide range of literature from early golem stories to the cyborgs of present day imagination. Offered occasionally. Fulfills conceptualizing diversity and science/technology/society requirements.

**ENG-372 The American South in Literature**

A study literature about the American South. The South is not only a region, but an idea — both loved and hated. Southern literature reflects both attitudes (and much in between). This course will look at works from and about the South, from nineteenth-century writers like George Washington Cable, Mark Twain, Kate Chopin, and Joel Chandler Harris, to twentieth-century writers like William Faulkner and Flannery O'Connor.

**ENG-381 Geographies of the Mind**

The so-called Age of Exploration and Discovery (the seventeenth and eighteenth centuries) witnessed the compiling, writing, and publishing of a great number of travel accounts, geographic descriptions of new lands, and maps of recently explored territories. Paradoxically, the same period also saw the appearance in literature of numerous popular, albeit fictional, imaginary journeys, discoveries, and explorations. Basic to obtaining an appreciation of the genesis, appeal, and "uses" of imaginary exploration and travel literature, the course will explore particularly the roles played by curiosity, imagination, wonder, and awe in the human quest to understand our world. Offered occasionally.

**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, Chesnutt, James, and Twain. Offered occasionally.

**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, Arsic, 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: 205 and one course from 290-299.

**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

### Program Description

Environmental Studies is an interdisciplinary department designed to provide students with the knowledge and skills to **analyze complex environmental issues from a variety of perspectives**--natural sciences, social sciences, and humanities. With six, core faculty, all with active research programs involving students, and contributions from faculty in twelve additional departments, **Environmental Studies is one of the most comprehensive small-college environmental programs in the nation.**

The department offers an **extraordinary range of opportunities for hands-on learning.** Many courses immerse students in local terrestrial, fresh-water, and marine habitats. Other programs lead abroad for a first-hand investigation of environmental problems in Africa, Asia, Europe, and Latin America.

Field trips are a component of most environmental studies courses. Students travel from campus to the deep, underground mines in Pennsylvania coal country, the nearby forests on the battlefields of the world-famous Gettysburg National Military Park, and the beaches on the Maryland and North Carolina Outer Banks. **Students routinely visit Washington, D.C., to participate in the annual Environmental Film Festival or discuss environmental policy with decision makers,** including representatives of federal agencies such as the National Park Service or EPA, environmental NGOs (e.g., the National Wildlife Federation or the Sierra Club), and members of Congress. In the summer students may enroll in departmental field courses that examine ecology in coastal Maine or the **geography of the Rocky Mountains in Colorado**, or they may pursue environmentally oriented internships and research opportunities with faculty on campus or across the country.

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, students are taught to approach environmental issues with an open mind, to examine alternatives carefully, and to write and speak effectively about their work. The program prepares students for graduate study and careers in environmental

science, environmental management, law, public policy, urban planning, positions with nonprofit organizations, and other related fields.

## 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 Bachelors of Arts degree (BA) or a Bachelors of Science degree (BS), and pursue an in-depth area of concentration. It is strongly recommended that upon declaration 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 complete the first five core courses (ES 196, 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*  
*Bio 111 and Bio 118*  
*Bio 113 and Bio 114*  
*Bio 110 and Bio 112*

*Chem 107 and Chem 108*  
*Chem 105 and Chem 108*  
*Chem 107 and Chem 118*

*Phy 103 and Phy 104*  
*Phy 109 and Phy 110*  
*Phy 111 and Phy 112*

- One course in Mathematics and Statistics, chosen from the following:

*Math 105-106 Calculus w/Precalculus*  
*Math 111 Calculus I*  
*Math 112 Calculus II*

*Bio 260 Biostatistics*  
*Econ 241 Intro. Econ. & Business Statistics*  
*Pol 215 Political Science Research Methods*

- 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. Recent examples of self-designed concentrations include Environmental Education, Environmental Health, and Nature & Culture. Concentrations comprise a minimum of two upper-level courses, but we recommend that you take as many courses as you can. For example, when course options are separated by “OR”, take both classes if possible. To dive even deeper into a subject, take the courses listed as “also recommended”.

**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 263, ES 312

## Energy and the Environment

- ES 240 Energy Production and Use
- Econ 241 Intro. Econ. & Business Statistics OR other statistics course (see list under BS core requirements)
- Econ 344 Energy Economics and Public Policy (note econ pre-reqs)

## Environmental Film

- ES 319 Environmental Film
- FS 220 Introduction to Video Production
- Also recommended: 300-level Film Studies courses.



### **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 317 Chesapeake Bay OR ES 334 Global Environment and Development
- Also recommended: ES 241, Anth 223, Econ 341, Econ 334, Pol 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 350

### **Environmental Writing**

- ES 241 Environmental Writing
- Eng 201 Writing the Public Essay
- *Also recommended: 200- or 300- level writing courses in the English department.*

### **GIS and Spatial Analysis**

- ES 263 Remote Sensing
- ES 312 Environmental Applications of GIS
- A statistics course (see list under BS core requirements)
- Also recommended: CS 111, Math 212

### **Landscape Ecology and Land-Use**

- ES 312 Environmental Applications of GIS OR ES 304 Landscape Ecology
- ES 333 Environmental Policy OR ES 252 The Rocky Mountain West: Cultural Geography
- Also recommended: ES 263, ES 302, ES/Bio 306.

### **Marine and Freshwater Ecology.** Completion of the BS degree plus...

- Two of the following: ES/Bio 306 Marine Ecology, ES 317 Chesapeake Bay, Bio 307 Freshwater Ecology
- Also recommended: ES 312, ES/Bio 316, ES 317, ES 350, Bio 227, Bio 260

### **Sustainable Development**

- ES 334 Global Environment and Development
- ES 333 Environmental Policy OR ES 240 Energy Production and Use OR GS 310: Gender, Environment, and Development
- Also recommended: ES 274, AFS 251, Anth 223, Econ 341, Econ 344, Hist 371, Pol 252, Pol 363

**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
- Also recommended: ES 334, Bio 260

## Electives

### Environmental Studies Courses

- ES 240 Energy: Production, Use, and Environmental Impact
- ES 241 Environmental Writing
- ES 251 The Rocky Mountain West: Physical Geography
- ES 252 The Rocky Mountain West: Cultural Geography
- ES 263 Remote Sensing
- ES 302 Wildlife Ecology
- ES 304 Landscape Ecology
- ES/Bio 306 Marine Ecology
- ES 312 Environmental Applications of GIS
- ES/Bio 316 Conservation Biology
- ES 317 Chesapeake Bay
- ES 318 Glaciers and Records of Climate Change
- ES 319 Environmental Film
- ES 322 Geomorphology

- ES 323 Geologic Disasters and Global Change
- ES 333 Environmental Policy
- ES 334 Global Environment and Development
- ES 350 Coastal Ecology of Maine
- ES 450 Independent Study

Generally electives must be taken at the 200 or 300 level. However, one course among ES 122, 127, 128, 130, 162 or FYS 105, 120, 139, 148 or 156 may count as an elective by permission of the ES Department if it is the first ES course taken. ES121 does not count toward the ES major or minor.

### **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 200 Physiology of Plant Adaptations
- Bio 204 Biology of Flowering Plants
- Bio 211 Genetics
- Bio 218 Biology of Algae and Fungi
- Bio 227 Invertebrate Zoology
- Bio 260 Biostatistics
- Bio 307 Freshwater Ecology
- Bio 314 Evolution
- Chem 203 Organic Chemistry
- Chem 204 Organic Chemistry
- Chem 317 Instrumental Analysis
- Econ 341 Environmental Economics
- Econ 344 Energy Economics & Public Policy
- Eng 201 Writing the Public Essay
- GS 310 Gender, Environment, and Development

- Hist 230 Native American-European Encounter in North America
- Hist 236 Urbanism in American History
- Hist 371 Modern African Environments: History, Ecology, and People
- IDS 255 Science, Technology, and Nuclear Weapons
- OMS 406 Organizations, Civil Society, Water
- Phil 233 Philosophy and Science
- Pol 221 The Politics of Public Policy
- Pol 252 North-South Dialogue
- Pol 327 State Politics and Policy
- Pol 363 Politics of Developing Areas
- Phy 310 Introduction to Quantum Mechanics
- Phy 352 Optics and Laser Physics
- Phy 420 Advanced Research Methods in Physics
- Rel 226 Native American Religions
- WGS 230 Gender and Development

### **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 electives from the other ES courses (*Note: Only one course among ES 122, 123, 124, 126, 127, 128, 130, 162 or FYS 105, 120, 139, 148, 156 can be counted towards the minor. ES121 does not count toward the minor*)

## Additional Opportunities

### **Environmental Education Certificate**

The Department of Environmental Studies and the Department of Education are pleased to offer an Environmental Education Certificate. Students interested in this teaching certificate complete either the BA or BS in Environmental Studies and the Education Minor. It is important to begin the education coursework as early as possible along with your ES courses, and we recommend that students discuss their plans with their ES advisor, as well as consult with the Education Department.

### **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. See: </academics/public-policy/>

### **Dual Degree Programs in Environmental Engineering and Environmental Management**

Students spend 3 years at Gettysburg College and 2 years at a graduate institution in order to earn both their BS and either MS or MEM in five years total. See: </academics/es/programs/dual-degree-programs.dot>

For more information, contact the ES Department Chair, Rud Platt ([rplatt@gettysburg.edu](mailto:rplatt@gettysburg.edu))

*Revised September 2013/rvp*

## Course Listing

### **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 Natural Catastrophes and Geologic Hazards**

Investigation of natural disasters and the fundamental geologic principles that cause them. Topics include earthquakes, volcanoes, landslides, floods, and tsunamis. The importance of geologic information to land-use planning is discussed. Preparation for these hazards and establishing prediction methods are also evaluated.

### **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-124 Meteorology**

Study of the atmosphere and atmospheric phenomena, as well as associated interactions with the oceans and the Earth's surface and its organisms. Topics include composition and energy budgets of the atmosphere, cloud development and precipitation, air pressure, winds and fronts, and atmospheric circulation patterns. Destruction of the ozone layer and ultraviolet radiation, the greenhouse effect, pollution, and global warming are also examined.

### **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-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 Physical & Human Geography**

Studies of human activities in its locational context. Topics include basic place name geography, weather and climate, 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-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 and sophomore status.

### **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. 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. Prerequisite: ES 196 or ES 225, and English writing class at level 110 or higher, or permission of the instructor.

### **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-263 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. Prerequisite: ES 230, or permission of instructor.

### **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. Prerequisite: ES 211 or BIO 111.

### **ES-304 Landscape Ecology**



Analysis of ecological patterns and processes at the landscape scale. Lecture and laboratory provide a comprehensive introduction to this rapidly developing field in ecology. Studying ecological processes at large spatial scales has been facilitated by the development of Geographical Information Systems (GIS) and more specialized computer programs. This course provides an opportunity to develop GIS skills and gain experience in analysis of spatial environmental and ecological data. Emphasis on practical learning through laboratory exercises and coursework. Prerequisite: ES 211 and ES 230.

### **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-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.

### **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. 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. Prerequisite: ES 225 and any 200 level Environmental Studies course or permission of the instructor.

**ES-322 Geomorphology**

Introduction to earth surface processes and landform analysis. Course examines basic geomorphologic processes including weathering and erosion, soil formation, mass movements, river processes, eolian systems, and glacial environments. Analysis of landforms from aerial photographs and topographic maps is used to make interpretations of climatic variability. Investigations of the interaction between natural surface processes and human modification of landscapes are discussed.

**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-350 Coastal Ecology of Maine**

Intensive two-week field and laboratory experience to investigate marine and terrestrial environments in Maine. Students collect and analyze data, using quantitative sampling techniques to test hypotheses on the ecology of major habitats. Field sites include rocky and soft-sediment shores, open beaches, spruce-fir forests, blueberry barrens, and peat bogs. Emphasis is on the geological phenomena that created North America's glaciated landscape. Relationships

between environment and human activities in this rural area with its natural resource-based economy are explored. Prerequisite: Environmental Studies 211.

**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.

**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.

## Film Studies

### Program Description

Film, along with other visual media such as television, is arguably the least understood aspect of our everyday lives, and yet one of the most powerful forces around us all the time.

In Gettysburg's Film Studies program, students may pursue either a minor or an individually designed major in Film Studies. The programs provide a deeper understanding of film, which can be applied to other visual media as well.

Courses in Film Studies can easily be meshed with studies in other areas of our liberal arts curriculum. The minor or individually designed major will not only introduce you to the major issues that cinema raises, it will also give you some grounding in the aesthetics of film, the history of film, the production of films, and theories of how and why films affect us so much. The overall goal is to provide a set of critical skills to make you aware of something most people consume without reflection. These skills can be used for particular careers in media and broadcasting, yet they can also be utilized in all walks of life.

The college offers wide array of film studies and film-related courses to show how films actually work as films and to show the context in which films are made and seen. A course's focus may be:

- How films are constructed;
- How films are produced in or affect a larger context, often historical;
- The exploration of key underlying questions about films, often relying on theories derived from other areas of study, including philosophy and psychology.

Those interested in Film Studies should review the requirements for the minor and the individually designed major.

**For more information, contact:**

- Jim Udden, [judden@gettysburg.edu](mailto:judden@gettysburg.edu), Associate Professor of IDS/Film Studies

## Program Requirements

### Requirements

**An individually designed Film Studies major consists of 12 courses. The majority follows the following template:**

- *Film 101, Introduction to Film and Film Studies;*
- *Film 220, Introduction to Video Production;*
- *Film 250, History of World Cinema, 1895-1945;*
- *Film 251, History of World Cinema, 1945-present;*
- *Film 252, Film Aesthetics and Analysis;*
- Six other courses, at least three of which need to be at the 300-level or higher, chosen by the student to reflect his or her individual interest related to or interacting with the study of film;
- 400-level individualized study (capstone)

The individually designed major allows a student great flexibility in focusing on practically any discipline through the lens of film studies. Gettysburg offers a wide range of film-related courses, but as individual majors students are not limited to those courses as electives. The student needs to create a cohesive course list organized around a central theme and write an essay explaining how his or her major defines a valid academic program, then have two advisors and the IDS advisory committee approve the major.

Students at Gettysburg have combined their interest in film with studies in disciplines such as philosophy, theater, chemistry, computer science, visual arts, media studies, psychology, sociology, writing, marketing, and cross-cultural topics.

**The Film Studies minor consists of six courses:**

- *Film 101, Introduction to Film and Film Studies;*
- either *Film 250* or *Film 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 *Film 220, Introduction to Video Production*. Having hands-on experience like this is invaluable even for those who do not go into the field.

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

\*Other than Film 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 [Jim Udden](#).

## Course Listing

### ***FILM-101 Introduction to Film and Film Studies***

Introduction to film and film studies. This course provides an overview of the basic properties of film as a medium and as a field of study. Topics covered include film production, film form, the concept of style, plus basic issues of film analysis, film history, film theory and film as a cultural phenomena.

### ***FILM-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.

### ***FILM-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, screen-writing, 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.

### ***FILM-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.

### ***FILM-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.

### ***FILM-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. Notable developments and movements are covered from all over the globe. In lab, students watch a film or films representing a particular time period and/or a particular national or regional cinema, including examples from Italy, France, Japan, Cuba, the USSR, Hong Kong, Taiwan, Iran and the United States. 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.

### ***FILM-252 Film Aesthetics 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.

### ***FILM-261 Japanese Cinema***

Overview of Japanese Cinema. This course explores the history and the various manifestations of Japanese cinema. It examines why Japanese cinema is arguably the most successful national cinema historically. It also explores the sheer complexity of Japanese cinema, from its highly accomplished auteurist strands, to its more generic fare, including anime.

### ***FILM-262 Hong Kong Cinema***

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.

### ***FILM-270 Topics in Film***

Study of a variety of directors, genres, techniques and other aspects of film and filmmaking.

### ***FILM-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.

### ***FILM-280 European Cinema***

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 Film Studies.

**FILM-284 Arab Film**

Introduction to the diversity of Arab cultures as presented through contemporary film. Special emphasis is given to film as a linguistic text, exploring ethnographic and commercial films through attention to speech variation, speech communities and dialects, language and politics, the ethnography of speaking, and gender and social class. A variety of ethnographic and commercial films are viewed in conjunction with readings on such themes as resistance, corruption, religious identity, modernity, generational change and political conflict.

**FILM-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.

**FILM-330 The Social Network from Durkheim to Facebook**

Exploration of the concept of the social network spanning from early sociological theorists to today's online world. This course provides students with historical and theoretical contexts necessary to illuminate the impact of social networks as well as the cultural and economic factors that affect their formation. Students will analyze websites including Facebook, Match.com and Moveon.org in order to develop a critical understanding of their place in society both off and online.

**FILM-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.

**FILM-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.

**FILM-450 Individualized Study-Tutorial**

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

**FILM-460 Individualized Study-Research****FILM-470 Individualized Study-Intern**

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

**FILM-471 Individualized Study-Intern****FILM-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.



### **FILM-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.

## **First-Year Seminars**

First-Year Seminars are an array of specially designed courses offered only to first-year students. Participation in these seminars is not required, nor is enrollment in them guaranteed. All seminars have small enrollment, focus on a special topic, emphasize active and collaborative learning, and are complemented by an array of out-of-classroom experiences. They may permit students to satisfy a curricular objective; serve as an alternative introduction to the methods and problems of a discipline and count toward a major; or be interdisciplinary in scope. While the focus of each seminar is different, all seminars provide opportunities for students to advance their learning skills, such as writing, reading, speaking, information literacy, quantitative reasoning, research methods, or use of technology.

Instructors from a wide variety of disciplines teach First-Year Seminars in sections of no more than 16 students each. First-Year Seminars are offered in the fall semester. Whenever possible, students in a First-Year Seminar are housed together in the same residence hall to facilitate group work and out-of-classroom learning. The list of First-Year Seminars is published every year, in the late spring.

## **French**

### **Program Description**

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. **This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal arts education.**

Introductory and Intermediate French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Advanced language study allows the student to reach the higher level of mastery in French required in more specialized study and usage.

In the more advanced literature, film and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Students at all levels of French are encouraged to study abroad, either in the College-sponsored program at the Institute of IES in Nantes or Paris, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Nantes or Paris, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. Knowledge of French will also be invaluable to them in the fields of international business and government, as well as social work. All courses offered in the department are conducted in French.

#### Goals for Introductory through Advanced-Level Language Courses

- Students will be able to understand and produce written and spoken French at an appropriate degree of proficiency.
- Students will be able to appreciate French and Francophone literary and cultural production within the context of an increasingly interconnected world.

#### Goals for Literature and Film Courses

- Students will be able to understand with depth and nuance the literary and aesthetic concepts of French and Francophone texts and films from a variety of genres.
- Students will be able to grasp the specificities of targeted Francophone cultures.
- Students will be able to think critically and creatively when faced with an abstract question.

#### Goals for Culture and Society Courses

- Students will be able to understand with depth and nuance French history, culture, society, and politics.
- Students will be able to grasp the specificities of targeted Francophone cultures.
- Students will be able to think critically and creatively when faced with an abstract question.

## Program Requirements

### Major Requirements

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 both a history/geography/civilization course, a phonetics course and a linguistic component in their program of study. These requirements can be met by completing French 351 and Education 304 or 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**

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 and three additional courses above 305.

Students who begin on the 300 level must take 300 and 305 and four additional courses above 305. 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 is a prerequisite 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 or 305. 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 or Nantes, France. Both credits and grades from this program will be transferred, and Financial Aid may be applied to participation. Students live with French families.

### **Study Abroad for Minors**

Students pursuing a minor in French may study for a semester at the College's affiliated program in Paris or Nantes. Both credits and grades from these programs will be transferred, and Financial Aid may be applied to participation. Students live with French families.

### **Beginning and Intermediate Program Abroad**

Students may complete the second language requirement in French by studying for a semester in Aix-en-Provence. The department's Beginning and Intermediate Program is offered every semester and includes two required courses in French language, plus three elective courses from areas such as political science, history, art, psychology, etc., which may satisfy other major or minor requirements. Students live with French families.

## **Course Listing**

### ***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-305 Approach to Literary Analysis***

Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. Course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the art of reading. Prerequisite: French 300. Required of all majors and minors. Course is a prerequisite for all literature courses at the 300-level for both majors and minors. Offered every semester.

***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. Required of all majors. Offered every semester.

***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.

***FREN-317 Famous French Femmes Fatales***

Women today are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the "mythe de la femme" is a male invention. Literary images of women have been a major focus of this investigation, and this course examines some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinizes them from the perspective of feminist criticism.

***FREN-326 19th Century Prose Fiction***

Reading and analysis, through lecture and discussion, of nineteenth-century novels and short stories of such major authors as Constant, Hugo, Sand, Stendhal, Balzac, Flaubert, Maupassant, and Zola. Prerequisite: French 305 or equivalent.

***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-332 The French New Wave***

Study of selected major French films from the French New Wave. An introduction to the study of the techniques and theories of film as an art form, this course also situates the emergence of the New Wave as a break from Classical French cinema in the socio-historical context the 1950s-1970s.

***FREN-334 Diversity in French Cinema Since the 1980s***

Study of French films that present the perspectives and situations of groups or individuals who are marginalized or who find themselves excluded from the mainstream society. Since the 1980s, in France and in Europe, an increasing number of film directors have developed specific artistic techniques in order to emphasize social issues. In this course, techniques and language systems pertaining to each artistic expression are identified and debated. Concepts of exile, exclusion, identity, and questions of languages and cultures are examined as perceived in the films and also against today's French socio-political backdrop. The old debate about the role of art in society

and in its relationship with reality is revisited.

***FREN-335 Women on Women in French Literature***

Study of the female experience through the words of women themselves. As Annie Leclerc pointed out in *Parole de femme*, for too long men have co-opted language and assumed the task of telling women who they are. Course addresses such a presumption and examines, in both fiction and nonfiction, firsthand experience from childhood through aging. Prerequisite: French 305 or equivalent.

***FREN-336 Immigrants and Young Ethnics: 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-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 French Heroes and Mythologies***

Study of the concept of heroism and its place in the French culture and national ideal. This course explores various French heroic figures that have attained mythical status in the nineteenth and early twentieth centuries. A small and accessible body of theoretical texts written by prominent French thinkers and historians who reflected on the question of heroes and nationalism supplements the texts of fiction.

***FREN-342 Classical Greek Heroes on the French Stage***

Reading and analysis of plays based on Greek myths by such authors as Corneille, Racine, Cocteau, Anouilh and Sartre. Comparison and contrast with the original myth and/or play helps elucidate "modern" responses to the eternal questions posed by classical Greece and its literary masters. Prerequisite: French 305 or equivalent.

***FREN-343 Gender Perspectives in the Contemporary French Novel***

Study of the conflicting male/female perspective in representative works by major twentieth-century French writers from Colette and Butor to Proust and Beauvoir. Prerequisite: French 305 or equivalent.

**FREN-344 Moralists & Immoralists in French Literature**

Study of topics in French literature over the centuries, examining works of prose whose thematics revolve around the question of morality. Course presents a survey of novels, short fiction, maxims, and fragments that either advance or reject the conventional moral system. Authors studied include La Bruyere, La Rochefoucauld, Pascal, Mme de Lafayette, de Bergerac, Sade, Diderot, Balzac, Flaubert, Huysmans, Gide, Duhamel, and Camus. Prerequisite: French 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-346 The French Stage**

Study of topics in French theater over the centuries, examining works of the stage whose thematics and use of the theatrical dynamic illustrate the tradition of the genre. The course presents a survey of plays which exploit the medium of the stage and display a broad thematic horizon. Authors to be studied include Rotrou, Corneille, Racine, Molière, Voltaire, Beaumarchais, Hugo, Musset, Giraudoux, Camus, Sartre, and Ionesco. 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-351 Phonetics and Diction**

Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for majors/minors prior to foreign study.

**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

### Program Description

Learning German is more than learning a language; it's also the study of a culture and its history. The German Studies program offers a wide range of courses so that the student of German can become proficient in understanding German literature, history, culture, and politics in the context of modern society. At all levels, we encourage a partnership between the study of language and culture.

Courses are offered at all levels, from beginning to advanced, for majors and non-majors. We encourage all of our students, and require majors, to study abroad in either Berlin or Heidelberg, Germany. FU-BEST, the Berlin European Studies Program of the Freie Universität, is open to students with no language training in German, as well as to intermediate or advanced speakers. While partaking in a cutting-edge curriculum on European Studies in Germany's cultural and political capital, students live with families who give them personal insights into the cultural diversity of this great city. Advanced language students may choose to study abroad in the Gettysburg College-affiliated American Junior Year immersion program in Heidelberg. There, qualified students can take courses either within the Heidelberg College program or enroll directly in classes at the University of Heidelberg.

A resident German assistant, sponsored through the Fulbright Program, assists students in grammar and arranges various co-curricular activities such as films, Stammtisch, and Kaffeeklatsch. The German Club, German House, and excursions to cultural centers in Washington and Baltimore all foster a close working relationship between students and faculty. The Gettysburg library holds an impressive collection of contemporary literary texts, films, journals, and newspapers, and critical work in German Studies.

Many German Studies majors and minors choose to double major in fields as diverse as Anthropology, Biology, Globalization Studies, History, Philosophy, Political Science, Psychology, or Religion, to name just a few. The German Studies Department has a strong record of sending graduating majors and minors as Fulbright Teaching Assistants to Germany and Austria. Recent German Studies graduates are in graduate school for law, public health, German Studies, and student affairs; they pursue careers ranging from teaching to working for the U.S. Government in Washington.

### Program Requirements

**Goals for the German Studies major and minor are threefold:**

- German Studies majors and minors should acquire an understanding of the discipline of German Studies and its conceptual frameworks. They should know how the discipline is positioned in the United States, meaning how it works and what its major organizations and publications are.

- German Studies majors should attain at minimum the language proficiency level defined by the American Council on the Teaching of Foreign Language (ACTFL) as Advanced Mid. German Studies minors should attain at least the ACTFL proficiency level of Advanced Low. Graduating major and minors should develop a fluency and a critical vocabulary to be able to converse, read, and write about German culture and cultural texts in a scholarly way.
- German Studies majors and minors should be familiar with the scope of German cultural history and the major and minor traditions within German-speaking regions in the modern period.

German Studies majors are further required to participate in the CAPSTONE experience, GER 400: Senior Seminar, in which they demonstrate and integrate learned skills in a senior thesis and a public presentation of the thesis.

### **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
  - 270: Transnational Writing and Film: Gender, Race, and Ethnicity in the New European Context
  - 280: European Cinema
  - 351: The German-Jewish Experience

- HIST-218: Modern Germany
- 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.

## **Course Listing**

### ***GER-101* Elementary German**

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

### ***GER-102* Elementary German**

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

### ***GER-103* Fundamental German**

Fundamentals of understanding, speaking, reading, and writing German. Course includes oral

and written work, graded elementary reading, use of audiovisual cultural materials, and correlative drill in the language laboratory. Enrollment is limited to those who have previously studied German and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

**GER-104 Fundamental German**

Fundamentals of understanding, speaking, reading, and writing German. Course includes oral and written work, graded elementary reading, use of audiovisual cultural materials, and correlative drill in the language laboratory. Enrollment is limited to those who have previously studied German and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

**GER-120 German Literature in Translation**

Critical analysis and appreciation of form and content of selected German literary texts from the eighteenth century to the present, together with an examination of the cultural, socio-historical, and political circumstances that produced these works. Conducted in English.

**GER-201 Intermediate German**

Continuation of the work of German 101, 102. Progressively more difficult readings introduce the student to German literature and civilization. Course includes use of audiovisual cultural materials and correlative drill in the language laboratory.

**GER-202 Intermediate German**

Continuation of the work of German 101, 102. Progressively more difficult readings introduce the student to German literature and civilization. Course includes use of audiovisual cultural materials and correlative drill in the language laboratory.

**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.

**GER-270 Transnational Writing and Film: Gender, Race, and Ethnicity in the New European Context**

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.

**GER-280 European Cinema**

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 Film Studies.

**GER-301 Advanced Stylistics, Composition, and Conversation.**

Continuation of the work of German 201, 201. Designed for advanced work in language and intended for students who have successfully completed German 202 or its equivalent. 301, 302 offers the opportunity to increase sophistication of written and spoken German in a variety of contexts. Students work at writing 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 Stylistics, Composition, and Conversation.**

Continuation of the work of German 201, 201. Designed for advanced work in language and intended for students who have successfully completed German 202 or its equivalent. 301, 302 offers the opportunity to increase sophistication of written and spoken German in a variety of contexts. Students work at writing 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 Germany Today**

Study of the cultural, social, economic, and political developments in postwar German from 1949 to the present. Extensive use of critical/analytical readings, memoirs, literature, film, newspapers/magazines, and German television via satellite. 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 Cultural History from Hegel to Hitler**

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 Contemporary 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.

**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. Conducted in German. Individualized Study Guided reading or research under the supervision of a faculty member. Prerequisite: Permission of department.

**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.

**GER-340 Modernity and the Metropolis**

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.

**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.

**GER-400 Senior Seminar**

Capstone course for German majors. Intensive study of selected aspects of German culture and civilization. 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 oral presentation of

the thesis to a public assembly. 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

# Globalization Studies

## Program Description

Globalization is a multifaceted phenomenon that is making the world more complex and more interconnected culturally, politically, linguistically, and economically. The multidisciplinary major in globalization studies **integrates perspectives from the humanities, social sciences, arts, and natural sciences.**

The major consists of required courses and two tracks that students design themselves. One is a regional track and the other a thematic track that examines a topic with global implications such as justice, conflict, the environment, or human rights. Students must complete both tracks. All majors study abroad, and each collaborates closely with faculty on a capstone research project that addresses a global-scale challenge.

