

Spring 2022 Special Topics/Opportunities

Anthropology and Sociology Department

ANTH-251-A Magic, Witchcraft, and the Supernatural

Human beings have always sought to make sense of the extraordinary and the mysterious, as well as the misfortune and the pain associated with life on this planet. This course will approach religious beliefs and practices from an anthropological perspective to explore their expressions, origins, and functions cross-culturally. Starting with a broad view of anthropological theories of religion, we will then move on to explore specific religions which are blends of different belief systems and also those which are "new" or are at odds with the doctrines of "accepted" or "major" world religions. Some topics will include Santeria, shamanism, Neo-Paganism, and cargo cults. *Prerequisite: ANTH-100, SOC-100, or permission of the instructor.* 3 hours per week. 4 semester hours. (SS)

SOC-260-A Decolonizing Globalization: Is Another World Possible?

In this discussion course, students develop a decolonial lens through which to examine the economic, political, cultural, social, public health, and environmental aspects of globalization. Students read and critique decolonial works 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 capitalism and 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 particular attention to the roles that transnational corporations, global capital, foreign aid, and structural adjustment play in the "colonized South." We then evaluate critiques of neoliberalism, including Aníbal Quijano's theory of the coloniality of power, Cedric Robinson's and Robert Kelly's presentation of racial capitalism, claims of gender and racial exploitation, and ecofeminist responses to the environmental crisis. Last, building on the 20th anniversary of the founding of the World Social Forum in Porto Alegre, we explore social movements to decolonize the global order, including efforts to decolonize human rights theory and what it means to be human. *Prerequisite: ANTH-100, SOC-100, or permission of the instructor.* 3 hours per week. 4 semester hours. (SS, O, DN, and GN)

Art & Art History Department

Art-208-A/308-A The Art of the Photobook

The photobook has emerged as a significant genre for the circulation and exhibition of photography. This course explores the photography book as an art form in and of itself. The study of historical and contemporary photography books will provide a foundation for students to make independently designed books of their own. Over the semester students will develop their photographic ideas and methods through group critiques, and explore elements of bookmaking, including photographic sequence, text, layout, material considerations, and more. Each project will take the form of a different type of book, including zines, accordion books, and altered books. The coursework will culminate in the production of a final body of work, printed and bound as a hardcover book. Students can use film or digital photography, depending on previous experience. Students must have a film or digital SLR camera, with manual controls. Four credit hours per week plus extensive independent work outside of the classroom. *Prerequisite: one introductory level studio art course taken at Ursinus.* (A)

ART-250-A/350-A Art of the Ancient Americas: Mesoamerica to the Central Andes

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 techniques and materials, socio-political and religious status, ritual and performance, and language, writing, and mythology. (A,H)

Biology Department

BIO-350-A/ENV-350-A Introduction to Freshwater Biology

This lecture/lab combination course will introduce students to lakes, streams, rivers, marshes, bogs and other freshwater habitats and the communities of organisms that inhabit them. Current issues at the intersection of freshwater biology and society will be discussed. Students will have the opportunity to visit a freshwater habitat and will learn techniques used in

the evaluation of water quality in freshwater ecosystems. *Prerequisites BIO-101 and 102 or permission of the instructor.* This course can be used to replace BIO-336 in the marine science minor. Students may not take BIO-336 and this course. 4 semester hours
Tuesday and Thursday from 1-3 PM With three field trips on either a Tuesday or Thursday from 1 PM until 5 PM. Dates to be announced.

BIO-350-B Virology

Viruses are the most abundant biological entities on Earth. They have a profound influence on every ecosystem they inhabit, and many are notorious for causing disease in plants, humans, and other animals. This course will explore all aspects of virology – the history of the field, the molecular biology and biochemistry of viruses, viral reproductive strategies, how viruses cause disease, viral evolution, and other aspects of viral existence. Course content will also consider the impact of viruses on human society, culture, and economy, among other aspects of human life. *Prerequisites: BIO-201W; or permission of the instructor.* 3 hours per week. 4 semester hours.

BIO-350-C 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

FIN-001-A, FIN-002-A, FIN-003-A, FIN-004-A

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 markets. 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

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. No pre-requisites. 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.

FIN-001-C, FIN-002-C, FIN-003-C, FIN-004-C

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 Ethics

This course examines the ethical issues and dilemmas managers face. This course provides a framework for analysis of management-related ethical issues and decision-making action required for satisfactory resolution of these issues. 3 hours per week. 4 semester hours.

