



HANDBOOK

HUMANITIES BACHELOR OF ARTS DEGREE PROGRAM

PENN STATE HARRISBURG

SCHOOL OF HUMANITIES



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THE HUMANITIES MAJOR

Nature of the Program

The Humanities Bachelor of Arts Program is an ideal undergraduate major for you, if

- You're interested in several humanities areas and the connections between them;
- You wish a broad, liberal arts degree; and
- You want a flexible major, to pursue your individual interests or a minor.

It's an excellent choice for students who want to sample a variety of courses and take responsibility for developing their own focus. *Only Penn State Harrisburg offers this major.*

This major helps students appreciate, understand, and interpret relationships among the arts, ideas, and values that have shaped Western and world cultures. Students are taught to become active learners who can synthesize, interpret, and communicate knowledge and experience through writing, speaking, and creative expression in a variety of media. The School helps students meet these goals by offering a range of interdisciplinary and discipline-based courses in the arts, art history, communication studies, English, history, literature, music, philosophy, theatre, and writing. Study includes interdisciplinary courses that examine topics and time periods from the perspectives of multiple Humanities disciplines. These courses engage students in cross-disciplinary critical thinking and analysis and prepare them for work in an increasingly interdisciplinary world. Students choose two Humanities subfields to investigate in greater depth, choosing from history and global cultures; the visual and performing arts; philosophy and religious studies; and literature and writing. Students are also encouraged to combine this major with a minor in such fields as business administration, writing, or communications. The Humanities major prepares students for careers in the arts, arts administration, business, corporate communications, government, teaching, museum work, and law, as well as providing a foundation for graduate study in a liberal arts field.

Among alumnae/i of this program are artists; businesspeople and entrepreneurs; lawyers; ministers; teachers; journalists; hospital administrators; faculty members at community and four-year colleges; book editors; arts organization administrators; state government officials; and professionals in other fields. Recent graduates have gone on to graduate education in art history, humanities, comparative literature, museum studies, and other fields.

The Faculty

The Program's broad range of disciplines and interdisciplinary areas is evident in the interests and activities of its faculty. Their varied yet overlapping interests, both academic and creative, support learning and a wide range of student projects. Our talented and dedicated faculty and our small courses make for an ideal combination for students to explore a wide variety of interests.

HUMANITIES PROGRAM FACULTY:

Eric Bliman (Ph.D., University of Cincinnati), Assistant Teaching Professor of English Composition, teaches writing courses including rhetoric and composition and technical communication. His poems and book reviews have appeared in *The Times Literary Supplement*, *Subtropics*, *The Southern Review*, *Quarterly West*, *The Birmingham Poetry Review*, and other journals. His writing has received the University Research Council Fellowship from the University of Cincinnati, the Intro Journals Award for poetry from the Association of Writers and Writing Programs, and the National Chapbook Fellowship from the Poetry Society of America, which will publish his chapbook *Travel and Leisure* in the spring of 2013.

Jingjing Cai (M.A., Indiana University), Lecturer in Chinese Language and Literature, is currently a Ph.D. candidate in Modern Chinese Literature at Indiana University, Bloomington. She holds two M.A. degrees, one in Chinese Language Pedagogy from Indiana University (2015), and the other in Premodern Chinese Literature from Zhejiang University in China (2009). Her most recent teaching experience was at Indiana University, where she taught Chinese language classes from the Beginning Level to Advanced, as well as 300-level survey courses on Chinese Literature, Culture and Film.

Miguel A. Castillo (M.A., University of Pennsylvania), Instructor in Spanish.

Gloria Jeanne Bodtorf Clark (Ph.D., Binghamton University), Associate Professor of Humanities and Spanish, is Program Coordinator of the Certificate Program in Global Studies and Coordinator of World Languages. She offers courses in Spanish language, Humanities, and Comparative Literature. In course design, her emphasis is on the interconnectedness of literature, culture and society, and her literature courses explore human rights and environmental issues. Her research focuses on Juan Ruiz de Alarcón, a Spanish Golden Age author with a serious spinal deformity. She has published a number of articles on disability studies and Juan Ruiz de Alarcón, one of which won “Honorable Mention” for Research Article of 2017 in *Hispania*. She also published an edition of Ruiz de Alarcón’s *La Verdad Sospechosa* for Intermediate Spanish Readers. Her current project is an English translation of Benito Pérez Galdós’ iconic 19th Spanish novel, *Marianela*.

Ashley Cowger (M.F.A., University of Alaska), Assistant Teaching Professor of Technical Writing and Composition, is an award-winning fiction writer whose short fiction has appeared in numerous national and international literary journals. Her work has thrice been nominated for the prestigious Pushcart Prize, and her short story collection, *Peter Never Came*, was awarded the Autumn House Press Fiction Prize. She has also published articles on children’s literature and creative writing pedagogical theory. Her teaching experience ranges from teaching

introductory creative writing and fiction workshops to teaching composition, technical writing, and literature courses, and she has also worked as a tutor and an interim co-director of the University of Alaska Fairbanks Writing Center. Her teaching awards include Outstanding Graduate Teaching Assistant from the University of Alaska Fairbanks English Department and the Adjunct Faculty Teaching Excellence Award from Zane State College.

