

Spring 2024 Special Topics/Opportunities

Anthropology and Sociology Department

ANTH-251-LINQ/FS-265-LINQ

Documentary/Ethnographic Film Ethics

This course is structured in accordance with three central questions documentarians and anthropologists ask, all of which have important implications for how we should live together:

1. What is the responsibility to the subject?
2. What is the responsibility to the truth?
3. What is the responsibility to the audience/reader?

Within each of these sections students will read and watch key texts from film history in which aesthetics and ideology provoke ideas about how film can represent—and even create—conditions in which we live together in circumstances that are never devoid of power or responsibility.

Throughout the semester our focus will be on the history of documentary films about social problems in cultures around the world. The semester will culminate in a seminar paper in which you will analyze the history and aesthetics of documentaries that answer one of the three above questions. *3 class hours plus a 2 hour screening per week. 4 Semester Hours. (H, O, LINQ)*

SOC-260-A

Globalization

In this discussion course, students develop a sociological lens through which to examine the economic, political, cultural, social, public health, and environmental aspects of globalization. Students read and critique theories interrogating patterns of global inequality and political economic works exploring our social obligations on a global scale. We begin by asking “When and how did globalization begin?” We interrogate competing narratives about the origins of globalization, pitting arguments that prioritize paid labor against those that identify unpaid labor as fundamental. Next, we examine the colonial global economy and examine continuities between colonial and contemporary neoliberal relationships globally, paying attention to the roles that transnational corporations, global capital, foreign aid, and structural adjustment play in relations between the “Global North” and the “Global South”. We then evaluate critiques of neoliberalism, including Aníbal Quijano’s theory of the coloniality of power, Cedric Robinson’s and Robin Kelly’s presentation of racial capitalism, claims of gender and racial exploitation, and ecofeminist responses to the environmental crisis. Last, we explore social movements aiming to transform the global order, including efforts to reframe human rights theory and reconsider what it means to be human. *(SS, DN, GN, O)*

Art & Art History Department

ART-150-A

History of Art I

An exploration of the stylistic and conceptual developments of art and architecture from the Paleolithic and “antiquity” through the Gothic period of Europe until approximately 1250 CE. An interdisciplinary approach will be taken to examine a variety of works from ancient Mesopotamia and the Near East, the Ancient Americas, Egypt, Greece, and Rome as well as those of the Early Christian to Medieval periods of Europe. This course is structured as a broad, chronological survey and requires inquiry into questions of form and meaning as well as the relationship between art and society via lectures, discussion, written description and analysis of a work of art, readings, videos, and hands-on activities. *3 hours per week plus museum trips. 4 Semester Hours. (A, H)*

ART-250-A/ART-350-A/MS-250-A/LAS-332-A

Latin American Art

This course interrogates the idea of recolonization performed by institutions and private collectors in the collection and display of works of art by artists from Latin America and its diaspora. Using the work of Kukuli Velarde, Peruvian American, Philadelphia-based artist, on display at the Berman Museum during spring '24 as inspiration, this course considers the artworks from the geographical areas now considered to be part of Latin America from the Ancient through the Colonial periods and their resonance with Modern and Contemporary works. ***Recommended for students who have previous coursework in Art History, Museum Studies and/or Latin American Studies** Attendance at museum events and field trip(s) will be required. 4 Semester Hours. (A, H)*

ART-250-B /ART-350-B**Art of the Ancient Americas**

Through a variety of media—textiles, ceramics, metallurgy, painting, and sculpture—this course explores some of the major indigenous artistic traditions of what is now known as Latin America, the culturally defined regions of Mesoamerica, the center of the Americas, and the central Andes. We will consider made objects and architecture within the contexts of geography and the environment, artistic processes (techniques and materials), socio-political and religious status, ritual and performance, and language, writing, and mythology. Objects from local and regional collections will be featured and a field trip will be required. ***No pre-requisites; suitable for first-year students and students new to art history*** 4 Semester Hours. **(A, H)**

Biology Department**BIO-150-A****Bio and the World - Everyday Biology**

Topics may include forensic biology (DNA testing, blood typing), microbiology (viruses and bacteria, antibiotic resistance, vaccines), environmental issues (pollution, climate change, acid rain), ecology (ecosystems and changes therein), and others. *This course is intended for non-science majors.* 4 Semester Hours. **(S)**

BIO-350-A**Mechanisms and Therapies of Cardiovascular Disease**

To date, cardiovascular diseases are the leading cause of mortality in the world. However, the exact mechanisms that cause the pathophysiology of cardiovascular diseases are the center of immense investigation along with the therapies used to manage symptoms or reverse disease progression. In this course, students will investigate the prevalence, impact, and pathophysiology of diseases pertaining to the cardiovascular system, specifically the vasculature and heart tissue. Students will also gain an understanding of the current practices utilized in biomedical research laboratories to model cardiovascular diseases. Each month, a career seminar will be offered where students will learn of career opportunities in the field of biomedical research. Student's mastery of the course will be assessed via student-led case studies, oral presentations, course examinations, and a final, written project that cultivates student's own scientific thought in the development of a mini-grant proposal. *Prerequisites include cellular biology (BIO102) and genetics (BIO201). Human physiology (Bio306) is recommended.* 4 Semester Hours.