Because the two tracks are self-designed, students must complete an **application** for the major that specifies their course selections. Applications for the Globalization Studies major must be completed no later than fall of the junior year.

## Program Requirements

The globalization studies major is both interdisciplinary and multidisciplinary. Students **must apply** to the major and design their own course of study following the guidelines outlined below. Course requirements for the twelve-course major consist of five core courses, three courses in each of two tracks, and a senior capstone project. Globalization Studies majors must also **study abroad** or complete some other off-campus program. The requirements are outlined below.

### Core Requirements (five courses)

Core requirements for the major include four foundation courses and one methods course. Students are encouraged to complete the core requirements by the end of the sophomore year. 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. All five, core courses must be taken on campus. Foundation courses, for which majors must earn a grade of C- or better, include the following:

- ANTH 103 Introduction to Cultural Anthropology
- ECON 101 Introductory Economics or Econ 104 Principles of Macroeconomics
- HIST 110 The Twentieth-Century World
- POL 103 Introduction to International Relations *or* Pol 104 Introduction to Comparative Politics

No AP credits will be accepted for foundation courses.



Students take one course from among the discipline-based methods courses currently offered on campus. Students should take the methods course that best fits with the thematic track they choose for the globalization studies major. This course must be taken before the capstone, and majors must earn a minimum grade of C-. The methods courses students may choose from include, but are not limited to:

- ANTH 323 Field Methods in Cultural Anthropology
- ECON 241 Introductory Economics and Business Statistics
- ES 230 Introduction to Geographic Information Systems *or*
- ES 196 Environmental Science and Society
- GER 240 Intro to German Studies: Methods and Theories
- HIST 300 Historical Method
- HS-232 Statistics for the Health Sciences
- HS-326 Epidemiology
- Pol 215 Political Science Research Methods
- SOC 302 Research Methods
- SPAN 331 Hispanic Linguistics Today: an Introduction
- SPAN 345 The Pleasure of the Text: Intro to Literary/Cultural Studies

### **Tracks (six courses)**

Students take courses in each of two self-designed tracks. Up to three courses may be taken off campus, and students who study abroad two semesters may apply four off-campus courses to the major, though no single track may contain more than two off-campus courses.

### **Regional track**

The major requires three courses that focus on a single region of the student's choosing. The purpose of these courses is to ground students in the realities of a particular geographic region's experiences with the processes of globalization. Students can choose to take courses that examine independently and comparatively the history, politics, economics, cultures, literatures, and fine arts of sub-Saharan Africa, South Asia, East Asia, Western Europe, Latin America, or the Middle East and North Africa. Students may also define other regions for study, provided that the proposed curriculum and rationale are approved.

One of the three courses should focus on some historical aspect of the region in question and one course on some aspect of society and culture in the region. The courses that make up the regional track must draw from at least two disciplines. As part of the process of declaring the globalization studies major, students are asked to provide a rationale for their choice of regional

track. The courses for the regional track must be taken at the 200 level and above, with at least one course at the 300 level or higher. Finally, students should complete the College's foreign language requirement in a language appropriate to the region on which they have chosen to focus. Beginning with the class of 2014, globalization studies majors will be required to complete two years of foreign language study (i.e., the College's foreign language requirement plus an additional year of foreign language study).

### **Thematic track**

The major requires three courses with a thematic focus. The purpose of these courses is for students to gain in-depth knowledge of some substantive area of globalization studies that combines different disciplines. The courses that make up the thematic track must draw from at least two disciplines. As part of the process of declaring the globalization studies major, students are asked to provide a rationale for their choice of thematic track and must demonstrate a link between their thematic track and methods course. The courses for the thematic track must be taken at the 200 level and above, with at least one course at the 300 level or higher.

### **Capstone/Senior Seminar**

Students take an interdisciplinary capstone seminar, GS 440, during the spring of their senior year. The seminar, offered by faculty teaching in the globalization studies program, requires students to conduct research on some challenge currently facing the global system. Majors must earn a minimum grade of C-. Students must complete the methods course and off-campus study before enrolling in the capstone.

GS 440: An intensive seminar experience in which students in the final semester of their GS 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 Globalization 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 are expected to present their work in a public forum.

### **Study Abroad or other off-campus study**

Globalization Studies majors are required to spend at least one semester **studying abroad** or participating in some other off-campus program, such as the Washington, D.C., semester programs offered through American University and Lutheran College. Students should select a program that complements the Regional Track of their major.

### **Language Requirements for GS Majors**

GS majors graduating in 2013 or earlier must complete the college's language requirement in a foreign language appropriate to the regional track. GS majors graduating in 2014 or later must also take four foreign language courses. The first two courses are required to meet the college's language requirement. The next two courses can be in the same language or in one or two additional language(s). These can be taken on campus or off campus. Half-credit language courses, such as those offered by SIT in less-commonly taught languages, will count. Languages should be appropriate to the regional track.

## **For Those Planning to Double Major**

Students who declare a major in addition to the globalization studies major may count up to three courses from their other major toward the requirements for the globalization studies major.

## **Course Listing**

### **GS-225 Conceptualizing Globalization: Theories, Debates, and Methods**

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.

### **GS-310 Special Topics in Globalization Studies**

Study of a topic not normally covered in depth in the regular curriculum of the Globalization Studies program. Offered irregularly.

### **GS-440 Globalization Studies Capstone**

An intensive seminar experience in which students in the final semester of their GS 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 Globalization 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.

### **GS-450 Individualized Study-Tutorial**

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

### **GS-451 Individualized Study-Tutorial**

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

### **GS-452 Individualized Study-Tutorial**

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

### **GS-453 Individualized Study-Tutorial**

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

### **GS-460 Individualized Study-Research**

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

### **GS-461 Individualized Study-Research**

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

**GS-462 Individualized Study-Research**

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

**GS-463 Individualized Study-Research**

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

**GS-470 Individualized Study-Intern**

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

**GS-473 Individualized Study-Internship**

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

**GS-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

### Program Description

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.

### Program Requirements

**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.

### Course Listing

**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. Offered every fall.

**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 201 or placement.

**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**

Selected orations of Demosthenes and Lysias. 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.

## Course Listings for Latin

**LAT-101 Beginning Latin I**

Introduction to reading and pronunciation of Latin, with emphasis on vocabulary, morphology, syntax. Offered every fall.

**LAT-102 Beginning Latin II**

Continuation of Latin I, introduction to reading and pronunciation of Latin, with emphasis on vocabulary, morphology, syntax. Offered every spring. Prerequisite: Latin 101 or placement.

**LAT-201 Intermediate Latin I**

Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. Offered every fall. Prerequisite: Latin 102 or placement.

**LAT-202 Intermediate Latin II**

Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with

continuing grammatical review and analysis. Prerequisite: Latin 201 or placement.

**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 Cicero**

Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year. Prerequisite: Latin 202 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-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.

## Health Sciences

### Program Description

The Health Sciences program takes a multidisciplinary approach to the study of the human body. Starting with a liberal arts foundation, **Health Science integrates the study of biology, chemistry, and physics** along with courses focusing on the science of the human body in conditions of health and disease. These include:

- Human anatomy and physiology



- Neuromuscular physiology
- Cardiorespiratory physiology
- Exercise physiology
- Environmental physiology
- Chronic diseases
- Nutrition
- Health assessment
- Kinesiology
- Public health
- Global health
- Epidemiology

Health Sciences students also gain **invaluable hands-on experience by participating in internships** in a variety of professional environments, such as physical therapy, nursing, medicine, physician assistant, and dentistry. Many students do independent research, often resulting in presentations at scientific meetings and co-authored papers with faculty members.

Health Sciences majors also 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.

## 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 solid scientific foundation for the study of the human body, focusing on the structure and function of the body in conditions of wellness and disease. HS BS majors complete a very rigorous selection of science courses in the HS, Biology, Chemistry, and Physics Departments. The capstone experience for HS BS students is a capstone internship. The required courses in this major meet the entrance requirements for medical school. Students with this major typically attend medical school or other rigorous graduate programs.

### **Core Courses**

- HS 209 Human Anatomy and Physiology I
- HS 210 Human Anatomy and Physiology II
- Capstone Experience (Capstone Internship)

### **Electives (Choose 4 courses; 2 must have lab)**

- HS 309 Exercise Physiology (lab)
- HS 310 Assessment in the Health Sciences (lab)
- HS 311 Neuromuscular Physiology (lab)
- HS 312 Cardiorespiratory Physiology
- HS 318 Kinesiology (lab)
- HS 319 Environmental Physiology
- HS 320 Public Health
- HS 322 Global Health
- HS 326 Epidemiology (lab)
- HS 330 Advanced Nutrition
- HS 376 Chronic Disease

### **Requirements from Other Departments**

- BIO 110 (General Biology 1)
- BIO 112 (General Biology 2)
- BIO 211 (Genetics)

- BIO 212 (Cell Biology)
- BIO 260 (Biostatistics) or HS 232 (Statistics for the Health Sciences)
- CHEM 107 (General Chemistry 1)
- CHEM 108 (General Chemistry 2)
- CHEM 203 (Organic Chemistry 1)
- CHEM 204 (Organic Chemistry 2)
- PHY 103 (General Physics 1)
- PHY 104 (General Physics 2)

\*HS BS majors are required to earn a B-minus or higher in both HS 209 and HS 210 *the first time* these courses are taken.

### HS BS Major Checksheet

### HS BS Major Suggested Course Sequence

#### Health Sciences Bachelor of Arts (HS BA)

Health Sciences Bachelor of Arts (HS BA) majors also develop a solid 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 program includes a strong base of natural science courses, combined with human science courses. The capstone experience for HS BA students is a capstone internship. HS BA students typically go to graduate school in a variety of allied health fields, including physical therapy, physician assistant, cardiac rehabilitation, exercise physiology, nursing, occupational therapy and others.

#### Core Courses

- HS 209 Human Anatomy and Physiology I
- HS 210 Human Anatomy and Physiology II
- HS 230 Nutrition
- HS 232 Statistics for the Health Sciences (or Math 107)
- Capstone Experience (Capstone Internship)

#### Electives (Choose 4 courses; 2 must have lab)

- HS 309 Exercise Physiology (lab)
- HS 310 Assessment in the Health Sciences (lab)

- HS 311 Neuromuscular Physiology (lab)
- HS 312 Cardiorespiratory Physiology
- HS 318 Kinesiology (lab)
- HS 319 Environmental Physiology
- HS 320 Public Health
- HS 322 Global Health
- HS 326 Epidemiology (lab)
- HS 330 Advanced Nutrition
- HS 376 Chronic Disease

#### **Requirements from Other Departments**

- BIO 110 (General Biology 1)
- BIO 112 (General Biology 2)
- CHEM 107 (General Chemistry 1)
- CHEM 108 (General Chemistry 2)  
or
- PHY 103 (General Physics 1)
- PHY 104 (General Physics 2)

**\*HS BA majors are required to earn a C- or higher in both HS 209 and HS 210 *the first time* these courses are taken.**

#### **HS BA Major Checksheet**

#### **HS BA Major Suggested Course Sequence**

### **Course Listing**

#### **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.) Prerequisite: Bio 110 or 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) Prerequisite: Bio 110 or 111 or 113 and Bio 112.

### **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 110 or 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 descriptive statistics, fundamental probability theory, and hypothesis testing, and how to use common statistical software packages to perform these statistics. Credit cannot be received for both this course and Biology 260, Economics 241, Mathematics 107, or Psychology 205.

### **HS-290 Mentored Research Internship**

Quarter credit internship graded S/U.

### **HS-309 Exercise Physiology**

Study of integration of the body systems in performance of exercise and work. Both acute and chronic stresses are considered. Performance of physical work under environmental stress situations is covered. Laboratory experiences include the measurement of physiological parameters under a variety of exercise conditions. Prerequisites: HS 209 and 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. 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 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. 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 Kinesiology**

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. Prerequisites: HS 209 and HS 210.

**HS-319 Environmental Physiology**

Introduction to the physiological effects of, and adaptations to, extreme environments in humans, including heat, cold, increased (diving) and decreased (altitude) barometric pressure.

Prerequisite: HS 209 and HS 210.

**HS-320 Public Health**

Overview of the determinants of health and disease and the tools available to protect and promote health. Various options of intervention will be examined including use of the healthcare system, the public health system, and health policy and laws. Prerequisite: Juniors and Seniors only.

**HS-322 Global Health**

Introduction to important global health issues, including health determinants and key areas of disease burden, and the role that new health technologies can play in solving these problems. Successful global health interventions will be examined to understand features of successful programs. 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. 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.

**HS-376 Chronic Disease**

Course examines chronic diseases, which are the leading cause of morbidity and mortality in the United States. Course specifically focuses on cardiovascular diseases, stroke, cancer chronic respiratory diseases, and diabetes mellitus. Prerequisites: HS 209 and HS 210.

**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 A-F.

## History

### Program Description

The study of history challenges students to explore a variety of sources as they gain a greater understanding of the past. The College's **expansive history curriculum** spans a wide range of periods and developments in the Western and non-Western worlds --from the Age of Discovery in the 15th century to the changing relationship between the United States and the Middle East, from the medieval era to today.

Coursework in history takes place both **in and outside the classroom**, via classes, research, faculty/student collaboration, and hands-on fieldwork.

Comparing different parts of the world at different periods of time offers insight into the diversity of the human experience as well as one's own place in the world. It is through this process of discovery that the study of history sharpens the mind and leads students toward what can become a lifetime of informed citizenship.

### Program Requirements

#### **Learning Goals for History Majors and Minors:**

- To develop critical reading skills
- To develop discussion skills, especially through classroom-based work
- To distinguish between primary and secondary sources through research work and through classroom work
- To develop writing and communication skills through research and writing of papers

#### **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](#)

[History Minor Check Sheet - Effective with the Class of 2017](#)

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.

Minor courses may not be taken S/U.

### **Course Listing**

#### ***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.

***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.

***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.

***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.

***HIST-200 Topics in European History***

Exploration of an announced topic in European History

***HIST-203 History of the British Isles***

Survey of British history from ancient times to 1800. Includes Ireland, Scotland, and the overseas empire.

***HIST-204 History of the British Isles***

Survey of British history from 1800 to the present. Includes Ireland, Scotland, and the overseas empire.

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***HIST-220 Topics in Asian History***

Exploration of an announced topic in Asian History

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***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.

***HIST-237 Borderlands of the Americas***

Examines from a comparative perspective various borderlands and frontier cultures in the Americas. Focuses on regions beyond effective control of Europeans in the Early Modern era showing how societies in these imperial peripheries functioned differently from the colonial cores by having to negotiate their daily existence with the Indian peoples that surrounded them. The course also underlines how diseases, horses, guns, alcohol and European missionaries destabilized these ancient groups and served as catalysts for the emergence of new nations.

***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.

***HIST-240 Topics in United States History***

Exploration of an announced topic in United States History

***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.

***HIST-245 Gender and 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?

***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

***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

***HIST-260 Topics in Latin American History***

Exploration of an announced topic in Latin American History

***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.

***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.

***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.

***HIST-270 Topics in African History***

Exploration of an announced topic in African History

***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.

***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.

***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.

***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.

**HIST-301 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.

**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?

**HIST-303 Topics in European History**

Exploration of an announced topic in European History

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**HIST-320 Topics in Asian History**

Exploration of an announced topic in Asian History

**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.

**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.

***HIST-326 Science and Technology in Modern Society: A U.S.-China-Japan Comparison***

***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, Southwest 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.

***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.

***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 alternate years.

***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.

***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.

***HIST-340 Topics in United States History***

Exploration of an announced topic in United States History

***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.

***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.

### ***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.

### ***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 life, and a research paper.

### ***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.

### ***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.

### ***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.

### ***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.

### ***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.

### ***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.

**HIST-360 Topics in Latin American History**

Exploration of an announced topic in Latin American History

**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.

**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.

**HIST-364 Social Difference 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. Prerequisite: LAS/Hist 261, LAS 263/Hist 262 or instructor permission. Hist 364 and LAS 364 are cross-listed.

**HIST-370 Topics in African History**

Exploration of an announced topic in African History

**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.

**HIST-372 African Diaspora: Dispersals, Memory, Identity and 'Return'"**

African Diaspora refers to multi-layered relationship connecting a dispersed population to a "homeland." The course explores global and transnational experiences; social, political, cultural and economic issues confronting people of African descent in North America, South America, the Caribbean, Europe and Africa from the seventeenth century on. Topics include theory, methods and historiography of African Diaspora. The interdisciplinary course examines various themes as slavery, African culture survivals, revolts, abolition, creation of African communities and identities; and migrations back to Africa.

**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.

***HIST-374 Protest Movements in South Africa and Southern United States***

A study of important movements to challenge institutionalized racism in the second half of the 20th century in the United States and in South Africa. The course investigates the nature of institutional racism and ideologies and the rise and functioning of the resistance movements at a grassroots level and explores parallels in the development of and resistance to racism in South Africa, and the United States. The course will rely on scholarly readings, biographies, autobiographies and primary documents.

***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.

***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.

***HIST-408 Sem: The Reformation***

***HIST-410 Sem: Abraham Lincoln***

***HIST-411 The Spanish Conquest of the Americas***

An examination of firsthand narratives of the Spanish conquest of the Americas, including the writings of such famous (or infamous) individuals as the Genoese explorer, Christopher Columbus; the conquistador Hernan Cortes; the intrepid survivor of a failed expedition to Florida, Alvar Nu'ez Cabeza de Vaca; as well as the defender of the Indians, Fray Bartolome de las Casas. Students consider attitudes towards and representations of the indigenous peoples; justifications for conquest, as well as more tangible elements of the encounter between Spaniards and the indigenous peoples of the Americas. The course looks in depth at how scholars today interpret the texts and the events of the Spanish conquest.

***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.

**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.

**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?

**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.

**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.

**HIST-420 Sem: Modern Britain and the British Empire**

Seminar is an in-depth examination of modern Britain and the British Empire. In addition to discussing significant core themes in seminar classes, students prepare a major paper based on primary sources, and serve as the major critic for another student's paper.

**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.

***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.

***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.

***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.

***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.

***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.

***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.

**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.

## Individual Major

### Program Description

The individual major is for students who want to chart a truly original path through the Gettysburg Curriculum by designing their own course of study.

Individual 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.

To design your own major, you must develop a concept focused on a problem, question, or area of investigation of special interest to you that cannot be adequately addressed within a single department or discipline. You will submit an essay explaining your concept and proposing the courses through which you will explore it to the Interdisciplinary Studies Committee. Faculty sponsors from the departments you are combining will work with you to help you polish your proposal and to advise and guide you through your course of study.

### Program Requirements

Your proposed major must be an integrated plan of study that incorporates course work from a minimum of two departments or fields. In addition, a self-designed major generally 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;
- and a 400-level individualized study capstone taken during the senior year.

Please follow the Individual Major Application Form link below for details on these and other guidelines.

After consulting with a member of the Interdisciplinary Studies Committee and meeting several times with two prospective sponsors/advisors, students should submit their proposals to the Committee on Interdisciplinary Studies by the deadline for the final meeting in March during their sophomore year.

Normally, to be accepted as an individual major, a student should have a 2.5 overall GPA. Students should be aware that a self-designed major program may require departmental methods or theory courses and additional advanced coursework particular to each of the fields within the program. It is often possible to build a significant internship or component of off-campus study into your major. Your capstone will demonstrate the interrelationships among the fields and experiences comprising your major.

ONCE YOU ARE ACCEPTED: If you wish to make changes in the course list after the IDS Committee has approved the proposal, you must submit a "Request for Course Changes" form to the IDS Committee. This form must be signed by both sponsors indicating their approval of the request. If the IDS Committee approves the request, we will notify the Registrar. Rising seniors will be notified at the end of the summer if their approved course list for their major and courses taken/registered for do not correspond. In such cases, rising seniors must submit a course change request (found online) by the first IDS Committee meeting in the fall. Failure to do so constitutes the lack of a graduation plan and could delay your graduation date. Students must pass, retaking if necessary, all courses approved for their major; otherwise a new course list must be approved by the IDS Committee. For students applying for individual majors in Fall 2013 and after, the grade requirement for the designated methods course will go from C- to C. Failure to earn a C or better in the designated methods course also requires that students must re-propose their major with a new methods course and capstone.

The senior thesis (IDS 464 Individualized Study--Research capstone) must be worked out with the sponsors and at least provisionally approved by the IDS Committee by the end of the junior year. A student going abroad that semester should submit a proposal prior to departing. Since your proposal must be approved before you can register for IDS 464, the lack of at least a provisionally approved 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 from the individual major program. Honors designation requires a high GPA (as calculated at the end of the seventh semester), the endorsement of an advisor/faculty member, and a 464 Project, which is deemed to be outstanding by the project sponsor when the Committee is ready to request an evaluation.

## Interdisciplinary Studies

### Program Description

The Committee on Interdisciplinary Studies offers courses and coordinates specialized interdisciplinary programs. These may include international programs and global/area studies.

By nature of their objectives and content, interdisciplinary studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines.

### Special Programs

#### **American Studies/Secondary Teacher Certification in Social Studies**

Gettysburg College offers a variety of courses analyzing American life and thought, which provide students with many opportunities for creating individual majors in American studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several



departments. For example, individual majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people.

Students interested in pursuing secondary teacher certification in social studies may choose to combine coursework in the Education Department with courses taken in other departments on campus. As students choose electives, they will be encouraged to meet two interrelated goals. The first will be that their planned program establishes a clear sense of coherence and that the courses they choose help them build the content knowledge needed to be effective teachers of secondary social studies. The second goal will be for students to develop and articulate a coherent understanding of the nature of the American experience, and to express that understanding through an intentional selection of courses organized around a relevant theme.

Students should seek assistance in planning an American studies individual major from the Committee on Interdisciplinary Studies. Students interested in the American Studies/Secondary Teacher Certification in Social Studies should also contact Prof. Dave Powell (Education Dept.).

### **Comparative Literature**

Gettysburg College offers courses in many literatures in the original languages (ancient Greek, Latin, Italian, Spanish, French, German, English, and Japanese). In addition, a number of courses are offered in foreign literature in translation (Classics, IDS, Japanese). Students who work in more than one language (e.g., English and Spanish) are encouraged to consider creating an individual major in Comparative Literature in consultation with faculty in the appropriate departments. The study of comparative literature enables students to emphasize a particular period, theme, or genre across cultures, instead of the traditional focus on the chronological study of a national literature.

A particular theoretical approach can also be cultivated (such as feminist, reader-response, structuralist, Marxist, and Freudian). Students who wish more information are encouraged to consult with any of the following advisors to the program: Professor Rickert (classics); Anchisi and Perry (Italian); Fee (Old Norse; Middle German); Olinger (Spanish); Wallach (German); Binet and R. Viti (French); and Hogan (Japanese). Many members of the English and Theatre departments are also advisors to the program.

### **Law, Ethics, and Society**

Individual majors in law studies benefit from a wide variety of courses offered at Gettysburg College that deal with the law in some form, from American government and civil rights movement courses through the Political Science Department to Philosophy of Law, which teaches comparatively several different systems of law in the world and their underlying philosophies. Many courses on law-related topics can be found in this catalog under Anthropology, Environmental Studies, Peace and Justice Studies, Psychology, Sociology, and Women's, Gender, and Sexuality Studies. There are also courses on antebellum law offered through the History Department and on race, gender, and the law through Africana Studies, and several courses bearing the LAW designator.

With the breadth of courses available, along with a wealth of opportunities in both study abroad and intern/externships, many students have been able to create law-related individual majors. Students pursuing such majors have focused on comparative police psychology; crime and redemption; the criminal mind; law, ethics, and society; migrant workers and the law; the law in

literature; and many other topics. So while Gettysburg College does not have a specific prelaw curriculum, the individual major allows students to incorporate the law as a tool for integrative thinking in their chosen discipline(s), looking at law not by itself, but in relation to its historical, philosophical, scientific, sociological, or other context. This interdisciplinary focus gives students the kind of skill set in research, integrative thinking, and expanding beyond academic borders that will help them not only if they choose to go to law school, but in any field or profession they wish to pursue. Students interested in prelaw advising should contact the prelaw advisor, Thomas F. Journey.

## Program Requirements

Among other opportunities for interdisciplinary studies is the individual major. Before the end of his or her sophomore year, a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined academic purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level individualized study course. The Committee on Interdisciplinary Studies has final responsibility for approving individual majors.

## Course Listing

### ***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-150 Summer Service Learning***

### ***IDS-150 Service Learning Project***

### ***IDS-152 Youth and New Media in the Middle East***

Explores the manifold ways in which Arab youth chart the course of 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 of voice and agency are approached as a barometer for the transformations in the region.

***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-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-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-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-225 Introduction to Disability Studies***

Examination and analysis of disability within the context of diversity. Through interdisciplinary interchange and experiential learning, this course explores the biological, medical, social, cultural, political, technological and economic determinants of disability.

***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-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-246 The Irish Literary Revival***

Study of the culture and history of Ireland as reflected in its literature in English, c. 1880-c. 1940. Course explores how Ireland, principally through her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916-1921). Authors studied include Augusta Gregory, W. B. Yeats, J. M. Synge, Sean O'Casey, and James Joyce. Course not offered every year.

***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-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-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-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-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.

## International Affairs

### Program Description

International Affairs (IA) is offered only as a dual major; therefore, it must be combined with another major.

International Affairs offers students an opportunity to understand the factors and forces that shape the contemporary scene. The program covers all facets of international relations. Students focus on issues facing the international community, the interdependence of political, social, economic, and environmental factors, and the interactions of states and other actors attempting to achieve their foreign policies or goals.

The program enables students to gain specialization in the multidisciplinary field of international relations while also developing a strong foundation in a second major field. In recent years, students have combined their IA major with majors in Anthropology, Computer Science, Chinese studies, Economics, Environmental Studies, French, German, History, Japanese Studies, Management, Math, Philosophy, Political Science, Sociology, and Spanish. IA majors can also develop a specific regional track, focusing on Latin America, Europe, Africa, or Asia.

Students who graduate with an IA major are well prepared to pursue **careers** in the international arena, whether they choose to enter the professional world following graduation or go on to graduate school.

### Applying to International Affairs

IA is a selective program and students must apply for admission. IA is offered only as a dual major, which means that all students must also choose a second major field before applying. Application must be made to the **Director** of the IA program and will be reviewed by the Director and the IA advisers.



### Application Form

### Minimum Requirements for Acceptance to the IA Major

To be considered for acceptance into the IA program, students must have a minimum overall GPA of 2.60 and a minimum GPA of 2.60 in their other major. Students must maintain the minimum College and department GPA and at least a 2.60 average in the IA courses to remain in the program. Meeting the minimum requirements does not guarantee acceptance to the program; the Director and advisors have the final say on whether a student will be admitted to IA.

### When To Apply

Students are encouraged to apply for IA between the second semester of their first year and the middle of the second semester of their sophomore year. First-year students who are accepted into the program will be assigned a provisional standing until the completion of the spring semester of the first year. At that time the Director and advisors will review the student's performance and decide whether or not to grant permanent standing.

## Program Requirements

In addition to completing the requirements for their other major, International Affairs majors must complete the requirements outlined below. All students must take some [Select Electives](#). Students with a dual major in Economics, History, or Political Science must also take additional Select Electives outside of those major fields. These requirements are explained in more detail below.

Students must maintain at least a 2.60 G.P.A. in the major.

[IA advising](#) is very important for students in the IA major. All students who are accepted into the IA program will be assigned an advisor.

Due to curricular changes in the Economics department, Economics 101 will no longer be offered and will be replaced by Economics 103 and 104. Students who have completed Economics 101 will continue to take the previous Economics requirements: Economics 212, 213 or 214 (Regional economics elective) and Economics 251. All other students will take the courses listed below.

### Economics Courses

- Economics 103 - Principles of Microeconomics
- Economics 104 - Principles of Macroeconomics
- Economics 251 - International Economics

### History

- History 110 - Twentieth Century World
- Choose one [Select Elective](#) in History at the 200 or 300 Level

### Political Science

- Political Science 103 - Introduction to International Relations
- Political Science 242 - U.S. Foreign Policy
- One [Select Elective](#) in Political Science [same link as above]

### Methods

Starting with students entering the program in the Fall of 2013, all IA majors must successfully complete a methods course. The courses applicable to this requirement are:

- *CS-201* The Mathematics of Computation
- *HS-232* Statistics for the Health Sciences
- *HIST-300* Historical Method



- *ECON-241* Introductory Economics and Business Statistics
- *MATH-107* Applied Statistics
- *OMS-235* Statistical Methods
- *POL-215* Methods of Political Science
- *PSYCH-205* Introduction to Statistics
- *SOC-302* Research Methods
- *SOC-303* Data Analysis and Statistics

**IA 400 - Capstone Senior Seminar:** Students must complete a senior capstone seminar that draws on the program's multi- and interdisciplinary features to examine an issue of international significance.

**Additional Select Electives for Dual Majors in Economics, History and Political Science.** All IA majors with a dual major Economics, History, or Political Science must take three additional **Select Electives**, outside of that major program. This is required because of the overlap between the IA major requirements and the major requirements in those disciplines

### ***Encouraged, But Not Required:***

#### **Language Courses and Off-Campus Programs**

All students in the IA program are strongly encouraged to participate in a one-semester overseas program; information is available from the **Office of Off-Campus Studies**. Students who are not language majors are strongly encouraged to continue with foreign language study beyond the intermediate level.