Maria S. Enriquez (M.F.A., Arizona State University), Assistant Teaching Professor of Theater, is currently pursuing a Ph.D. in theater arts/performance studies at the University of Pittsburgh. Her most recent teaching experience was at the University of North Carolina at Chapel Hill where she taught movement classes.

Melanie Gardner (M.S., Shippensburg University), Lecturer in Speech Communications, has 25 years of experience in radio/television and is currently a midday radio personality at WARM 103.3. She teaches CAS 100 and is an adviser for WPSH as well as an academic adviser.

Maggie Gerrity (Ph.D, Binghamton University), Instructor of English Composition, comes to Penn State Harrisburg from Ithaca College, where she taught academic, expository, and creative writing. While at Ithaca, she was a recipient of the college's Grant for Online Learning Development and taught a first-year interdisciplinary seminar called *Texts, Drafts, and Rock and Roll: Reading and Writing About Popular Music*. She won the Graduate Award for Teaching Excellence and the Marion J. Link Fellowship for Creative Writing at Binghamton University. Dr. Gerrity's essays have appeared in *Vibrant Gray*, *Feeling Our Way: A Writing Teacher's Sourcebook*, and *Acts of Revision: Essays on the Craft*, and she has been a finalist for Glimmer Train's Short Story Award for New Writers and Narrative's 30 Below Prize.

Spencer L. Green (Ph.D., Pennsylvania State University, Harrisburg), Assistant Teaching Professor of English Composition, teaches 1st and 2nd year Composition as well as American Studies, Folklore, Literature, and Popular Culture where he focuses on ethnographies, games, nature, American identities, and childhood. His dissertation was titled *Coming of Age in the Latter-days: Adolescent Folklore and the Paradox of Mormon Identity*, and he has continued publishing articles exploring the lived experiences of Latter-day Saint youth in *Folklore Historian* and *Children's Folklore Review*.

Dr. Adam Gustafson (Ph.D., Ohio University), Assistant Teaching Professor in Humanities, teaches courses on American popular music, music theory, and he conducts two vocal ensembles at PSH. His articles on American music have been featured in *The Conversation*, *Newsweek*, and the *Smithsonian*. His compositions and arrangements have been performed across the United States by diverse groups, including the Chicago Gay Men's Chorus and the Bravura Brass Ensemble. His article, "Creativity Amid the Crash: Opera in the U.S. During the

Great Depression,” was published in *OPERA America Magazine*, and his conference papers include the theatricality of marching bands and nineteenth-century American concert singing. His two song cycles, *Morning Commute* and *Sarai’s Dilemma*, were selected for commercial recording by the Vox 3 Collective in Chicago, IL; *Sarai’s Dilemma* was awarded Best New Composition of the 2011-2012 season.

J. Craig Haas (M.A., University of Chicago), Lecturer in Humanities, teaches courses in Symbolic Logic, History of Philosophy (Ancient and Modern), Ethics, Philosophy of Religion, World Religions, Biblical Studies (Hebrew Bible and New Testament), and Religion and Culture. He has written two books and a number of articles on Mennonite thought, history, and current affairs, including *Readings from Mennonite Writings, New and Old*. Intercourse, Pa.: Good Books, 1992.

Heather A. Hamilton (Ph.D., University of Cincinnati), Assistant Teaching Professor of English Composition, teaches courses in composition, creative writing, and writing in the disciplines. She holds a B.A. in English from the University of Alabama, an MFA in creative writing from the University of Florida, and a PhD in English and Comparative Literature with a creative writing focus from the University of Cincinnati.

Jen Hirt (M.F.A, University of Idaho), Associate Professor of Creative Writing and Composition, teaches creative writing with a specialization in creative nonfiction. She is author of *Under Glass: The Girl with a Thousand Christmas Trees*; editor of *Creating Nonfiction: Twenty Essays and Interviews with the Writers*; and editor of *Kept Secret: The Half-Truth in Nonfiction*. She is winner of a Pushcart Prize, the Gabehart Prize for Nonfiction, and three honorable mentions in *Best American Essays*. She is a finalist for the Zone 3 Press Book Prize and the Pleiades Press Book Prize. She is a member of the Honors Advisory Council and the Teacher Education Council at Penn State Harrisburg.