BIO-350-B/ENV-350-B**Marine Biology**

Life in the seas: its ecology, evolution, and human impacts. Includes behavioral, physiological, structural, ecological, and evolutionary perspectives. The laboratory component of this course will include hands-on experience with marine organisms and semester-long lab-based experiments. *Prerequisite: BIO-101 or permission of the instructor.* 3 hours of lecture; 3 hours of laboratory per week. 4 Semester Hours. **Students who have previously taken BIO/ENV-310 cannot sign up for the Spring 2024 BIO/ENV-350-B course for credit.**

BIO-350-LINQ/NEUR-350-LINQ**Neuropharmacology**

Drugs that act on the central nervous system (CNS) are the most widely used group of pharmacologic agents. In addition, drugs are one of the most important tools for studying all aspects of CNS physiology from the mechanisms that control movement to the consolidation of memories. The field of neuropharmacology requires understanding of disease mechanisms as well as the effects of drugs and other compounds on neuronal function. This course will focus on the pharmacodynamics (the actions of the drug on the body) and pharmacokinetics (the actions of the body on the drug) of various drugs in the central nervous system and how to communicate of this subject to a non-science audience. As a Linked Inquiry course, students will also translate this scientific information into accessible educational materials, public service announcements and action campaigns. This course is linked with MCS-266, Pharmacology and Media Production. The class structure consists of five units that each explore basic principles of neuropharmacology, use case studies to apply that knowledge to real world situations and evaluate primary literature of drug discovery. The class will culminate in a group directed visual presentation that brings awareness to the properties, use and abuse of a chosen class of drugs. 4 Semester Hours.

Business & Economics Department**ECON-313-A****Public Choice**

ENTR-102-A The Lean Startup

Students may not enroll in ENTR-102 if they had previously completed IDS-050 in the spring semester.

FIN-001-A UCIMCO - Endowment

FIN-001-B UCIMCO - Stock

FIN-001-C UCIMCO - Women

FIN-302-A Fin Scholars II

FIN-313-A and FIN-313-B **Financial Planning**

FIN-313-C **Introduction to Financial Engineering**

FIN-402-A Fin Scholars IV

Instructor permission

MGT-300-A

Leadership

Would you like to try being the change you want to see in the world? This course focuses on understanding and harnessing the use of one's own self as a tool for positive influence, movement, and change in teams, groups, organizations, and institutions. Students will study how to achieve individual and organizational goals by harnessing a combination of leadership theory, interpersonal and group dynamics, and personal skills. The course is taught from a theoretical and skill-based perspective and can be applied at any level in any team, group, or organization - from a college club to a multinational corporation. This course addresses two of Ursinus's four Open Questions -- "How do I understand the world?" and "What will I do?" -- as it is designed to help students understand the world around them in the context of organizations and gives them the tools to think about how they will engage that world. *4 Semester Hours.*

MGT-330-A

Strategic Analysis

A case-oriented course in strategic management taught from the perspective of the firm's top management team as they seek to achieve competitive advantage in an increasingly knowledge-intensive business world. *Prerequisite: ECON-200W, ECON-201 or 202. 4 Semester Hours.*

Note: Students with credit for BE-330 or 430W may not enroll in MGT-330.

Chemistry Department

CHEM-340-A

Organometallics I – Structure & Reactivity

An introduction to organo-transition metal complexes and their chemistry, with an emphasis on structure and reactivity. Topics will include a survey of common ligands, the effects of electronic and steric factors on reactivity, and mechanisms of organometallic catalysis. Examples from primary literature will be emphasized. *Prerequisite: CHEM-208 or permission of instructor. 2 Semester Hours. Meets for the first half of the semester.*

CHEM-340-B

Organometallics II – Synthetic Applications

A survey of chemical reactions mediated by organometallic complexes, with an emphasis on their application in chemical synthesis. Specific topics include cross-coupling, allylation, metathesis, pi bond activation, and photoredox reactivities. Analysis of these reactions in current primary literature will be particularly emphasized. *Prerequisite: CHEM-208 or permission of instructor. 2 Semester Hours. Meets for the second half of the semester.*

East Asian Studies

EAS-299-A/FS-250-A

Pacific War Film

The Pacific War designates the period from 1931 to 1945, when the Japanese were engaged in warfare in China and throughout the Pacific Rim, and with the United States. This course will examine the representation of the Pacific War in film and other visual media from the perspective of Japanese and other national cinemas, and the genre of war film. Particular attention will be paid to the role of political and social ideology in the construction of narratives and representations that may be considered wartime propaganda or postwar critique. Among the materials for study in this course will be animation, propaganda films, documentaries, and feature films. Potential topics will include racist representations, war crimes (including the so-called "comfort women" or sexual slaves and the Nanjing massacre), the mass incarceration of Japanese Americans, the strategic bombing of civilian populations (including the atomic bombs), and postwar critical, revisionist, and pacifist perspectives. Throughout the course, we will take into account the human experience and cost of war, and ethical issues related to warfare. All films in English or with English subtitles. *No prerequisites. Required screenings will be held on Mondays at 7 pm. For screenings all students must register for FS250S. 3 hours lecture and a 2 hour screening per week. 4 Semester Hours. (H, GN)*

English Department

ENGL-104W-A

What Makes Something Funny?