Chemistry Department

CHEM-340-A Structure & Spectroscopy

A study of the fundamental aspects of the various forms of spectroscopy through the structural examination of a variety of chemical compounds. The course will emphasize major spectroscopic techniques, such as NMR, IR, MS, and UV-vis. In depth analysis of the spectra and their relation to structure determination will be emphasized. *Prerequisite: CHEM-208 or permission of instructor.* 2 semester hours. Meets for the first half of the semester.

CHEM-340-B Metals in Biology

Metal ions play essential roles in biology, with nearly one-third of all proteins and one-half of all enzymes containing at least one metal atom. Designed for chemistry, biochemistry, and biology majors, this course will examine the roles of metal ions in biology, medicine, and the environment. After a brief review of basic coordination chemistry and structural biology, the course will look in depth at the roles metal ions play in metabolism, cell signaling, electron transfer, and biological catalysis, with an emphasis on examples from the primary literature. *Prerequisites: CHEM-208 or permission of the instructor.* 2 semester hours. Meets for the second half of the semester.

English Department

ENCW-106 -A Introduction to Creative Writing

A mixed-genre introduction to writing fiction, poetry, and one other genre (such as memoir or playwriting), in a workshop environment. Students will closely engage with a variety of texts in each genre, learn genre conventions and craft techniques, and write and revise original work. 3 hours per week.

ENCW-205-A Fiction Writing

A beginning course in the writing of fiction, with special attention to the short story. Students will study technical aspects of the craft and a variety of examples of the genre. Students will write short stories, receive critical responses, and make extensive revisions. 3 hours per week.

ENCW-215-A Persona Poetry

What did your mother say when she first met you? What runs through Lizzo's mind on the way to the airport? Such are the questions that spark the persona poems you will research and compose, ruminate and read about in ENCW-216. Persona poems allow poets to imagine such answers by wearing disguises in order to write in the voice of another person(s), animal, or object. Every poem you write for this course will give voice to others and their view of the world within and outside themselves. They emerge from some mix of imaginative play, curiosity, and fact, depending on your intent and subject. (A) 4 credits.

ENCW-319-A Fable and Fantasy

This workshop writing course will focus on fable and fantasy within the realm of speculative fiction. We will study the work of well-known authors, and practice exercises in craft. Students will create and revise original creative works. *Pre-requisites: ENCW (or ENG)L 106, or ENCW(or ENGL)205, or permission of instructor.* 4 credit hours.

ENCW-420-A Creative Writing Senior Portfolio

This is a capstone course for experienced students who have completed four courses in Creative Writing, take writing seriously, and are ready for an intensive writing workshop. In ENCW 420 you will create an aesthetic statement and a portfolio of your best work, situate your work within a writing community, practice using a writer's tools and vocabulary, give and receive critique, and revise your work. Non-workshop activities will include class discussions, independent reading, literary events and individual conferences with the instructor. (A) 4 credits.

ENGL-104W-A Coming of Age

Growing up isn't easy. Maybe that's why writers and filmmakers are endlessly fascinated by coming-of-age stories. In this course we'll study movies such as *Juno*, short stories, and a couple of novels--including the classic *Catcher in the Rye* by onetime Ursinus student J.D. Salinger-- that explore the milestones on the way to adulthood.

Some of those texts will expose the particular difficulties of those growing up in two cultures: children of immigrants who have to negotiate the expectations of both their parents' culture and the American culture in which they live, and teens raised in minority communities within the United States. Open to first- and second-year students only. This course will give you a chance to improve your college writing skills, through multiple-draft papers and individual conferences as well as some in-class writing instruction. *No prerequisites.* 4 credits/3 hours per week.

ENGL-212-A/HIST-212-A Bears Make History: U.S. Higher Education and Digital Entrepreneurship in the Archive and Online

Ursinus College has a history, and you're going to tell it. Using an array of digital media, students in this course will become part of the shaping and recounting of the history of Ursinus College and its community. We will consider Ursinus's place in a broader history of U.S. colleges and universities and will examine how digital humanities is influencing archival research. Students will learn a variety of digital tools, and will analyze and evaluate existing digital history projects. The final part of the semester will be devoted to the collaborative design, pitch, construction, and public dissemination of digital group project/s based on materials from the Ursinusiana Archive. This course is part of the IMPACT curriculum supported by the U-Imagine Center for Integrative and Entrepreneurial Studies. *Prerequisite: One Ursinus ENGL or HIST course, or permission of the instructors.* 3 hours per week. (H, LINQ.)