Justus Humphrey (M. F. A., University of Alaska, Fairbanks), Assistant Teaching Professor of English, was a member of the first cohort from Temple University Harrisburg to earn a certificate in Teaching in Higher Education. He teaches courses in graphic novels and comics, creative writing, composition, basic writing, business writing, and technical writing. He has presented on comics and graphic novels at regional and international conferences. His fiction, essays, and poems have been published in several literary journals—including [*PANK*], *Bayou Magazine*, *Twisted Vine Literary Arts Journal*, and *Driftwood Press*—and in the book *Atheists in America* from Columbia University Press.

Margaret Rose Jaster (Ph.D., University of Maryland at College Park), Associate Professor of Humanities and English, teaches Shakespeare (ENGL 129 and 444), The “Bard’s Buddies” early British literature, introduction to literary theory, a cultural introduction to England in 1603 (HUM 300W), creative treatments of

Queen Elizabeth I (HUM 400), introduction to literature (ENGL 001), reading drama (ENGL 268), and modern continental drama. Her scholarly interests include Medieval and early modern culture; editing of early modern popular prose and dramatic texts; early modern Irish history; feminist and cultural studies theory; feminist pedagogical theory; sartorial conduct literature in Medieval and early modern culture; sartorial conduct literature and clothes in contemporary culture; twentieth-century fictional treatments of sixteenth-century history; modern Irish drama.

Hannah Lair (M.A., West Chester University), Lecturer in English Composition, teaches academic writing and literature courses, including Literature of Travel and World Novel. She is currently focused on the role of sheltered humanities instruction in language acquisition and the intersections between travel and expatriate narratives. Prior to PSH, she spent a number of years traveling and teaching language and literature courses in Chinese universities.

Raquel Lodeiro (M.A., Brigham Young University), Lecturer in Spanish, is a native of Spain and received her B.A. from the University of Deusto, Bilbao, Spain. She studied abroad in her final year of college with the prestigious Erasmus program at University College Dublin, Ireland. She then received her M.A. in linguistics from Brigham Young University, Provo, UT. She has taught beginning, intermediate and Spanish literature courses since 1999 at Minnesota State University at Moorhead, Texas A&M University (College Station) and Blinn College in Texas, Columbia Basin College in Washington State, and Lebanon Valley College and Elizabethtown College in PA. In addition to Spanish, she also taught various subjects in the high school equivalency program (HEP) while at Columbia Basin College and received the outstanding HEP instructor award in 2007. She has taught Spanish courses at Penn State Harrisburg since fall 2011.

Paul Manlove (M.F.A., Brooklyn College), Assistant Teaching Professor of Art and Humanities, received the Charles G. Shaw Painting Award from Brooklyn College (2003) and a teaching fellowship at Brooklyn College under William T. Williams (2002). He is an accomplished painter, graphic designer, and multimedia artist and draws on his creative, academic, and industry experience to teach courses in drawing, painting, computer art, and art appreciation. He currently exhibits his artworks at the Painting Center, New York, and Exeter Gallery, Baltimore.

Glen A. Mazis (Ph.D., Yale University), Distinguished Professor of Philosophy and Humanities, has published widely on Merleau-Ponty's philosophy, interpersonal perception, animality, time, film, emotion, imagination, dreams, poetic language, memory, artificial intelligence, technology, chaos theory, gender studies, ecological issues, ethics, archetypes, ecospirituality, silence, philosophy of literature, Bachelard, Sartre, Levinas, Derrida, Jungian depth psychology, and Buddhist emptiness. His books include *Emotion and Embodiment: Fragile*

Ontology (Lang, 1993), *The Trickster, Magician and Grieving Man: Returning Men to Earth* (Inner Traditions, 1994), *Earthbodies: Rediscovering Our Planetary Senses* (SUNY, 2002), *Humans, Animals, Machines: Blurring Boundaries* (SUNY 2008), and *Merleau-Ponty and the Face of the World: Silence, Ethics, Imagination and Poetic Ontology* (SUNY, 2016). He is on the Board of the International Merleau-Ponty Association, the editorial board of *Environment, Space, Place*, and President-Elect of the PSH Faculty Senate. His poetry has appeared in more than 75 literary journals, including *Rosebud*, *The North American Review*, *Sou'wester*, *Spoon River Poetry Review*, *Willow Review*, *The Atlanta Review*, and *Ashville Poetry Review* (best of 1994-2004) as well as in a collection of poetry, *The River Bends in Time* (Anaphora Literary Press, 2012).

Stephanie L. Morrow (Ph.D., Temple University), Assistant Teaching Professor of Speech Communications, serves as the Program Coordinator in Speech Communications, and regularly teaches undergraduate courses in speech communications and journalism. At the graduate level, she has taught both qualitative and quantitative research methods. In 2017, she was nominated for the James Jordan Award for teaching excellence. She was awarded a Certificate of Achievement for Outstanding performance for the paper “Through the Eyes of Habermas: The Heritage of Liberalism and Deliberative Politics,” from the Middle Atlantic American Studies Association, Pennsylvania Political Science Association, and Middle Atlantic Folklife Association in 2011. Her dissertation, “Twelve Days of Hell: A Study of Violence, Urban Space, and Media Coverage of the York Race Riots,” examined the changes in media coverage of the 1969 York race riots, the 30-year anniversary journalism in 1999, and the trial coverage of the men who were arrested for two murders during the riots.