When someone tells a joke, why do we sometimes laugh, sometimes roll our eyes, sometimes become angry or hurt, and sometimes feel nothing at all? This course will take a literary and philosophical approach to humor. We will read fiction that incorporates elements of humor, and analyze the works both as literature and as case studies for the workings of comedy. We'll also study "think pieces" about how humor works (and when it goes too far), critical analyses of humorous media, and

examples from other media, like television shows, movies, and stand-up performances. We will examine ethical questions about comedy: Humor often probes the edges of what's acceptable, so when does it go too far and cross into offense? Humor often surprises; when does it stop being funny and devolve into mere shock? Humor often exaggerates reality to magnify society's flaws; when do exaggerations become lies? By the end of the semester, you will have practiced close reading and textual analysis, and you will use these skills to develop your own richly informed theory of humor. (O)

ENGL-320-A

Medieval Drama

In this course, we will read a range of the early drama produced in England during the Middle Ages. Together, we will consider the Corpus Christi mystery cycles, morality plays, and saints' lives. In these plays, scatological humor coexists with sacred text; they are simultaneously violent and pious, translating Christian scripture into the vernacular even as they reflect everyday medieval life. What can these plays tell us about both religious and secular lives in the Middle Ages? How do they adapt well-known stories for their English audiences? How do these plays reach and teach their audiences, and what values do they seek to promote? We will examine the plays in terms of their stagecraft, their message and performative values, their comic genius, and their cultural significance. (LINQ)

ENGL-325-A

Speechifiers and Firebrands

This course explores oratory and orature as pivotal instruments for artistic expression and political advocacy wielded by Africans and their descendants during the "Golden Age" of American Oratory (~1770 to 1870). Specifically, it investigates the significance accorded to eloquence—the use of fluent, persuasive, and emotive speech—in the orature and oratory of black abolitionists, early black nationalists, anti-colonizationists, women's rights activists, and other such sociopolitical actors. Students will examine the use of eloquence in both its historical and rhetorical contexts by reading petitions, speeches, political tracts, newspaper articles, and secondary scholarly sources, among other kinds of texts.

ENGL-440W-A

Domestic Denial

What is terrorism? What are the domestic and familial consequences of state-sponsored violence? In what ways does white supremacy affect the intimate lives of people of color? These are a few of the central questions of our seminar. This class examines literature about domestic denial. Enacted through white supremacist logics of forever war, hyperpolicing and security, and sociolegal provocations to "see something, say something," domestic denial is the forced revoking and renovation of domesticity and kinship. The novels and poetry we read will be by authors of color who are writing specifically in the wake of 9/11 and the global war on terror, and they concern the domestic and familial ramifications of political and structural violence. We will engage with the literary, filmic, and artistic world to understand this unhoming and destabilizing phenomenon. Through theories of postcoloniality, queerness, feminism, and race, you will learn the vocabulary necessary to interrogate the structures of power that deterritorialize people of color.

Environmental Studies Department

ENV-350-A

Social Life of Waste (SLoW)

Waste is all around us, yet often nearly invisible. The US Environmental Protection Agency estimates that the average American generates over four pounds of waste each day. This course will look carefully at our discards, bringing them into focus as a *wicked* sustainability challenge, a source of value, and a cultural product. Students will critically engage with efforts and infrastructures to manage and reduce waste in the state of Pennsylvania and beyond. This course moves beyond critique, however, to focus on potential solutions to the waste problem. Our focus will be, as James Ferguson suggests, to think through "real strategies and tactics that would enable one to mobilize around specific programs or initiatives that one might be *for*, *not against*." Through readings, experiential learning, guest lectures, critical reflection, and discussions, students will explore (1) the scale and scope of the waste problem, (2) strategies for managing and reducing waste, and (3) the role of policy in addressing waste issues. *3 hours per week, plus possible field trips.*

ENV-350-B/BIO-350-B

Marine Biology

Life in the seas: its ecology, evolution, and human impacts. Includes behavioral, physiological, structural, ecological, and evolutionary perspectives. The laboratory component of this course will include hands-on experience with marine organisms and semester-long lab-based experiments. *Prerequisite: BIO-101 or permission of the instructor. 3 hours of lecture; 3 hours of laboratory per week. 4 Semester Hours. Students who have previously taken BIO/ENV-310 cannot sign up for the Spring 2024 BIO/ENV-350-B course for credit.*

