

## **Fall 2021 Special Topics/Opportunities**

### **Anthropology and Sociology Department**

#### **ANTH-251-A Forensic Anthropology**

Forensic anthropology is a distinct subfield of biological anthropology that applies the study of osteology and biomechanics to questions of forensic importance. It is a diverse subfield that has practical implications for identification of human remains in the realm of criminal justice and in cases of mass disasters or genocide. Students in this class will study human skeletal identification and osteometry or bone measurement in a lab-style setting, while discussing taphonomy (conditions of preservation and decay) of remains, estimation of postmortem interval (or time since death), trauma analysis (cause and manner of death), and basics of crime scene investigation, search, and recovery.

### **Art & Art History Department**

#### **ART-250-A/ART-350-A Textile Art and Contemporary Issues**

This course will be taught in conjunction with two Fall 2021 Berman Museum exhibitions: *half/angel: The Knitting Map* (2005) and *The Tempestry Project* (2016- ), contemporary artworks that explore climate and climate change through interpretation of data. These exhibitions will serve as departure points for examining how artists use textile-based media to represent a range of topical issues, including environmentalism, race, gender, sexuality, community, memory, and technology, among others. We will also consider material issues, such as fabrication, conservation, and installation of textile-based artworks. *Pre-requisites: Any ART or MS course, or permission of the instructor. A, H*

#### **ART-350-A /ART-250-A Textile Art and Contemporary Issues**

This course will be taught in conjunction with two Fall 2021 Berman Museum exhibitions: *half/angel: The Knitting Map* (2005) and *The Tempestry Project* (2016- ), contemporary artworks that explore climate and climate change through interpretation of data. These exhibitions will serve as departure points for examining how artists use textile-based media to represent a range of topical issues, including environmentalism, race, gender, sexuality, community, memory, and technology, among others. We will also consider material issues, such as fabrication, conservation, and installation of textile-based artworks. *Pre-requisites: Any ART or MS course, or permission of the instructor. A, H*

### **Business & Economics Department**

#### **FIN-001-A, FIN-002-A, FIN-003-A, FIN-004-A Investment Fund**

Ursinus College Investment Management Company (UCIMCO) endowment management group. Take part in the management of a real-money portfolio on behalf of the college. Learn and apply techniques common to the management of institutional endowments. Research macroeconomic trends and market-wide movements in large asset classes, such as the U.S. stock and bond market. *Experience in the UCIMCO stock selection group or prior coursework in macroeconomics and finance is encouraged but not required. Some presentations and field trips outside of class time may be required.*

#### **FIN-001-B, FIN-002-B, FIN-003-B, FIN-004-B Investment Fund**

Ursinus College Investment Management Company (UCIMCO) stock selection group. Learn the basics of the stock market as well as strategies for selecting individual stocks in a supportive environment. Students with no background in economics, finance, or the markets are encouraged to join. *Some presentations and field trips outside of class time may be required. No pre-requisites.*

### **FIN-001-C, FIN-002-C, FIN-003-C, FIN-004-C Investment Fund**

Ursinus College Investment Management Company (UCIMCO) group for women and non-binary students. Learn about the stock market, network with women in finance, and develop confidence in your ability to manage your own finances as well as investments for others. *Instructor permission required.*

### **MGT-300-A Leadership**

MGT-300-A Leadership & Influence - Would you like 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.

### **Chemistry Department**

#### **CHEM-340-A Synthesis**

This course will build upon principles introduced in CHEM-207 and 208 (Organic Chemistry I & II) with a focus on more advanced reactions and strategies. Approaches for synthesizing more complex molecules with multiple functional groups will be introduced, including use of protecting groups and oxidation/reduction sequences. Organometallic reactions with powerful bond constructions will be included. This course will be useful for students planning on any career in chemical synthesis or pursuing graduate school.

#### **CHEM-340-B Physical Organic Chemistry**

This course focuses on a more thorough analysis of reactivity principles in organic chemistry introduced in CHEM-207 and 208 (Organic Chemistry I & II). An emphasis is placed on applications of stereoelectronic analysis and molecular orbital theory to rationalize observed reactivity in organic molecules. Topics include an introduction to asymmetric catalysis, electronic and steric parameters, and linear free energy relationships. This course will be useful for students planning on any career in chemical synthesis or pursuing graduate school.