ENGL-214-A The Structure of the English Language

This course addresses two questions: how does the English language work, and how did Standard American English become the complex structure it is today? Students will examine the sentence as structure, with attention to morphology, syntax, and grammar. Students will also explore how the English language has developed from its earliest forms through attempts at standardization, including how different racial and ethnic communities have shaped English in the United States. Required for students seeking certification to teach English. 3 hours per week.

ENGL-250-A AfroFuturism

This course examines Afrofuturism as distinctive modes of aesthetic and intellectual engagement with science, technology, and race—especially blackness—as they appear in imagined futures constituted from unsettling presents and unfinished pasts. Short stories, novels, comics, films, and essays sample Afrofuturist artists and critics from Africa, the Caribbean, and North America. Students learn to raise and examine critical questions through reading, writing, research, and discussion. *No pre-requisites.* 4 credits/3 hours per week (H, D & G)

ENGL-290W-A Methods in Literary Studies

Designed as a gateway to the English major; appropriate for minors as well. Includes an introduction to critical vocabulary; study of the genres of poetry, prose, and drama; critical reading practices; a general introduction to literary theory; conventions of the literary research paper; and frequent practice of careful critical writing. *Prerequisite: CIE-100 or 150, or permission of instructor.* 4 hours per week.

ENGL-301-A Literary Theory

A study of theoretical approaches to literary texts, such as feminism, postcolonialism, and cultural studies. Recommended especially for students considering teaching or graduate studies in English; required for English honors candidates. *Prerequisites: ENGL-290W and one course between ENGL-220 and 250, or permission of instructor.* ENGL-301 does count as a colloquium, but it does not fulfill either the pre- or post-1800 colloquium requirement. 3 hours per week.

ENGL-320-A Shakespeare Remakes

In this advanced course for English majors, 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. Play/film groupings include *Othello* with *Get Out!*; *Macbeth* with *Killing Eve*, *Scotland, PA*, and *Lady Macbeth*; *Coriolanus* with *Parasite* and *Monty Python and the Holy Grail*; and *Merchant of Venice* with *It's a Wonderful Life*. In addition to the plays, we will study basic narrative theory. Students will write short papers, produce group podcasts, and complete a major research project. *Prerequisites: ENG- 290W or permission of instructor.* (DN, H)

ENGL-330-A Lovers and Loners, Madmen and Murderers: Russian Fiction of the 19th and 20th Centuries

This semester, FS-101: Introduction to Film is a LINQ together with PHYS-110-Z: Physics on Screen. Students need only register for one of these courses. There will be joint screenings, speakers, and projects.

FS-252-B/MCS-375-C Indigenous Media

What is Indigenous Media? Over the course of the semester, we will examine a variety of genres and forms, from documentary and narrative features to short experimental works and television shows. We will learn about Indigenous methodologies and explore issues of representation, narrative storytelling, and the role film festivals play in distributing Indigenous content. We will also investigate two Inuit filmmaking collectives and discuss how in these collectives filmmaking is a communal act. In addition, we will study the role of Indigenous broadcasting channels (such as First Nations Experience in the USA and Aboriginal Peoples Television Network in Canada) in disseminating the work of Indigenous artists. The relationship between humor and trauma in Indigenous stories will be explored. Throughout the course we will examine the development of the institutions and organizations that support Indigenous media, the obstacles filmmakers continue to face, and how Indigenous and non-Indigenous audiences engage with these works. (Note: Film Screening required FS-252S-B)

FS-253-A/MUS-200-B Topics in Music: "Goosebumps and Jump Scares: Musical Tension on Screen"

Why do certain sounds make our hair stand on end? Are monsters quite as scary without music to animate their movement? In this course, we will explore how music for visual media creates emotional tension. We will look at tense excerpts from film and television alongside contemporary readings in music perception. Over the course of the semester, we will construct a vocabulary of musical parameters and techniques that build and release tension and discuss how they interact with blocking and cinematography. Student work will include analytical writing (i.e. anatomy of a scene), as well as a creative project (i.e. composing an original score or creating a temp track of preexisting music for a film excerpt). While the class will use some music terminology, no prior knowledge of western musical notation will be supposed or required