Seong Mae Ryou (Ed.D., Temple University), Assistant Teaching Professor of English Composition, is Coordinator of Composition (ESL). She teaches ENGL 83, ESL 15, ESL 5, and ESL 116G/ENGL 497. She received her M.S.Ed. in Educational Linguistics at the University of Pennsylvania and an M.A. in English Literature and Linguistics at the Busan National University in Korea. She was twice the recipient of the Excellent Teacher Award from the First Year Writing Program at Temple University. She also participated in the research at ETS (Educational Testing Service) that investigated the patterns of writing errors for different L1 groups. Her research interests focus on second language writing (L2 writing), assessment of L2 writing, methodology in teacher response research, statistical analysis of the relationship between teacher-written comments and writing improvement, linguistic and conversational analysis of teacher-written comments, and linguistic error patterns of English writing by L1 backgrounds.

Michael G. Stefany (Ph.D., University of Kansas), Assistant Teaching Professor of History and Humanities, teaches Western Heritage I and II, World History I and II, Modern Middle East, Medieval and Modern Russia, The Crusades, Islam and Central Asia, and History of Communism, Twentieth Century Dictators. His

publications include “Kazakhization, Kunaev and Kazakhstan: A Bridge to Independence,” *Journal of Central Asian and Caucasian Studies*, Vol. 8, No. 16 (2013).

Ellen J. Stockstill (Ph.D., Georgia State University), Assistant Professor of English, teaches courses on British literature, critical theory, and composition. She was a Marion Brittain fellow at Georgia Tech before joining the faculty at Penn State Harrisburg in 2016. Her scholarship focuses on Victorian literature and culture, and she is co-author of *A Research Guide to Gothic Literature in English* (Rowman & Littlefield, 2018). Recent publications include essays in *Public Domain Review* and *Nineteenth-Century Prose*.

Troy Thomas (M.F.A., University of Colorado; Ph.D., University of California, Berkeley), Associate Professor of Humanities and Art History, is Professor-in-Charge of the Humanities Graduate Program and Chair of the Humanities Undergraduate Program. He teaches courses in European art history and interdisciplinary humanities, including literature, music, film, history, and interrelations of art and science. His book, *Caravaggio and the Creation of Modernity*, was published by Reaktion Books (London, 2016). He has published numerous scholarly articles on Italian Renaissance and Baroque art, including several on Caravaggio, Poussin, and Bellini; on methods of interdisciplinary humanities scholarship; and on literature and film. His articles have appeared in scholarly journals such as *The Art Bulletin*, *Art History*, *Studies in Iconography*, *Journal of Aesthetic Education*, *Renaissance Quarterly*, *Sixteenth Century Journal*, *Aurora*, *The Journal of the History of Art*, and *Adaptation*. He has read scholarly papers at many national and international conferences and has spent many years studying art objects and pursuing art historical research in Europe. He has taught courses on student tours in London, Florence, and Rome, and has received two College Awards for Excellence, one in Research (1988) and one in Teaching (1999).

Matthew Wilson (Ph.D., Rutgers University), Professor of Humanities and English, is Coordinator of General Education. He has published on contemporary American novelists as well as a number of 19th century writers. His book, *Whiteness in the Novels of Charles W. Chesnutt* (University Press of Mississippi), won the Sylvia Lyons Render Award in 2005, and he won the Penn State Harrisburg Faculty Research Award in 2006. He has also edited three of Chesnutt’s previously unpublished novels—*Paul Marchand, F.M.C.*, *A Business Career*, and *Evelyn’s Husband* (also University Press of Mississippi). He has taught in Saudi Arabia and in 2007-2008 spent the year as a Visiting Fulbright Scholar in Poland. He teaches courses in nineteenth- and twentieth-century American literature, African-American fiction, composition studies, and interdisciplinary humanities.

Rod Zink (Ph.D., Oklahoma State U.), Assistant Professor of English and Humanities, teaches composition and technical writing, rhetorical theory and practice, writing

for the web, composition studies, new literacies, genre theories, and creative and fiction writing. His short story, “The March of the Leaf Cutters,” is featured in *Glassworks* (Fall 2017). Three of his poems appear in *The Ginosko Literary Journal* (Winter 2017), and his short story “Shoemaker” is in the literary journal *Crack the Spine* (2018). His scholarly work “Lending the Muse a Hand: Expanding the Role of Social Constructivism and Collaborative Writing in Creative Writing Pedagogies,” appears in the anthology, *Creative Composition: Inspiration and Techniques for Writing Instruction* (pp. 87-108). Scholarly projects in progress include investigations and applications in areas such as ESL, ELL, genre theory, and new literacies, and results of a Pennsylvania Omnibus Poll Survey he conducted. When not writing, teaching, and researching, Dr. Zink explores the convergence of art, earth, humans, and things mechanical in the metal sculptures he builds or prints in 3-D.