### **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 FS-250S. 3 hours lecture and a two-hour screening per week. 4 semester hours. H, GN*

## **English Department**

### **ENCW-215-A Spoken Word**

In this poetry workshop, you will write poems and learn to articulate them by practicing basic craft elements of poetry, sonic experimenting, and evaluating the work of your peers. Your poems will rely on a process approach: writing and speaking will be key to revision and revision will be key to rethinking how you write and speak. Useful qualities for this work include grace, honesty, humility, listening ability (to self & others), patience, curiosity, humor, and intellectual flexibility. ENCW-215 aligns with the College's Core Curriculum learning goal to demonstrate an appreciation for making and regarding art. Through its activities, which include a short research paper, you will engage the Core Questions, 'What should matter to me?' and 'How do we understand the world?' *No pre-requisites. 3 hours per week/4 credits. A, H*

### **ENGL-104W-A #Shxper\_Remakes**

If you noticed that the movie *Get Out!* is a remake of *Othello*, this class is for you. If you didn't ... you'd better sign up for this class! We'll study Shakespeare "remakes"—movies that accidentally work as remakes of plays, alongside the plays themselves. We'll consider how storytelling always returns to the same plots and devices and character types, and we'll investigate what makes Shakespeare's storytelling so compelling and enduring. We'll choose some of our films as a class, but possible pairings include *Hamlet* with *Ladybird* and *Batman*; *12<sup>th</sup> Night* with *Frozen* and *Sex Education* series 1; and *Macbeth* with *Killing Eve* and *Scotland, PA*. Grades based on discussion, short papers, and podcasting projects. Limited to first- and second-year students. *4 credits/3 hrs per week. No pre-requisites. DN, H*

### **ENGL-230-A Freedom Bound**

In the early- to mid-nineteenth century, American authors equated and often privileged "freedom" with and in terms of "whiteness." Dominant cultural beliefs touted the superior nature of the Anglo-Europeans, recently renamed as Americans, endowing them with the inalienable rights of "life, liberty and happiness." But many within this political and cultural discourse remained "un-free," including women, as well as enslaved and indigenous people. Often persecuted, always disenfranchised, and relatively dismissed by hegemonic discourse, those subjected to unfair laws found ways to be heard. For example, when these non-white, non-male characters peopled the pages of fiction, their stories become fraught with the very contradictions, hypocrisies, and challenges their real-life counterparts represented historically. This course will offer students the chance to read and reconsider what it meant to be "free" in antebellum America, why those prevented from enjoying their liberty protested against their captivity, and how some women authors either imagined or actually found freedom outside of the confines of white patriarchal society thru becoming captured by Indians. *No pre-requisites. 4 credits/3 hours per week. DN, D, H*

### **ENGL-250-A Global Black Family**

Working from a premise that "Black," for our purposes, references people of African descent, we will interrogate what Black writers and filmmakers reveal about Black families in Africa, Europe, and the Americas: their histories, hidden and known, their stories, personal and communal. We will question what various representations of Blackness and family reveal and how these groups compare. That process unleashes a swarm of complex issues: constructions of Blackness, the impact of culture and capitalism on definitions of family, gender dynamics, and class values. Students will undertake these issues through analytical reading, discussion, creative research presentations and writing assignments. By engaging the Core Questions, 'How do we understand the world?' and 'How should we live together?' ENGL250 fulfills the DN and/or GN Core Curriculum requirement. It also counts for African-American/Africana Studies Program credit. *No pre-requisites. 4 credits/3 hours per week. H, G, GN, DN*

## **ENGL-315-A Building Religious Identity in Medieval England**

We associate the Middle Ages with religion, often with religious violence that had gendered, racial, and ethnic implications. Yet this is also the time period that later authors and thinkers would refer to as the start of the English nation, a cultural moment that even today inspires nostalgia. In this course, we'll consider a range of poetic texts that circulated in late medieval England, examining how they use religion to explore and enforce identity. How do these texts engage with an increasingly mobile and global world? How do these works create ingroup and outgroup identities? What can they tell us about England's own sense of itself in the later Middle Ages? *Pre-requisites: English 290W and one ENGL course between 220 and 250, or permission of instructor. Fulfills the pre-1800 colloquium requirement. 4 credits/3 hours per week.*