Health & Exercise Physiology Department

HEP-360-A African Health and Healing

The course will study differing conceptions of health and healing in the African subcontinent. Students will critically examine how western medicine became embedded in efforts to subdue and manage colonized peoples. The course will also study contestations over health in relation to postcolonial transformation, in particular how these contestations play out in global efforts to mediate and contain the spread of infectious diseases including AIDS, Ebola, drug resistant tuberculosis, and COVID-19. Students will gain exposure to digital archives in African settings and the Global North and create several digital projects. 3 hours a week. 4 credit hours. (O)

HEP-360-B Clinical Exercise Physiology

This course will introduce students to the knowledge, skills, and abilities required to prescribe exercise training and lifestyle interventions for individuals with chronic diseases and conditions. Students will review the pathophysiology of chronic diseases and identify potential indications and contraindications to exercise testing and prescription in these populations. Students will be exposed to diagnostic tools, such as electrocardiography and cardiac stress testing, used by clinical exercise physiologists to monitor and prescribe exercise. Students will be introduced to the pharmacology of frequently prescribed medications and discuss the potential implications for exercise training and performance. 3 hours per week. 4 semester hours.

History Department

HIST-212-A/ENGL-212-A Bears Make History: U.S. Higher Education and Digital Entrepreneurship in the Archive and Online

Ursinus College has a history, and you're going to tell it. Using an array of digital media, students in this course will become part of the shaping and recounting of the history of Ursinus College and its community. We will consider Ursinus's place in a broader history of U.S. colleges and universities and will examine how digital humanities is influencing archival research. Students will learn a variety of digital tools, and will analyze and evaluate existing digital history projects. The final part of the semester will be devoted to the collaborative design, pitch, construction, and public dissemination of digital group project/s based on materials from the Ursinusiana Archive. This course is part of the IMPACT curriculum supported by the U-Imagine Center for Integrative and Entrepreneurial Studies. *Prerequisite: One Ursinus ENGL or HIST course, or permission of the instructors.* 3 hours per week. (H, LINQ)

HIST-250-A**Contagion and Modern Society: From the Black Death to COVID-19**

This course uses a series of catastrophic encounters between humans and pathogens as starting points for the study of globalization since the fourteenth century. We will pay special attention to six major topics, chronologically arranged: (1) the role of commerce in the spread of disease throughout Afro-Eurasia; (2) the impact of differential immunities on European expansion; (3) the epidemiological consequences of industrialization and revolution; (4) the parallel rise of bacteriology and modern imperialism; (5) the medical side of twentieth-century warfare; and (6) the hyper-globalization of disease in the age of AIDS and COVID. 3 hours per week. 4 semester hours. (H)

Interdivisional Studies**IDS-050-A Topics in Entrepreneurship: 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-301-C "Female voices in the 19th century"

This course proposes to discuss female voices of the 19th c in masterworks of western literature: American, African-American, British, and Francophone. We will also discuss influential women who have helped shape and carve out a bigger role for women in 19th c society. Classes will be discussion-based, and will address the following topics: Is there such a thing as feminine writing? A female voice? What does it to be a woman writer? To be a woman writer and to be a feminist critic? Do women writers have the duty to talk about women issues? How do these women navigate and sometimes subvert the patriarchal discourse of their time? What about women writers whose writing is considered misogynistic? Are all female characters of 19th c literature mad women in the attic?

This course will offer students a well-rounded vision of literature across continents, tied with one common theme: women's rights and voices. Through a study of inspiring female figures who have advocated for women's rights, this course will help facilitate exhilarating conversations on the too often stifled voice of minorities, and help students frame, articulate and defend decisions they would make regarding the issues discussed in class. This course will engage students with issues linked to literary, theoretical and cultural exploration, and the particular texts chosen would ask students to make bridges with Gender, Women's and Sexuality studies. When appropriate, works will be read in translation. Open to all students without prerequisites. Three hours per week. Four semester hours. H, DN, GN.

IDS-402-A What Will I Do? - Dual Pandemic: COVID19 and Disparities

The COVID19 pandemic has brought to light underlying inequities in the United States and around the world. Students will start by reviewing mainstream media articles/podcasts and will then find the primary sources of information and use those sources to critically analyze how it is portrayed in different venues. Students will also independently find current research and events as it relates to COVID19, variants, vaccine rollout and inequities while exploring historical medical and scientific research that impacted current disparities. Students will reflect on What should matter to me? and What will I do? and design a plan to address one of the disparities they uncover. Two semester hours. (CCAP)

IDS-402-B What Will I Do?