When it seems like the world is about to end, what are your options, and what does politics have to do with it? In this course, we explore the role of the individual in a world of existential crises and seeming hopelessness. We consider this question in three global settings: climate change, repressive governments, and a highly unequal economy. As a core capstone course, the course entertains core questions about how we should live together, how we should consider the impact of our own actions on others, and how any knowledge we acquire (during college and beyond) should shape our behavior. As a political science course, it approaches these questions with a focus on strategic behavior, representation, and institutions. Offered every other year. *3 hours per week. 4 Semester Hours. (CCAP, GN, SS)*

Film Studies

FS-250-A/EAS-299-A

Pacific War Film

The Pacific War designates the period from 1931 to 1945, when the Japanese were engaged in warfare in China and throughout the Pacific Rim, and with the United States. This course will examine the representation of the Pacific War in film and other visual media from the perspective of Japanese and other national cinemas, and the genre of war film. Particular attention will be paid to the role of political and social ideology in the construction of narratives and representations that may be considered wartime propaganda or postwar critique. Among the materials for study in this course will be animation, propaganda films, documentaries, and feature films. Potential topics will include racist representations, war crimes (including the so-called “comfort women” or sexual slaves and the Nanjing massacre), the mass incarceration of Japanese Americans, the strategic bombing of civilian populations (including the atomic bombs), and postwar critical, revisionist, and pacifist perspectives. Throughout the course, we will take into account the human experience and cost of war, and ethical issues related to warfare. All films in English or with English subtitles. *No prerequisites. Required screenings will be held on Mondays at 7 pm. For screenings all students must register for FS250S. 3 hours lecture and a 2 hour screening per week. 4 Semester Hours. (H, GN)*

FS-253-A

Decolonizing African Memory on Screen

In this course we will analyze a variety of African films through the theoretical lenses of Memory Studies, Postcolonial Studies, and Decolonial Studies. We will reflect on the relationship between cinema and reality, specifically by investigating how cinema participates in constructing imagined communities, geographies, and histories. Studying these films will provoke a broader reflection on the role of art in everyday life, providing a context for enriching our reflection on the Core Curriculum questions (What should matter to me? How should we live together? How can we understand the world?). We will particularly focus on the culminating question: “What will I do?” by interrogating how cinema can influence action, notably through the imagined communities, geographies, and histories it participates in creating. *3 class hours plus a 2 hour screening per week. 4 Semester Hours. (CCAP, GN, H)*

FS-253-B/MCS-351-A

Hollywood Stardom and Celebrity Culture

This course will examine the role of stars in the history of Hollywood film. We will investigate how film studios went from not publicly naming their performers, to tightly controlling their stars’ images and carefully promoting them to moviegoers, to relying on stars to sell movies and thus negotiating hefty paychecks and profit-sharing deals through talent managers. In addition to considering how stars function within the film industry, we will also study celebrity culture more broadly. Why do we care about celebrities, what do they mean to us, and why do so many people despise celebrities who are “famous for being famous”? While our primary focus will be on film stars, we will also consider music and television as star-making platforms. *3 class hours plus a 2 hour screening per week. 4 Semester Hours. (H)*

FS-265-LINQ/ANTH-251-LINQ

Documentary/Ethnographic Film Ethics

This course is structured in accordance with three central questions documentarians and anthropologists ask, all of which have important implications for how we should live together:

4. What is the responsibility to the subject?
5. What is the responsibility to the truth?
6. What is the responsibility to the audience/reader?

Within each of these sections students will read and watch key texts from film history in which aesthetics and ideology provoke ideas about how film can represent—and even create—conditions in which we live together in circumstances that are never devoid of power or responsibility.

Throughout the semester our focus will be on the history of documentary films about social problems in cultures around the world. The semester will culminate in a seminar paper in which you will analyze the history and aesthetics of documentaries that answer one of the three above questions. *3 class hours plus a 2 hour screening per week. 4 Semester Hours. (H, O, LINQ)*

Gender, Women's, and Sexuality Studies

GWSS-250-A/HIST-250-A

Warrior Queens and Wise Widows: Women and Gender in Early China

Power, wealth, and autonomy are not typically ideas associated with ancient women, and especially not with ancient Chinese women. Indeed, the history of women in early China is in many ways a story of the emergence of gender inequality, much as it is elsewhere in the ancient world. And yet, the unique mechanisms by which this emergence occurred, its preconditions, its processes, and its consequences are unique to early China. The story of how gender inequality emerged in ancient China will be the primary focus of this course. At the same time, however, we will also be exploring how women during each of the successive periods of ancient Chinese history challenged the accepted norms of feminine behavior and sought to achieve the sort of power, wealth, and individual autonomy usually reserved only for men. We will examine, for instance, the unique social and ritual status of lady Fu Hao of the Shang Dynasty (ca. 1200 BCE), the shifting roles of elite women in marriage networks during the Western Zhou (ca. 1045-771 BCE) period as well as evidence of their lives from archaeological contexts; we will examine the lives of Eastern Zhou (ca. 771-221 BCE) women as they were recorded in transmitted histories and compare that discourse against evidence from archaeologically derived contexts, and finally, we will look at the rise of the Confucian ideal of womanhood during the early Imperial period (ca. 221 BCE - 220 CE) culminating in the reign of Empress Lü, China's first woman emperor, and her historical memory. Sources (in translation) that we will examine include excavated texts, archaeological materials, literary writings, and historical records. In doing so, we will be challenging the narrative the ancient women were powerless as well as critically examining our modern assumptions about what it means for women to be powerful, to have wealth, and to have agency in their lives. *4 Credit Hours. (GN, H)*