#### **Internships**

IA students are encouraged to participate in internship programs, especially those pertaining to international relations. An approved internship typically counts as one course toward the 32-course College graduation requirement.

#### **Information for Students Pursuing Interdisciplinary and Special Majors**

Students who opt for the special major will normally not be able to dual major in IA because of the former's lack of a major discipline. Students pursuing an interdisciplinary major such as Chinese Studies, Japanese Studies, or Women's Studies will be considered for admission to IA on a case-by-case basis.

## **Course Listing**

#### ***IA-400* IA Seminar**

Because IA majors also have majors in other disciplines, the IA capstone brings the seniors together and draws upon their multidisciplinary educational experience in the study of an important contemporary international issue. This year's seminar, Health and Development, explores health conditions, particularly in poor populations in Africa, Asia, and South America,

through the perspectives of multiple disciplines. Using tools of interdisciplinary investigation, the students will engage in a review of the biology of human disease and immune response; a survey of the geographical and climate conditions that affect human and animal health; an examination of the characteristics of the built environment, such as food security, economy, and state institutions that contribute to good health or disease and disability; and will consider the development of the HIV/AIDS crisis in the context of poverty and underdevelopment.

## Italian Studies

### Program Description

Learning Italian is an integral part of the liberal arts experience. It enriches one's capacity to think, empowers one to write more effectively, and solidifies one's understanding of language systems. As an undergraduate discipline, Italian Studies further opens the door to a country rich in art, music, literature, history, and cinematography.

The Italian Studies program at Gettysburg College offers beginning and intermediate language learning, complemented by courses in Italian cinema and culture taught in English. Instructors provide dynamic, grammar-based oral activities that aim at communicative proficiency. Students master both passive (reading and comprehension) and active (speaking and writing) skills. Throughout this process, students are exposed to Italian film, web sites, contemporary events, music, and lifestyle. Study-abroad opportunities exist at all levels.

### Study Abroad

The study abroad program in Italian language, in cooperation with Syracuse University, gives students at all levels of Italian the opportunity to spend the fall semester in Florence, Italy. Students who have completed Italian 102 or 202 at Gettysburg, as well as students who wish to minor in Italian, may take Italian language classes along with courses in Italian literature and culture in English. Both credits and grades from the program will be transferred, and financial aid may be applied to participation.

### Program Requirements

#### Major Requirements

Twelve (12) courses with the following distribution:

- ITAL 201 and ITAL 202
- Five (5) courses at the 300 level taught in Italian
- Five (5) courses at the 200-400 level taught in English.
  - \*With the approval of the chair, one (1) of these five (5) courses may include a First Year Seminar with an Italian theme.
  - \*With the approval of the chair, two (2) of these five (5) courses may include courses with other departments taken in English 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 above will be waved, and the student will need only ten (10) courses, outlined above, to obtain the Italian Studies Major.

Majors must take at least one 300 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 or she may take a 300 level course in the second semester of the sophomore year.

Majors must study at least one (1) semester in Italy prior to the Senior year. The Program will allow a maximum of three (3) courses from this study abroad experience to count toward the Italian Studies Major.

Three (3) courses at the 300 level taught in Italian and three (3) courses at the 200-400 level taught in English with an Italian theme must be taken at Gettysburg College. The Chair will specifically approve courses at this level taught by other faculty members outside of the department. All courses taken through Syracuse University in Florence and Arcadia University in Perugia at these levels automatically qualify.

Majors in their Senior year will do extra work in 300 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 level course taught in Italian.

### **Minor Requirements**

The minor in Italian Studies consists of six core and elective courses. Students take two or three core courses chosen from Italian 301, 302, 303, and 304. Italian 202 may be included if a student begins study of college Italian at this level or lower. In addition, three or four electives are required. These may be chosen from classes offered within the Italian section (Italian 222, 250, 251, 260, 270, 280, 285, and 290) or in other departments (for instance, IDS 248, VAH 303 and 306)

No more than two courses taken abroad may count toward the minor. Courses with an Italian theme offered by other departments at Gettysburg (other than the ones listed above) may count toward electives with the approval of the department chair.

## **Course Listing**

### ***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.

***ITAL-190 Individualized Study-Tutorial***

Graded A-F

***ITAL-201 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 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-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-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. Cross-listed with WGS 270.

***ITAL-275 Dante's Fantastic Voyage: The Divine Comedy***

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. Cross-listed with WGS 280.

***ITAL-282 Modern Italian Theater***

An exploration of the diversity of Italian theater and drama between 1880 and the post-World War II period, from the time of the great actors to the rise of the director, including movements such as Verismo, Symbolism, Futurism, Grotesque, Variety Theater, and playwrights such as Pirandello and De Filippo. Through rigorous play analysis and videos, students are invited to perceive the numerous shifts in the relationship between art and reality, and its implications for the staging of the plays. Actual performance of selected scenes is possible. Taught in English.

***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-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-301 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.

***ITAL-302 Italy in the New Millennium***

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.

***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.

***ITAL-304 Italian Cinema in the New Millennium***

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.

***ITAL-305 Luchino Visconti: Italian Master Filmmaker***

In-depth study of four films by acclaimed filmmaker Luchino Visconti. Course uses movies, original scripts, detailed visual analysis, essay papers, movie dubbing, and acting to improve spoken, written, listening, and communication skills in Italian. Students learn to engage in artistic and cultural discussion by focusing on cultural context and movie structure. Taught exclusively in Italian.

***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.

***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.

***ITAL-308 Great Italian Playwrights***

Course introduces students to the richness of Italian dramatic expression by focusing on a group of fundamental playwrights from the Renaissance to the present day or by selecting more works by a single author. Students read original texts, view videos, learn specific vocabulary, practice dialogues orally and perform short scenes in Italian. The activities help students perceive the different hues of Italian culture in action while refining pronunciation and communicative skills.

***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.

***ITAL-320 Living Italian Civilization***

"Italian Civilization: the Foundations of Rome, the Genesis of Italian Literature and Beyond" is an exploration of Italian history and literature from the Roman period to the present. Particular emphasis placed on Italy's Roman foundation, the genesis of Italian literature in the medieval period, and these periods' profound impact on today's world. Students develop reading and language skills through discussions of texts, oral presentations, short essays, and context-driven grammar and vocabulary instruction.

***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-335 The Great World Wars and Italy: Authoritative Testimony in Literature and Film***

Wars in Twentieth Century Italy. This course focuses on selected Italian literary works, and films depicting the historical period between the two world conflicts. Through some mostly autobiographical productions of poetry, prose, and films, the students travel back in time to view and analyze those years of suffering, and all their related historical, sociological, and human aspects that shaped Italy.

***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.

***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

## **Japanese Studies**



## Program Description

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.

The College is affiliated with Kansai Gaidai University, located in Hirakata City, between the business and industrial center of Osaka and the ancient capital of Kyoto. Kansai Gaidai not only offers instruction in Japanese language and a full range of courses on Japanese topics in English, but also offers many opportunities outside the classroom: living with a Japanese host family, field trips to cultural and historical sites, study of traditional arts, and visits to Japanese businesses. Students may also choose to attend other universities in Japan. Credit for courses taken at Kansai Gaidai may be transferred and counted toward the electives for the major and minor with departmental approval.

## Program Requirements

### Major Requirements

The major consists of eleven courses. Five courses are required and must be taken at Gettysburg:

- HIST 224 Modern Japan OR HIST 323 Gender in Modern Japan
- AS 265 OR 266 Methods for Japanese Studies
- AS 400-level capstone seminar or course

Any two of the following:

AS 150 Contemporary Japanese Culture and Society (*AS 150 is recommended for first- and second-year students, but cannot be taken by those who have studied in Japan.*)

AS 238 Pre-Modern 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 Modernity in Modern Japanese Fiction

AS 341 Genre in Modern Japanese Literature

AS 343 Who Dunit and Why? Japanese Detective Fiction, Past and Present

Six electives are required. One elective must be from the category of arts and humanities, one from the category of history and society, and one must be comparative within East Asia. *(The categories and appropriate courses are listed below. East Asian courses are marked with an asterisk.)* Students must complete four 300-level courses. Two must be 300-level Japanese language courses, or their equivalent as determined by placement tests. *(Credit from abroad may be counted upon return to Gettysburg depending on placement test performance.)* Two must be 300-level non-language courses (History 323 may count). *(Kansai Gaidai content courses do not count as 300-level courses.)* The remaining elective(s) may be taken at any level. Japanese 101, 102, 201, and 202 do not count toward the major.

### **Arts and Humanities**

AS 238 Pre-Modern 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 341/402 Genre in Modern Japanese Literature

AS 343/403 Who Dunnit and Why? Japanese Detective Fiction, Past and Present

FILM 261 Japanese Cinema

PHIL 240 World Philosophy\*

REL 244 Introduction to Buddhism\*

REI 249 Religions of Japan

REL 252 Women in Buddhism\*

VAH 131 Introduction to Asian Art

### **History and Society**

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 SCI 271 Government and Politics in Japan

PSYCH 210 Cultural Psychology\*

### **Minor Requirements**

The minor requires six courses. Five courses must be above the 100 level; one course must be at the 300 level. (JPN 101 and 102 do not count toward the minor.)

Two of the following three courses are required:

- AS 150 Contemporary Japanese Culture and Society
- HIST 224 Modern Japan
- HIST 323 Gender in Modern Japan
- Any Japanese literature course.

In addition, Japanese language proficiency at the 202 level is required. Proficiency is determined by the department.

Students must also complete three electives, with at least one from the category of arts and humanities and one from the category of history and society. (*Categories and appropriate courses appear above in the description of the Japanese studies major.*)

## **Course Listing**

### ***JPN-101* Elementary Japanese**

Introduction to the fundamentals of speaking, listening, reading and writing. Students master hiragana and katakana and learn basic Chinese characters as they are used to write Japanese. Students shop for various items, describe objects, use counters, ask prices, and hold basic conversations all in Japanese. The course also acquaints students with basic patterns, ritual greetings and phrases, and cultural aspects embedded within the use of language.

### ***JPN-102* Elementary Japanese**

Introduction to the fundamentals of speaking, listening, reading and writing. Students master hiragana and katakana and learn basic Chinese characters as they are used to write Japanese. Students shop for various items, describe objects, use counters, ask prices, and hold basic conversations all in Japanese. The course also acquaints students with basic patterns, ritual greetings and phrases, and cultural aspects embedded within the use of language.

### ***JPN-201* Intermediate Japanese**

Extension of beginning Japanese. Building on the basics, the course emphasizes communication.

Students learn to ask and give directions, use honorific and humble verbs, conduct interviews, and discuss family and work situations. Chinese characters (kanji) are introduced at a more rapid rate, and students are able to read and write simple texts and some authentic materials.

### ***JPN-202 Intermediate Japanese***

Extension of beginning Japanese. Building on the basics, the course emphasizes communication. Students learn to ask and give directions, use honorific and humble verbs, conduct interviews, and discuss family and work situations. Chinese characters (kanji) are introduced at a more rapid rate, and students are able to read and write simple texts and some authentic materials.

### ***JPN-203 Advanced Intermediate Japanese***

A language course to prepare students for a possible major or minor in Japanese Studies. The course presents grammar and vocabulary at a faster pace and in broader topics and situations than in the traditional intermediate language course, in order to obtain higher proficiency in both conversation and reading/writing. Also, the course introduces students to skills for beginning independent research and study of materials of their own interests in the field of Japanese Studies.

### ***JPN-301 Advanced Japanese***

Continuation of intermediate course. The course refines and integrates skills learned in intermediate level to allow students to handle more complex communications and comprehend more advanced readings with an emphasis on reading and writing kanji.

### ***JPN-302 Advanced Japanese***

Continuation of intermediate course. The course refines and integrates skills learned in intermediate level to allow students to handle more complex communications and comprehend more advanced readings with an emphasis on reading and writing kanji.

### ***JPN-303 Adv Reading, Comp & Conv***

A focus on the development of speaking in honorific language, developing proficiency in reading journalistic style, and becoming more accurate in writing short essays. Discussions are based on advanced-level readings on contemporary issues. Readings include various essays, newspaper articles, and short stories. Students increase their ability to use more sophisticated expressions in both oral and written form.

### ***JPN-304 Adv Reading, Comp & Conv***

A focus on the development of speaking in honorific language, developing proficiency in reading journalistic style, and becoming more accurate in writing short essays. Discussions are based on advanced-level readings on contemporary issues. Readings include various essays, newspaper articles, and short stories. Students increase their ability to use more sophisticated expressions in both oral and written form.

### ***JPN-305 Advanced Japanese : Contemporary Issues in Japanese Society***

Study of selected themes in contemporary Japanese society and culture, through reading and discussion of contemporary debates in periodicals, news sources and other media. Readings will focus on such themes as work and social pressure, gender inequality, social alienation, declining birthrates, aging and social support, media images, and education. Conducted in Japanese.

### ***JPN-306 Advanced Japanese: Discourse and Culture in Second Language Learning***

Study of the significance of cultural knowledge in understanding the meaning of language. The course examines how language learners understand values, expectations and appropriate behavior in Japanese culture, as well as the theoretical underpinnings of pragmatics and discourse analysis.

***JPN-308 Business Japanese***

Advanced Japanese course focusing on the effective communication skills essential in professional fields and the understanding of the Japanese business world. Students develop their verbal, listening, reading, and writing proficiency in business Japanese and acquire culturally appropriate inter-personal communication skills needed to deal with a variety of business situations. Students are expected to effectively employ their language skills to explore and analyze current business trends and issues in Japan. Conducted in Japanese.

***JPN-450 Individualized Study-Tutorial***

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

***JPN-451 Individualized Study-Tutorial***

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

***JPN-452 Individualized Study-Tutorial***

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

***JPN-453 Individualized Study-Tutorial***

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

***JPN-460 Individualized Study-Research***

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

***JPN-461 Individualized Study-Research***

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

***JPN-462 Individualized Study-Research***

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

***JPN-463 Individualized Study-Research***

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

***JPN-470 Individualized Study-Internship***

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

***JPN-471 Individualized Study-Intern***

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

***JPN-472 Individualized Study-Internship***

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

**JPN-473 Individualized Study-Internship**

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

**JPN-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.

**JPN-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.

## Judaic Studies

### Program Description

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 Judaic 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 Judaic 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 - Director of Judaic Studies, and Chair of the Religious Studies Department.

**Affiliated Departments**

- English
- Classics
- German Studies
- History
- Political Science
- Religious Studies

### Program Requirements

Requirements include:

- One introductory core course  
-Introduction to Judaism
- Two or more core courses, cross-listed or affiliated mid-level courses that include:  
-One course that focuses on history, such as History and Literature of the Hebrew Bible  
-One course that focuses on literature or philosophy
- One or more cross-listed or affiliated upper division courses

[Judaic Studies Minor check sheet](#)

## 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.

### Program Requirements

#### 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.

### Course Listings

#### **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. Offered every fall.

#### **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 201 or placement.

**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**

Selected orations of Demosthenes and Lysias. 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. Offered every fall.

**LAT-102 Beginning Latin II**

Continuation of Latin I, introduction to reading and pronunciation of Latin, with emphasis on vocabulary, morphology, syntax. Offered every spring. Prerequisite: Latin 101 or placement.

**LAT-201 Intermediate Latin I**

Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. Offered every fall. Prerequisite: Latin 102 or placement.

**LAT-202 Intermediate Latin II**

Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. Prerequisite: Latin 201 or placement.

**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 Cicero**

Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year. Prerequisite: Latin 202 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-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

## Latin American Studies

### Program Description

The Latin American Studies program promotes a **multidisciplinary approach to the history, politics, culture, and society of Latin America, the Caribbean, and the Latino communities** in the United States. By emphasizing the inter-dependence of the Americas, it seeks to help students understand civic and social responsibilities in terms that go beyond national borders, preparing them for participation in a multicultural world.

Gettysburg College offers a minor in Latin American studies and a combined major in Spanish and Latin American studies, which draw on courses in the humanities and social sciences. Students who minor in Latin American studies are required to take six courses and are encouraged to spend a semester studying abroad in Latin America or the Caribbean. The combined LAS/Spanish major requires a total of twelve courses, including one semester of study abroad in a College-affiliated program in a Latin American country. Approved College-affiliated programs currently include sites in Argentina, Bolivia, Brazil, Chile, Ecuador, Mexico, Nicaragua, Panama, and Peru.

The College, **the town of Gettysburg, and the greater Washington, D.C. area provide a stimulating environment for the study of Latin America.** On campus, the program of activities includes lecture series, musical performances, panel discussions, art exhibits, and films focused on Latin America. Students have opportunities to interact with the growing Latino community in Gettysburg by participating in heritage festivals and service-learning-based courses and by volunteering with local community groups. Students can also pursue internships in Washington, D.C., with organizations such as the Organization of American States and the Washington Office on Latin America.

## Program Requirements

To minor in Latin American 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 America Studies.

### Requirements:

- **To minor in Latin American 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 or 400-level LAS course** taken at the College.
- Minors are strongly encouraged to take **LAS 140** 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 America 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 Studies Course Options:

#### Core Courses (required of all LAS/Spanish majors):

- **One 100-level course** chosen from the following:
  - **LAS 140** Introduction to Latin America: Social Sciences
  - **LAS 147** Introduction to Latin America: Cultural Studies

- **One of the LAS First-Year Seminars:** FYS 133-2, FYS 163-3, FYS 195, FYS 199-2, FYS 199-3
- **One 200-level course** chosen from LAS 220, LAS/Hist 261, LAS/Soc 262, LAS 263/Hist 262, or LAS/Pol 275
- **One 300- or 400-level course** chosen from LAS 300, LAS 322, LAS/SOC 331, LAS/Hist 361, or LAS/Pol 412

**Elective Courses (select three of the following):**

- **FYS 133-2** Gender and Politics in Latin America
- **FYS 163-3** The 2012 US Presidential Election in Latin American Media
- **FYS 195** Tales of Torture and Terror
- **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 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/Pol 275** Latin American Politics
- **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/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/Pol 412** Women and the Political Economy of Development
- **LAS 460** Individualized Study
- **Pol 252** North-South Dialogue (only when course includes travel to Latin America)

### **Spanish Department Course Options**

#### **Core Courses (required of all LAS/Spanish majors):**

- **Span 301** 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 320 Topics Literature Course (two different sections required)**
  - Students must take two different sections of Span 320. Students must make sure the titles of the two courses differ each time they take the course.
  - Students can request to replace one of the SPAN 320 courses with SPAN 345.

#### **Elective Courses (select three of the following):**

- **Span 307** Cultural Topics: Latin America
- **Span 351** Poetry and Song in the Hispanic World
- **Span 353** Hispanic Film and Society

- **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

## Course Listing

### **LAS-140 Introduction to Latin America: Social Sciences**

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-147 Introduction to Latin America: Cultural Studies**

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 101 or 103.

### **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**

Study of selected works in English by Latin American women and Latina women from the U.S. Course explores both connective links and dividing lines of women's lives in the context of a common cultural heritage that has evolved into multiple variants as a result of geographical, historical, economic, ethnic, and racial factors. 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-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. 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. Anth 236 and LAS 236 are cross-listed.

**LAS-237 Borderlands of the Americas**

Examines from a comparative perspective various borderlands and frontier cultures in the Americas. Focuses on regions beyond effective control of Europeans in the Early Modern era showing how societies in these imperial peripheries functioned differently from the colonial cores by having to negotiate their daily existence with the Indian peoples that surrounded them. The course also underlines how diseases, horses, guns, alcohol and European missionaries destabilized these ancient groups and served as catalysts for the emergence of new nations.

**LAS-251 Topics in Musicology: Global - Music of the Caribbean**

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-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.

**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.

**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.

**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.

**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-275 Latin American Politics**

Introduction to Latin American politics. Focus is on political issues surrounding economic development in the Latin American context: political preconditions, policy choices of Latin American regimes and leaders, and political consequences of development in general, and of those policy choices in particular. Course also compares the political systems and development trajectories of Latin American countries to other countries in the world. Pol 275 and LAS 275 are cross-listed. Prerequisite: POL 104

**LAS-276 Contemporary Mexican State and Society**

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 Reinventing Latin American Societies**

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-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.

**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.

**LAS-364 Social Difference 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. Prerequisite: LAS/Hist 261, LAS 263/Hist 262 or instructor permission. Hist 364 and LAS 364 are cross-listed.

**LAS-412 Women and Political Economy of Development**

Examination of the central role that women in developing countries perform in the development process, as well as of the impact that development has on women. Analysis of the role that women play in household production, in the care of their families and their participation in both the formal and informal economies. Perspectives ranging from economists' efforts to accurately measure women's contributions to development, to political scientists' focus on the political power of women, to feminist critiques of mainstream development theories are employed. Prerequisites: Political Science 103 or permission of instructor. POL 412 and LAS 412 are 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 Studies/Spanish Combined Major

### Program Description

The LAS/Spanish 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.

### Program Requirements

Students must take a total of **twelve courses**. This includes:

- Six Latin American Studies courses
- Six Spanish courses (above the 202 level or equivalent)
- 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 three elective courses used to complete either the Latin American 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.

## LAS/Spanish Combined Major Course Offerings

### **Latin American Studies Course Options:**

#### **Core Courses (required of all LAS/Spanish majors):**

- **One 100-level course** chosen from the following:
  - **LAS 140** Introduction to Latin America: Social Sciences
  - **LAS 147** Introduction to Latin America: Cultural Studies
  - **One of the LAS First-Year Seminars:** FYS 133-2, FYS 163-3, FYS 195, FYS 199-2, FYS 199-3
- **One 200-level course** chosen from LAS 220, LAS/Hist 261, LAS/Soc 262, LAS 263/Hist 262, or LAS/Pol 275
- **One 300- or 400-level course** chosen from LAS 300, LAS 322, LAS/SOC 331, LAS/Hist 361, or LAS/Pol 412

#### **Elective Courses (select three of the following):**

- **FYS 133-2** Gender and Politics in Latin America
- **FYS 163-3** The 2012 US Presidential Election in Latin American Media
- **FYS 195** Tales of Torture and Terror
- **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 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/Pol 275** Latin American Politics
- **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/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/PoI 412** Women and the Political Economy of Development
- **LAS 460** Individualized Study
- **PoI 252** North-South Dialogue (only when course includes travel to Latin America)

### **Spanish Department Course Options**

#### **Core Courses (required of all LAS/Spanish majors):**

- **Span 301** 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 320 Topics Literature Course (two different sections required)**
  - Students must take two different sections of Span 320. Students must make sure the titles of the two courses differ each time they take the course.
  - Students can request to replace one of the SPAN 320 courses with SPAN 345.

#### **Elective Courses (select three of the following):**

- **Span 307** Cultural Topics: Latin America
- **Span 351** Poetry and Song in the Hispanic World
- **Span 353** Hispanic Film and Society
- **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**

### **Program Description**

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.

## Program Requirements

### 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

### Program Description

Courses in mathematics build a strong foundation for a career in the field and for an expanding range of other fields that require sophisticated understanding of mathematics. Faculty work closely with you to instill an appreciation of the intrinsic purity and precision of mathematics and its practical value in the social and natural sciences.

Recognizing the ways computers have contributed to a modern renaissance in mathematics, the department integrates computer technology in problem solving, using a range of sophisticated computer tools and educational programs such as Mathematica and MATLAB.

Many students work one-on-one with faculty on mathematical **research projects**. Past projects delved into everything from number theory and chaotic dynamics to hurricane evacuation plans and the number of people a room can hold and still make it possible for a safe exit in an emergency.

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, management, medicine, and engineering.

### 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
- Computer Science 107 or 111; CS 103 may be counted by majors graduating before 2016.
- Four 300-level Mathematics courses, which must include at least one selected from Mathematics 315, 321, or 331
- Math 403, the Mathematics capstone course
- 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**

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.

## **Course Listing**

### ***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 completed a Mathematics course at Gettysburg College 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 (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. 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-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: 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**

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-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 and surface integrals, and Green's and Stokes' theorems. 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-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.

**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-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-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 225 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 and Math 215 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-403 Senior Thesis**

Capstone experience for mathematics majors. Each student explores a topic in significant depth, writes a major paper on the topic, and presents a talk on the topic to mathematics students and faculty. Students meet regularly to discuss course readings, research methods, and their recent individual research findings. Prerequisite: Permission of the Math Department.

**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-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-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-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-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-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-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-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-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-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-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-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-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

### Program Description

Middle East and Islamic Studies (MEIS) is a minor that enables students from any discipline to gain an understanding of 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.

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.

Interested students should contact:

Amy Young Evrard, Program Coordinator, [aevrard@gettysburg.edu](mailto:aevrard@gettysburg.edu)



Cynthia Helfrich, Academic Administrative Assistant, [chelfric@gettysburg.edu](mailto:chelfric@gettysburg.edu)

## Program Requirements

- Proficiency at the 102 level in Arabic or another approved language.
- Six elective MEIS courses, including no more than two language courses. These six electives can include no more than two courses from a student's major and no more than two courses from off-campus study.

The minor requires tested language proficiency, not necessarily coursework at Gettysburg College. All students must take six courses toward the minor; however, these courses may be different for students at different language proficiency levels.

## Sunderman Conservatory of 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).

### Program Requirements

The Sunderman Conservatory is an accredited institutional member of the National Association of Schools of Music (NASM).

## **Bachelor of Arts in Music**

This degree is designed for students with serious preparation for and interest in the study of music within a liberal arts context. Approximately 35 percent of the course work is in music. Students build strong musical foundations through applied study, theoretical study, musicianship skills, and historical/ethnomusicological approaches

Advanced work in the major continues with a selection of courses that serve to concentrate and contextualize their understanding of music. Students may work with faculty members to focus on particular areas of interest within the degree (for example, composition, conducting, musicology, jazz studies, ethnomusicology) that can prepare them to pursue various specializations in graduate school.

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 both in music and related fields, including arts administration, arts marketing, and music librarianship.

### **Major Requirements**

- Mus\_Clas 141, 142, 212, 241, 242, 313, 314
- Two additional restricted elective courses in music theory or history, one of which must be at the 300- or 400-level (Mus\_Clas 205, 218, 247, 248, 251, 304, 318, 341, 342, 442)
- Mus\_Ens 330 (minimum of 6 semesters of a major ensemble on the student's principal instrument/voice);
- Mus 331 (minimum of 6 semesters of private lessons on the student's principal instrument/voice)
- 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. The requirements below begin with the class of 2016.

### **Major Requirements - Class of 2016 and Beyond**

#### *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 (1.0 course units each)

- Participation in a Large Ensemble ( 0.25 course units each) during each semester in residence
- One semester of Chamber Music (0.25 course units)
- Two semesters of Opera Workshop (0.25 course units each)
- Vocal Diction 1 and 2 (0.50 course units each)
- Vocal Literature 1 and 2 (0.50 course units each)
- Vocal Pedagogy (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 212, 313, 314, 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 (1.0 course units each)
- Participation in a Large Ensemble (0.25 course units each) during each semester in residence
- Two semesters of Chamber Music (0.25 course units each)
- Four semesters of Accompanying (0.25 course units each)
- Keyboard Literature (0.50 course units)
- Keyboard Pedagogy (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 212, 313, 314, 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 (1.0 course units each)
- Participation in a Large Ensemble ( 0.25 course units each) during each semester in residence
- Seven semesters of Chamber Music (0.25 course units each)
- String Literature (0.50 course units)
- String Pedagogy (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 212, 313, 314, 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 (1.0 course units each)
- Participation in a Large Ensemble ( 0.25 course units each) during each semester in residence
- Seven semesters of Chamber Music (0.25 course units each)
- Wind or Percussion Literature (0.50 course units)
- Wind or Percussion Pedagogy (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 212, 313, 314, 442)
- 3.5 elective courses.

### **Major Requirements - Classes through 2015**

This 32-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. The requirements below apply to classes through the graduating year 2015

- A sequence of eight courses in Performance Studies that includes applied lessons, large ensemble, chamber music, master classes, instruction in pedagogy and literature for the student's instrument/voice, and field trips or other performance-related events; during the junior and senior years Performance Studies includes preparation and performance of the junior and senior recitals. (Mus 157, 158, 257, 258, 357, 358, 457, 458)
- 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 212, 313, 314, 442)
- Elective courses. Voice students must also take one year minimum studying each of two approved languages, which are Italian, French, German, and Spanish

### **Bachelor of Music Education (Class of 2017 and Beyond)**

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. Pennsylvania K-12 music teaching certification is granted upon successful completion of all requirements.

### **Major requirements**

- Music courses (MUS\_CLAS 141, 142, 205, 212, 241, 242, 313, 314, 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, 299, 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 senior recital performance, participation in a major ensemble for each semester in residence, participation in a small ensemble for two semesters, applied study on the principal instrument/voice each semester in residence, and a semester's study on a secondary instrument.
- 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 and teacher education in the fall of the junior year.

### **Bachelor of Science in Music Education (Classes of 2014-16)**

This 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. Some students may also choose to pursue graduate work in music education or in music performance. Approximately one-half of the coursework is in music, while another 15 percent is in education courses. Pennsylvania K-12 music teaching certification is granted upon successful completion of all requirements.