Admission to the Program

Penn State Harrisburg’s Office of Enrollment Services receives applications for all our undergraduate programs; call (717) 948-6250, or go to <http://www.hbg.psu.edu/admissions/> for detailed information about the campus and programs. Students at other Penn State locations usually complete their entry to major forms with choice of campus during their fourth semester. You can begin study at Penn State Harrisburg at any point, as we accept both first-year and transfer students.

Financial Aid

Numerous sources of aid are available, depending on your background; they are administered by our Office of Financial Aid. Call the staff at (717) 948-6307, or visit them on the Web at <http://harrisburg.psu.edu/tuition-and-financial-aid>. The Website includes much related information, on work-study jobs, veterans’ affairs, and the Federal financial aid form on-line.

Your Academic Adviser

Students not yet admitted to a major are advised by expert staff from the Division of Undergraduate Studies (DUS), located in C216 Olmsted. DUS professional advisers know our faculty and, when you’re ready to declare a major, will refer you to the appropriate coordinator. Once you declare a major (or if you are admitted directly to a major), you’ll receive a letter telling you the name and contact information of a faculty member who advises students in that major. Do introduce yourself to your assigned faculty adviser and consult with him or her regularly—about transfer credits, degree requirements, course selections for future semesters, potential internships, and career possibilities. If your direction or program changes, or you feel more comfortable with a

different adviser, you can easily change advisers by making a request to the program chair.

Additional sources of help: The program chair, Dr. Troy Thomas, is available to assist you (office W-356 Olmsted; e-mail txt2@psu.edu; phone 717/948-6194). You can obtain detailed descriptions of upcoming courses within the School by pre-registration time in the School office; look these over before consulting your adviser to make the most informed choices. Staff assistant Cindy Leach, who received the Staff Service Award for her service to students, faculty, and the College, is knowledgeable about degree audit forms and other matters; contact her at 717/948-6189, or ck14@psu.edu. The Student Assistance Center offers a wide range of services: workshops on better study skills, counseling on non-academic matters, support groups for specific groups, career information, and more. You can check your own degree audit, and find much additional information, online through Penn State's LionPATH advising system.

General Education Requirements

Penn State requires the same outline of general education courses at all its locations, covering the basic skills and knowledge domains needed for any baccalaureate degree. It's best to complete most of these as soon as possible—particularly the courses in writing and speaking, which are essential skills in School of Humanities courses.

Overall general education requirements: 45 credits.

- 9 credits of writing and speaking (GWS)
- 6 credits of quantification (GQ)
- 9 credits of natural science (GN)
- 6 credits of humanities (GH)
- 6 credits of arts (GA)
- 6 credits of social / behavioral sciences (GS)
- 3 credits of health & physical activity (GHA)
- 6 credits of international/intercultural study: 3 designated US (for diversity within the United States) and 3 designated IL (for international diversity), which can be included in any category of your 120-credit program.

General education checklist:

An admissions counselor or your academic adviser can tell you for sure, but this list can help you determine if you've completed all of these requirements. Course numbers vary from one institution to another, but course titles are often similar. Most courses are 3 credits; languages are four credits.

If you have background in a subject within one of the knowledge domains (GA, GH, GHA, GN, GQ, GS, and GWS), you can take any course numbered 200 or higher and substitute it for a course with a general education designation.

Check these off as you complete them:

Writing/speaking courses (GWS): 9 credits

ENGL 015, Rhetoric & Composition (or ENGL 030, Honors)

ENGL 202, Effective Writing (B is for writing in the humanities, but any version of 202 fulfills this requirement)

CAS 100, Effective Speech

Quantification courses (GQ): 6 credits

Courses in math, symbolic logic (PHIL 012), computer science, or statistics

GQ course _____

GQ course _____

Natural science courses (GN): 9 credits

Courses in astronomy, biology, chemistry, geology, physics, and other natural sciences

GN course _____

GN course _____

GN course _____

Humanities courses (GH): 6 credits

Courses in literature; history and culture; advanced language; and philosophy

GH course _____

GH course _____

Arts courses (GA): 6 credits

Courses in creative arts, performing arts, and their appreciation and history

GA course _____

GA course _____

Behavioral / social sciences (GS): 6 credits

Courses in African American studies, anthropology, economics, geography, some areas of history, politics, psychology, sociology, some women's studies offerings

GS course _____

GS course _____

Health & physical activity (GHA): 3 credits

Courses in exercise, first aid, fitness, health, nutrition, and sports; these are often 1.5 credits each, though some are 3 credits.