GWSS-250-B

Figure Studies: Lorde

In one of her most famous essays, "Poetry is Not A Luxury" Audre Lorde provides a description of poetry as praxis, a combination of inquiry, theory, and practice that is necessary for answering the questions of what one can know, how one ought to live with others, what ought to matter, and orienting one toward action.

The quality of light by which we scrutinize our lives has direct bearing upon the product which we live, and upon the changes which we hope to bring about through those lives. It is within this light that we form those ideas by which we pursue our magic and make it realized. This is poetry as illumination, for it is through poetry that we give name to those ideas which are —until the poem —nameless and formless, about to be birthed, but already felt. That distillation of experience from which true poetry springs births thought as dream births concept, as feeling births idea, as knowledge births (precedes) understanding. (2008, 36)

In this text, and others, this class encounters Lorde as *philosopher* as well as "Black, lesbian, mother, warrior, poet" (42). Using her texts—both prose and poetry—this class explores major problem areas in philosophy such as ontology, epistemology, and axiology.

GWSS-350-A/RELS-309-A

Queer Religion

This course explores Queer religious consciousness and practice, focusing on the formation of ritual and discursive spaces, historically and in the present. While many think of queer life in contrast to or in conflict with religion, this course both acknowledges queer religious trauma and moves beyond it to look at the creativity of queering religion. Central to our inquiry will be a framework that embraces religious imagination and religious interpretation as an art of life which vitalizes human being. We will address specific queer vernacular cultures, gender and sexuality diversity across and within culture, race/class/citizenship, mobilization of political power for liberation, and the role of religion in queer belonging writ broadly. We will explore queer religious communities both lived and online. Case studies will be drawn from across the global majority and from both global and indigenous religions.

History Department

HIST-250-A/GWSS-250-A

Warrior Queens and Wise Widows: Women and Gender in Early China

Power, wealth, and autonomy are not typically ideas associated with ancient women, and especially not with ancient Chinese women. Indeed, the history of women in early China is in many ways a story of the emergence of gender inequality, much as it is elsewhere in the ancient world. And yet, the unique mechanisms by which this emergence occurred, its preconditions, its processes, and its consequences are unique to early China. The story of how gender inequality emerged in ancient China will be the primary focus of this course. At the same time, however, we will also be exploring how women

during each of the successive periods of ancient Chinese history challenged the accepted norms of feminine behavior and sought to achieve the sort of power, wealth, and individual autonomy usually reserved only for men. We will examine, for instance, the unique social and ritual status of lady Fu Hao of the Shang Dynasty (ca. 1200 BCE), the shifting roles of elite women in marriage networks during the Western Zhou (ca. 1045-771 BCE) period as well as evidence of their lives from archaeological contexts; we will examine the lives of Eastern Zhou (ca. 771-221 BCE) women as they were recorded in transmitted histories and compare that discourse against evidence from archaeologically derived contexts, and finally, we will look at the rise of the Confucian ideal of womanhood during the early Imperial period (ca. 221 BCE - 220 CE) culminating in the reign of Empress Lü, China's first woman emperor, and her historical memory. Sources (in translation) that we will examine include excavated texts, archaeological materials, literary writings, and historical records. In doing so, we will be challenging the narrative the ancient women were powerless as well as critically examining our modern assumptions about what it means for women to be powerful, to have wealth, and to have agency in their lives. *4 Semester Hours. (GN, H)*

HIST-250-B

Ancient & Medieval Africa: Histories, Mythologies and Global Connections

Far too often, "Africa" conjures up very negative images: poverty, disease, starvation, environmental disaster, military coups, and civil war. At the same time, the history of Africa tends to be obscured by generalities and dangerous assumptions about static, isolated, and "underdeveloped" societies. What do we know of Africa's past – particularly its early history? Where does Africa fit within world history? And why do we hear so little good news from the continent that is home to some of the world's oldest civilizations, not to mention the cradle of humankind? This course places Africa's changes, challenges, and accomplishments in deep historical perspective. Together we will investigate the continent's mighty civilizations and empires, bustling trading centers, diverse belief systems, gender dynamics, and complex political structures, paying particular attention to how ordinary people shaped a changing world. This course fulfills the DN because it probes questions of power and inequality through discussions of African imperialism. It fulfills the GN because we will analyze the perspectives African people by reading their written documents and studying their oral traditions, art, architecture, and music. African scholars will also be well represented on the syllabus. *(DN, GN, H)*