#### **Major requirements**

- Music courses (MUS\_CLAS 141, 142, 205, 212, 241, 242, 313, 314, 341)
- Music education courses (MUS\_CLAS 120, 121, 149, 150, 152, 154, 156, 159, 320, 321, 410 or 412, 476, 440)
- Education Courses (MUS\_CLAS 149, EDUC 201, 299, 340)
- Electives must include two math courses, one writing course, and one literature course in American or British literature.
- Other requirements include a capstone recital performance, seven semesters of participation in a major ensemble and some documented small ensemble experience, and applied study on the principal instrument/voice each semester in residence, and acceptance into music teacher education in the spring of the sophomore year and teacher education in the fall of the junior year.

#### **Minor Requirements**

MUS\_CLAS 141, 142, 212, 313 or 314; a minimum of 4 semesters of participation in a major ensemble on the student's principal instrument culminating in Mus\_Ens 230; a minimum of 4 semesters of private lessons on the student's principal instrument/voice culminating in MUS 231.

#### **Ensemble Participation Policy**

All students who are music majors are required to participate in their primary performing medium (instrument or voice) for credit in at least one large ensemble each semester of residence. For string players, this is the Orchestra. For brass, percussion, and woodwind players, the large ensembles are the Orchestra and Wind Symphony. For singers, they are College Choir or

Women's Choir. Singers pursuing the BM in Performance should also participate in Opera Workshop for a minimum of two semesters. Those students who play piano or guitar can satisfy the requirement by participation in either vocal or instrumental groups. All Bachelor of Music students are required to participate in chamber ensembles or appropriate chamber music experiences defined by their degree requirements

Music majors planning to graduate with the BA degree should register for MUS\_ENS 330: Advanced Ensemble in their sixth (6th) semester of participation in the same major ensemble for a full course credit. NOTE: BS degree students may take MUS\_ENS 330 as an elective credit in their sixth (6th) semester of participation in the same ensemble for a full course credit.

Music minors receiving Wagnild or Patrick awards have the same requirements as music majors. Others should follow the catalog requirements for the minor. Music minors should also note that in the fourth (4th) semester of their participation in a major ensemble (as defined above), they must register for MUS\_ENS 230: Advanced Ensemble Performance to fulfill the ensemble requirement for the minor.

### **Friday Now Hear This!**

Now Hear This! is a weekly time for our community of musicians to gather for student solo and chamber music performances, master classes, and presentations by Conservatory faculty members and guests. The purpose is to increase students' understanding of music, the aspects of music performance, and various professional issues related to music. Through attendance, students are exposed to a wide variety of repertory and styles, mediums, genres, and techniques. Attendance is required of all music majors. Music minors are required to attend during the semesters in which they are registered for private applied instrument/voice lessons. Any student registered for private applied study is eligible to perform.

## **Course Listing**

### ***MUSIC-121 Voice***

Private instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and interpretation. Study includes song literature in various styles and languages. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

### ***MUSIC-123 Applied Piano***

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score at the keyboard, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

### ***MUSIC-125 Applied Organ***

Private instruction designed to include literature of various periods. Repeated every semester. Weekly half-hour private lesson; juried performance. Prerequisites: Satisfactory piano skills and permission of instructor.

### ***MUSIC-126 Jazz Improvisation***

Private or small group instruction emphasizing fundamentals of jazz improvisation including the study of modes, scales, the blues, and standard progressions used by jazz musicians. Literature study of a variety of jazz styles periods and transcribing solos by seminal jazz musicians are also an integral part of the class.

***MUSIC-127BA Applied Bassoon***

Private instruction emphasizing fundamentals and repertoire for the performance of the bassoon. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127CL Applied Clarinet***

Private instruction emphasizing fundamentals and repertoire for the performance of the clarinet. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127EU Applied Euphonium***

Private instruction emphasizing fundamentals and repertoire for the performance of the euphonium. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127FL Applied Flute***

Private instruction emphasizing fundamentals and repertoire for the performance of the flute. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127HN Applied Horn***

Private instruction emphasizing fundamentals and repertoire for the performance of the horn. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127OB Applied Oboe***

Private instruction emphasizing fundamentals and repertoire for the performance of the oboe. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127PE Applied Percussion***

Private instruction emphasizing fundamentals and repertoire for the performance of percussion instruments. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127SX Applied Saxophone***

Private instruction emphasizing fundamentals and repertoire for the performance of the saxophone. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127TB Applied Trombone***

Private instruction emphasizing fundamentals and repertoire for the performance of the trombone. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance.



Prerequisite: Permission of instructor.

***MUSIC-127TR Applied Trumpet***

Private instruction emphasizing fundamentals and repertoire for the performance of the trumpet. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-127TU Applied Tuba***

Private instruction emphasizing fundamentals and repertoire for the performance of the tuba. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-128 Applied Guitar***

Private instruction emphasizing skills of technique, interpretation, reading, and fretboard knowledge. Classical and other styles are offered according to needs of students. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-129 Applied Strings***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-129BA Applied Bass***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-129CE Applied Cello***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-129VA Applied Viola***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-129VN Applied Violin***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly half-hour private lesson and studio class; juried performance. Prerequisite: Permission of instructor.

***MUSIC-157 Applied Studies I***

The first of an eight-semester course sequence of music performance instruction for students in the Bachelor of Music degree in Performance. Includes attendance at studio classes. Admission by permission of the Conservatory. Offered each fall.

***MUSIC-158 Applied Studies II***

Continuation of MUS 157. Includes attendance at studio classes. Offered each spring.

***MUSIC-221 Voice***

Private instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and interpretation. Study includes song literature in various styles and languages. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education. Prerequisite: Declared music major.

***MUSIC-223 Applied Piano***

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score at the keyboard, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-225 Applied Organ***

Private instruction designed to include literature of various periods. Repeated every semester. Weekly one hour private lesson; juried performance. Open to B.A. and B.S. students majoring in music or music education. Prerequisites: Satisfactory piano skills.

***MUSIC-227BA Applied Bassoon***

Private instruction emphasizing fundamentals and repertoire for the performance of the bassoon. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227CL Applied Clarinet***

Private instruction emphasizing fundamentals and repertoire for the performance of the clarinet. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227EU Applied Euphonium***

Private instruction emphasizing fundamentals and repertoire for the performance of the euphonium. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227FL Applied Flute***

Private instruction emphasizing fundamentals and repertoire for the performance of the flute. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227HN Applied Horn***

Private instruction emphasizing fundamentals and repertoire for the performance of the horn. Repeated every semester. Weekly one hour private lesson and studio class; juried performance.

Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227OB Applied Oboe***

Private instruction emphasizing fundamentals and repertoire for the performance of the oboe. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227PE Applied Percussion***

Private instruction emphasizing fundamentals and repertoire for the performance of percussion instruments. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227SX Applied Saxophone***

Private instruction emphasizing fundamentals and repertoire for the performance of the saxophone. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227TB Applied Trombone***

Private instruction emphasizing fundamentals and repertoire for the performance of the trombone. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227TR Applied Trumpet***

Private instruction emphasizing fundamentals and repertoire for the performance of the trumpet. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-227TU Applied Tuba***

Private instruction emphasizing fundamentals and repertoire for the performance of the tuba. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-228 Applied Guitar***

Private instruction emphasizing fundamentals and repertoire for the performance of the guitar. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-229BA Applied Bass***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-229CE Applied Cello***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-229VA Applied Viola***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-229VN Applied Violin***

Private instruction, with emphasis on tone production, physical comfort, efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods. Repeated every semester. Weekly one hour private lesson and studio class; juried performance. Open to B.A. and B.S. students majoring in music or music education.

***MUSIC-231 Advanced Applied Study for Music Minors and Non-Majors***

This course for music minors and the general student population is a study and application of musicianship skills through: (1) the study of a diverse range of repertoire in the context of a half-hour weekly private lesson; (2) performing and participation in discussions in studio classes; and (3) a juried performance. MUS 231 will be graded S/U and its full course credit will count towards graduation. Students must enroll concurrently in applied lessons at the 100 level. Prerequisites: Permission of applied instructor and a minimum of three (3) previous semester of enrollment in applied lessons on the same principal instrument/voice at the 100 level. Offered each semester.

***MUSIC-257 Applied Studies III***

The third of an eight-semester course sequence of music performance instruction for students in the Bachelor of Music degree in Performance . Includes attendance at studio classes. Admission by permission of the Conservatory. Offered each fall.

***MUSIC-258 Applied Studies IV***

Continuation of MUS 257. Includes attendance at studio classes. Offered each spring.

***MUSIC-331 Advanced Applied Study for Music Majors***

For students pursuing the BA with a major in music. The study and application of performance skills on a principal instrument/voice through: (1) the study of a diverse range of repertoire in the context of an hour-long weekly private lesson; (2) performing and participating in discussions in weekly studio classes; and (3) Periodic performances on the weekly Recital Hour; and (4) a juried performance. MUS 331 will be graded S/U and its full course credit will count towards graduation. Students must enroll concurrently in applied lessons at the 200 level. Prerequisites: Permission of applied instructor and a minimum of five (5) previous semesters of enrollment in private lessons on the principal instrument/voice at the 200 level. Offered each semester.

***MUSIC-357 Applied Studies V***

The fifth of an eight-semester course sequence of music performance instruction for students in the Bachelor of Music degree in Performance. Includes attendance at studio classes. A half recital for students in the Applied Studies sequence will be given in either the fall or spring of the junior year as a component of this curriculum. Admission by permission of the Conservatory. Offered each fall.

***MUSIC-358 Applied Studies VI***

Continuation of MUS 357. Includes attendance at studio classes. A half recital for students in the Applied Studies sequence will be given in either the fall or spring of the junior year as a component of this curriculum. Offered each spring.

**MUSIC-450 Individualized Study-Tutorial**

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

**MUSIC-456 Senior Capstone**

Summative capstone of the B.A. music major curriculum which demonstrates mastery over the area of concentration and the communication conventions of the major. Possible formats include a performance or composition recital with a summative component, a recital that combines performance and a second discipline, and a thesis or presentation. Required for all B.A. students majoring in music. Prerequisite: Permission of instructor and music faculty.

**MUSIC-457 Applied Studies VII**

Continuation of MUSIC 358. Includes attendance at studio classes. The senior recital for students in the Applied Studies sequence will be given in either the fall or spring of the senior year as a component of this curriculum. Offered each fall.

**MUSIC-458 Applied Studies VIII**

Continuation of MUSIC 457. Includes attendance at studio classes. The senior recital for students in the Applied Studies sequence will be given in either the fall or spring of the senior year as a component of this curriculum. Offered each spring.

**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.

**MUS\_CLAS-102 World Music**

Study of music found in selected cultures around the world, which may include Africa, the Middle-East, and Asia, as well as selected ethnic cultures within the Americas. Related arts are examined in relation to the cultural contexts in which they are found. Music making activities and small group projects are part of the course. Special event attendance is required.

**MUS\_CLAS-104 Opera**

Study of opera history and production through selected operatic works as examples of total music drama. Related genres of operetta, musical, and oratorio are also included. Extensive listening and viewing assignments are required. An opera field trip is usually planned. Offered alternate spring semesters.

**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.

**MUS\_CLAS-108 Women and Music**

This course explores issues about the experience of women in a variety of musical styles and

genres, ranging from art to popular and vernacular music. Topics may include, but are not limited to: the contributions and roles of women as performers, composers, and benefactors; depictions of women in opera, musical theater, and on video; and/or feminist perspectives in musical criticism.

***MUS\_CLAS-109 W.A. Mozart: The Man and His Music***

Study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

***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 necessary to attain an understanding of the genesis and development of jazz.

***MUS\_CLAS-111 Fundamentals of Music***

Designed for students with little or no background in music, this course teaches the fundamental materials of music through the creative experiences of music reading, music listening, and aural and visual analysis. Students gain a basic introduction to music theory. Offered annually.

***MUS\_CLAS-112 The Music of Japan and Koto Secrets***

Study of the two musics of contemporary Japan , ho-gaku (pre-Western Japanese music) and Japanese music of Western influence. Course examines the historical roots of ho-gaku in religious kagura and Buddhist chants, as well as the secular music genres of gagaku, biwa, noh, shamisen, shakuhachi, percussion, and koto music to determine what is quintessentially Japanese. A comparative study of ho-gaku and Western music aims to show a synthesis of the two cultures. Offered occasionally.

***MUS\_CLAS-120 Piano Skills I***

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 Piano Skills II***

Students will gain increasingly complex skills in piano performance and technique and must successfully pass the Music Education Piano Proficiency Exam at the end of this course. Prerequisite: MUS\_CLAS 121 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-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 field of music education. Students are provided both theoretical and practical experience in achieving the following goals: understanding the historical development of models used in American education; current trends and issues used in the field; advocacy; developing and implementing a philosophy of teaching; understanding the intersection of diverse identity constructions; assessment, measurement, and evaluative tools; addressing the needs of diverse learners; classroom management; cross-cultural music, curricular and pedagogical issues; copyright; national and state systems and standards; utilizing technology. Includes 20 hours of field observation. Open to all music majors. Prerequisites for majors in music education include: fingerprinting and state and federal clearances for working with children. Offered each fall.

***MUS\_CLAS-150 Woodwind Methods***

Instruction and practice in the techniques of playing and teaching woodwind instruments. 0.25 course units. Prerequisite: Declared major in music education or permission of instructor. Normally offered each fall.

***MUS\_CLAS-152 Brass Methods***

Instruction in the technique of teaching and playing brass instruments. 0.25 course units. Prerequisite: Declared major in music education or permission of instructor. Normally offered each spring.

***MUS\_CLAS-154 String Methods***

Instruction and practice in the techniques of teaching and playing string instruments. 0.25 course units. Prerequisite: Declared major in music education or permission of instructor. Normally offered each fall.

***MUS\_CLAS-156 Percussion Methods***

Instruction and practice in the technique of playing and teaching percussion instruments. 0.25 course units. Prerequisite: Declared major in music education or permission of instructor. Normally offered each spring.

***MUS\_CLAS-159 Vocal Methods***

Instruction and practice in solo and ensemble vocal music performance and teaching. 0.25 course units. Prerequisite: Declared major in music education or permission of instructor. Normally offered each spring.

***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.

**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 annually.

**MUS\_CLAS-206 Conducting II**

Concentration on advanced conducting skills and technique. Areas of study include more highly developed conducting gestures and baton skills, advanced interpretive and rehearsal techniques, a more intensive study of literature and score analysis. Prerequisite: MUS\_CLAS 205.

**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.

**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.

**MUS\_CLAS-210 Musicology I: Western Art Music I**

This course presents a historical survey of Western art music from antiquity through 1800, with a focus on the years 1600 through 1800. 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.

**MUS\_CLAS-211 Musicology II: Western Art Music II**

This course presents a historical survey of Western art music from 1800 through the present day. 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.

**MUS\_CLAS-212 Musicology I: Cross-Cultural Elements and Contexts of Music**

The first course in the music history sequence for music majors and minors. An introduction to listening, writing, and thinking critically about music from a cross-cultural perspective. Focuses on musical elements such as melody, rhythm, and timbre as well as social contexts. Prerequisite: Declared music major or minor. 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.

### ***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.

### ***MUS\_CLAS-218 American Diasporic 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 in the diasporic peripheries. 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.

### ***MUS\_CLAS-220 Performance and Analysis in Music***

An intensive two-week experience in performance and analysis off-campus in the beautiful setting 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.

### ***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 Improvised Music***

Jazz history from an Africana Studies perspective. Jazz is appropriately considered African American improvised music because its major innovators are black; it is acknowledged as a uniquely American art form; and it stresses improvisation. This course surveys the development of jazz in relation to African American history and aesthetics, addressing socio-political contexts

as well as musical style.

**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.

**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.

**MUS\_CLAS-251 Topics in Musicology: Global - Music of the Caribbean**

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-261 Technology in Music**

Study of technology as it pertains to music applications, including historical uses of technology in music, theoretical and practical uses of computers for music, MIDI (Musical Instrument Digital Interface) hardware and software, recording technology, and music notation software. Prerequisite: MUS\_CLAS 142 and consent of the instructor.

**MUS\_CLAS-262 Recording & Sound Technology**

Study of and development of skills for audio production. Includes science of acoustics and hearing; digital audio and MIDI (Musical Instrument Digital Interface); digital and analog recording; microphone technology, selection and placement; recording and sound engineering; sound reinforcement in live productions; audio post-production, including CD mastering. Course includes classroom and lab components. Offered occasionally.

**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-313 Musicology II: Western Art Music I**

A historical survey of European art music from antiquity through 1800, with emphasis on the years 1600-1800. Emphasizes the development of critical listening skills and score study. Focuses on individual musical compositions, using them as lenses for the study of musical style, function, contexts, and intellectual trends in various societies and historical periods. Prerequisite:

MUS\_CLAS 212. Offered each fall.

**MUS\_CLAS-314 Musicology III: Western Art Music II**

A historical survey of European and American art music from 1800 through the present. Emphasizes the development of critical listening skills and score study. Focuses on individual musical compositions, using them as lenses for the study of musical style, function, contexts, and intellectual trends in various societies and historical periods. Prerequisite: MUS\_CLAS 212. Offered each spring.

**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: By permission of instructor. String-instrumentalists.

**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.

**MUS\_CLAS-320 Elementary Music Education Methods**

Study and evaluation of methods, materials, and techniques of teaching music in the elementary grades. Various approaches to guiding children to listen to, create, and perform music are included. Includes required field experience hours with area music teachers. Prerequisites: MUS\_CLAS 149; MUS\_CLAS 205. Fall semester.

**MUS\_CLAS-321 Secondary Music Education Methods**

Study and evaluation of methods, materials, and techniques of teaching music in the secondary grades. Students learn various approaches of teaching general music, instrumental music and choral/vocal music. Includes required field experience hours with area music teachers. Prerequisites: MUS\_CLAS 149; MUS\_CLAS 205. Spring semester.

**MUS\_CLAS-332 Literature of the Applied Instrument**

Survey of the musical literature of a particular performance area. Students (typically performance majors) channel their research and study toward their own performance specialty and survey the general body of compositions written for that medium.

**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. 0.50 course credit

**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, and emphasis on applied orchestration projects for laboratory performance and critique. Prerequisite: MUS\_CLAS 241. 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, 313, and 242, or permission of instructor.

***MUS\_CLAS-410 Choral Methods and Conducting***

Study of methods and techniques of leading choral ensembles. Students learn advanced skills of conducting choral groups, including score analysis, musical interpretation, rehearsal techniques, and methods of communicating musical intent through conducting gestures. Other topics include the administration of school ensembles and music programs and a survey of musical literature appropriate for secondary school choral ensembles. Partially fulfills the certification requirement for field experience hours with area music teachers. Prerequisites: MUS\_CLAS 205, 321.

***MUS\_CLAS-412 Instrumental Methods and Conducting***

Study of methods and techniques of leading instrumental groups in schools, including orchestra and wind band ensembles. Students learn advanced skills of conducting instrumental ensembles, including score analysis, musical interpretation, rehearsal technique, and methods of communicating musical intent through conducting gestures. Other topics include the administration of school ensembles and music programs and a survey of musical literature appropriate for secondary school instrumental ensembles. Partially fulfills the certification requirement for field experience hours with area music teachers. Prerequisites: MUS\_CLAS 205, 321.

***MUS\_CLAS-440 Music Student Teaching Seminar***

The seminar, an accompaniment to the semester of music student teaching, explores techniques of teaching K-12 students in music, including special needs students and English language learners. It also addresses informal and formal assessment techniques within an interactive assessment-instruction framework, the processes for administering assessments, and adapting instruction for special needs students and/or English language learners. Students will create and present a reflective teaching portfolio. Co-requisite: MUS\_CLAS 476.

***MUS\_CLAS-442 Topics Seminar***

In-depth study, using appropriate historical, analytical, or other 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 313, 314, 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 public schools on the elementary and secondary levels 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 12 to 15 weeks in the classroom. Earns 3 course units of credit. Prerequisites: MUS\_CLAS 320, 321, 410 or 412.

***MUS\_CLAS-477 Half Credit Internship***

Half credit internship, graded S/U.

***MUS\_ENS-130AF* 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).

***MUS\_ENS-130AS* 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 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. Offered each spring.

***MUS\_ENS-130B* College Choir**

Mixed (SATB) choral ensemble for experienced singers. This chamber choir of 40-50 singers performs choral literature from all periods of music history. Performances on campus and in the region, with periodic regional or international tours. Prerequisite: audition/permission of instructor.

***MUS\_ENS-130C* Concert Choir**

Mixed choral ensemble of 70-90 singers that performs music for large choirs. Performs sacred and secular choral music written for large choirs. Wednesdays from 7:30-9:30 pm. Prerequisite: simple audition or permission of instructors.

***MUS\_ENS-130D* Orchestra**

The orchestra is dedicated to performing a wide variety of works of orchestral music ranging from the Baroque period through the present. Membership is open by auditions (held at the beginning of each semester) to all students, faculty, and staff members at Gettysburg College. The orchestra rehearses two evenings a week and normally presents two concerts per semester.

***MUS\_ENS-130E* Women's Choir**

Advanced ensemble that performs music for women's voices from various periods and styles. Ensemble performs in major choral concerts each semester and in other campus or community performances. Two hours of rehearsal weekly. Prerequisite: audition/permission of instructor.

***MUS\_ENS-130F* Jazz Dispatch**

This ensemble focuses on small group jazz improvisation. Rudimentary ability as a bebop soloist is required. 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. Admission by audition.

***MUS\_ENS-132A* 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. Ensembles may include brass quintet, flute ensemble, piano trio, woodwind quintet, saxophone quartet, string quartet, vocal quartet, chamber opera, and mixed ensembles. Instrumental/vocal combinations vary depending upon student availability and demand. Prerequisite: Permission of instructor.

***MUS\_ENS-132B* Jazz Ensemble**

Ensemble of 18-22 musicians dedicated to preserving and advancing America's indigenous

musical art form. All styles of jazz are studied from bigband swing through contemporary fusion. Campus community and festival performances, including an annual concert with a nationally recognized soloist. Prerequisite: by audition.

***MUS\_ENS-132C* 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. Two hours of rehearsal weekly. Prerequisite: audition/permission of instructor and concurrent membership in College Choir, Concert Choir, or Woman's Choir.

***MUS\_ENS-132D* World Music Ensemble**

This ensemble may perform instrumental music, vocal music, and/or dance from diverse world cultures, including those within the United States. No credit.

***MUS\_ENS-132E* 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 by auditions that are held at the beginning of each semester.

***MUS\_ENS-132F* Percussion Ensemble**

Performs a wide variety of percussion ensemble literature, including works by influential percussion composers such as John Cage, Lou Harrison, Steve Reich, and Henry Cowell. Weekly 2-hour rehearsals and a full performance each semester. Open to percussion majors and minors, students in other applied music areas, and students majoring outside of music depending on experience and with permission of instructor.

***MUS\_ENS-230* Advanced Ensemble Performance for Music Minors and Non-Majors**

This course for music minors and the general student population is a study and application of musicianship skills within a large ensemble setting through: (1) the rehearsal and performance of a diverse range of repertoire, and (2) reading and reflection on materials related to the historical and stylistic context of musical performance. Prerequisite: Permission of ensemble director and a minimum of three (3) semesters of participation in the performance ensemble selected for this course, i.e., Orchestra, College Choir, Women's Choir, Wind Symphony, Jazz Ensemble, Concert Choir, Symphony Band, and Marching Band (non-majors only). Offered each semester.

***MUS\_ENS-330* Advanced Ensemble Performance for Music Majors**

For students pursuing the BA with a major in music or the BS in music education. The study and application of musicianship skills within a large ensemble setting through: (1) the rehearsal and performance of a diverse range of repertoire; (2) an understanding of the historical and stylistic context of the repertoire performed; and (3) reading and reflection about musical performance through the medium of the large ensemble. Prerequisites: Permission of instructor and a minimum of five previous semesters of involvement in the performance ensemble selected for this course (i.e., Orchestra, College Choir, Women's Choir, Wind Symphony, Jazz Ensemble, or Concert Choir). Offered each semester.

# Neuroscience

## Program Description

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.

## Program 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 251 Introduction to Bioinformatics
- 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 221 Philosophy of Mind
- Philosophy 363 Philosophy of Psychiatry
- 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.

- Courses taken within the **major discipline** -- or which otherwise satisfy a major requirement - - may not be used as electives towards the minor.

- Many of the neuroscience electives come from **biology and psychology**, so this restriction is particularly relevant for biology or psychology majors.

Students should tailor choices of electives to their specific interests in consultation with one of the coordinators of the neuroscience minor.

## Nursing Articulation Agreement

### Program Description

Gettysburg College has an articulation agreement with the Johns Hopkins University School of Nursing (JHUSON) for the following programs:

#### 4 year-13 month: Summer-Entry Accelerated Program

- 4 years at Gettysburg College: students complete the Gettysburg Curriculum, the courses for their selected major, and the JHUSON required prerequisites.
- 13 months at JHUSON: students complete accelerated nursing coursework.
- Students receive a BA or BS degree in their selected major from Gettysburg College and a BS degree with a major in nursing from JHUSON.

#### 4 year-17 month: Fall-Entry Accelerated Program

- 4 years at Gettysburg College: students complete the Gettysburg Curriculum, the courses for their selected major, and the JHUSON required prerequisites
- 17 months at JHUSON: students complete accelerated nursing coursework
- Students receive a BA or BS degree in their selected major from Gettysburg College and a BS degree with a major in nursing from JHUSON.

For more information about these programs, please visit the [JHUSON website](#) or contact Kristi Waybright, the Health Professions Office Administrator ([kwaybrig@gettysburg.edu](mailto:kwaybrig@gettysburg.edu); 717-337-6020) or Dr. Kristin Stuempfle, the Health Professions Advisor ([kstuempf@gettysburg.edu](mailto:kstuempf@gettysburg.edu); 717-337-6448).

### Program Requirements

In order to be a candidate for these programs, an applicant **must maintain an overall 3.20 GPA and complete the following courses with a B or better:**

Subject	Courses	Gettysburg College
Human Anatomy and Physiology	2	HS 209 and HS 210

Microbiology	1	BIO 230
Nutrition	1	HS 230
Human Growth and Development through the Lifespan	1	Not offered
Statistics	1	BIO 260 or MATH 107 or PSYCH 205 or HS 232

## Off-Campus Studies

### Program Description

Off-campus study is a semester, academic year, or summer term on a study abroad or domestic program that is a credit bearing part of a Gettysburg degree. Approximately 50% of each graduating class spends a minimum of one semester off campus. Students from every major, program and discipline can – and do – study off campus.

Overwhelmingly, students who study off-campus develop new academic interests, and bring a new focus to their studies and their lives. Students report that they come back feeling refreshed and invigorated from their experience with a new skill-set, approaching their remaining studies with new energy and a broadened world view.

### Essentials

Gettysburg has over 100 Affiliated Program locations on six continents (Affiliated Programs have gone through a comprehensive vetting process). Over 90% of our students who go off campus choose to participate in Affiliated Programs. If a student has a compelling academic reason, they can also participate in a Non-Affiliated program. Financial arrangements and credit transfer differ for Non-Affiliated programs.

Students who participate in Affiliated Programs can earn credit and grades toward majors, minors and curricular goals. Students who participate in Non-Affiliated programs can earn credit, but not grades for their off campus work.

Students who participate in an Affiliated Program pay the same cost as a semester at Gettysburg. Financial aid recipients can use their aid to pay for study off campus. Gettysburg wants students to choose off campus study based on academic interest, not on the ability to pay. To that end, Gettysburg also grants a flight allowance for most affiliated study abroad programs. Students who participate in Non-Affiliated programs pay fees directly to the program cannot use institutional aid towards the program cost and are charged a Non-Affiliated Off-Campus Study Fee (each semester) that covers the administrative services provided by Gettysburg College for the student.

## Requirements

The basic requirements are full-time student status with good academic standing (minimum 2.0 GPA) and good disciplinary standing.

Students can study abroad as juniors, first-semester seniors and sophomores under certain circumstances (if interested, please contact OCS). Most students go abroad fall of their junior year.

For more detailed information please visit [Off-Campus Studies](#).

## Optometry Articulation Agreement

### Program Description

#### Optometry at the Pennsylvania College of Optometry at Salus University

Gettysburg College has an affiliation agreement with Pennsylvania College of Optometry (PCO) at Salus University for an accelerated 3-4 Doctor of Optometry (O.D.) degree program. Students complete three years at Gettysburg College and four at PCO, receiving the Doctor of Optometry degree in seven years instead of the usual eight years. After completing all Gettysburg College requirements at PCO, the student is awarded a BA or BS degree from Gettysburg College. A Doctor of Optometry degree from PCO is received at the conclusion of the professional degree program. Students also may attend PCO immediately after graduation from Gettysburg College under this agreement. [Admission Requirements](#)

For more information about the affiliation agreements, please contact Kristi Waybright, the Health Professions Office Administrator ([kwaybrig@gettysburg.edu](mailto:kwaybrig@gettysburg.edu) or (717) 337-6020) or Dr. Kristin Stuempfle, the Health Professions Advisor ([kstuempf@gettysburg.edu](mailto:kstuempf@gettysburg.edu) or (717) 337-6448).