GHA course _____

GHA course _____

Note if any of the above courses are designated US or IL; if so, all or part of your US/IL course requirement for graduation is satisfied. (You must take one course designated US,

and one IL; some courses have both designations and so satisfy both requirements.)

Electives (0-15 credits) may be taken at any time during your undergraduate program. You may wish to use these credits toward a minor (see below).

Elective _____

Elective _____

Elective _____

Elective _____

Elective _____

Bachelor of Arts Degree Requirements: 24 credits

(3 of these 24 credits are included in the REQUIREMENTS FOR THE MAJOR, GENERAL EDUCATION, or ELECTIVES and 0-12 credits are included in ELECTIVES if foreign language proficiency is demonstrated by examination.)

FOREIGN LANGUAGE (0-12 credits) Student must attain 12th credit level of proficiency in one foreign language. Students can test out of this requirement or be placed in a higher level course, depending on preparation.

B.A. FIELDS (9 credits) in the areas of Humanities, Social and Behavioral Sciences, Arts, Foreign Languages, Natural Sciences, Quantification (may not be taken in the area of the student's primary major; foreign language credits in this category must be in a second foreign language or beyond the 12th credit level of proficiency in the first language).

OTHER CULTURES (0-3 credits) Select 3 credits in IL (world or international focus) courses. Students may count courses in this category in order to meet other major, minor, elective, or General Education requirements, except for the General Education US/IL requirement.

Humanities Degree Requirements: 51 credits

The structure of your major is designed to give you breadth, interdisciplinarity, flexibility, and the opportunity to study in depth in two particular areas according to your own interests. You are also strongly encouraged to pursue a minor in an area such as Business Administration, American Studies, Art History, Communications, English, History, Philosophy, Theatre, or Writing.

You should consult with your academic adviser (in person, by phone or e-mail) regularly to be certain that your course choices meet degree requirements, or to receive advice.

Requirements for the Major:

• Humanities program required core courses 12 credits:

1. HUM 100 (3) Foundations in the Humanities: Understanding the Human Experience (GH)

2. HUM 200 (3) Explorations in the Humanities: The Quest (GH)
3. HUM 300W (3) Interpretations in the Humanities
4. HUM 400 (3) Creative Expressions in the Humanities

HUM 300W satisfies the University's writing-across-the-curriculum requirement (W), which must be taken within the area of your major.

- Additional Humanities courses: 6 credits beyond the core. Normally we offer 1-2 courses per semester in HUM other than the required core courses. Independent studies (HUM 496) and our internship (HUM 495) also count in this category.

Select 6 credits from Humanities (HUM) courses:

- HUM 150 (3) World Mythologies in the Arts (GH, IL)
- HUM 311(3) The Western Tradition I (GH, IL)
- HUM 410 (3) Religion and Culture
- HUM 430 (3) Philosophy and Literature
- HUM 453(3) Texts and Culture
- HUM 460 (3) Thematic Studies: repeatable for credit
- HUM 461 (3) Selected Periods in the Humanities: repeatable for credit
- HUM 491 (3) Seminar in Interdisciplinary Humanities: repeatable for credit
- HUM 494 (3) Research Project
- HUM 495 (3) Internship
- HUM 496 (3) Independent Studies
- HUM 497 (3) Special Topics
- HUM 499 (3) Foreign Studies

You must attain a grade of C or better in all the above courses.

Supporting Courses and Related Areas (33 credits)

(At least 15 credits of supporting courses must be at the 400 level.)

- Additional School of Humanities courses: 12 credits in a specific field or area; 9 credits in a secondary field.

Choose one major area to specialize in; choose one secondary area to specialize in from the following 4 areas:

- a. history and global cultures: select from HIST, CMLIT, SPAN (all courses with those prefixes), CAS 271, COMM 350, ENGL 486, ENGL 488, INTST 100
- b. performing and visual arts and art history: select from ART, ART H, INART, MUSIC, THEA (all courses with those prefixes), COMM 215, COMM 241, COMM 242, COMM 250
- c. philosophy and religious studies: select from PHIL, RL ST (all courses with those prefixes)
- d. literature and writing: select from ENGL, CMLIT (all courses with those prefixes), COMM 230W, COMM 260W, COMM 332, COMM 346, COMM474

- Supporting courses and related areas: 12 credits, which can be a minor (see below), or any combination of approved courses from inside or outside of the School of Humanities (business, public policy, etc.).
- Any electives not taken previously: 11-15 (usually 15) credits over your entire undergraduate career.

HUM major checklist: Note semester taken.