## **ENGL-325-A Black Firebrands and Speechifiers**

This course explores writing and oratory as central instruments for artistic expression and political liberation by Africans and their descendants from the turn of the twentieth century up through the Civil War. Specifically, it explores the significance accorded to eloquence—or the use of fluent, persuasive, and emotive grammar—in the literary productions and oratorical performances of black abolitionists, anti-colonizationists, feminists, suffragists, and other such political figures. Students will examine the use of eloquence in both its rhetorical and historical contexts by reading speeches, political tracts, newspaper articles, and secondary scholarly sources, among other kinds of texts. *Pre-requisites: English 290W and one ENGL course between 220 and 250, or permission of instructor. Fulfills the post-1800 colloquium requirement. 4 credits/3 hours per week.*

## **ENGL-440W-A What is a Book?**

As English majors, we likely share an affinity for books; they are our focus of study, and we often feel strong emotional connections to particular books. In this course, we'll consider the book as an object. What factors have created "the book" in the form it exists in today? How have books been valued, used, recycled, and disregarded? What's the future of books in the era of the e-reader, the internet, and the digital facsimile? What responsibility, if any, do we have toward preserving old books for future readers? As a proposed core capstone, this course will ask you to consider the core question "What Will I Do?" We will consider together what we should do (as individuals and as a group) with our affection for books and for language. This will take the form of reflection throughout the semester and will culminate in public-facing projects we will design together. *Senior English majors, or permission of the instructor. 4 credits/ 3 hours per week. Fulfills the major capstone requirement.*

## **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 FS-250S. 3 hours lecture and a two-hour screening per week. 4 semester hours. H, GN*

**FS-252-A/ MCS-375-A****African American Film**

This course studies the contributions of African Americans to Hollywood and independent film from the silent era to the present. We will examine the work of prominent African American filmmakers and performers, along with popular film cycles including Black-cast musicals of the 1930s and 1940s, Blaxploitation films of the 1970s, and ghetto action films of the 1990s. While we will mainly concern ourselves with films made by African American filmmakers, we will also consider white Hollywood's productions of Blackness, questioning the notion of positive and negative representations of race, and analyzing the intersections between race, gender, class, and sexuality.

**Health Exercise and Physiology Department****HEP-360-A / IDS-110-B****Introduction to Health Studies**

The course introduces students to the contributions from the humanities, social sciences, and natural sciences in the study of health and healing in societies across the globe. Guided by the Ursinus Quest First Question *What should matter to me?* and the third question *How can we understand the world?* we will read texts and debate ideas raised by diverse disciplines about why health presents such important ethical and societal challenges in our world today. *4 semester hours.*

**History Department****HIST-250-A****History of Science**

Science and Technology in World History

This course is divided into two parts. During the first ten weeks we will conduct a basic survey of the global development of science and technology from the Neolithic to the 21st Century. At the core of this development lies a decidedly Eurocentric, patriarchal, ableist, and heteronormative story that has been, and continues to be, privileged by scientists and historians of science alike. Understanding and questioning that story, and its multiple implications, is one of the main goals of the course. We are going to approach it by mounting a series of critical interrogations that will reveal, at the same time, its triumphalist nature and its resilience as a historical construct. After crafting this multi-layered, complex, and unstable understanding of the history of science and technology as an imperial enterprise, we will devote five weeks to exploring its consequences. That section of the course will be based on a systematic exploration of ongoing and upcoming global challenges, fueled by the intertwined rise of artificial intelligence and biotechnology. All throughout the semester, we will include in our discussions personal reflections from students on the roles of science and technology in their lives and the lives of others. (H)

**Interdivisional Studies****IDS-050-A****Creating an entrepreneurial mindset through passion and purpose**

This course is designed to introduce students to the frameworks for developing an entrepreneurial mindset. Students from all disciplines explore basic concepts regarding processes of creativity, innovation, and entrepreneurial, ethical action. The course is especially relevant to students planning to enter the BEAR Innovation competition. Students develop oral and written communication skills with an emphasis on persuasive communication in an academic context. Students concentrate on the entrepreneurial process. Passion-driven purpose and leadership themes permeate class discussions. A variety of instructional techniques will be used, including group projects, guest presenters, and visiting entrepreneurs. The course may include readings, videos, and entrepreneurial enterprise simulations. This course offers the foundation for further project exploration and development in summer work. *Graded S/U. 2 hours per week. 2 semester hours.*

**IDS-110-B / HEP-360-A****Introduction to Health Studies**

The course introduces students to the contributions from the humanities, social sciences, and natural sciences in the study of health and healing in societies across the globe. Guided by the Ursinus Quest First Question *What should matter to me?* and the third question *How can we understand the world?* we will read texts and debate ideas raised by diverse disciplines about why health presents such important ethical and societal challenges in our world today. *4 semester hours.*