### Program Requirements

#### Admission Requirements for Optometry at the Pennsylvania College of Optometry at Salus University

- 1) Prerequisite courses (completed with a "C" or better):
  - General Biology with laboratory - 2 courses
  - General Chemistry with laboratory - 2 courses
  - General Physics with laboratory - 2 courses
  - Organic Chemistry with laboratory - 2 courses (or 1 course in Organic Chemistry and 1 course in either Biochemistry or Molecular Biology)

- Microbiology with laboratory - 1 course
  - Calculus - 1 course (although 2 courses are highly recommended)
  - Statistics - 1 course
  - English - 2 courses
  - General Psychology - 1 course
  - Additional coursework in such areas as Biochemistry, Anatomy, Physiology, Histology, Cell Biology, Genetics, and Experimental and Physiological Psychology are encouraged but not required
  - An applicant need not have completed all the prerequisite courses prior to applying, but must complete all the prerequisite courses prior to enrolling.
- 2) Optometry Admissions Test (OAT)
  - 3) Letters of evaluation
  - 4) Extracurricular activities
  - 5) Related and unrelated work experience
  - 6) Application essays

Before matriculating at PCO, students accepted under the accelerated degree program must have an approved graduation plan whereby courses taken at PCO will complete all the student's course requirements for Gettysburg College.

## Organization and Management Studies

### Program Description

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.

## Program Requirements

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.

## Course Listing

### ***MGT-438 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.

### ***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 and one course from 201-239 or (Econ 103 and 104). Recommended: Econ 241, 243 and 245. Cross Listed with BUS 267.

***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 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.

***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-350 Women, Organizations & Society***

The seminar begins with a historical review of women in organizations. Then introduces a topic

women may not have yet considered - competition, ambition, and recognition - and makes the case that they need to examine their own perspectives carefully in order to avoid common pitfalls that negatively impact career progression and opportunities. I will discuss the nature of women's ambition, explaining what impedes or promotes women's ambition and desire to compete. Recognition is closely tied to ambition and explains why for women, their drive for ambition and recognition is typically so different than men.

### **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-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 dichotomous 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-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.

## Peace and Justice Studies

### Program Description

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. The Peace and Justice Studies program is enriched by continued association with Fellow of Peace and Justice Studies, Rajmohan Ramanathapillai, former professor of Philosophy and Peace and Justice Studies at Gettysburg College.

Interested students should contact the following faculty:

Lisa Portmess, Coordinator - lportmes@gettysburg.edu

## Program Requirements

Requirements for the Minor are: one Gateway course - IDS 121, PHIL 219 or PHIL 222; at least two courses at the 200-level; at least two at the 300 level or above. Of the courses taken beyond the Gateway course, students are encouraged to take at least one with a global focus and one with a domestic focus. One of the courses taken at the 300 level or above will be designated as the capstone for the minor, and may be an Independent Study.

The sixth course for the minor may be any course chosen from the list of approved courses, or students may email the program coordinator with a request to have another course count.

## 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, but about **confronting the challenges and opportunities of the real world** in ways that lead to insight, wisdom, and engagement. Philosophy points to the world, looking at issues that confront our planet and seeking understanding from a wide variety of perspectives and approaches.

Our classes include **Philosophy and Food, Gender and Identity, Technology and Contemporary Life, Philosophy of Place, and Ethics and Economic Life**. We see philosophy as part of every endeavor, teaching interdisciplinary courses with members of many other departments and examining issues at the foundations of a wide range of intellectual and creative activities. Philosophy of Music, Reading Darwin, Einstein and the Big Questions, and Deliberative Democracy are but a few of our offerings that connect philosophy with physics, art, mathematics, law, film, psychology, literature, chemistry, economics, and many other pursuits.

### Program Requirements

#### Major

Philosophy 101, 103, 105, 107, 108, 109, and 211 have no prerequisites. Any 100-level course is prerequisite for a 200- or 300-level course, though the instructor may grant permission to enroll on an individual basis to equivalently prepared students.

A philosophy major consists of nine courses in philosophy. No more than two 100-level courses may be counted toward the major. Students must take at least two courses chosen from Philosophy 205, 206, 207, and 208; Philosophy 211; one or more advanced 300-level courses; and Philosophy 400 Senior Seminar. Senior thesis is recommended for all majors and is taken as an individualized study in either the fall or spring term. Students work closely with faculty on a subject of their choice.

### **Minor**

A philosophy minor consists of six philosophy courses in the department, no more than two of which may be 100-level courses.

## **Course Listing**

### ***PHIL-101 Introduction to Philosophy***

Study of selected philosophical texts, which deal with such themes as knowledge, happiness, justice, death, and the nature of reality. Goal is to develop an ability to read about, reflect on, and comment on philosophical issues.

### ***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-108 Philosophy and Food***

Study of texts focusing on philosophical issues involving the production, distribution, and personal use of food. Specific topics examined include public policy and food production/distribution; diet as ethical choice; poverty and hunger; the existential/metaphysical status of breaking bread; food and consumerism; the aesthetics of diet; and the religious/cultural significance of eating with another.

### ***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-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-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-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-216 Philosophy & Human Nature***

Study of different theories of human nature and the self, both historically and cross-culturally and in light of contemporary research in neuroscience, artificial intelligence, psychology, and gender and cultural studies.

***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 Phil 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-223 Gandhi and Philosophy***

An exploration of the philosophical, religious and strategic aspects of Gandhi's theory of non-violence and its relevance to international politics and personal life. The course will examine Gandhi's philosophy of conflict as well as his moral and political thought. Emphasis will be given to philosophical issues raised by his theory of non-violence.

***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 Existential Philosophies***

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-228 Imprisonment, Identity and Liberation**

Philosophical examination of imprisonment and liberation of body and mind. The course explores the concept of imprisonment from Plato to the present; the philosophical and political reasons for the present criminal justice system; alternate modes of punishment; addiction and its effects on the self; and models of liberation. The class brings together students and work-release prisoners in the study of these topics and takes place at the site of a nearby community organization.

**PHIL-229 Philosophy of Yoga**

Yoga places the body and self within the same continuum and aims to tame and discipline the body, so that it can be a vehicle for the healthy development of the mind, intellect and ultimately the self. This course investigates the nature of and relationship between the body, mind and self in Indian thought. The course aims to investigate these questions by reading various philosophical works of Yoga.

**PHIL-230 Ethics**

Study of major figures and schools in the Western ethical tradition. Attention is paid to selections from representative philosophers, from Plato through Rawls. Specific issues examined include the nature of rights and responsibilities, virtue, and moral obligation.

**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 Lit**

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-235 Theories of Democracy**

**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-246 Philosophy of Theravada Buddhism**

An exploration of the Buddhist philosophical explanation of living, suffering (dukka) and the overcoming of suffering. Though illness, aging and death can cause severe suffering, the Buddha claims that the suffering caused by wrong desires has long lasting karmic consequences. By examining the Buddha's claim, this course explores his philosophical arguments and practical methods of confronting suffering and achieving liberation. By a systematic examination of the Buddha's Four Noble Truths this course explores the Buddhist conception of the meaning of life.

**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-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***

Survey of important problems and issues in the history of philosophical aesthetics, including the nature and function of art, the social role of art, and the relationship of aesthetics to other branches of philosophy.

***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 Continental 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-347 Philosophy, Identity, and Politics in Latin America***

An exploration of the philosophical contributions and debates that have shaped Latina/o and Latin American thought from colonization through the present. This course pays particular attention to philosophical questions about coloniality and decoloniality; the relationship between literature and philosophy; gender, race, and sexuality; and configurations of Latin American, Hispano American, and Afro Hispanic identities. By engaging with contemporary and historical texts, this course considers the identity, value, and future of Latin American Philosophy.

***PHIL-350 Reading Darwin***

Examining the words and arguments that first proposed the contemporary view of speciation and how they are situated in cultural, historical, and scientific context. Darwin's theory of evolution was controversial from the start meaning that the scientist left behind a legacy of argumentative writings. This course focuses on closely examining Darwin's own arguments in order to situate them amongst his influences and the scientific and cultural debates of his age.

***PHIL-353 Technology and Contemporary Life***

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-363 Philosophy of Psychiatry***

Study of the philosophical and normative assumptions underlying psychiatric diagnosis and treatment. In particular, this course considers how to define mental disorder, how to draw the line between normalcy and abnormalcy, what cultural and gender assumptions permeate psychiatry, and the insights to be gained from studying cross-cultural to mental illness. A special emphasis is given to the debate over whether we should prescribe psychiatric medications for enhancement purposes.

***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***

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***

Discussion of important texts by twentieth-century philosophers who represent major movements in analytic and continental philosophy. Recent seminars have focused on Wittgenstein, Heidegger, Foucault, and Rorty as well as themes such as violence and its alternatives, philosophical theories of emotion, the role of philosophy in the postmodern era, and work and personal identity.

***PHIL-450 Individualized Study-Tutorial***

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

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

***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***

***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-464 Senior Thesis****PHIL-466 Senior Thesis**

Individualized study project involving the research of a topic and preparation of a major paper. Normally done during fall or spring semester of the senior year. Prerequisite: major or minor in philosophy.

**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.

## Physical Therapy Articulation Agreement

### Program Description

Gettysburg College has an early assurance program with Drexel University. This program helps to facilitate early admission of students enrolled at Gettysburg into Drexel's Professional Doctor of Physical Therapy (DPT) program. The program allows a student to obtain a decision regarding his or her admission in Drexel's DPT program in the spring of his/her junior year at Gettysburg.

For more information about the early assurance program with Drexel University, please contact Kristi Waybright, the Health Professions Office Administrator ([kwaybrig@gettysburg.edu](mailto:kwaybrig@gettysburg.edu) or (717) 337-6020) or Dr. Kristin Stuempfle, the Health Professions Advisor ([kstuempf@gettysburg.edu](mailto:kstuempf@gettysburg.edu) or (717) 337-6448).

### Program Requirements

**Admission Requirements**

- 1) Minimum cumulative GPA of 3.25

- 2) Minimum science GPA of 3.00
- 3) Completion of at least 10 of the following pre-requisite courses with a grade of "C" or better and a plan of study in place for completion of the remaining courses
- 4) Prerequisite courses:
  - General Biology with laboratory -2 courses
  - Human Anatomy and Physiology - 2 courses (**or** 1 course in Mammalian Physiology)
  - Upper Level Biology - one course (**or** 1 HS 300 level course)
  - General Chemistry with laboratory - 2 courses
  - General Physics with laboratory -2 courses
  - General Psychology - 1 course
  - Additional Psychology - 1 course (developmental or abnormal preferred)
  - Statistics - 1 course
  - Humanities and Social Sciences - 5 courses
  - No pre-requisite courses may be repeated
- 5) One page personal statement discussing the student's motivation and interest in becoming a physical therapist
- 6) GRE: 1000 combined score for verbal and quantitative;  $\geq 4$  for analytical
- 7) Documented volunteer experience in physical therapy (no prescribed number of hours)
- 8) Two letters of recommendation:
  - One letter is required from an academic source
  - One letter is required from a physical therapist
- 9) A letter of endorsement from the Health Professions Advisor at Gettysburg College
- 10) A successful interview with Drexel University

#### **Procedures/Timeline**

Junior Year, 1<sup>st</sup> Semester: Take GRE

Junior Year, 2<sup>nd</sup> Semester: Apply to Drexel (fee waived)



Review of credentials by Drexel

Invited for interview

Receive Provisional Acceptance Letter

Submit Intent to Enroll Form

Drexel reviews accepted students for scholarships

Senior Year, 1<sup>st</sup>Semester: Updated transcripts may be required

Upon Graduation: Send final transcript to Drexel for verification of degree

## Physics

### Program Description

The physics curriculum introduces students to concepts and techniques basic to our present understanding of the physical universe. Diverse courses emphasize theories and principles that give a broad, unifying description of nature and develop the analytical reasoning needed for their use. Probing the interrelationships between matter and energy, students and faculty explore such fields as astronomy, electromagnetism, optics, elementary particles, relativity, quantum mechanics, and 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 courses, students apply their skills through independent studies and research with faculty, in contrast to programs at larger institutions. Our physics faculty is dedicated to teaching, while remaining actively engaged in research. Mentoring relationships between faculty and students are the norm.

The physics major is flexible. The possibility of a double major is limited only by interests, dedication, and imagination. Gettysburg College physics majors have succeeded in diverse careers, including government, law, and management, as well as engineering, particle physics, and molecular biology. Our majors who choose graduate study have been well prepared for study in a wide range of fields, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering physics; and physiological psychology.

### 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.

**B.A. requirements:** A minimum of ten physics courses is required for the major. This includes the following six core courses, Physics 111, 112, 211, 255, 310, and an advanced lab course (Physics 324, Physics 352, Chemistry 306, or an approved course from on-campus or abroad); three additional courses at the 200-level or higher, at least one of which must be from Physics 312, 319, 330, and 341; and a capstone of either Physics 420 or Physics 460. Physics 460 requires departmental approval by the beginning of the senior year (preferably by the end of the junior year). Students starting the physics major in their sophomore may opt to take Phy109, 110 and one additional elective at the 200-level or higher instead of the Phy111-112-211 sequence. In addition, all physics majors are required to complete mathematics courses through Mathematics 211 or its equivalent.

First-year students who are considering a major should enroll in Physics 111, 112, and Mathematics 111 and 112 if possible. Those planning on attending graduate school in physics should plan to take the additional courses listed under the B.S. requirement below. Those considering graduate work in astronomy, engineering, or related fields are encouraged to augment their physics major with relevant additional courses in astronomy, mathematics, computer science, and chemistry. Students are not permitted to take more than twelve courses in the department without permission of the department, unless the thirteenth course is Physics 460 (Independent Study).

### **B.A. Requirements Checklist**

#### **B.S. requirements:**

In addition to the six core courses, required Mathematics courses, and required capstone of Physics 420 or Physics 460 mentioned above, the B.S. degree requires at least three courses from Physics 312, 319, 330, and 341 and any two courses at the 200 level or above. Candidates for the B.S. degree must also complete Mathematics 225.

### **B.S. Requirements Checklist**

#### **Minor requirements:**

A minor in physics consists of six Physics courses, which include either the 109-110 or 111-112-211 introductory sequence. The remaining courses must be at the 200-level or above. The minor represents an appropriate complement to a variety of majors, including mathematics and computer science.

### **Minor Requirements Checklist**

## **Course Listing**

### ***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 a discussion of 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 major. Three class hours.

### ***PHY-102* Contemporary Physics**

Designed for nonscience majors. Course concentrates on the relationship between physical

principles, modern technology, and the world in which we live. Topics include heat and thermodynamics, lasers and other optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. Three class hours and three laboratory hours. No prerequisite.

### ***PHY-103 Elementary Physics***

General coverage of the fields of classical and modern physics. Course is structured for students in biology, environmental science, the health professions, etc. While particularly useful for biology majors, the two-course sequence serves any student as an introduction to a wide range of topics in physics. Prerequisite: Sophomore status and facility in algebra and geometry. Three class hours and three laboratory hours.

### ***PHY-104 Elementary Physics***

General coverage of the fields of classical and modern physics. Course is structured for students in biology, environmental science, the health professions, etc. While particularly useful for biology majors, the two-course sequence serves any student as an introduction to a wide range of topics in physics. Prerequisite: Physics 103 and facility in 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.

### ***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) and sophomore status. 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 Introductory Modern Physics I***

An introduction to conservation laws and modern physics: the conservation of momentum, energy, and angular momentum as fundamental laws, vectors and the concept of velocity, superposition and the interference of waves, physical optics, introductory principles of quantum physics, and applications in atomic, nuclear, and particle physics. Four class hours and three laboratory hours.

**PHY-112 Introductory Modern Physics II**

An introduction to classical and relativistic mechanics: Newton's dynamical laws of motion, orbital mechanics, the Newtonian synthesis of terrestrial and celestial mechanics, and the special theory of relativity. 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.

**PHY-211 Intermediate Physics**

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. Three class hours and six laboratory hours.

**PHY-240 Electronics**

Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. Three class hours and six laboratory hours. No prerequisites.

**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.

**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**

Introduction to quantum mechanics. Potential wells, barriers, one electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Prerequisite: Physics 255. Three class hours and six laboratory hours.

**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-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.

**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**

Following a lecture-based course Phy310, An Introduction to Quantum Mechanics, the proposed course, Phy324, will give students the opportunity to explore in a laboratory setting many of the peculiar, interesting, and important aspects of quantum physics. In addition to a suite of experiments exploring the statistical nature of quantum particles (single photons) and their counter-intuitive correlations using state-of-the-art optics equipment, students will use a variety of experimental equipment to explore other quantum systems and effects, such as Bragg Scattering in crystals, positron annihilation, and alpha-, beta-, gamma-spectroscopy. In a subset of experiments, students will not be given detailed instructions, but rather will be asked to design and carry out the measurement using techniques and knowledge gained during the semester. During the course, topics in statistics and error analysis not already treated earlier in the curriculum will be covered. Students will also practice writing formal, journal-article style reports on experiments.

**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-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, Physics 310 and Math 225, 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-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.

***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***

Laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis, experimental techniques, and written and oral communication are stressed. Prerequisite: Physics 310 and either Physics 324, Physics 352, Chemistry 306 or an approved junior-level laboratory course.

***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.

**AST-101 Solar System Astronomy**

Overview of behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, results of telescopic and space research, and theories of the origin and evolution of the solar system. Course satisfies science distribution requirement for nonscience majors. Three classes and a laboratory.

**AST-102 Stellar Astronomy**

Overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, nature of stellar systems and interstellar material, principles of stellar structure and evolution, and overall structure and development of the physical universe. Course satisfies laboratory science distribution requirement for nonscience majors. Three classes and a laboratory.

### **AST-208 Topics in Astronomy**

A detailed investigation of a topic of current interest in astronomy. The course sets forth a major subdiscipline of astronomy at a level beyond that of the introductory astronomy sequence, presuming some knowledge of the scale and structure of astronomical objects, the vocabulary of astronomy, and the fundamentals of physics. Topics may include the Search for Extraterrestrial Intelligence, Exploration of the Planetary System, Variable Stars and Stellar Evolution, or Galaxies and Cosmology. The class will examine the observational data, the techniques of research in the field, the state of knowledge in the field at present, and the major questions that form the focus of current research.

## **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 hands-on activities, including internships in a variety of settings; class visits from faculty at the nearby Army War College and other colleges and universities; class trips to Washington, D.C., with visits to the Supreme Court, sessions of Congress, briefings at the State Department; 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.

### **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.

*Major requirements:*

A minimum of ten 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.

**Honors:** Majors with a 3.67 grade point average in the major are invited to pursue Honors by completing a major research endeavor and maintaining the 3.67 GPA at graduation. The Honors project will be completed within the student's capstone and the student will work with the faculty member responsible for the capstone.

**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.

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.

## Course Listing

### ***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-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 any two from the following: POL 101,102,103,104 and Sophomore or Junior Standing.

***POL-221 The Politics of Public Policy***

This course examines public policy and the policy process in the United States. Beginning with an exploration of the processes and institutions through which public policy is developed in the United States, we will pay special attention to how ideas get turned into policies and the central players in those processes. The course will then take an introductory tour of policy analysis: the assessment of policy alternatives to solve public policy problems. Finally, the balance of the course will be spent applying what we have learned to several policy areas. Although the course primarily explores policymaking in the American setting, we will make some cross-national comparisons when doing so helps to illuminate the American case. Prerequisite: POL 101

***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 American Constitutional Law***

Study of the judicial process in the U.S., with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. 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-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-267 Settler States and Indigenous Peoples***

Examination of the diversity and conflict brought about through settlements and colonization. Comparison of the experience of Native Americans in the United States with other indigenous groups and settler populations in countries such as Australia, New Zealand and South Africa. Topics include colonization, economic development and poverty, forced assimilation and political mobilization and marginalization. Prerequisite: POL 104

***POL-270 Gov't & 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-271 Gov't and Politics in Japan***

Introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations, and the nature of the connection between business and government. Prerequisite: POL 104

***POL-275 Latin American Politics***

Introduction to Latin American politics. Focus is on political issues surrounding economic development in the Latin American context: political preconditions, policy choices of Latin American regimes and leaders, and political consequences of development in general, and of those policy choices in particular. Course also compares the political systems and development trajectories of Latin American countries to other countries in the world. Pol 275 and LAS 275 are cross-listed. Prerequisite: POL 104

***POL-301 Topics in American Government***

Exploration of announced topics in American Politics at the advanced level. Prerequisite: POL 101 and 224

***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-316 Legacies of European Civil Conflict***

Although contemporary observers may think of Europe, particularly Western Europe, as peaceful, prosperous and lacking conflict, historically the region has witnessed large-scale civil conflicts that have shaped state formation and development. Moreover, the outcomes of these conflicts continue to shape our understanding of how to deal with modern civil conflicts through means such as proportional representation, federalism and other means of power sharing, yet relatively

little consideration for the historical contexts of the European conflicts is presented. Prerequisite: POL 104

***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 Civil Rights & Liberties***

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. Pre-requisites: POL 101 and 225

***POL-323 Religion and Politics in the United States***

An investigation of religious factors in American political life through the examination of the historical and contemporary effects of religion on political culture, political coalitions, individual political behavior, and public policy. Legal perspectives on the religion clauses of Article VI and the First Amendment are reviewed. In addition, empirical analyses on such religion-related issues as parochial school aid, abortion, gay rights, and gender equality are presented. The relationship between religion and democracy is explored. Prerequisite: POL 101

***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-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-344 U.S. Nat'l 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-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-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 Amer Pol***

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 102

***POL-383 The Holocaust and Modern Political Thought***

Examination of ideas of modern political thinkers, from Machiavelli to Wiesel, which provide insight into human behavior during the Holocaust: the systematic destruction of six million

European Jews, and other targeted populations, by the Nazi German regime and their collaborators during the 1930s and 1940s. Explores the values of those thinkers which help explain the documented behavior of people involved in the Holocaust, including perpetrators and rescuers, victims and resisters, as well as apathetic and indifferent publics.

***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.

***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.

***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.

***POL-410 Individualized Capstone***

***POL-450 Individualized Study-Tutorial***

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

***POL-451 Individualized Study-Tutorial***

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

***POL-452 Individualized Study-Tutorial***

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

***POL-453 Individualized Study-Tutorial***

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

***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-471 Individualized Study-Internship**

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

**POL-472 Individualized Study-Internship**

Internship not counting in 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-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.

**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

**POL-477 Half Credit Internship**

Half credit internship, graded S/U.

## Pre-Health Professions

### Program Description

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](#) and turn it in to Dr. Stuemple, the Health Professions Advisor. You will then receive e-mail updates and information on a variety of programs, lectures, and other events happening on and off campus.

### **Guide to Pre-Health Professions**

## **Pre-Law Advising**

### **Program Description**

The prelaw program at Gettysburg College has two distinct aspects.

The first is academic advising in regard to how each major on campus can be helpful, how an integrated approach maximizes the potential of the Gettysburg Curriculum, and which courses provide the knowledge expected at law school, including:

- American Government
- Introduction to Economics
- Logic and/or Critical Thinking

This aspect also includes advice on all things law-school related, from whether or not to go to law school, whether to take time off before going, to how to succeed at the LSAT and how to write a personal statement and resume so the two weave together a better story than either tell independently, all provided by a former attorney now on faculty. When it comes to the application process, in particular when we offer on-campus LSAT prep courses and obtaining an internship or externship, Prewlaw coordinates with the [Center for Career Development](#).

The second aspect is advice on the creation of law-related independent majors, which is run through the [Interdisciplinary Studies](#). Some examples have been an examination of evil in the criminal justice system, combining classes from Psychology, Sociology and Philosophy, as well as several of the LAW courses offered in IDS; A comparison of Gettysburg police and campus safety with the equivalent bodies in a college town in Australia; A comparison of criminal justice systems seen through the focus of serial killers, which involves overseas programs in Denmark

and Beijing. In short, with the college's own offerings, combined with many and varied overseas programs, students are able to study the law as an academic pursuit in almost any fashion imaginable.

It should be noted that while there is a considerable amount of overlap - including the same advisor - many of the law-related independent majors go on to grad school, jobs in policing or the penal systems, rather than directly to law school.

Students are encouraged to contact the College prelaw advisor, [Thomas F. Journey](#), JD, in 407 Weidensall.

Some of the LAW courses available through IDS, as well as a small sampling of law-related courses, are listed below:

LAW 250 Criminal Justice

LAW 251 Law in Film

LAW 260 American Trial; Reality and Media Mirror

LAW 359 Down by Law

AFS 267 Race, Gender and the Law

BUS-363 Business Law

HIST 334 Law and Society in United States History

HIST-424 Race on Trial

IDS-224 Justice & the Contested Corporation

MGT 438 The Bandits of Wall Street

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

PHIL-338 Philosophy of Law

POL-225 American Constitutional Law

POL-322 Civil Rights & Liberties

SOC-212 Deviance, Diversity & Difference

## Psychology

### Program Description

The Psychology Department emphasizes an **empirical** approach to psychology - one based on observation and experience that, in turn, builds the skills needed to *think through* the challenges of the field.

- Coursework includes psychology classes, advanced laboratories, independent research, opportunities for internships and service learning, fieldwork, seminars, and exploration of special projects.
- Courses, lab work, and other activities promote knowledge of the causes of behavior and mental processes . . . while helping develop a scientific attitude and an appreciation for the complexity of human personality.
- Through the study of psychology, students gain direct experience with the major methods, instruments, and theoretical frameworks of the discipline.

The breadth of experiences in the Psychology Department are a major reason why graduates are routinely accepted to the nation's leading graduate programs - in fact, more than half of the department's graduates go on to graduate school.

As a whole, students of psychology at Gettysburg College aren't simply "given the answers" - rather, they are given the tools that enable them to **ask the questions**.

## Program Requirements

Psychology requires only **ten 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.

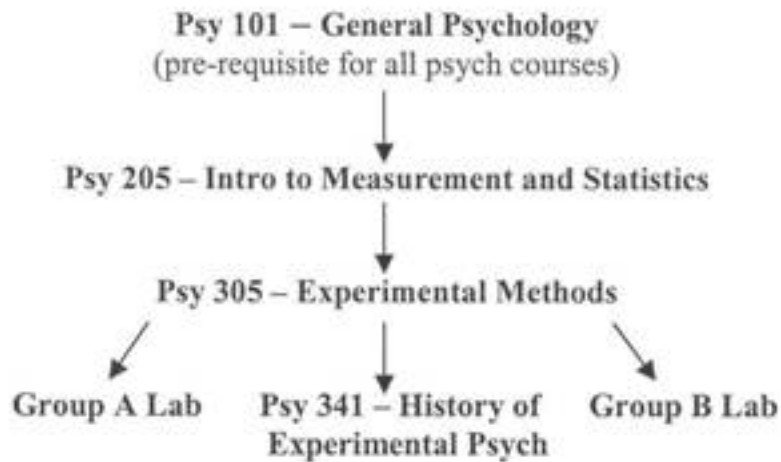
- A hallmark of the Gettysburg psychology major is its focus on research.
- In fact, all majors take two advanced **research laboratory courses**, and many conduct **independent research**, working one-on-one with a faculty mentor.

**Double Major/Minor:** With early planning, many psychology majors **double major** in psychology and one of the other disciplines, or minor in neuroscience or education.

**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



### Prerequisite Course

- Psychology 101: General Psychology

### Other Psychology Courses (must be taken in sequence)

- Psychology 205: Introduction to Statistics
- Psychology 305: Experimental Methods
- Psychology 341: History of Experimental Psychology

### 200-Level Courses:

*Prerequisites for "Group A" Labs: (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

*Prerequisites for "Group B" Labs: (must take 2)*

- Psy 210-Cultural Psychology
- Psy 214-Social Psychology

- Psy 221-Basic Dynamics of Personality
- Psy 225-Developmental Psychology: Infancy and Childhood

**Advanced Laboratory Courses (taken in separate semesters)**

Group A: *(must take 1)*

- Psy 315-Thinking and Cognition (prereq: 215, 305)
- Psy 316-Perception (prereq: 216, 305)
- Psy 317-Memory and Social Cognition (prereq: 215, 305)
- Psy 336-Behavioral Neuroscience (prereq: 236 or 237, 305)
- Psy 338-Laboratory in Cognitive Neuroscience (prereq: 238, 305)

Group B: *(must take 1)*

- Psy 310-Cultural Psychology Lab (prereq: 210, 305)
- Psy 314-Experimental Social Psychology (prereq: 214, 305)
- Psy 321-Experimental Personality Psychology (prereq: 221, 305)
- Psy 327-Experimental Cognitive Development (prereq: 225, 305)
- Psy 328-Laboratory in Social and Personality Dev. (prereq: 225, 305)

**Additional Courses**

- Psy 326-Abnormal Psychology (prereq: Any two 200-level psychology courses)
- Psy 400-Seminar (prereq: permission of instructor)
- Psy 450-453-Individualized Study Tutorial (prereq: permission of instructor)
- Psy 460-463-Individualized Study Empirical Research (prereq: permission of instructor)
- Psy 464-Honors Research (by invitation of Department only)
- Psy 470-473-Individualized Study Internship (see Internship Coordinator)
- Psy 474-475-Individualized Study Summer Internship (see Internship Coordinator)
- Psy 466-Honors Thesis (by invitation of Department only)

**Other Laboratory Courses (*not in Psychology*)**

- Choose two laboratory courses in the Division of Natural Sciences from among those that will satisfy the natural science requirement..

**Important Notes for Majors:**

- Psychology 205 and 305 are prerequisites for all lab courses.
- Majors must earn a grade of C or better in both Psychology 205 and 305.
- **Psychology 205 may not be repeated for the major.**

**Capstone Experience**

Majors must complete a **capstone experience**, which will provide evidence of the mastering of significant content and the communication conventions of the major.

- The capstone for psychology majors entails the completion of two advanced psychology laboratory courses.
- More information about capstone projects can be obtained from the department.