Required core courses (12 credits):

HUM 100 _____
 HUM 200 _____
 HUM 300W _____
 HUM 400 _____

Required additional HUM courses (6 credits):

HUM course _____
 HUM course _____

Courses in first subfield of specialization: 12 credits

Course _____
 Course _____
 Course _____
 Course _____

Courses in second subfield of specialization: 9 credits

Course _____
 Course _____
 Course _____

Supporting courses and related areas (12 credits from Humanities, or a minor, or other areas related to your program of study):

Course _____
 Course _____
 Course _____
 Course _____

Electives: 11-15 credits if not previously taken; see above.

3 credits must be designated US and 3 designated IL; these can come from any category, in any of your 120 total credits.

Academic Minors

It is easy to combine a minor with this major and it can add greatly to your attractiveness on the job market and for graduate school. Popular minors include American studies; art history; business administration; communications; computer science; English; history; philosophy; political science; theatre; women's studies; and writing. Again, a minor can be an excellent way to add focus to your major, or to prepare for a career. Please discuss the minor(s) of interest to you with your academic adviser. You can add a minor officially by using LionPATH.

Recommended Academic Plan

Semester 1	Semester 2
ENGL 015 Rhetoric and Composition or 030 Honors Freshman Composition GWS 3 credits	CAS 100 Effective Speech GWS 3 credits
Quantification GQ MATH or STAT prefix 3 credits	Humanities GH 3 credits
HUM 100 3 credits	Arts GA 3 credits
Foreign Language or elective 3-4 credits	Foreign Language or elective 3-4 credits
Health and Physical Activity GHA 3 credits	Natural Sciences GN 3 credits
Total credits: 15-16	Total credits: 15-16
Semester 3	Semester 4
Arts GA 3 credits	Quantification GQ MATH or STAT prefix 3 credits
Foreign Language or elective 3-4 credits	Sciences GN 3 credits
Sciences GN 3 credits	ENGL 202 Effective Writing GWS 3 credits
HUM 200 3 credits	Social and Behavioral Sciences GS 3 credits
HUM GH 3 credits	Select course in first subfield 3 credits
Total credits: 15-16	Total credits: 15
Semester 5	Semester 6
HUM 300W Interpretations in the Humanities 3 credits	Select HUM required course: choose from HUM 150, HUM 31, HUM 410, HUM 430, HUM 453, HUM 460, HUM 461, HUM 491, HUM 494, HUM 495, HUM 496, HUM 497, or HUM 499 3 credits
Select courses in first subfield 3 credits	Select course in first subfield 3 credits
Select course in second subfield 3 credits	Select course in second subfield 3 credits
Social and Behavioral Sciences GS 3 credits	B A Degree required course 3 credits

B A Degree required course 3 credits	Select additional course in specific area or in support of a minor 3 credits
Total credits: 15	Total credits: 15
Semester 7	Semester 8
HUM 400 Expressions in the Humanities 3 credits	HUM required course: choose from HUM 150, HUM 31, HUM 410, HUM 430, HUM 453, HUM 460, HUM 461, HUM 491, HUM 494, HUM 495, HUM 496, HUM 497, or HUM 499 3 credits
Select course in first subfield 3 credits	Select course in second subfield 3 credits
Select additional course in specific area or in support of a minor 3 credits	B A Degree required course 3 credits
Select additional course in specific area or in support of a minor 3 credits	Select additional course in specific area or in support of a minor 3 credits
B A Degree required course 3 credits	Elective 3 credits
Total credits: 15	Total credits: 15

Internships

Another way to add focus to your major is to undertake an internship, to help you prepare for employment in a particular field. HUM 495 (1 to 6 credits) is an option during your senior year. The possibilities are varied, because they could be related to your humanities background (such as an internship at a museum based on study of art history), or to a minor or an area you've studied in depth. Internships may be paid or unpaid (paid ones are rare); should relate to your academic work; must be arranged well in advance (at least 6 months) through your academic adviser; and are overseen by a site supervisor at the organization employing you and by a faculty member here. While internships by nature are "hands-on" experiences, we require that they be educational also—that you not be just a "gofer" or copy-machine operator, but actually use your academic background and learn on the job about specific professional, intellectual, creative, aesthetic, ethical, or social skills. You may not receive any internship credit for work that you already do, because this is a chance to learn. In order to apply for an internship, you need to fill out the internship application form at the end of this Handbook on pages 21-22.

Internships are excellent opportunities to find out if a particular type of work is right for you; to acquire specific job-related skills; to make connections in the field you want to enter; to acquire experience with relevant technologies; and to obtain a reference for later employment. They also help you learn more about yourself, what your strengths are, and what skills you need to reinforce—at a point when you still have access to all the resources of the University and the College and can change directions, refine your later job search, or undertake further study as needed.