**Mathematics & Computer Science Department****Mathematics****MATH- 451-A            Discrete Morse Theory**

Discrete Morse theory, a branch of topology, is a powerful tool that can be used to simplify a complicated object into an equivalent yet smaller one. Although it is a newer branch of mathematics (circa 1995), it has found many uses in various branches of mathematics, such as combinatorics, as well as applications in computer science. This course is an introduction to discrete Morse theory with a view towards many current problems and open research questions in the field. Topics include simplicial complexes, simple homotopy, collapses Hasse diagrams, simplicial and persistent and Morse homology, discrete Morse inequalities, the Morse complex, and applications to computer science via Boolean functions and evasiveness. *Prerequisites: Math 236W.*

**Media & Communication Studies Department****MCS-275-A      UC TV News**

Have you ever wanted to launch a weekly news program at a small liberal arts college? This course offers a once-in-a-lifetime opportunity to build a news program by gathering, editing, and presenting regularly scheduled newscasts at Ursinus. No pre-requisites. Four semester hours

**MCS-375-A/FS-252-A            African American Film**

This course studies the contributions of African Americans to Hollywood and independent film from the silent era to the present. We will examine the work of prominent African American filmmakers and performers, along with popular film cycles including Black-cast musicals of the 1930s and 1940s, Blaxploitation films of the 1970s, and ghetto action films of the 1990s. While we will mainly concern ourselves with films made by African American filmmakers, we will also consider white Hollywood's productions of Blackness, questioning the notion of positive and negative representations of race, and analyzing the intersections between race, gender, class, and sexuality.

**Philosophy & Religious Studies Department****Philosophy****PHIL -309-B/ RELS-309-B      Work & Meaning**

What is work? What's the difference between real work, bullshit work, and play? Why do we pay people for some kinds of work and not others? Are we all just naturally lazy, or do we really want to do something meaningful with our lives? Why do so many people hate their jobs? And does what you do make you who you are? We will explore these questions and many, many more through classic and contemporary readings, impassioned discussions, and a variety of in-class experiments. No prerequisites. This course counts towards the GWSS minor. (LINQ)

**PHIL-309-C/RELS -309-C**      What Really Matters in Life?

Are you curious about what makes for a good life? Everyone wants to be happy, but the pursuit of happiness may be illusory if not guided by critical thinking. In this course, we will think together about what goods and ends ought to be pursued to live an intellectually and morally satisfying life. We will explore questions like: is it really possible for one to be happy without cultivating a concern for the well-being of others? Can self-interest co-exist with the ethical life? Is fame really something for which we should strive? What are the marks of a life lived with authenticity? We will struggle with these questions and students will be also asked to think about and reflect on such matters in their own lives. This course is particularly fitting for upper-class students contemplating their career choices and vocational path upon graduation.

**Religious Studies**

**RELS-309-B/PHIL-309-B**      **Work & Meaning**

What is work? What's the difference between real work, bullshit work, and play? Why do we pay people for some kinds of work and not others? Are we all just naturally lazy, or do we really want to do something meaningful with our lives? Why do so many people hate their jobs? And does what you do make you who you are? We will explore these questions and many, many more through classic and contemporary readings, impassioned discussions, and a variety of in-class experiments. No prerequisites. This course counts towards the GWSS minor. (LINQ)

**RELS-309-C/PHIL-309-C**      What Really Matters in Life?

Are you curious about what makes for a good life? Everyone wants to be happy, but the pursuit of happiness may be illusory if not guided by critical thinking. In this course, we will think together about what goods and ends ought to be pursued to live an intellectually and morally satisfying life. We will explore questions like: is it really possible for one to be happy without cultivating a concern for the well-being of others? Can self-interest co-exist with the ethical life? Is fame really something for which we should strive? What are the marks of a life lived with authenticity? We will struggle with these questions and students will be also asked to think about and reflect on such matters in their own lives. This course is particularly fitting for upper-class students contemplating their career choices and vocational path upon graduation.