**Course Listing**

***PSYCH-101* General Psychology**

Introduction to basic scientific logic, facts, theories, and principles of psychology, including the study of 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. Credit may not be granted for this course and Mathematics 107, Biology 260, or Economics 241. 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 how cultural factors, such as cultural traditions, environments and beliefs contribute to psychological processes and subsequently lead 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, interpersonal perception, and psychological 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 Basic Dynamics of Personality***

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-225 Developmental Psychology: Infancy & Childhood***

Psychological development of the individual, from conception up to 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 the adolescent. Attention is given to the physical, emotional, social, and cognitive development of the adolescent as well as theoretical and methodological issues. This course includes research addressing the role of family, peers, schools, and culture in adolescent development.

***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.

***PSYCH-310* Advanced Laboratory in Cultural Psychology**

Advanced reading and discussion concerning current 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 own research project. Prerequisites: Psychology 210 and 305. Three class hours and three laboratory hours.

***PSYCH-314* Experimental 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 214 and 305. Three class hours and three laboratory hours.

***PSYCH-315* Thinking and Cognition**

In-depth examination of the cognitive processes involved in explicit and implicit memory, eyewitness testimony, and false memory. Current research and existing theories are surveyed. 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* Perception**

In-depth investigation of current topics in perception through review of empirical research and theory. Focus is on high-level vision, taste/flavor perception, or the perception-action system, with an emphasis on cognitive and developmental 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* 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* Experimental Personality Psychology**

Advanced discussion and research of topics in Basic Dynamics of Personality. The course surveys the literature in personality psychology and offers an in depth treatment of the research methodologies used in the field. Students design, conduct, analyze, write up, and present the results of an original experiment. Prerequisites: Psychology 221 and 305. Three class hours and the equivalent of three laboratory hours.

***PSYCH-326 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. Prerequisites: Any two 200-level psychology courses, or permission of instructor.

***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 225 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 day care center. Design, execution, and analysis of a research project is required. Prerequisites: Psychology 225 and 305. Three class hours and three laboratory hours.

***PSYCH-336 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 Psychology 305 or permission of instructor. Three class hours and three laboratory hours.

***PSYCH-338 Experimental 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 experimental research involving brain stimulation. Three class hours and three laboratory hours. Prerequisites: Psychology 238 and 305.

***PSYCH-341 History of Experimental Psychology***

Review of the historical development of scientific psychology. Emphases are on early foundations of major conceptual issues and on the role of the reference experiment in setting 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.

**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 resource, or research position. 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.

## Public Policy

### Program Description

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. Core courses focus on the nature of public policy, including the process of problem recognition and articulation, policy development, ethical and legal deliberation and methods of policy impact assessment.

The public policy major is intended to accommodate students from a wide range of interests that include a public policy dimension and serves as a second major for students whose study of public policy builds on the substantive knowledge of the first major. Students interested in science policy might choose the public policy major after their declaration of physics as a first major. Students interested in health policy might choose the public policy major after a declaration of health sciences or biology as their major. Students interested in family policy might choose the public policy major in conjunction with a sociology major.

The major in public policy emphasizes quantitative and economic analysis, the study of political institutions that make policy, and the examination of specific policy areas chosen by the student.

Courses include analytic methods, economic concepts, ethical analysis of political institutions, grounding in history, and field experience gained from a required internship. Students choose advanced courses focusing on particular policy areas according to their interests, with the guidance of a faculty coordinator. A formal analysis of a substantial public policy problem is undertaken in a capstone policy seminar.

The major encourages students to achieve many of the goals that shape the Gettysburg College vision of a liberal arts education. Students are expected to draw upon skills from multiple disciplines, to learn to write well, to read critically, to assess significant ethical issues that affect policy debate, and to think analytically about global and domestic problems.

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.

## **Program Requirements**

### **Requirements**

All Public Policy majors are required to have another major in addition to Public Policy.

All public policy majors are required to take:

- Pol Sci 101 or Pol Sci 104
- Pol Sci 221 Intro to Public Policy
- Econ 103 or Econ 104
- Pub Pol 400 (capstone)

An additional six requirements can be filled in a variety of ways:

- Stats I (choose from six statistics courses)
- Values and Public Policy (choose from nine philosophy, two religion courses, and one ES course)
- Econ Theory and Public Policy (choose from 14 economic courses)
- Policy and Policy Making (choose from political science, history, and other relevant options)
- Elective course related to the student's policy interest (approval by public policy advisor)
- PP 470 Public Policy Internship (approval by public policy advisor)

### **Courses that Fulfill the Stats I Requirement**

BIO 260 Biostatistics

ECON 241 Introductory Economics and Business Statistics

HS 232 Statistics for Health Sciences  
MATH 107 Applied Statistics  
OMS 235 Statistical Methods  
POL 215 Methods in Political Science  
PSYCH Introduction to Statistics  
SOC 302 Research Methods  
SOC 303 Data Analysis and Statistics

**Courses that Fulfill the Values and Public Policy Requirement**

ES 225 Introduction to Environmental Humanities  
HS 320 Public Health  
HS 322 Global Health  
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 318 Ethics, Choices and Economic Life  
PHIL 364 Philosophy of Law  
PHIL 328 Deliberative Democracy  
REL 331 Religion and Technology  
REL 320 Religion and Colonialism

**Courses that Fulfill the Economic Theory and Public Policy Requirement**

ECON 211 American Economic History  
ECON 212 African Econ Development & History  
ECON 213 East Asian Economies  
ECON 214 Latin American Economic History & Development  
ECON 215 Economics of Transition  
ECON 216 Political Economy of Oil  
ECON 217 British Economic History  
ECON 221 Current Issues in Economics  
ECON 222 Issues in Environmental and Resource Economics  
ECON 223 Topics in Political Economy  
ECON 232 Gender & Economics  
ECON 233 Economics and Race  
ECON 234 Economics of Sports  
ECON 235 The Great Depression  
ECON 243 Intermediate Macroeconomics  
ECON 245 Intermediate Microeconomics

**Courses that Fulfill the Policy and Policy Making Requirement**

HIST 236 Urbanism in American History  
HIST 248 Poverty and Welfare in American History  
POL 242 United States Foreign Policy  
POL 251 Political Economy Advanced Industrialized Societies  
POL 252 North-South Dialogue  
POL 324 Executive Policy Making

POL 327 State Politics and Policy  
POL 333 Environmental Policy  
POL 340 Models & Policy Analysis  
POL 344 U.S. National Security Policy  
POL 351 The Political Economy of Armed Conflict  
POL 211 Intro East Central European Politics  
POL 223 U.S. Congress  
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 321 Gender in American Politics  
POL 322 Civil Rights & Liberties  
POL 323 Religion and Politics in the United States  
POL 362 Peasants, Politics & Rebellion

No more than **three** courses used to fulfill the requirements of a student's first major may count toward the Public Policy major.

## Religious Studies

### Program Description

Religious Studies takes you to other cultures, traditions and worlds. Our courses raise questions that awaken you to a global perspective that is fundamental to understanding the political and historical worlds around us. How are historical religious figures interpreted variously across time and space? What is to account to the resurgence of religious extremism the modern world? Why are certain religious individuals, and communities, compelled to act through peace, violence and modes of conflict? How does religion shape a community's stand on issues such as the environment, social justice, and national identity? From understanding ethics, to ways of living, to belief systems, to rituals engaging civic, civil and spiritual space - Religious Studies provides you access to all of this and more. A Religious studies education prepares you for every profession. Our graduates are found in medicine, law, business, non-profit organizations, government, education, and graduate work in a variety of disciplines.

## Program Requirements

### Major Requirements

Majors and minors are encouraged to take Religion 101 early in their careers and to explore as many different religious traditions as possible.

Ten courses are required for the major. Eight must be taken within the department, and two may be taken outside from a list of approved courses. Students may petition to allow more courses from outside the department to apply to the major, but the petition is subject to departmental approval. At least two courses must be at the 200-level; at least two courses must be at the 300-level or above.

Eligible upper-level students may submit proposals for senior independent study courses (Religion 460), which are subject to approval by the department and by the professor sponsoring the course. Students intending to submit proposals should do so in the semester preceding the semester when the course work will be done.

### 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. Students may petition to allow more courses from outside the department to apply to the minor, but the petition is subject to departmental approval.

### Approved courses outside the department

Any of the following courses outside the department may be counted toward a major or minor. Other courses may be possible with permission of the department chair.

Anthropology 218	Islam & Women
Anthropology 227	Anthropology of Religion
CLA 230/330	Classical Mythology
English 310	Topics in Medieval and Renaissance Literature
English 312	Medieval Drama
FYS 132	Religious Perspectives on the Environment
FYS 150	Death and the Meaning of Life
FYS 175-2	Understanding the World(s) of Islam
FYS 192-3	Yoga: Ancient Philosophy
Greek 101	Ancient and New Testament GREEK I
Greek 102	Ancient and New Testament GREEK II
Greek 204	New Testament Greek
Greek 304	Greek Tragedy
History 104	History Islamic World to 1800
History 208	Islam History 600-1500



History 249	The American Mind
History 270	Topics in African History
History 278	History of Islamic Technology
History 311	Medieval Europe
History 313	Renaissance and Reformation
IDS 229	South Asia: Contemporary Issues in Historical Perspective
IDS 239	Survey of South Asian Literature
IDS 267	Theatre and Religion
Philosophy 206	Medieval & Renaissance Philosophy
Philosophy 223	Philosophy & Gandhi
Philosophy 229	Philosophy of Yoga
Philosophy 237	Philosophy of Religion
Philosophy 240	World Philosophy
Philosophy 329	Shapes of Evil
Philosophy 332	Philosophy and Mysticism
Pol. Sci. 323	Religion & Politics in the U.S.
Sociology 205	Sociology of Religion
VAH 202	Medieval Art
VAH 267	History of Islamic Art/Architecture

## Course Listing

### **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-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-201 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. Offered every fall.

***REL-202 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.

***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 Spiritual 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-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.

***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 Religions***

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-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.

### ***REL-230 Classical Mythology***

Examination of ancient myth in written and visual media, with special attention to mythic traditions, the development of religion, contexts for the creation and performance of myth, and various critical approaches to mythology.

### ***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-234 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-238 The Holocaust and Jewish Thought**

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.

**REL-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.

**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-242 Religious Worlds of Late Antiquity**

A course in the religious imaginations of the world. This class will explore the way that the diverse religious beliefs of Late Antiquity (ca 100-500) helped shaped the worldviews of men and women. Students will investigate the cultural contacts that emerged during Late Antiquity, how ideas and religions developed and grew during this time period, and how men and women in Late Antiquity conceived of the world around them and used religion to make sense and order of the cosmos.

**REL-243 Mythology and Religion**

Mythology and religion have always been companions. Course aims at understanding this friendship. Students familiarize themselves with certain mythological artifacts, as well as current 'surrogate myths.' Primary focus is an appreciation of the process of 'mythmaking,' which is approached from several critical viewpoints. Not offered every year.

**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 Introduction to Religions of South Asia**

A thematic and conceptual introduction to the religious traditions of India, Pakistan and Nepal through a close examination of primary texts, histories, practices, and founding figures within Hinduism, Buddhism, Jainism, Sikhism, and Islam. Explores what adherents of these religions have believed and practiced historically and in the present, and engages 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 Looking For the Tao**

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 The Tao of Tradition Chinese Medicine**

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-254 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-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-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-274 Religion and Democracy in the U.S.**

A survey of the strong, vibrant and often mutually beneficial relationship between religion and democracy in the U.S. from the U.S. founders through nineteenth century reform efforts and touching upon 20th century movements that aimed to increase American participation in democracy such as civil rights, ethnic and racial relations, women's rights, gay rights, etc. When has American religion supported democracy? When have religious practices taken away from democratic processes in this country? Is there a particular U.S. version of the connections between religion and democracy? This course discusses the ideas and case studies utilizing methods and readings from political science, American history, philosophy and sociology.

**REL-275 World Religions in Modern America**

Confucianism, Judaism, Christianity, Buddhism, Islam, Hinduism, Shinto, Native American Religions, African Diasporic Religions all serve as weekly foci of this course that discusses the rise of religious experiences in modern America with attention to the foundations put in place during the nineteenth century by American Protestantism, Catholicism and Judaism. While an historical framework will be provided during the time devoted to each religion, the method will be largely comparative with attention to dialogue between religious groups during the last weeks.

**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-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 and Colonialism**

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-330 Classical Mythology**

Examination of ancient myth in written and visual media, with special attention to mythic traditions, the development of religion, contexts for the creation and performance of myth, and various critical approaches to mythology.

**REL-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.

**REL-337 Twentieth Century Jewish Thought**

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.

**REL-338 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.

**REL-338 The Holocaust and Jewish Thought**

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.

**REL-339 Religion and Public Life in the U.S.**

A study of how American religions have shaped public life for centuries. This course analyzes the impact of the rise of democracy during the colonial and Independence periods, the emergence of American voluntarism during the early Republic and antebellum years, the nineteenth-century growth of nonprofit organizations, the evolution of civic participations in the twentieth century, and the presence of contemporary—and often multi-religious—forms of service at the dawn of the twenty first century. Meanwhile, students discover their own voice as emerging participants, servants and leaders in public life—all the while reflecting on issues of race, economics, gender and sexuality.

**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-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-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)

### 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 thru the Consortium (see the Registrar), 1<sup>st</sup> and 2<sup>nd</sup> Year classes taught at Gettysburg, in addition each week one PT session and one Leadership Lab taught at 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 one class per week, physical training and leadership exercises over several 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 Leadership Development and Assessment Course 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 competitive events)
- Color Guard
- Voluntary summer training courses
- Government Internships

### **Career preparation**

Students who complete the Advanced Course 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 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, 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: cultural trips abroad, 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, Guaranteed Reserve Force Duty in the Army National Guard or Army Reserve, Science Technology Engineering and Math Majors, and select Language Majors.

Scholarship Cadets receive: full tuition and fees, a subsistence allowance of up to \$500 a month and a book allowance of \$1,200 a year.

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 up to \$500 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 31 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**

#### **Chair:**

LTC Paul Culberson  
*Professor of Military Science*  
[culbersp@dickinson.edu](mailto:culbersp@dickinson.edu)

#### **Department Coordinator:**

Erik Rodney  
*Recruiting Operations Officer*

[rodneye@dickinson.edu](mailto:rodneye@dickinson.edu)

**Phone:** 717-245-1221

**Fax:** 717-245-1566

**Location:** 450 W High St, Carlisle, PA

## Sociology

### Program Description

The major in sociology looks at how societies are organized and how they function, examining factors that affect social structure and interaction.

Courses explore such topics as family, power, religion, culture, deviance, and discrimination. They probe the construction and consequences of diversity and inequality, looking at race, ethnicity, class, gender, sexuality, and other indices of difference. **Students become immersed** in the study of social reality, analyze social structures and processes, **and come away with a greater understanding of social change, global and local diversity, and the power of culture as a shaping force.**

**Independent research and study abroad are popular among sociology majors.** Students have studied family and gender in Florence, Italy, examined perceptions of gay and lesbian college students, and researched the factors that affect high school graduation rates for teen mothers.

These and other experiences are excellent preparation for graduate study and careers in fields such as law, human services, education, business, and public policy.

### 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 302 (a prerequisite for Soc 303 and 323)
- Soc 306 (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 302 and 306.)

- One social inequality course: Soc 202, 209, 217, 240 or 244
- One upper-level methods course: Soc 303 or 323

- One seminar in sociological theory: Soc 310, 312, 313, or 315
- Soc 400/Capstone Seminar
- Three Sociology electives, excluding Soc 470 courses and normally excluding Soc 450 courses. One elective may be an Anthropology course.

Sociology majors typically take courses in this order:

- Soc 101, 102, or 103
- Inequality course
- Electives
- Soc 302
- Soc 306
- Upper-level theory and methods courses
- Capstone Senior Seminar

### **Minor Requirements**

The Sociology minor consists of six courses:

- Soc 101, 102, or 103 (Students must earn a grade of C or better)
- Soc 302
- Soc 306
- Three Sociology electives, normally excluding Soc 450 and 470 courses

## **Course Listing**

### **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-205 Sociology of Religion**

An exploration of the nature and organization of religion from a variety of perspectives. Topics include secularization, civil religion, comparative religion (with an emphasis on China), church-sect differences, relationships with other institutions, social inequality, social change, and new religious movements. Prerequisite: Sociology 101, 102 or 103.

### **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-207 Criminology**

Introduction to the sociological study of crime. Course begins with a discussion of theories explaining criminal behaviors. Course examines different types of crimes, and ways of researching and investigating crimes. The impact of crimes and laws on the well-being of the actors involved is also examined. Prerequisite: Sociology 101, 102 or 103.

### **SOC-208 Global Fertility: Perspectives on Population Change and Policy**

Fertility is a fundamental population process, one that varies by (and leads to variation in) cultural, economic, and demographic characteristics of a time and place. This course places 20th and 21st century global, regional, and national fertility change in this context, with particular emphasis on economic development and public 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-231 Self and Society**

Study of the self, socialization, social roles, social relationships, communication, and group behavior. Emphases include group dynamics and differences in perception based on class, race and gender. Prerequisite: Sociology 101, 102 or 103, or permission of instructor.

**SOC-233 Science, Knowledge & New Age**

Exploration of science as a social institution. History and ideology of science as an objective method are examined, drawing from Merton, Kuhn and others. 'Antiscience' and 'New Science' perspectives include postmodernist, feminist, and New Age views. Parapsychology and other paranormal topics receive special attention as alternative knowledge systems. Prerequisite: Sociology 101, 102 or 103, Anthropology 103, or permission of instructor.

**SOC-235 Collective Recollections: The Sociology of Memory**

Study of the influence of culture and groups on individual recollections. The course examines the ways that collectivities define what is memorable and reinforce and reshape memories. The course explores the impact of recollections of the past on individual and collective identities and the processes through which individuals, groups, and societies structure the past to be usable in the present. The course includes the study of difficult pasts and media influence on recollections.

**SOC-237 Power, Politics & New Media**

Interrogates the role and power of new media in the formation of national identities, global assemblages, international information flows, legal structures, and social change. Students examine: how the nation-state and technological innovation in media overlapped, interacted and countered one another over the last century; how community, knowledge, rights and revolution are created, influenced, reconfigured or damaged by new media; and the structures, dimensions, fractures and fragmentations of today's new media worlds. Prerequisite: Any 100 level Sociology or 100 level Political Science course.

**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-241 Globalization**

Examination of the changing relationship between nation, culture, politics and economics in a global context. Using comparative case studies from around the world, this course examines a variety of questions about contemporary social change. Prerequisite: Sociology 101, 102 or 103.

### **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-250 Special Topics in Sociology**

Exploration of a topic in sociology not usually covered in the regular curriculum.

### **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 Contemporary Mexican State and Society**

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-302 Research Methods**

Introduction to the logic of social science research. Goal is to develop student's ability to review and evaluate critically social research findings and to prepare for planning and carrying out research. A variety of qualitative and quantitative designs are examined, including survey, experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered. Prerequisite: SOC 101, 102 or 103 with a grade of C or higher and one 200-level Sociology course.

### **SOC-303 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: C or better in SOC 302 or consent of the instructor.

### **SOC-306 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-310 Seminar in Sociological Theory**

Examination of a topic in sociology from a number of theoretical perspectives. Emphasis is on gaining an in-depth knowledge of the topic, while also learning how theoretical perspectives shape research and analysis. Prerequisite: C or better in Sociology 306 or consent of the instructor.

### **SOC-312 Theories of Social Change**

Application of sociological theories to understanding social change in the globalizing world. Focus is on social institutions and the transformations occurring in work, schools, and families. Course considers the impact of gender, class, race, and position in the world economic system on the experience of change. Building on classical theories, the work of contemporary theorists including Acker, Giddens, Wallerstein, Bourdieu and Foucault are examined. Students also consider how groups may shape and direct change through social activism and movements. Prerequisite: C or better in Sociology 306 or consent of the instructor.

### **SOC-313 Theories of Politics & Society**

Analysis of the role of power in social and political institutions. Course examines the bases,

distribution, and exercise of power in organizations, communities, and nations, as well as organized attempts to change existing power relationships. Theoretical perspectives include Marxism, Weberian theory, elitism and pluralism, resource mobilization, and new social movements theory. Prerequisite: C or better in Sociology 306 or consent of the instructor.

### **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 306 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 306 or consent of the instructor.

### **SOC-323 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: C or better in Sociology 302.

### **SOC-331 Reinventing Latin American Societies**

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-368 Reading**

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.

### **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 302 and 306 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-470 Individualized Study-Internship**

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

**SOC-471 Individualized Study-Internship**

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

**SOC-472 Individualized Study-Internship**

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

**SOC-473 Individualized Study-Intern**

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

**SOC-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.

**SOC-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

**SOC-477 Half Credit Internship**

Half credit internship, graded S/U.

## Spanish

### Program Description

Acquiring the ability to speak and understand a language other than one's own, and gaining insight into the artistic and cultural heritage of other peoples of the world, are an integral part of a liberal arts education. The Department's basic communication-oriented courses enable students to use spoken and written Spanish and give them some knowledge of Spanish and Latin American literature and cultural history. Advanced-level courses in literature, linguistics, and culture give students an **understanding and appreciation of the language, literature, and cultures of the Hispanic peoples**. Specifically, the Spanish Department's curriculum, co-curricular activities and study abroad are designed to meet these goals:

- Communication – Students will have the necessary communication skills to succeed academically in a Spanish speaking country.
- Analytical Skills – Students will be able to analyze texts and linguistic phenomena with attention to relevant social, artistic, political, historical and economic issues.
- Cultural Awareness – Students will acquire knowledge of social, artistic, political, historical, and economic issues related to the Spanish-speaking world.
- Connections – Students will be able to use the Spanish language in a variety of interdisciplinary contexts to produce a personal, informed and critical understanding of the Hispanic world.

**Study Abroad** offers beginning, intermediate and advanced Spanish students an ideal opportunity to progress more quickly in Spanish while immersing themselves in Hispanic culture. **Our Language and Culture Programs in Seville, Spain and Cuernavaca, Mexico are designed specifically for beginning and intermediate students** looking to improve their Spanish, and to complete the foreign language requirement and other Gettysburg Curriculum goals. Students in their Sophomore, Junior, or Senior year may participate, but must have a "C" average overall, and in previous Spanish classes. Students earn a maximum of 4 credits, including between 1 and 4 language classes (equivalent to Spanish 103 through 202). Choices for the remaining classes are literature and civilization, and frequently business, non-lab science, art and other classes offered in both Spanish and English, which may satisfy requirements in the Gettysburg College curriculum. Students live with families. As a part of their study abroad

experience, students participate in several orientation meetings at the College before leaving. Upon students' return, Gettysburg College provides a series of reintegration meetings. These pre- and post-travel sessions enhance students' experiences.

**A greater variety of programs in Spanish-speaking countries are available to advanced students.** College affiliations with the following programs facilitate the process: in **Argentina** located in the cities of Buenos Aires and Mendoza (IFSA-Butler); in **Mexico** in Merida, Yucatan (IFSA-Butler); in **Spain** Salamanca (IES). Possibilities for study abroad exist in most Spanish-speaking countries.

The Spanish Department offers multiple opportunities for students to continue or initiate their **contact with the Hispanic language and cultures while studying on campus**. The Spanish Assistant organizes trips to Hispanic activities, Spanish language movies, discussions of current events, Spanish Club activities, and more. Students have the opportunity to interact with native speakers of Spanish through service learning components of their Spanish classes. Students tutor Hispanic children in after school programs, teach English to adult Spanish speakers, and help in various local non-profit, government, and church based agencies that provide services to the local Hispanic population.

In addition, Spanish majors, minors and native speakers have the opportunity to live in **La Casa Hispana** -- a residence for students with special interest in the Spanish language and in Hispanic Cultures. During certain hours of the day, the students only speak Spanish. The students also organize cultural activities that involve the college and the surrounding community. This is a unique and exciting opportunity for students to develop their language skills and to live with peers who share their academic and extracurricular interests.

Courses in the department provide **sound preparation for graduate study, teaching, or careers** in government, business, or social work. The department works cooperatively with the Education Department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, it is increasingly important to know Spanish and understand Hispanic cultures.

## Program Requirements

### Course Requirements for the Spanish Major

[Spanish Major Check Sheet - Effective with the Class of 2017](#)

[Spanish Major Check Sheet - Effective with the Class of 2014](#)

Spanish majors study a combination of language, linguistics, culture and literature. The Spanish major includes 9 courses above the 300 level:

- **Spanish 301 – Spanish Composition, Conversation & Culture: Topics** - A grade of “C” or better in 301 is a prerequisite for all upper level courses.
- **One Elective:** Any Spanish course above 301, taken at Gettysburg or equivalent taken abroad.
- **Spanish 331- Hispanic Linguistics Today: An Introduction** (Prerequisite for Spanish 380-389)

- **Spanish 345- The Pleasure of the Text** (Prerequisite for Spanish 350-379)
- **Two Advanced classes in Literature and Cultural Studies (Spanish 350-379)**
- **Two Advanced classes in Spanish linguistics (Spanish 380-389)**
- **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, 345, 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 250 and above**

[Spanish Minor Check Sheet - Effective with the Class of 2017](#)  
[Spanish Minor Check Sheet](#)

- Spanish 253-254 Intermediate Program courses count towards minor
- Two courses must be taken at Gettysburg College; must include Span 301
- Spanish minors complete Spanish 301 (which must be taken at Gettysburg) and 5 other classes at the 250 level or above. Students must take 3 courses at Gettysburg, with the exception that up to 4 courses may be taken at approved Study Abroad programs. In the latter case, only 2 of the 6 courses must be taken at Gettysburg. None of these 6 courses can be taken S/U.

### **Course Listing**

#### ***SPAN-101* Elementary Spanish**

Elements of understanding, speaking, reading, and writing Spanish. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103.

#### ***SPAN-102* Elementary Spanish**

Elements of understanding, speaking, reading, and writing Spanish. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 102 and 104.

#### ***SPAN-103* Fundamental Spanish**

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of interactive online language learning technology is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Spanish Placement Test. Students cannot receive credit for both 101 and 103.

**SPAN-104 Fundamental Spanish**

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of interactive online language learning technology is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Spanish Placement Test. Students cannot receive credit for both 102 and 104.

**SPAN-105 Intensive Fundamental Spanish**

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of interactive online language learning technology is required. Prepares students for Intermediate Spanish (201). Designed for students who have studied four or more years of Spanish in middle and high school, and who are enrolled based on their achievement on the Spanish Placement Test. Other students may enroll with Departmental permission. Students cannot receive credit for both 105 and any combination of 101, 102, 103 and/or 104.

**SPAN-201 Intermediate Spanish**

Overview of Hispanic cultures through readings and films, with emphasis on written and oral expression in Spanish. Through extracurricular activities students gain a deeper understanding of the vast diversity of the Hispanic world. Prerequisite: Spanish 102, 104 or 105 or consent of department.

**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 extracurricular activities students gain a deeper understanding of the vast diversity of the Hispanic world. Prerequisite: Spanish 201 or consent of department.

**SPAN-203 Intermediate Spanish: Issues of Immigration**

A study in Spanish of Mexican immigration to the United States. Students explore the issues surrounding the national debate on immigration from the point of view of the people who cross the southern border to come to work in the United States. Through a novel, films, short stories, newspaper articles, and interviews, students learn about the experiences of the immigrants. The service learning component brings students directly into contact with immigrants in the local Gettysburg community. Prerequisite: Spanish 201 or consent of department.

**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-300 Advanced Spanish Grammar**

Third year language development course offering a comprehensive grammar review to advanced students of Spanish. The course is designed to build upon students' existing knowledge of Spanish grammar, beginning with a reconsideration of all the tenses in both the indicative and subjunctive moods, their values and their uses. Students demonstrate their understanding of the material through a variety of practical and creative exercises. This course is designed for students

who finish Spanish 202 and need or desire more language practice before continuing on with the Spanish major. Counts toward Spanish minor, but not the major. Prerequisite: Spanish 202 or consent of department.

**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: Grade of C or better in Spanish 202, and at least 80% on the Spanish 202 final exam, or consent of department. Required for the major or minor (must achieve a “C” or better).

**SPAN-306 Cultural Topics: Spain**

Advanced composition and conversation course that explores a theme related to Iberian Cultures, organized around an artistic or historical period, event or genre. A variety of texts from both popular and high culture are studied, and may include film, television, music, visual arts, spoken word and periodicals, in addition to literary texts. Grade of C or better in Spanish 301. Counts toward major or minor.

**SPAN-307 Cultural Topics: Latin America**

Advanced composition and conversation course that explores a theme related to Latin American Culture, organized around a nationality, region, artistic or historical period, or event. The course uses a variety of literary texts from both popular and high culture and may include film, television, music, visual arts, spoken word and periodicals. Several sections are offered each year. Prerequisite: grade of C or better in Spanish 301. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**SPAN-309 Current Events Hispanic World**

Advanced composition and conversation course based on current events in the Hispanic world, using articles from Hispanic periodicals and Spanish language news programs. Prerequisite: Grade of C or better in Spanish 301. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**SPAN-310 Topics in Hispanic Literature - Peninsular**

Study of a variety of authors, themes, genres, and movements, ranging from 12th century to the present. Several sections, each with a different subject, are offered every year. Prerequisite: Span 301 with a grade of C or better. Counts toward the Spanish major or minor.