HIST-250-C

The Crusades

For centuries, Christians from Latin Europe travelled far from their homes to fight those whom they considered enemies of the Church – Muslims, pagans, and other Christians – after putting on crosses, the symbol of their movement. This course will ask you to consider why so many undertook these crusades, filled as they were with fighting and killing, suffering and dying. It will also examine the medieval world that produced the crusades, a world full of diverse and rapidly-changing ideas about everything from the ideal Christian life to the place of nobles, bureaucrats, and merchants in society. Crusades emanated from this world but, as we shall see, they also did much to reshape it. In addition, this course places the question, "Why crusade?" at the heart of our class discussions. The overlapping answers to this question will lead us to consider how religion, social status, gender, state formation, economics, and racial thinking (among other forces) intersected to encourage crusader violence. As such, the course fulfills Ursinus's Engage diversity and inequality (DN) requirement. It will also fulfill the Consider obligations (O) requirement, as it will consider the moral logic of crusading on the level of the individual, the family, the kingdom, and the Christian Church. Just as important, our course will ask you to reflect upon the obligation that modern people have to undo the crusader legacy in our world, as well as to resist the broader logic of violent extremist movements such as the crusades. *(H)*

HIST-350-A

Mosquitoes, Miasmas & "Madness": Disease, Race and the Body in the Tropical World

For centuries, Europeans described the tropics as "the white man's grave." The metaphor was rooted in a fundamental, and puzzling, truth: white people fell ill and died in the tropics – places like the Caribbean, Africa, and South Asia – at staggering rates. Complicating the issue further was the related observation that the illnesses that massacred white people – which we know today as malaria, yellow fever, sleeping sickness, and others – seemed not to bother Indians, Africans, or Indigenous Americans. European doctors cooked up complex, contradictory theories about why the tropics were so deadly to white people, often positing troubling arguments about race, skin color, and human "difference." At the same time, Africans, South Asians, and Indigenous Americans crafted and perfected their own treatments for illnesses endemic in the tropical world, mastering the use of plants, oils, and seeds for medicine and healing. With these treatments came myriad non-"western" understandings of sickness and health. This course will explore the history of disease and medicine – both colonial and non-"western" – in the tropical world between about 1600 and 1900. We will investigate how knowledge about disease and health was produced and transmitted, how sickness and medicine shaped ideas about race and the body, and how medical experimentation and treatment dictated cross-cultural encounters in the tropical world. This course achieves the DN requirement because it explores the development of ideologies about race and perceived "differences" between people from different parts of the world. It also activates power as a key theme; we'll consider how colonial ideas about race and health were made to support African enslavement and other key features tropical imperialism, and we'll also discuss instances in which Indigenous healing knowledge subverted colonial power structures. The class fulfills the GN learning outcome because it engages non-"western" perspectives on health and healing. It asks how African, Indian, and Indigenous

Caribbean people managed disease, and how these localized treatments formed the basis of tropical medicine and cross-cultural exchanges of healing knowledge. **(DN, GN)**

Interdivisional Studies

IDS-055-A

Media On main

This practicum allows students to run an enterprise under the guidance of the Entrepreneur-in-Residence. Through an authentic learning experience, students develop an entrepreneurial mindset that focuses on action and ethical considerations. This work-oriented course encourages students to effectively communicate with external stakeholders, collaborate among teams, manage facets of a business, execute on project plans independently, create digital media and use digital tools. *Graded S/U. 1 hour per week. 1 Semester Hour.*

IDS-095-A

Topics in Global Film: Documentary Ethics

This one-credit S/U team-taught course is focused on how films of different cultures describe and document boundary crossings with a special eye toward social justice. By moving through films produced in the six languages taught at Ursinus, students will appreciate and articulate cultural differences in sociocultural content and cinematic form, and develop the ability to discuss films in a global context. Students will gain the ability to approach the cinema from the perspectives of film history, cultural inquiry, and language acquisition by participating in discussions co-led by faculty in Modern Languages, Film Studies, and other disciplines related to each film's content. Students will also become more comfortable with watching subtitled films, which is important since the viewership of subtitled films has been declining in the U.S. In so doing, students will gain new perspectives and new tools for communicating ideas about cinema and culture. *Six evenings. 1 Semester Hour. (LINQ)*

Latin American Studies

LAS-332-A/ART-250-A/ART-350-A/MS-250-A

Latin American Art

This course interrogates the idea of recolonization performed by institutions and private collectors in the collection and display of works of art by artists from Latin America and its diaspora. Using the work of Kukuli Velarde, Peruvian American, Philadelphia-based artist, on display at the Berman Museum during spring '24 as inspiration, this course considers the artworks from the geographical areas now considered to be part of Latin America from the Ancient through the Colonial periods and their resonance with Modern and Contemporary works. ****Recommended for students who have previous coursework in Art History, Museum Studies and/or Latin American Studies**** *Attendance at museum events and field trip(s) will be required. 4 Semester Hours. (A, H)*