**RELS-309-D**      **Revolts and Rabbis, Scrolls and Sects: The History of Jews and Judaism in Antiquity**

God vs. empires! Which will be victorious? This course will explore the continual conflicts between foreign, imperial rule and the belief in the biblical God. As the Babylonians, Persians, Greeks, Romans and Sassanians each conquered the Ancient Near East (600 BCE - 500 CE), the constant political upheaval meant that Jews and early Christians needed to adapt their religious and cultural lives to survive. This course will examine both the ways in which they assimilated and rebelled, as well as the resulting new religious developments such as the formation of end-of-the-world thinking, the appearance of different sects (including the beginning of Christianity), and the advent of rabbis and synagogues. *No prerequisite knowledge necessary. (GN,H)*

**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. SS*

**POL-101-B Foreign Policy and Film**

This course will explore U.S. foreign policy through readings and films, analyzing the sources of U.S. foreign policy and contending views on the role of the United States in the world. Students will watch films outside of class. In class, we will discuss core findings in the relevant scholarly literature and critically analyze the techniques used by film directors and writers to convey their messages. Readings and films will focus on several broad themes: nuclear weapons, war and crisis decision making, domestic sources of foreign policy such as the military and public opinion, and current issues in international politics including climate change and pandemics. 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. 3 hours lecture and 2-hour independent film viewing every other week. 4 semester hours. SS*

**POL-299-A Legal Advocacy**

The course will focus on developing individual trial advocacy skills. Students will learn how to prepare and present a civil or criminal trial using the American Mock Trial Association case materials. Students will develop courtroom skills and utilize the Rules of Evidence, Rules of Civil/Criminal Procedure, and relevant case law. During the semester, students will learn how to draft and present opening statements, direct and cross examinations, and closing arguments. Students will also learn the procedure for pre-trial motions as well as how to properly raise and respond to objections. *No prior experience required. 1 credit.*

**POL-399-A American Constitutional System**

Through analysis of major decisions by the U.S. Supreme Court, this course will examine the dynamics of the American constitutional system by exploring the tensions between governmental power and individual rights. *4 semester hours. No prerequisites. SS*

**POL-399-B Freedom, Citizenship, and Equality**

In this seminar we will consider the tension between freedom and equality, and what this tension means for our lives as citizens. In our inquiry we will examine and discuss works drawn from American history, from the classical world, and reflections on our current political controversies. More specifically, we'll think carefully about the Declaration of Independence and the Constitution of the United States, the letters and speeches of Jefferson, Lincoln, and Frederick Douglass, Plutarch's "Lycurgus" and Plato's *Apology of Socrates*. We'll read these works to shed light on contemporary controversies about issues such as immigration, freedom of speech, disparities of race, class, and gender, the nature of American national identity and its place in the world. The goal will be to see as clearly as possible the political ground beneath our feet. The Seminar, in addition, is the necessary prerequisite for anyone who wishes to serve as a tutor in the summer version of this Seminar, which brings high school students from underserved populations to Ursinus for an immersive experience of life at a liberal arts college. The Seminar is for anyone who wishes to understand more deeply the roots of our present situation and who wants to play a role in introducing a new generation of students to a genuine liberal education. *4 credits. No prerequisites.*

**Psychology Department**

**PSYC-274-A Wellbeing, the Outdoors, and the COVID-19 Pandemic**

Is 2 hours in the park the new 10,000 steps? This was the question recently proposed by the Wall Street Journal in response to the increasing feelings of isolation and monotony spurred by the COVID-19 pandemic and resulting quarantine measures. Efforts to foster personal resilience, improve

well-being, and support mental health through time spent in nature has been a rapidly developing field for some time, but with the COVID-19 pandemic there has been renewed urgency to better understand nature's impact on these various measures. In this co-taught, two-credit course, students will 1) read and analyze primary research from a multi-disciplinary perspective, paying particular attention to how these findings relate to the current global pandemic, and 2) engage in models of practice associated with some of these studies (e.g., gardening, forest bathing, time observing specific nature locations on/nearby to campus). Students may also have the opportunity to collaborate with the professors on research related these questions at specific spaces both on the Ursinus campus and in the surrounding community.

**PSYC-275-B                      Health Disparities**

Course description: Disparities in health continue to persist in the United States, with individuals from marginalized backgrounds (i.e. marginalized on the basis of race, ethnicity, gender, sexual orientation, socioeconomic status, etc.) bearing a disproportionate amount of physical and mental health challenges (NIMHD, 2016). This course will integrate institutional, interpersonal, and individual-level factors to examine both the health challenges and strengths of individuals from marginalized communities. Through this course, students will gain foundational knowledge that will enable them to build successful initiatives for social justice and health equity at individual and organizational levels. This course will incorporate many discussions and students should come prepared to co-construct meaning and critical analysis of course readings through active participation.

May 26, 2021