**SPAN-316 Spanish as a Global Language**

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 301 with a grade of C or better. Counts toward the Spanish minor.

**SPAN-320 Topics in Hispanic Literature - Latin America**

Historical survey of Hispanic American literature from the early chronicles of Spanish explorers through the present, with some attention to the social, political and intellectual backgrounds of the works selected. Readings are taken from a variety of genres, geographical regions, and at least three centuries. Several sections, each with a different theme, are offered yearly. Prerequisite: Grade of C or better in Spanish 301. Counts toward the Spanish major or minor or towards the



combined Spanish/Latin American Studies major.

**SPAN-331 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. Offered every semester. Prerequisite: Grade of C or better in Spanish 301 or consent of department. Required for Spanish major and counts toward the minor.

**SPAN-345 The Pleasure of the Text: Introduction to Literary/Cultural Studies**

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, or consent of department. Required for the Spanish major and counts toward the minor.

**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 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**SPAN-353 Hispanic Film and Society**

Study of Hispanic cinema from its inception to the present, with emphasis on films made since the 1960s. Examines relationships between film and popular world views. Considers how the interactions between audiences and political and commercial institutions influence movie content and film art and form. Offered alternate years. Prerequisite: Spanish 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**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 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**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 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**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 345 or consent of the department. Counts toward the Spanish major or minor.

**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 345 or consent of the department. Counts toward the Spanish major or minor.

**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 345 or consent of the department. Counts toward the Spanish major or minor.

**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 345 or consent of the department. Counts toward the Spanish major or minor.

**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 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**SPAN-376 Latin Amer Contemporary Prose**

Emphasis on the novel of the 'boom' in Latin America. Major writers such as Gabriel Garcia-Marquez, Carlos Fuentes, Julio Cortazar, Elena Poniatowska, Juan Rulfo, and Jorge Luis Borges are read. Prerequisite: Spanish 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**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 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

**SPAN-379 Colonialism, the Atlantic World and Latin America**

Study of the textual productions resulting from the initial centuries of the Iberian invasion,

conquest and colonization of the Americas. 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 345 or consent of the department. Counts toward the Spanish major or minor, or toward the combined Spanish/Latin American Studies major.

***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 331 or consent of the department. Counts toward the Spanish major or minor.

***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 331 or consent of the department. Counts toward the Spanish major or minor.

***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 331 or consent of the department. Counts toward the Spanish major or minor.

***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 331 or consent of the department. Counts toward the Spanish major or minor.

***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 331 or consent of the department. Counts toward the Spanish major or minor.

***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-464 Senior Capstone**

**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

### Program Description

Theatre Arts students at Gettysburg explore the theatrical event as a **complex unit** - one that is founded in literary and historical roots, and then translated into performance through the work of playwrights, actors, directors, and designers.

The theatre curriculum includes:

- acting
- directing
- playwriting
- design
- history and literature of theatre
- the relationship of theatre to other aspects of culture and society

Theatre arts programs at Gettysburg also offer a variety of creative and technical experiences, from 10-Minute Play Festivals to Lunchtime Theatre, to participation in Main Stage Performances. What's more, the study of theatre arts offers excellent preparation for a variety of careers - both within and outside the discipline.

### 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 (1 course)
- Theatre History and Dramatic Literature (5 courses)
  - Theatre History: 203 and 204
  - Dramatic Literature: 214 and either 329 or 331 (Prerequisite: THA 214)
  - Shakespeare: ENG 211, 318, or 319 (choose one)

- Studio (3 courses) One course from each of the following groups:  
 -Design: 115, 116, 215, 255, 311, 355, 381  
 -Acting or Dance: 120, 163, 220, 222, 307, 320 377  
 -Directing or Playwriting: 212, 282, 382, 262 (Prerequisite THA 105)
- Senior Seminar

### **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, 307 or 377, 262  
 -One from the following: Theatre Arts 115, 116, 215, 311 or 381
- 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.

## Course Listing

### **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 history and development of modern dance, with emphasis on the such pioneers as Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, and Cunningham. Course develops an appreciation of dance as an art form. Emphasis is placed on the discipline and control of the body to best serve the dancer.

### **THA-203 History of the Theatre**

Survey of the theatre from the Greek 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 covers Greek, Roman, Medieval, Elizabethan, Oriental, 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-222 Readers' Theatre: The Oral Interpretation of Literature**

Analytical and structural study of recognized prose, poetry, and dramatic selections that will facilitate individual rehearsal and performance of the literature. Readings incorporate the Readers Theatre format, with emphasis placed on developing an appreciation for the literary work as a complete aesthetic unit. Students are challenged to recognize their potential for speaking and reading before an audience. Class employs an ensemble approach and presents several public performances during the semester. Prerequisite: Theatre Arts 105 or 120.

**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***

Studio work in ballet technique, modern technique, composition and theatre movement. Ballet will emphasize principles of alignment and style. Modern technique will be rooted in principles of release, breath, and weight. Composition will explore and manipulate dance materials and ways of putting them together to make individual and group works. In Theatre movement, the work will involve the Alexander Technique, in relaxation, breathing, and alignment.

### ***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**

### **Program Description**

The Women, Gender, and Sexuality Studies (WGS) Program at Gettysburg College provides opportunities for **research and informed activism**.

The WGS curriculum emphasizes critical thinking, multiple global perspectives, and the diversity of human experiences through analysis of:

- **The place of women and LGBTQIA individuals** (lesbian, gay, bisexual, transgender/transsexual, queer/questioning, intersex, and asexual/allies) in society, including traditionally excluded stories, accomplishments, and experiences; and
- The **intersections** of gender, sexuality, race, ethnicity, class, age, and ability.

The WGS Program includes courses--**both interdisciplinary and in a variety of disciplines such as history, literature, anthropology, sociology, economics, and media studies**--that are informed by such perspectives as feminist, sexuality studies, and critical race studies theories. In addition to developing theoretical analyses, students participate in hands-on experiences that involve them in activism. **Empowered to use what they learn, students become engaged citizens.**

### **Program Requirements**

#### **Major Requirements**

Ten 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: Theories
3. WGS 320: Practicum
4. WGS 340: Methods
5. WGS 400: Senior Seminar

6. Five 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

Prospective majors are strongly encouraged to talk with a Women, Gender, and Sexuality Studies advisor as early as possible in their academic career and to take WGS 120 in the first or second year.

### **Minor Requirements**

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: Theories
3. 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.
4. One core or cross-listed course.
5. Two additional WGS courses (core, cross-listed, affiliated, or approved courses of Individualized Study)

Students planning to minor in Women, Gender, and Sexuality Studies are encouraged to talk with a WGS advisor about the program of courses and declare the minor in their sophomore or junior year.

### **Planning Your Courses:**

Prospective majors and minors in Women, Gender, and Sexuality Studies are encouraged to discuss their plans with a WGS **faculty advisor** as early as possible in their academic careers. [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 follow the following timeline:

- WGS 120 in the first or second year
- WGS 300 *and* WGS 320 in the third year (**Note:** WGS 300 is taught in the Fall semester; WGS 320 in Spring)  
Students planning to study abroad in their junior year are strongly encouraged to do so in the Spring in order to take WGS 300 in the Fall.

- WGS 340 and WGS 400 (taken in the senior year as a sequence-WGS 340 (Fall); WGS 400 (Spring)  
(also note that WGS 340 is required beginning with the Class of 2013)

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 248: African American Women Writers
- AFS 267: Race, Gender and the Law
- 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
- CWES 346: Women and the Civil War
- CLA 330: Theories of Myth
- CLA 350: Democratic Labors in Athens and America
- ECON 232: Gender Issues in Economics (formerly 302 & 252)
- ENG 120: Women's Literature in English
- ENG 253: Images of Women in Literature
- ENG 258: African American Women Writers
- ENG 330 (formerly 404): Topics (Feminine/Feminist Aesthetics)
- ENG 334: Nineteenth-Century English Women Writers
- ENG 355: Radical American Women

- ENG 403: The Brontes in Novel and Film
- FYS 123: Women in Organizations
- FYS 125: The Witches of Salem
- FYS 130-1 Women's Health and Sexuality
- FYS 133-2; Gender and Politics in Latin America
- FYS 172: The Role of Gender in Science and Technology
- FYS 196: You've Come a Long Way, Baby: The Milestones of American Women over the Past Century
- GER 351: Women and Nazism
- HIS 209: Women's History Since 1500
- HIS 323: Gender in Modern Japan
- ITAL 270: Objects of Desire/Desiring Subjects: 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
- OMS 367: Work, Family, and Life
- POL 321: Gender and American Politics
- POL 382: Feminist Theory in American Politics
- POL 412: Women and the Political Economy of Development
- 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

### **Affiliated Courses**

*Offered by academic departments and containing significant feminist or queer content*

- ANTH 226: The Archaeology of the Body
- ANTH 240: Peoples and Cultures of Southeast Asia and the Pacific
- AS 238: Pre-modern Japanese Literature
- CLA 121: Survey of Greek Civilization
- CLA 264: Ancient Tragedy
- CLA 266: Ancient Comedy
- ENG 257: Your Heart's Desire: Sex and Love in Jewish Literature
- ENG 371: The Dream of the Artificial Wo/Man: Golems and Cyborgs from Adam to *Bladerunner*
- FREN 345: Turmoil and Loss in Québécois Literature by Women
- FYS 113-5: Women in the Law
- GER 351: The German-Jewish Experience
- OMS 350: Women, Organizations, and Society
- SOC 206: Sociology of the Family
- SPAN 351: Lyric Poetry

### **Course Listing**

#### **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-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 The Pleasure of Looking: Women in Film**

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-221 Bridging the Borders: U.S. Latina and Latin American Women Writers**

Study of selected works in English by Latin American women and Latina women from the U.S. Course explores both connective links and dividing lines of women's lives in the context of a common cultural heritage that has evolved into multiple variants as a result of geographical, historical, economic, ethnic, and racial factors. 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-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-253 Images of Women in Literature**

Survey of literature and film from the second half of the 20th century. Drawing on novels, short stories, popular movies, and social and political history, this course takes an interdisciplinary look at women's and men's differences and commonalities, examines the various ways women and men have been imagined, how these images affect us, and how they have transformed as a result of the feminist revolution. ENG 253 and WGS 253 are cross listed. Counts toward WGS major. Offered occasionally. Fulfills humanities and conceptualizing diversity requirements.

**WGS-255 Identity and Imagination: Jewish American Women Writers**

Identity and Imagination: Jewish American Women Writers. A study of Jewish American women in literature and film. Praised as Yiddische mamas, derided as over-bearing Jewish mothers, condemned as materialistic Jewish American princesses, identified as red-hot mamas and sob sisters, active in Zionism, socialism, and feminism, Jewish American women fashioned complex identities for themselves. Fascinated with the ambiguity of identity in all its ramifications – gender, sexual, racial, religious – they used their literary and visual imaginations to explore and expand possibilities.

**WGS-260 Queer Eye on America: Gender and Sexuality in American Popular Culture**

This course examines representations of gender and sexuality in American popular culture (primarily film and television shows), with an emphasis upon both representations of queer (i.e., lesbian, gay, bisexual, transgender/transsexual and questioning) practices and the reception of these various representations by audiences both queer and straight. Students consider how these various representations both structure and reflect contemporary notions of "queerness", "straightness", femininity and masculinity. In conjunction with weekly screenings, students read both central texts in queer theory and scholarly analyses of the media under consideration.

**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. Cross-listed with ITAL 270

**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. Cross-listed with WGS 270.

### **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. Cross-listed with WGS 280.

### **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. Cross-listed with ITAL 280.

### **WGS-300 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 and one other core or cross-listed WGS course, or permission of instructor.

### **WGS-320 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. Recommended: WGS 300.

### **WGS-330 Classical Mythology**

Examination of ancient myth in written and visual media, with special attention to mythic traditions, the development of religion, contexts for the creation and performance of myth, and various critical approaches to mythology.

### **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.

**WGS-350 Democratic Labors in Athens and America**

Survey and role-playing simulations of the Athenian democracy in 403 BCE and the Woman's Suffrage and labor movements in Greenwich Village in 1913. Students research and play roles based on historical individuals and/or principles, exploring the complexities, challenges, and limits of democratic practice. Students test democratic theories in relation to specific historical events and social forces (e.g., class, gender, and race) in a practical environment of negotiation and compromise. Prerequisite: One 100 or 200 level course in Classics, History, Philosophy, Political Science, or Women, Gender, & Sexuality Studies or permission of instructor.

**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, 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

### Program Description

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 register for individualized study in writing or 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.

### Program Requirements

#### Writing Minor Requirements

The writing minor requires six courses.

- Introduction to Creative Writing (Eng 205)
- Three courses from the grouping Eng 300-309, 405
- Two electives:
  - One or both may be 200- or 300-level writing courses.
  - JOUR 203 may count.

- One may be a 200- or 300-level English literature course.
- One may be an academic-year internship or individualized study.

### Writing Minor Checksheet

## Emeriti Faculty

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

Gareth V. Biser (1959-1999), Professor of Health Sciences, 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

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

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

David J. Cowan (1965-2001), Professor of Physics, Emeritus

M. Deborah Cowan (1989-2008), Professor of English, Emerita

David L. Crowner (1967-2001), Professor of German, Emeritus

Carolyn M. DeSilva (1982-2003), Professor of Mathematics, Emerita

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

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

R. Michael Gemmill (1958-1999), Professor of Economics, Emeritus

Gertrude G. Gobbel (1968-1989), Professor of Psychology, Emerita

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

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

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

Rowland E. Logan (1958-1988), Professor of Biology, Emerita

Franklin O. Loveland (1972-1998), Professor of Sociology and Anthropology, Emeritus

Michael E. Matsinko (1976-2005), Professor of Music, Emeritus

Arthur W. McCardle (1969-2005), Professor of German, Emeritus

Carey A. Moore (1955-1956; 1959-2000), Professor of Religion, Emeritus

James P. Myers, Jr. (1968-2012), Professor of English, Emeritus

Katsuyuki Niiro (1972-2004), Professor of Economics, Emeritus

Norman K. Nunamaker (1963-1997), Professor of Music, Emeritus

Alan H. Paulson (1978-2009), Professor of Visual Arts, Emeritus

Robert A. Pitts (1986-2000), Professor of Management, Emeritus

Jonelle E. Pool (1996-2011), Professor of Education, 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  
John R. Stemen (1961-1994), Professor of History, Emeritus  
Mary Margaret Stewart (1959-1996), Professor of English, Emerita  
Amie G. Tannenbaum (1968-2001), Professor of French, Emerita  
Robert H. Trone (1956-1997), Professor of Religion, Emeritus  
Miguel Vinuela (1988-2009), Professor of Spanish, Emeritus  
Robert M. Viti (1971-2011), Professor of French, Emeritus  
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

## Current Faculty

Date in parentheses indicates year of appointment to the faculty.

Yasemin Akbaba (2006); Associate Professor of Political Science; B.A., Middle East Technical University (Ankara, Turkey); Ph.D., University of Missouri-Columbia

Matthew H. Amster (2002); Associate Professor of Anthropology, Department Chairperson; B.A., Evergreen State College; M.A., Ph.D., Brandeis University

Kurt Andresen (2009); Assistant Professor of Physics; B.A., Boston University; Ph.D., Cornell University

Paul Austerlitz (2006); Associate 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

Bela Bajnok (1993); Alumni Professor of Mathematics; M.Ed., Eötvös University (Hungary); M.S., Ph.D., Ohio State University

Rimvydas Baltaduonis (2009); Assistant Professor of Economics; B.A., Vilnius University (Lithuania); M.A., Ph.D., University of Connecticut

Abou Bamba (2010); Assistant 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); Assistant Professor of Psychology; B.S., M.S., Kansas State University; Ph.D., Iowa State University

Nathalie D. Barlett (2013); Visiting Assistant Professor of Psychology; B.A., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

Richard Barvainis (2004); Research Fellow in Physics; B.S., State University of New York at Buffalo; M.S., Ph.D., University of Massachusetts at Amherst

Nina Barzachka (2013); Visiting Assistant Professor of Political Science; B.A., Roanoke College; M.A., Ph.D., University of Virginia

Rebeca Bataller (2010); Assistant Professor of Spanish; B.A., University of Alicante (Spain); M.A., New Mexico State University; Ph.D., University of Iowa

Catherine Batza (2013); Assistant Professor of Women, Gender, and Sexuality Studies; B.A., M.A., Johns Hopkins University; Ph.D., University of Illinois at Chicago

Kathy R. Berenson (2011); Assistant Professor of Psychology; B.A., Macalester College; M.A., Ph.D., New York University

Temma F. Berg (1985); Graeff Professor of English; B.A., M.A., Ph.D., Temple University

Duane A. Bernard (2007); Lecturer in Management; B.S., Dickinson College; M.B.A., Rutgers University

Eric Berninghausen (2011); Assistant Professor of Theatre Arts; B.S., Skidmore College; M.F.A., Boston University

Emelio R. Betances (1991); Professor of Sociology and Latin American Studies; B.A., Adelphi University; M.A., Ph.D., Rutgers University

Marie-Jose M. Binet (1988); Associate Professor of French; B.A., M.A., University of Florida; Ph.D., Duke University

Michael J. Birkner (1978-1979), (1989); Professor of History, Benjamin Franklin Chair in the Liberal Arts; B.A., Gettysburg College; M.A., Ph.D., University of Virginia

Jennifer Collins Bloomquist (2003); Associate Professor and Coordinator of Africana Studies and Linguistics; B.A., Clarion University of Pennsylvania; M.A., Ph.D., State University of New York at Buffalo

Philip Bobko (1997); Professor of Management and Psychology; B.S., Massachusetts Institute of Technology; M.S., Bucknell University; Ph.D., Cornell University

Robert E. Bohrer II (1998); Associate Professor of Political Science; B.S., University of Nebraska at Kearney; Ph.D., Texas A&M University

Donald M. Borock (1974); Associate Professor of Political Science, Department Chairperson and Coordinator of International Affairs Program; B.A., M.A., Ph.D., University of Cincinnati

William D. Bowman (1996); Professor of History; B.A., University of San Francisco; M.A., Ph.D., Johns Hopkins University

Josef Brandauer (2008); Assistant Professor of Health Sciences; B.A., State College of Education (Austria); M.A., Ph.D., University of Maryland, College Park

Gerard Brandon (2013); Visiting Assistant Professor of Management; B.A., Franklin & Marshall College; M.S., Ph.D., The Pennsylvania State University

H. Paul Brown (2012); Visiting Assistant Professor of Classics; B.A., M.A., San Francisco State University; M.A., Ph.D., Ohio State University

Bennett T. Bruce (2007); Lecturer in Management, Acting Department Chairperson; B.A., Burlington College; M.A., Vermont College of Norwich University

Ronald D. Burgess (1980); Professor of Spanish; B.A., Washburn University of Topeka; M.A., Ph.D., University of Kansas

Kristen Burson (2013); Visiting Assistant Professor of Physics; B.A., Gustavus Adolphus College; M.S., Ph.D., University of Maryland, College Park

Sharri Byron (2013); Visiting Assistant Professor of Economics; B.Sc., M.Sc., University of West Indies; Ph.D., University of Georgia at Athens

John J. Cadigan (2007); Associate Professor of Economics; B.S., James Madison University; M.A., Ph.D., Indiana University at Bloomington

Leslie Cahoon (1988); Professor of Classics; A.B., M.A., Ph.D., University of California, Berkeley

Kathleen M. Cain (1990); Associate Professor of Psychology, Department Chairperson; A.B., College of the Holy Cross; A.M., Ph.D., University of Illinois at Urbana-Champaign

Veronica Calvillo (2011); Assistant Professor of Spanish; B.A., M.A., Ph.D., University of New Mexico

Gerardo L. F. Carfagno (2009); Visiting Assistant Professor of Biology; B.A., Dartmouth College; Ph.D., University of Illinois at Urbana-Champaign

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

Riccardo Chiaruttini (2008-2011; 2013); Visiting Assistant Professor of Italian Studies; M.A., University of Udine, Udine, Italy; M.A., University of Virginia at Charlottesville; Ph.D., Indiana University at Bloomington

Abhinandan Chowdhury (2013); Visiting Assistant Professor of Mathematics; B.E., National Institute of Technology, India; M.S., Ph.D., University of Louisiana at Lafayette

Natalie Cisneros (2013); Assistant Professor of Philosophy; B.A., Seattle University; M.A., Ph.D., Vanderbilt University

Vernon Cisney (2012); Visiting Assistant Professor of Philosophy; A.A., Lake Land College; B.A., Eastern Illinois University; M.A., The University of Memphis; Ph.D., Purdue University

Kyle Cleveland (2013); Visiting Associate Professor of Asian Studies; B.A., Missouri Southern State University; M.A., Ph.D., Temple University

Laurel A. Cohen-Pfister (1996-1998; 2003; 2004); Associate Professor of German Studies, Department Chairperson; B.A., M.A., University of Florida; Ph.D., University of California, Los Angeles

John A. Commito (1993); Professor of Environmental Studies and Biology; A.B., Cornell University; Ph.D., Duke University

Bret E. Crawford (1998-2000; 2001); Associate Professor of Physics, Acting Department Co-Chairperson; B.S., University of South Carolina; M.S., University of Vermont; M.A., Ph.D., Duke University

Brendan Cushing-Daniels (2000-2001; 2003); Associate Professor of Economics, Department Chairperson; B.A., University of Notre Dame; M.P.I.A., University of Pittsburgh; Ph.D., University of California, Berkeley

Christopher D'Addario (2012); Assistant 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); Assistant Professor of Health Sciences; B.S., Alma College; M.P.H., Tulane University; Ph.D., Yale University

Jonathan David (2009); Assistant Professor of Classics; B.A., Miami University, Ohio; M.A., Ph.D., Pennsylvania State 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); Visiting Assistant Professor of Psychology; B.A., Hofstra University; M.A., Ph.D., Fordham University

Véronique A. Delesalle (1993); Professor of Biology, Department Chairperson; B.Sc., M.Sc., McGill University; Ph.D., University of Arizona

Daniel R. DeNicola (1996); Professor of Philosophy; A.B., Ohio University; M.Ed., Ed.D., Harvard University

Ryan A. Dodd (2011); Instructor of Economics; B.A., The Evergreen State College

Avner Dorman (2010); Assistant 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

Daniel G. Drury (2001); Associate Professor of Health Sciences, Department Co-Chairperson; B.A., Frostburg State University; M.A., George Washington University; D.P.E., Springfield College

Elizabeth M. Duquette (2003); Associate Professor of English; B.A., Dartmouth College; M.A., Ph.D., New York University

Jennifer K. Dumont (2011); Assistant Professor of Spanish; B.A., University of Cincinnati; M.A., Ph.D., University of New Mexico

Felicia M. Else (2004); Associate Professor of Art and Art History; B.A., University of Dallas; M.A., Ph.D., Washington University

Charles F. Emmons (1974); Professor of Sociology; B.A., Gannon College; M.A., Ph.D., University of Illinois

Christopher Esgar (2013); Visiting Assistant Professor of Management; B.A., Gettysburg College; M.B.A., Mount Saint Mary's University; Ph.D., Kennedy-Western 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

Arian Farshbaf Yazdandoust (2013); Visiting Assistant Professor of Economics; B.A., Bogaziçi University, Turkey; M.S., Ph.D., University of Southern California

Christopher R. Fee (1997); Professor of English, Department Chairperson; B.A., Baldwin-Wallace College; M.A., Loyola University; M.A., University of Connecticut; Ph.D., University of Glasgow (Scotland)

Maria Fernandez Perez (2013); Instructor of Spanish; Licentiate, University of Seville, Spain

Rebecca H. Fincher-Kiefer (1988); Associate Professor of Psychology; B.S., Washington College; M.S., Ph.D., University of Pittsburgh

Jean W. Fletcher (1986); Associate Professor of Economics; B.S., University of Missouri; A.M., Ph.D., Washington University

Samuel Ortencio Flores (2012); Derrick K. Gondwe Visiting Scholar and Visiting Assistant Professor of Classics; B.A., John Carroll University; M.A., Ph.D., The Ohio State University

Suzanne Flynn (1990); Associate Professor of English; B.A., State University of New York at Stony Brook; M.A., Ph.D., University of Virginia

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

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); Assistant Professor of Chemistry; B.S., Haverford College; M.S., Ph.D., University of Chicago

Timothy W. Funk (2007); Associate Professor of Chemistry; B.S., Gettysburg College; Ph.D., California Institute of Technology

Fritz R. Gaenslen (1991); Associate Professor of Political Science; B.A., Miami University (Ohio); M.A., Ph.D., University of Michigan

Robert R. Garnett (1981); Professor of English; B.A., Dartmouth College; M.A., Ph.D., University of Virginia

Tina M. Gebhart (2012); Assistant Professor of Art and Art History; B.F.A., Pennsylvania State University; M.F.A., Alfred University, New York State College of Ceramics

Daniel R. Gilbert Jr. (1999); Professor of Management and David M. LeVan Chair in Ethics and Management; B.A., Dickinson College; M.B.A., Lehigh University; Ph.D., University of Minnesota

Sandra K. Gill (1984); Associate Professor of Sociology; B.S., Auburn University; M.A., University of Alabama; Ph.D., University of Oregon

Steven J. Gimbel (1999); Professor of Philosophy and Edwin T. Johnson and Cynthia Shearer Johnson Distinguished Teaching Chair in the Humanities, Department Chairperson; B.A., University of Maryland; M.A., Ph.D., Johns Hopkins University

Darren B. Glass (2005); Associate Professor of Mathematics, Department Chairperson; 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

Timothy N. Good (1990); Dr. Ronald J. Smith Professor of Applied Physics and Associate Professor of Physics; B.S., Dickinson College; M.S., Ph.D., University of California-Irvine

Ross Gore (2013); Visiting Assistant Professor of Computer Science; B.S., University of Richmond; M.C.S., Ph.D., University of Virginia

Nathalie Goubet (2001); Associate Professor of Psychology; B.A., M.A., Ph.D., University of Massachusetts, Amherst

Kent Gramm (2011); Visiting Professor of English; B.A., Carroll College; M.Div., Princeton Theological Seminary; M.A., Ph.D., University of Wisconsin-Milwaukee

Sean Grattan (2013); Visiting Assistant Professor of English; B.A., Sarah Lawrence College; Ph.D., City University of New York

Laurence A. Gregorio (1983); Professor of French, Department Chairperson; B.A., Saint Joseph's College; M.A., Ph.D., University of Pennsylvania

Joseph J. Grzybowski (1979); G. Bowers and Louise Hook Mandsdorfer Distinguished Professor of Chemistry; B.S., King's College; Ph.D., Case Western Reserve University

Allen C. Guelzo (2004); Henry R. Luce Professor of the Civil War Era and Professor of History; Coordinator of Civil War Era Studies; M.A., Ph.D., University of Pennsylvania

Kate Haffey (2013); Visiting Assistant Professor of English and Women, Gender, and Sexuality Studies; B.S., Ohio University; M.A., Marquette University; Ph.D., University of Wisconsin

Scott Hancock (2001); Associate Professor of History; B.A., Bryan College; M.A., Ph.D., University of New Hampshire

Caroline A. Hartzell (1993); Professor of Political Science, Co-Coordinator of Globalization Studies; B.A., University of Puget Sound; M.A., Ph.D., University of California, Davis

Cassie M. Hays (2011); Assistant Professor of Sociology; B.A., Smith College; M.E.Sc., M.A., M.Phil., Ph.D., Yale University

Julia A. Hendon (1996); Professor of Anthropology; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Beth M. Campbell Hetrick (2008); Associate Professor of Mathematics; B.S., Villanova University; M.A., Ph.D., Bryn Mawr College

Kazuo Hiraizumi (1987); Associate Professor of Biology; B.S., Stanford University; Ph.D., North Carolina State University

Eleanor J. Hogan (1999); Associate Professor of Japanese; B.A., Bates College; M.A., Ph.D., Washington University

S. Kay Hoke (2008); Director of the Sunderman Conservatory of Music and Professor of Music; B.A., University of Kentucky; M.A., en passant; Ph.D., University of Iowa

Amy C. Hooper (2009); Assistant Professor of Management; B.A., Ph.D., University of Minnesota

Lidia Hwa Soon Anchisi Hopkins (2002); Associate Professor of Italian Studies; A.B., Barnard College, Columbia University; M.A., Ph.D., New York University

Zhining Hu (2004); Associate Professor of Economics; B.A., Nanjing University, International Business School; M.A., Ph.D., Boston College

Kathleen P. Iannello (1990); Associate Professor of Political Science; B.A., University of Arizona; M.A. (2), Ph.D., Pennsylvania State University

Ivaylo Ilinkin (2007); Associate Professor of Computer Science; B.A., Manchester College; Ph.D., University of Minnesota

Christina Jackson (2013); Derrick K. Gondwe Visiting Scholar and Visiting Instructor of Africana Studies; B.A., Temple University; M.A., University of California, Santa Barbara

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

Keneshia Johnson (2013); Visiting Assistant Professor of Chemistry; B.Sc., University of the West Indies; Ph.D., Howard University

Ryan Johnson (2013); Assistant Professor of Physics; B.S., University of New Mexico; Ph.D., Dartmouth College

David Johnston (2013); Visiting Instructor of Physics; B.S., Binghamton University; M.S., College of William and Mary

John W. Jones (1989); Professor of Music in the Sunderman Conservatory of Music; B.S., Lebanon Valley College; M.Mus.Ed., Towson State University; D.M.A., Temple University