Media & Communication Studies Department

MCS-351-A/FS-253-B

Hollywood Stardom and Celebrity Culture

This course will examine the role of stars in the history of Hollywood film. We will investigate how film studios went from not publicly naming their performers, to tightly controlling their stars' images and carefully promoting them to moviegoers, to relying on stars to sell movies and thus negotiating hefty paychecks and profit-sharing deals through talent managers. In addition to considering how stars function within the film industry, we will also study celebrity culture more broadly. Why do we care about celebrities, what do they mean to us, and why do so many people despise celebrities who are "famous for being famous"? While our primary focus will be on film stars, we will also consider music and television as star-making platforms. *3 class hours plus a 2 hour screening per week. 4 Semester Hours. (H)*

Modern Language Department

Spanish

SPAN-340-A/SPAN-440W-A

Bilingualism in a Multicultural World

This course explores the complex relationship between language and identity. It examines how individuals who speak multiple languages negotiate their linguistic and cultural contexts to shape their sense of self. Also, it focuses on the language policies, dynamics of power and solidarity that come into play when two languages or dialects interact.

Students will investigate bilingual and multilingual communities from around the world, with a specific emphasis on Spanish-speaking communities. As a key part of the curriculum, students will select a community of their choice, reinforcing course themes and deepening their understanding of the relationship between language, identity, and power dynamics at play in diverse bilingual settings (CCAP, DN)

Museum Studies

MS-250-A/ART-250-A/ART-350-A/LAS-332-A

Latin American Art

This course interrogates the idea of recolonization performed by institutions and private collectors in the collection and display of works of art by artists from Latin America and its diaspora. Using the work of Kukuli Velarde, Peruvian American, Philadelphia-based artist, on display at the Berman Museum during spring '24 as inspiration, this course considers the artworks from the geographical areas now considered to be part of Latin America from the Ancient through the Colonial periods and their resonance with Modern and Contemporary works. **Recommended for students who have previous coursework in Art History, Museum Studies and/or Latin American Studies** Attendance at museum events and field trip(s) will be required. 4 Semester Hours. (A, H)

Music Department

MUS-200-A

Music Technology II

A continuation of Music Technology I that further explores the hardware and digital practices of music production with a strong emphasis on audio recording. Students will develop skills in microphone technique, recording hardware, audio interfaces and mixing boards, and acoustics as well as more advanced skills in mixing and production through music projects and analysis. Additional concepts may include live sound reinforcement and recording, physics of audio technology, and audio mastering. *Prerequisite: MUS-226 or permission of instructor.* 3 hours per week. 4 Semester Hours. (A)

MUS-328-A

Music Theory: Form and Analysis

How does understanding musical structure help us talk about music, musical meaning, and our individual musical experiences? This course explores small- and large-scale musical forms from a variety of musical styles. We will employ diverse analytical methods to understand how analytical tools for music are developed and used to uncover musical organization, structure, and meaning. We will also learn how to write and speak analytically about music. Students will produce several music analysis projects throughout the course. *Prerequisites: MUS-221 and MUS-222 or permission of instructor.* 3 hours per week. 4 Semester Hours. (A)

Neuroscience Department

NEUR-350-A/PSYC-275-A

Neuropsych Assessment

This course is designed as a practical introduction to the evaluation of human behavior to infer neurological function, both typical and disordered. As such, this course may be of interest to individuals with interests in clinical psychology, school psychology, neurology, psychiatry, physical therapy, and occupational therapy, among others.

NEUR-350-B/PSYC-275-B

Hormones and Behavior

This course aims to introduce students to important interactions between the brain, behavior, and endocrine systems. Students learn about diverse vertebrate species, a variety of physiological systems, and the molecular mechanisms of hormone action. The specific neuroendocrine systems to be studied may include reproduction, social bonding, fluid and energy balance, and emotional regulation. In addition, students develop skills required for critical reading of primary neuroscience literature and scientific communication.

NEUR-350-LINQ/BIO-350-LINQ

Neuropharmacology

Drugs that act on the central nervous system (CNS) are the most widely used group of pharmacologic agents. In addition, drugs are one of the most important tools for studying all aspects of CNS physiology from the mechanisms that control movement to the consolidation of memories. The field of neuropharmacology requires understanding of disease mechanisms as well as the effects of drugs and other compounds on neuronal function. This course will focus on the pharmacodynamics (the actions of the drug on the body) and pharmacokinetics (the actions of the body on the drug) of

various drugs in the central nervous system and how to communicate of this subject to a non-science audience. As a Linked Inquiry course, students will also translate this scientific information into accessible educational materials, public service announcements and action campaigns. This course is linked with MCS-266, Pharmacology and Media Production. The class structure consists of five units that each explore basic principles of neuropharmacology, use case studies to apply that knowledge to real world situations and evaluate primary literature of drug discovery. The class will culminate in a group directed visual presentation that brings awareness to the properties, use and abuse of a chosen class of drugs. *4 Semester Hours.*

Philosophy & Religious Studies Department

Religious Studies

RELS-309-A\GWSS-350-A

Queer Religion

This course explores Queer religious consciousness and practice, focusing on the formation of ritual and discursive spaces, historically and in the present. While many think of queer life in contrast to or in conflict with religion, this course acknowledges queer religious trauma and moves beyond it to look at queer religious creativity. Central to our inquiry will be a framework that embraces religious imagination and interpretation as arts of life which vitalize human being. We will address specific queer vernacular cultures, gender and sexuality diversity across and within culture, race/class/citizenship, mobilization of political power for liberation, and the role of religion in queer belonging writ broadly. We will explore queer religious communities both lived and online. Case studies will be drawn from across the global majority and from global and indigenous religions.