Examples of past internships undertaken by our majors include:

- Summer office, backstage, and fund-raising work for Open Stage of Harrisburg;
- Writing materials for the Pennsylvania Turnpike Commission;
- Research assistance for the Pennsylvania State Legislature;
- Summer writing and curatorial assistance at a historical site of the Pennsylvania Historical and Museums Commission (with course work in American Studies);
- Managerial work (in combination with a Business Administration minor) at Hershey Foods;
- Writing and analysis of employee feedback for the Pennsylvania Department of Transportation;
- Writing and promotional work for a local professional sports team.

If you are considering an internship, plan ahead. Talk to your academic adviser or the program coordinator; consult the information on existing internships available from the School's staff assistants; find out what preparation is needed for the kind of position you want and be sure to take the appropriate courses before you apply.

Required before you register for an internship:

- Completion of at least 78 credits toward your degree;
- An overall *minimum* GPA of 2.5 (preferably higher), at the time of application;
- Permission of a faculty internship supervisor (your academic adviser, or another program faculty member); the Interdisciplinary Humanities program chair; and the School Director; and
- An approved internship site selection and arrangements for site work that meet our academic standards as well as the site's needs.

No credit for HUM 495 will be allowed unless you meet all these criteria.

You are responsible for identifying appropriate internship sites, initiating contacts with them, and arranging interviews with their personnel. Allow enough time in advance. Advance preparation serves your interests, because there is often competition for the most desirable internship sites.

Required during the internship:

- A 6-credit internship entails about 15 to 20 hours of work a week during a regular semester; summer internships might involve fewer weeks with more hours per week. A 3-credit internship requires 8 to 10 hours of work a week.
- An accurate time log of your hours worked per day/week, to be submitted to your faculty internship supervisor several times during the internship.
- A journal, updated regularly, of what you observed, produced, or accomplished during each day of your participation, which also must be provided to your faculty internship supervisor several times.
- Regular contact with the faculty supervisor by a means acceptable to both of you (in person, by phone or e-mail), to discuss any problems, progress, and plans.
- A comprehensive portfolio, project, or paper due at the end of the semester, to summarize the results of your experience.

Your faculty supervisor will likely arrange one or more site visits during the internship. If problems arise with your work—e.g., if you are asked to perform inappropriate tasks, or do something unethical—your faculty supervisor is your resource person to assist you in addressing the issues with the employer. While rare, such problems have occasionally resulted in termination of an internship that was not providing a productive learning experience.

General advice to ease your study at Penn State Harrisburg:

These tips from faculty members and academic advisers should help you make the most of your Penn State education. Let the program chair know if you think more tips should be added.

Stay in touch with your adviser. It's easy to self-advise and register using the computer and LionPath. However, your adviser is your conduit to a different perspective that should be helpful to your progress. A good adviser can check your records, help you with transfer credits, inform you of program plans, and assist in other ways. If your adviser isn't meeting your needs, or your interests have changed, see your program chair.

Activate your access account. Your computer fee provides you with a wide range of services, but you must initiate their use.

Learn how to use the Library and the databases in your field(s). Our reference librarians conduct orientations in the fields of our schools every semester, and are happy to help you on an individual basis. The online catalog gives you access to the entire collection of all Penn State libraries; through the databases you can find materials that aren't available on the free Web and can get you abstracts, full-text journal articles, and many other important sources of information.

Ask questions/ make suggestions/ be involved! The faculty and coordinators need to hear from you, and you can benefit from contact with them and with your peers.

Capital College Academic Integrity Policy and Procedures

Here is the policy as it appears on the College website at press time. The policy and procedures are updated from time to time; the most recent and accurate statement is on the college website at:

<http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>

Please check each course syllabus or ask faculty members for specific statements of their expectations in the courses you take.

See the entire policy and Academic Integrity Committee procedures online.

PENN STATE HARRISBURG
School of Humanities
HUM 495: Internship

INTERNSHIP LEARNING CONTRACT

(Submit this contract to the Humanities program chair by the end of the second week of the internship.)

Student Name: PSU ID #:
Date: Email:

Your address (residence and mailing address) during the internship:

Name and Address of Sponsoring Organization:
Administrative Offices:

Field Site:

Name of Organization's Internship Supervisor(s):
Title:
Email address: Telephone:

Length of Internship:

Beginning: Ending: Number of Hours Per Week:

Estimated Total Number of Hours: Number of Credits:

Describe the general duties of the internship and how you think it will relate to your educational and career goals. (Use additional paper if necessary.)

TO BE COMPLETED BY THE STUDENT

What was your rationale for selecting this organization?

TO BE COMPLETED BY THE STUDENT AND THE INTERNSHIP SUPERVISOR

What are the work products or assignments that you and your organization would like the student to complete?

(Note: These are in order by amount of time devoted to each category with the first being greatest amount of time)

Signatures

Student: _____ Date: _____

Approvals: The signatures below indicate that these individuals have read this contract and approve it as an appropriate work/learning experience:

Site Supervisor: _____ Date: _____

Program Chair: _____ Date: _____