Florence Ramond Journey (2002); Associate Professor of French; B.A., M.A., D.E.A., Sorbonne University; Ph.D., University of Oregon

Thomas F. Journey (2007); Lecturer in Interdisciplinary Studies; A.A., University of Oregon; J.D., Northwestern School of Law, Lewis and Clark College

Alvaro Kaempfer (2008); Associate Professor of Spanish, Coordinator of Latin American Studies Program; Graduate, Universidad Austral (Chile); M.A., Universidad de Santiago (Chile); Ph.D., Washington University in St. Louis

Alexander Kahn (2008); Assistant Professor in the Sunderman Conservatory of Music; B.S.O.F., Indiana University; M.A., Ph.D., University of California, Berkeley

Christopher J. Kauffman (2004); Associate Professor of Theatre Arts; B.A., Gettysburg College; M.F.A., Brandeis University

Benjamin B. Kennedy (2007); Associate Professor of Mathematics; B.A., Swarthmore College; M.S., Boston College; Ph.D., Rutgers University

Ryan Kerney (2012); Assistant Professor of Biology; B.A., Hampshire College; Ph.D., Harvard University

Sunghee Kim (2004); Associate Professor of Computer Science; B.S., University of Utah; M.S., Ph.D., University of Minnesota

Yeon-Su Kim (2007); Assistant Professor of Music and Coordinator of Strings in the Sunderman Conservatory of Music; B.M., Guildhall School of Music and Drama (England); M.M., Yale School of Music; D.M.A., Boston University

J. Matthew Kittelberger (2006); Associate Professor of Biology; A.B., Harvard University; Ph.D., Duke University

Martin Kley (2008); Assistant Professor of German; Magister Zwischenprüfung, University of Augsburg; M.A., University of Pittsburgh; Ph.D., University of Texas at Austin

Amer Kobaslija (2011); Assistant Professor of Art and Art History; B.F.A., Ringling School of Art and Design; M.F.A., Montclair School of the Arts at Montclair State University

John D. S. Kovaleski (2013); Visiting Assistant Professor of Art and Art History; B.F.A., Rochester Institute of Technology

Gregory P. Krukoni (2009); Visiting Assistant Professor of Biology; A.B., University of Pennsylvania; Ph.D., University of Arizona

Jeremy J. Kuhar (2005); Lecturer in Chemistry; B.S., Gettysburg College; M.Ed., Bloomsburg University

Craig D. Lair (2008); Assistant Professor of Sociology; B.A., Arizona State University; M.A., Ph.D., University of Maryland, College Park

William H. Lane (2000); Lecturer in English; B.A., Gettysburg College; M.A., Graduate Institute at St. John's College

Bruce A. Larson (2005); Associate Professor of Political Science; B.A., William Paterson College; M.A., Boston College; Ph.D., University of Virginia

Nathalie Lebon (2004); Associate Professor and Coordinator 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

Fred G. Leebron (1997); Professor of English; B.A., Princeton University; M.A., Johns Hopkins University; M.F.A., University of Iowa

Ariel M. Lechhook (2011); Assistant Professor of Management; B.A., The George Washington University; M.A., Ph.D., Wayne State University

Jing Li (2006); Associate Professor of Chinese Language and Culture; B.A., M.A., Beijing University; M.A., Ph.D., University of Pennsylvania

Tsu-ting Tim Lin (2012); Assistant Professor of Economics; B.S., Iowa State University; M.A., Ph.D., Northwestern University

Koren A. Lipsett (1992); Professor of Chemistry; B.A., Skidmore College; Ph.D., University of Maryland at College Park

Keir H. Lockridge (2012); Assistant Professor of Mathematics; B.A., Rice University; Ph.D., University of Washington

Kathryn Lord (2013); Visiting Assistant Professor of Biology; B.A., Hampshire College; M.S., Ph.D., University of Massachusetts

Dina Lowy (2000); Associate Professor of History, Chairperson of Asian Studies; B.A., University of Pennsylvania; M.A., Princeton University; Ph.D., Rutgers University

Laurence A. Marschall (1971); Professor of Physics; B.S., Cornell University; Ph.D., University of Chicago

Cristina Martínez (2008); Instructor of Spanish; Licenciatura, Universidad de Deusto (Spain); M.A., University of Texas at Austin

Stacey Mastrian (2012); Assistant Professor of Voice in the Sunderman Conservatory of Music; B.M., The Catholic University; M.M., D.M.A., University of Maryland, College Park

Rebecca Wiley McAllister (2013); Visiting Assistant Professor of Biology; B.S., State University of New York (SUNY) College at Fredonia; Ph.D., Boston University School of Medicine

Daniel D. McCall (1998); Associate Professor of Psychology; B.A., M.S., Ph.D., University of Massachusetts at Amherst

Russell G. McCutcheon (2008); Associate Professor of Music 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

Brian P. Meier (2005); Associate Professor of Psychology; B.S., M.S., Ph.D., North Dakota State University

McKinley E. Melton (2012); Assistant Professor of English; B.A. (2), Duke University; Ph.D., University of Massachusetts, Amherst

Nadine Meyer (2007); Associate Professor of English; B.A., Johns Hopkins University; M.F.A., George Mason University; Ph.D., University of Missouri-Columbia

Jan E. Mikesell (1973); Professor of Biology; B.S., M.S., Western Illinois University; Ph.D., Ohio State University

Jacquelynn B. Milingo (2000-2003; 2006); Associate Professor of Physics, Acting Department Co-Chairperson; B.S., University of Kansas; M.S., Ph.D., University of Oklahoma

Kaoru Miyazawa (2010); Assistant Professor of Education; B.A., Sophia University (Japan); M.Ed., Langston University; M.S., Oklahoma State University; Ed.D., Teachers College, Columbia University

Dorothy C. Moore (1999); Lecturer in Spanish; B.A., M.A., California State University-Fresno

Salma Monani (2008); Assistant Professor 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

Kenneth F. Mott (1966); Professor of Political Science; A.B., Franklin and Marshall College; M.A., Lehigh University; Ph.D., Brown University

Gary A. Mullen (2008); Assistant Professor of Philosophy and Coordinator of Public Policy Program; B.A., Pennsylvania State University; M.A., Ph.D., Southern Illinois University at Carbondale

John P. Murphy (2011); Assistant Professor of French; B.S.L.A., Georgetown University; M.A., 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); Assistant Professor of English; B.A., Ohio University; M.A., Ph.D., University of Chicago

Robert Natter (1998); Associate Professor of Music 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

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); Assistant Professor of Economics and Africana Studies; B.Sc., University of Buea (Cameroon); M.A., American University in Cairo; Ph.D., University of Massachusetts

Heather N. Odle-Dusseau (2008); Assistant Professor of Management; B.A., Bowling Green State University; M.S., Ph.D., Clemson University

Monica Ogra (2006); Associate Professor of Environmental Studies and Globalization Studies; B.S., Syracuse University; M.A., University of Denver; Ph.D., University of Colorado at Boulder

Paula D. Olinger (1979); Associate Professor of Spanish; B.A., University of Wisconsin; M.A., Ph.D., Brandeis University

Matthew Orange (2012); Visiting Assistant Professor of Health Sciences; B.A., Gettysburg College; Ph.D., University of Medicine and Dentistry of New Jersey

William E. Parker (1967); Professor of Chemistry; B.A., Haverford College; M.S., Ph.D., University of North Carolina at Chapel Hill

Peter J. Pella (1987); W.K.T. Sahn Professor of Physics; B.S., United States Military Academy; M.S., Rensselaer Polytechnic Institute; Ph.D., Kent State University

Alan R. Perry (2002); Associate Professor of Italian Studies, Department Chairperson; 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

Christina Petraglia (2013); Assistant Professor of Italian Studies; B.A., Duquesne University; M.A., University of Pittsburgh; Ph.D., University of Wisconsin-Madison

David F. Petrie (1997); Lecturer in Health Sciences; B.A., Gettysburg College; M.S., University of Delaware

VoonChin Phua (2004); Associate Professor of Sociology, Department Chairperson; B.A., University of Texas at Austin; A.M., Ph.D., Brown University

Emilia Phillips (2013); Emerging Writer Lecturer in English; B.A., University of Tennessee; M.F.A., Virginia Commonwealth University

Karen C. Pinto (2007); Assistant Professor of History; B.A., Dartmouth College; M.A., M.A., M.Phil., Ph.D., Columbia University

Rutherford V. Platt (2004); Associate Professor and Coordinator of Environmental Studies; B.A., Bowdoin College; M.A., Ph.D., University of Colorado at Boulder

Lisa Portmess (1979); Professor of Philosophy; B.A., Gettysburg College; M.A., Ph.D., Queen's University

Jean L. Potuchek (1988); Associate Professor of Sociology; A.B., Salve Regina College; A.M., Ph.D., Brown University

David J. Powell (2008); Assistant Professor of Education; A.B., The College of William & Mary; M.Ed., Ph.D., University of Georgia, Athens

Jennifer R. Powell (2009), Assistant Professor of Biology; B.A., Hendrix College; Ph.D., University of California at Berkeley

Clifford Presser (2000); Associate Professor of Computer Science, Department Chairperson; B.S., Pepperdine University; Ph.D., University of South Carolina

Sarah M. Principato (2003); Associate Professor of Environmental Studies; B.A., Mount Holyoke College; M.S., University of Wisconsin-Madison; Ph.D., University of Colorado, Boulder

Joseph R. Radzevick (2011); Assistant Professor of Management; B.S., M.S., Ph.D., Carnegie-Mellon University

Radost Rangelova (2009); Assistant Professor of Spanish; B.A., Trinity College; Ph.D., University of Michigan, Ann Arbor

Kathryn Rhett (1997); Associate Professor of English; B.A., M.A., Johns Hopkins University; M.F.A., University of Iowa

Marta E. Robertson (1997); Associate Professor of Music in the Sunderman Conservatory of Music; B.Mus., University of Kansas; M.Mus., Ph.D., University of Michigan

Jacqueline Robinson (2010); Assistant Professor of Religious Studies; B.A., Yale University; M.Div., Princeton Theological Seminary; Ph.D., Yale 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

Chloe Ruff (2013); Assistant Professor of Education; B.A., University of Georgia; M.A., Mary Baldwin College; Ph.D., Virginia Polytechnic Institute and State University

Richard Russell (2009); Assistant Professor of Psychology; B.A., Pomona College; Ph.D., Massachusetts Institute of Technology

Susan Russell (1998); Associate Professor of Theatre Arts; B.A., Hendrix College; M.A., University of Wisconsin; Ph.D., University of Washington

John E. Ryan (1994); Vice Provost and Associate Professor of English; A.A., Broome Community College; B.A., New York University; M.A., Ph.D., Case Western Reserve University

Abdulkareem Said Ramadan (2011); Assistant Professor of Arabic and Islamic Studies; B.A., M.A., Ph.D., University of Damascus

Magdalena S. Sánchez (1994); Associate Professor of History; B.A., Seton Hall University; M.A., Ph.D., Johns Hopkins University

Timothy J. Shannon (1996); Professor of History, Department Chairperson; B.A., Brown University; Ph.D., Northwestern University

Megan Adamson Sijapati (2007); Associate Professor of Religious Studies and Co-Coordinator of Globalization Studies Program; B.A., Colorado College; M.A., University of Colorado at Boulder; C.Phil., Ph.D., University of California, Santa Barbara

Stephen M. Sivy (1990); Professor of Psychology; B.A., Washington and Jefferson College; M.S., Rensselaer Polytechnic Institute; Ph.D., Bowling Green State University

Carol D. Small (1969); Assistant Professor of Art and Art History; B.A., Jackson College of Tufts University; M.A., Johns Hopkins University

Dustin Beall Smith (2012); Visiting Assistant Professor of English; Peer Learning Coordinator; B.A., M.F.A., Columbia University

Carolyn S. Snively (1982); Professor of Classics; B.A., Michigan State University; M.A., Ph.D., University of Texas at Austin

Stefanie E. Sobelle (2009); Assistant Professor of English; B.A., Stanford University; M.A., M.Phil., Ph.D., Columbia University

Barbara A. Sommer (2001); Associate Professor of History; B.A., Colorado College; M.A., University of Chicago; Ph.D., University of New Mexico

Deborah A. Sommer (1998); Associate Professor of Religious Studies; B.A., Case Western Reserve University; M.A., M.P., Ph.D., Columbia University

Ralph A. Sorensen (1977); Professor of Biology; B.A., University of California, Riverside; Ph.D., Yale University

Kimberly R. Spayd (2013); Visiting Assistant Professor of Mathematics; B.S., University of Notre Dame; M.S., University of North Carolina; M.S., Ph.D., North Carolina State University

Divonna M. Stebick (2003); Assistant Professor of Education; B.S., Indiana University of Pennsylvania; M.S., McDaniel College; Ph.D., Union Institute and University

Sharon L. Stephenson (1997); Professor of Physics; B.S., Millsaps College; Ph.D., North Carolina State University

Stephen Jay Stern (2002); Associate Professor of Religious and Judaic Studies, Department Chairperson; B.A., Pomona College; Ph.D., University of Oregon

Eileen M. Stillwaggon (1994); Professor of Economics and Harold G. Evans Chair in Eisenhower Leadership Studies; B.S., Edmund Walsh School of Foreign Service, Georgetown University; Diploma in Economics, University of Cambridge, England; M.A., Ph.D., American University

Peter A. Stitt (1986); Professor of English, Editor of *The Gettysburg Review*; B.A., M.A., University of Minnesota; Ph.D., University of North Carolina at Chapel Hill

Kristin J. Stuempfle (1997); Professor of Health Sciences, Department Co-Chairperson; B.S., Ursinus College; Ph.D., Pennsylvania State University College of Medicine

Yan Sun (2002); Associate Professor of Art and Art History, Department Chairperson; B.A., Beijing University; M.A., Ph.D., University of Pittsburgh

Jocelyn Swigger (2004); Associate 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

Yumi Takamiya (2009); Assistant Professor of Asian Studies; B.A., Bunkyo University (Japan); M.A., University of Wisconsin-Madison; Ph.D., Purdue University

Brent C. Talbot (2010); Assistant 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

Donald G. Tannenbaum (1966); Associate Professor of Political Science; B.B.A., M.A., City College of the City University of New York; Ph.D., New York University

Nina Tarner (2003-04; 2013); Visiting Assistant Professor of Psychology; B.A., M.S., Shippensburg University of Pennsylvania; Ph.D., Kansas State University

C. Kerr Thompson (1985); Professor of Spanish; B.A., Davidson College; M.A., Ph.D., Louisiana State University

Lucas B. Thompson (2011); Assistant Professor of Chemistry; B.A., The College of Wooster; Ph.D., University of Illinois at Urbana-Champaign

Claudine Tremblay (2012); Visiting Instructor of French; B.A., Université Laval (Quebec); M.A., Université Stendhal (France)

Beatriz M. Trigo (2007); Associate Professor of Spanish, Coordinator of Women, Gender, and Sexuality Studies; B.A., Santiago de Compostela University (Spain); M.A., Ph.D., Arizona State University

James Udden (2003); Associate Professor of Film 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

Elizabeth Richardson Viti (1984); Director of Johnson Center for Creative Teaching and Learning and Professor of French; B.A., Wake Forest University; M.A., Middlebury College; Ph.D., New York University

Kerry Wallach (2011); Assistant Professor of German Studies; B.A., Wesleyan University; M.A., Ph.D., University of Pennsylvania

Kerry S. Walters (1985); William Bittinger Professor of Philosophy; B.A., University of North Carolina at Charlotte; M.A., Marquette University; Ph.D., University of Cincinnati

Shirley A. Warshaw (1987); Harold G. Evans Professor in Eisenhower Leadership Studies and Professor of Political Science; B.A., M.G.A., University of Pennsylvania; Ph.D., Johns Hopkins 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 of 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

Charles D. Wessell (2011); Assistant Professor of Mathematics; B.S., M.S., Ph.D., North Carolina State University

Hakim Williams (2012); Assistant Professor of Africana Studies and Education; B.A., St. Francis College; M.A., M.Ed., Ed.D., Columbia University

Andrew M. Wilson (2011); Assistant 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); Associate Professor of Environmental Studies; B.A., Humboldt State University; M.A., University of Colorado at Boulder; Ph.D., University of Iowa

Henning Wrage (2013); Visiting Assistant Professor of German Studies; M.A., Ph.D., Humboldt University, Berlin, Germany

Kent D. Yager (1986); Associate Professor of Spanish, Department Chairperson; B.A., M.A., University of California, Santa Barbara; Ph.D., University of New Mexico

Leo Shingchi Yip (2005); Associate Professor of Asian Studies; B.A., Tokyo University of Foreign Studies; M.A., Ph.D., Ohio State University



## Others holding faculty rank

Sally Abma; Laboratory Instructor of Chemistry; B.S., York College of Pennsylvania

Gloria C. Alvarez; Adjunct Instructor of Spanish; B.A., University of Maryland; M.A., University of Texas at El Paso

Jonathan D. Amith; Research Fellow in Latin American Studies; B.A., University of Michigan; Ph.D., Yale University

Khaled Amleh; Adjunct Associate Professor of Mathematics; M.S., Long Island University; M.S., New York Institute of Technology; Ph.D., Stevens Institute of Technology

Elizabeth Asmus; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., The Juilliard School

Ayesha Bakali; Resident Fellow in Arabic; B.A., Georgetown University; M.A., Duke University

Mizuki Bando; Japanese Teaching Assistant; B.A., Kansai Gaidai University, Japan

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

Erin Benfer; Adjunct Instructor of Environmental Studies; B.A., Franklin & Marshall College; M.S., University of South Carolina

Joel Berg; Adjunct Instructor of Interdisciplinary Studies; B.A., Franklin and Marshall College; M.A., University of Maryland at College Park

Lesa B. Bird; Laboratory Instructor in Biology; B.S., The Pennsylvania State University

Jonathan Bisesi; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., University of Cincinnati, College Conservatory of Music; M.M., Boston University College of Fine Arts

Brent C. Blair; Adjunct Instructor of Art and Art History; B.A., West Virginia University

Christopher Bolan; Adjunct Professor of Political Science; B.S., United States Military Academy; M.A., Ph.D., Georgetown University

David T. Booz; Adjunct Instructor of Civil War Era Studies; B.A., Frostburg State College; M.A., West Virginia University

Duane A. Botterbusch; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.S., Mansfield University of Pennsylvania; M.Mus., West Chester University of Pennsylvania

Teresa Bowers; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M.E., Susquehanna University; M.Mus., Ohio State University; D.M.A., University of Maryland

Mary Jo Boylan; Laboratory Instructor in Chemistry; B.S., Allegheny College; B.A., McDaniel College

Luisa Brocovich; Adjunct Instructor of Italian Studies; M.A. (equivalent), University of Padova (Italy)

Paul J. Carrick; Adjunct Professor of Philosophy; B.A., Michigan State University; M.A., University of Pennsylvania; Ph.D., Temple University

Pamela J. Castle; Adjunct Instructor of Biology; B.S., Oregon State University; M.S., Washington State University

Grecia Bellatrix Chirinos Delgado; Spanish Teaching Assistant; B.A. (equivalent), Pontificia Universidad Catolica Del Peru

Gary F. Ciocco; Adjunct Assistant Professor of Political Science; B.A., Haverford College; M.A., Ph.D., Catholic University of America

Peter Cirafici; Adjunct Associate Professor of Management; A.A.S., Brooklyn College; B.S., B.A., University of Bridgeport; M.S., University of Miami

Elizabeth Ann Clare; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., University of Texas at Austin; M.M., University of Cincinnati College, Conservatory of Music

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; B.A., University of Virginia; M.F.A., University of Iowa

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

P. Richard Cooper; Senior Laboratory Instructor in Physics; B.A., Gettysburg College; M.Ed., Western Maryland College

Leah N. Crowne; Adjunct Instructor of Music in the Sunderman Conservatory of Music; B.A., University of Maryland, Baltimore County; M.M., Towson University

Scott F. Crowne; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., Catholic University of America; M.M., D.M.A., University of Maryland

M. Connie Devilbiss; 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

Lori Dixon; Adjunct Associate Professor of Health Sciences; A.B., Duke University; Ph.D., Pennsylvania State University; M.P.H., University of California-Berkeley

Thomas S. Dombrowsky; Adjunct Instructor of Interdisciplinary Studies; B.A., University of Rhode Island; M.A., Morgan State University

Joseph Eidson; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., University of Kansas; M.M., University of Texas; D.M.A., University of Kansas

Jeffrey Fahnstock; 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

Sue A. Fehring; Adjunct Instructor of Mathematics; B.S., M.Ed., Kutztown University

Linda Karine Fiscus; Adjunct Instructor of Mathematics; B.A., Susquehanna University; M.S., Shippensburg University of Pennsylvania

William K. Foreman; Adjunct Instructor of Education; B.S., Shippensburg University of Pennsylvania; M.Ed., Pennsylvania State University

Richard G. Fox; Adjunct Instructor of Environmental Studies; B.A., M.S., Shippensburg University of Pennsylvania

Robert R. Garrity; Adjunct Assistant Professor of Chemistry; B.A., New England College; M.A., Siena Heights University; Ph.D., Medical College of Ohio at Toledo

Matthew Gerhart; Adjunct Instructor of Mathematics; B.S., M.A.Ed., Virginia Tech; M.S., George Mason University

Lisa I. Gregory; Laboratory Instructor II in Chemistry; B.A., Gettysburg College

Justus Hartzok; Adjunct Assistant Professor of History; B.A., M.A., Shippensburg University; Ph.D., University of Iowa

William Hathaway; Adjunct Associate Professor of English; B.A., University of Montana; M.F.A., University of Iowa

Irene Bramley Beers Hawkins; Adjunct Instructor of Biology; B.A., Colgate University; M.S., Shippensburg University of Pennsylvania

Sheila M. Hearne; Adjunct Assistant Professor of Political Science; B.S., University of Maryland; M.P.A., Troy State (Europe); Ph.D., George Mason University

Amada Heim; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.S., Messiah College; M.M., D.M.A., University of North Carolina at Greensboro

Felix Hell; Adjunct Instructor of Music in the Sunderman Conservatory of Music; B.M., Curtis Institute of Music

Rebecca Henry; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M., M.M., Indiana University

James Scott Hill; Adjunct Instructor of Anthropology; B.A., University of Georgia; M.A., University of Florida

Joel Hillison; Adjunct Assistant Professor of Political Science; B.A., Monmouth College; M.A., University of Oklahoma; M.S.S., United States Army War College; Ph.D., Temple University

Andrew Hitz; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M., Northwestern University

James R. Hontz; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.Mus., M.Mus., Temple University

Sarah M. Howes; Adjunct Instructor in the Sunderman Conservatory of Music; B.A., University of Minnesota; M.M.P.R.L., Eastman School of Music

Barbara Hulsether; Senior Laboratory Instructor in Biology; B.S., Utica College of Syracuse University

Ian Isherwood; Assistant Director of Civil War Institute and Adjunct Assistant Professor of History; B.A., Gettysburg College; M.A., Dartmouth College; Ph.D., University of Glasgow

Gail Jones; Adjunct Instructor in the Sunderman Conservatory of Music; B.S., Lebanon Valley College; M.S., Temple University

Brian M. Jordan; Adjunct Instructor of Civil War Era Studies; B.A., Gettysburg College

Charles W. Kann III; Adjunct Professor of Computer Science; BCHE, University of Delaware; M.S., New Jersey Institute of Technology; D.Sc., The George Washington University

Kathryn Kaweckj; Adjunct Associate Professor of Theatre Arts; B.A., Columbia College; M.F.A., University of North Carolina School of the Arts

James Krysiak; Adjunct Associate Professor of History; B.A., Marquette University; M.A., York University (Ontario); Ph.D., Marquette University

Renee A. Lehman; Adjunct Instructor of Health Sciences; B.S., Pennsylvania State University; M.S., University of Illinois at Urbana-Champaign; M.S., University of Rhode Island

Daniel J. Levitov; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., Oberlin Conservatory of Music; M.M., Manhattan School of Music; D.M.A., City University of New York

Lani Lindeman; Adjunct Instructor of English; B.A., Gettysburg College

Thomas Little; Adjunct Instructor of Health Sciences; B.A., University of Virginia; M.D., Pennsylvania State University College of Medicine

Deborah Malavenda; Adjunct Instructor of Violin in the Sunderman Conservatory of Music; B.M., Royal College of Music, London; M.M., University of Massachusetts at Amherst

Emerson Philip Mattox; Adjunct Assistant Professor of Art and Art History; B.F.A., University of Georgia; M.A., Rosary College, Villa Schifanoia Graduate School of Fine Arts (Italy); Ph.D., Yale University

Benjamin Melusky; Adjunct Instructor of Political Science; B.A., Gettysburg College; M.A., University of Pittsburgh

J. Douglas Miller; Adjunct Professor of English; B.A., M.A., California State University; Ph.D., University of California, Davis

Laurie Ann Shuman Moss; Adjunct Assistant Professor and Laboratory Instructor in Biology; B.S., Gettysburg College; Ph.D., The Pennsylvania State University

Sheila Mulligan; Adjunct Assistant Professor of English; B.S., M.F.A., Arizona State University

Drew E. Murphy; Adjunct Instructor of Economics; B.A., Gettysburg College

James P. Myers, Jr.; Adjunct Professor of English; B.S., LeMoyne College; M.A., University of Arizona; Ph.D., University of Massachusetts

Matthew P. Nelson; Laboratory Instructor of Chemistry; B.S., Gettysburg College

Frederick Nordai; Adjunct Assistant Professor of Mathematics; B.S., Shippensburg University; M.S., Northern Illinois University; M.S., University of Florida; Ph.D., Virginia Tech

Matthew Osifchin; Adjunct Assistant Professor in the Sunderman Conservatory of Music; B.M., Indiana University; M.M., University of Maryland, College Park

Robert Patierno; Adjunct Assistant Professor of Art and Art History; B.A., Villanova University; M.F.A., Syracuse University

Juliane Petermann; German Teaching Assistant; B.A., University of Leipzig, Germany

Phyllis Price; Laboratory Instructor II in Biology; B.A., Gettysburg College

John O. Pursell; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.M., M.M., West Chester State College; D.M.A., University of Maryland, College Park

Michael Raish; Adjunct Instructor of Interdisciplinary Studies; B.A., Washington University, St. Louis

Lauren Rausch; Adjunct Instructor of Violin in the Sunderman Conservatory of Music; B.M., Arizona State University; M.M., University of Oregon; DMA, Peabody Conservatory of the Johns Hopkins University

GailAnn Rickert; Dean of Academic Advising and Acting Chairperson of Classics Department; B.A., Dickinson College; M.A., University of Oxford; Ph.D., Harvard University

Jason Rosenberry; Adjunct Instructor of Mathematics; B.S. E.d., M.Ed., Shippensburg University of Pennsylvania.

Edward Ruggles; Adjunct Instructor of Education; B.S., M.Ed., Shippensburg University of Pennsylvania

Brock Richard Russell; Adjunct Instructor and Laboratory Instructor in Physics; B.S., Gettysburg College; M.S., University of Maryland at College Park

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

Barbara J. Sommers; Adjunct Instructor of Spanish; B.A., Gettysburg College; M.A., Middlebury College

Charles Stangor; Adjunct Professor of Psychology; B.A., Beloit College; M.A., Ph.D., New York University

Edward L. Stanley; Adjunct Assistant Professor of Music in the Sunderman Conservatory of Music; B.S., Western Carolina University; M.Mus., University of Oklahoma

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

Leslie Strongwater; Adjunct Instructor of Theatre Arts; B.A., Hampshire College; M.A., Steinhardt Graduate School, New York University

Elyana Tarlow; Adjunct Assistant Professor of Management; B.S., Temple University; J.D., University of Baltimore

Christin N. Taylor; Adjunct Assistant Professor of English; B.A., Indiana Wesleyan University; M.F.A., Antioch University of Los Angeles

Ryan Teitman; Adjunct Assistant Professor of English; B.A., Pennsylvania State University; M.A., Indiana University

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

L. Baird Tipson; Adjunct Professor of Religious Studies; A.B., Princeton University; Ph.D., Yale University

Thomas Vaillant; French Teaching Assistant; B.A. (equivalent), Université Aix/Marseille; M.A. (equivalent), Université de Montpellier

Isabel Valiela; Adjunct Associate Professor of Latin American Studies, Spanish, and Women, Gender, and Sexuality Studies; B.A., State University of New York at Albany; M.A., New York University in Madrid; Ph.D., Duke University

Robert M. Viti; Adjunct Professor of French; B.A., St. Peter's College; M.A., Ph.D., Duke University

Nancy J. Walker; Adjunct Instructor of Theatre Arts; B.A., Mercyhurst College; M.A., Ohio State University

Leslie Wallace; Adjunct Assistant Professor of Art and Art History; B.A., University of Chicago; M.A., Ph.D., University of Pittsburgh

Michael Weber; Adjunct Assistant Professor of History; B.A., Mount Union College; M.Div., S.T.M., Yale University; M.A., Ph.D., Boston University

Kris Weller, Adjunct Assistant Professor of Women, Gender, and Sexuality Studies; B.A., Johns Hopkins University; J.D./M.A., University of Cincinnati; Ph.D., University of California, Santa Cruz

Jeffery M. Williams; Adjunct Instructor in Interdisciplinary Studies; B.A., Frostburg University; M.A., McDaniel College

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

Jo Ann K. Zeman; Laboratory Instructor II in Biology; B.A., Western Maryland College