RELS-309-B

Water Is Life

Water is the essential element of everything that lives. This course takes a comparative approach to look at water as a foundational element in religion. From ritual practices that involve water to the formation of water bodies as sacred in their own right, we will explore the role of water in order to understand how religion works in the world to shape people, communities, and visions of justice. Special attention will be paid to water in Native traditions, the power of water as purification in Judaism, Christianity, and Islam, sacred water groves in West Africa, and water protection as a spiritual truth and political practice.

Politics & International Relations Department

POL-101-A

Free Speech on Campus

In reflecting on how we should live together, we eventually come to consider how we should talk to each other. In this course we will consider, among other things: a) what laws govern free speech on campus? b) What principles underlie those laws, what questions have critics raised about them, and who has the better of the argument? c) How should colleges think about speech? For example, if colleges think that both free speech and diversity and inclusion are important to their missions, how should they think about "hate speech"? d) what is academic freedom, and what does it have to do with what professors say on social media? This course is designed for first- and second-year students; juniors and seniors may enroll with permission of instructor. *No previous background in political science or international relations is presumed and there are no prerequisites for this class. 4 credits (O, SS).*

POL-351-A/ENV-350-C

Politics of the End of the World

When it seems like the world is about to end, what are your options, and what does politics have to do with it? In this course, we explore the role of the individual in a world of existential crises and seeming hopelessness. We consider this question in three global settings: climate change, repressive governments, and a highly unequal economy. As a core capstone course, the course entertains core questions about how we should live together, how we should consider the impact of our own actions on others, and how any knowledge we acquire (during college and beyond) should shape our behavior. As a political science course, it approaches these questions with a focus on strategic behavior, representation, and institutions. Offered every other year. *3 hours per week. 4 Semester Hours. (CCAP, GN, SS)*

POL-399-A

How Democracies Die

This course examines the causes, symptoms, and consequences of democratic erosion across the globe. The course engages with theoretical, empirical, and historical perspectives to help students understand and evaluate threats to

democracy at home and abroad. Themes discussed will include populism, disinformation, corruption, inequality, and polarization, while country cases will include Poland, Hungary, Turkey, Nicaragua, and many others. *4 credits. (LINQ)*

Psychology Department

PSYC-275-A/NEUR-350-A

Neuropsych Assessment

This course is designed as a practical introduction to the evaluation of human behavior to infer neurological function, both typical and disordered. As such, this course may be of interest to individuals with interests in clinical psychology, school psychology, neurology, psychiatry, physical therapy, and occupational therapy, among others.

PSYC-275-B/NEUR-350-B

Hormones and Behavior

This course aims to introduce students to important interactions between the brain, behavior, and endocrine systems. Students learn about diverse vertebrate species, a variety of physiological systems, and the molecular mechanisms of hormone action. The specific neuroendocrine systems to be studied may include reproduction, social bonding, fluid and energy balance, and emotional regulation. In addition, students develop skills required for critical reading of primary neuroscience literature and scientific communication.

PSYC-275-C

Trauma, Grief, and Loss

This course explores how loss, grief, and trauma influence psychological development. Topics will include the neurological, cognitive, and behavioral effects on the individual, as well as the larger implications for society. Emphasis will be on awareness and sensitivity with the goal of finding ways to support those affected by traumatic experiences.

Theater & Dance Department

TD-241-A

Makeup Design

In this course, students will develop skills to conceive and complete make-up designs for themselves or for others in the performing arts (theater, television, film, opera, dance, etc.) or entertainment industry. Students will engage in active, practical application of skills in each class, applying make-up designs in a series of assignments that range from the basics (contouring, schematics, etc.) to advanced designs (period make-up, old age, wounds/bruises, etc.). In addition, students will work on script analysis, character development, as well as primary and secondary research when preparing their designs. *3 hours per week. 2 Semester Hours. (A; may be used to partially fill requirement.)*

DANC-250-A

Rhythm Tap Dance

In this studio course, we will study the past, present, and future of rhythm tap dance through the techniques and Black American histories, traditions, and legacies that have established and continue to sustain the form. While learning fundamental steps and foundational routines, we will interact with various media curated to introduce some of rhythm tap's important people, happenings, and places. As we move through the course, essential music theory, methods for rhythm analysis, and approaches to improvisation will remain topics of focus. Additionally, we will closely examine the work of contemporary tap artists to identify how the form is being cared for and how Black traditions are being used to shape innovations and new approaches. *There are no prerequisites for this course. 3 hours per week. 2 Semester Hours. (A; may be used to partially fill requirement.)*

February 29, 2024