This course is designed to be the culmination of Melrose Fellows' engagement with a social issue that matters to them - in the case of the 2021 Melrose Fellows, food insecurity. Students will begin by reading a memoir by José Andrés, who worked in Puerto Rico to feed thousands of people in the aftermath of Hurricane Maria and has gone on to expand efforts in other places and countries. Students will also reflect on the intersection of food insecurity with structural forces of inequality in neighborhoods and schools, in part through academic readings and in part by making connections to activists who work to promote food justice in their communities, including Tamar Haspel, a Washington Post journalist who focuses on food and science; Leah Penniman, co-director of Soul Fire Farm and author of *Farming While Black*, about racial justice in our food system; and Ryan Welby, an Ursinus who has worked on food security and food justice in Togo and Haiti and founded Farm

Table Produce in Collegeville. In addition to discussions of scholarly works, students will be prompted to reflect on their own values and to think about "What will I do?" in response to such inequalities, and they will help plan and participate in activities on campus to engage the campus community with the issue of food insecurity. This course fulfills the Core Capstone requirement in the new Open Questions core curriculum.

Mathematics & Computer Science Department

Computer Science

CS-471-A Advanced Software Design

This course will cover software architecture, the interplay between software components, object oriented design patterns, software verification and validation methodology. We will cover Universal Modeling Language (UML) as a way to describe software systems. *Prerequisites: CS-275*

Media & Communication Studies Department

MCS-275-A DAMP: Drugs and Media Production

Ads, news, and popular television are the primary sources of science information for the general public --- but how are these media messages created? Students in this course will collaborate with students in BIO/NEURO-350 to examine the effects of various drugs in the central nervous system and create educational and persuasive PSAs about them for non-science audiences. (Note: Students are **not** required to enroll in both courses to meet the LINQ requirement.) *3 hours per week. 4 semester hours.*

MCS-275-B Stage to Studio 2: Building Characters

Omar and *The Wire*. Tommy Shelby and *Peaky Blinders*. Buffy and...well...*Buffy the Vampire Slayer*. How are iconic characters created and how are their stories told? Students in this course will collaborate extensively and meaningfully on the study, analysis and production of monologues and improvisational works with students enrolled in THEA-261. (Note: Students are not required to enroll in both courses to meet the LINQ requirement.) *3 hours per week. 4 semester hours.*

MCS-275-C Sports Journalism

This course introduces students to the principles and practice of sports journalism. Students consider the social roles of sports journalism, examine the changing contexts in which it is produced, and gain experience conceiving, reporting, and producing sports-related journalistic content. After studying fundamental skills and contexts in the early part of the semester, this class will alternate between focusing on specific genres of sports journalism, such as game stories and podcasts, and considering issues in sports coverage such as the "Moneyball" revolution and labor disputes.

MCS-275-D Solutions Journalism

"Solutions journalism" is an approach to reporting and informing the public that focuses on *responses* to social problems. This doesn't mean producing "feel-good stories," but rather asking who is trying to solve a problem and how well their approach is working. In this class, we will study the philosophy and practice of solutions journalism, and then put it to use with substantial reporting projects about issues in Collegeville and Montgomery County (our community, and an area threatening to become a "news desert"). Expect to get out of the classroom and off-campus in this course, and to work closely with your classmates on an ambitious and involved multimedia reporting project.

MCS-375-A/ENV-350-C Climate and Communication

In this interactive course, we will explore climate change, study successful climate change communication strategies, practice how to effectively communicate about climate change to various constituencies, consider the relative strengths of a range of climate communication genres, and develop a deeper understanding of the complex dynamics between scientists, media industries, people, and politics impacting climate communication. Students will study and practice focus group research methods, applying these methods to support climate change actions. *3 hours per week. 4 semester hours. (SS)*

MCS-375-B Reality TV

Since 2000, the U.S. television industry has largely shifted from producing primarily scripted programming to “reality” programming. This course examines the rise of reality TV—asking why the industry and audiences alike have flocked to a broad array of reality TV shows. We will study the many sub-genres (competition shows like *Top Chef* and *Project Runway*, game docs like *Survivor* and *Big Brother*, dating shows like *The Bachelor* and *Dating Naked*, reality soaps like *The Real Housewives* and *The Hills*) as well as the many cable channels that have organized their entire schedules around reality programming, like HGTV, TLC, The Food Network, and Bravo. We will also learn about the historical antecedents of current reality programming, including game shows and documentary. This course will ask what reality TV says about our culture, including issues of race, gender, class, and sexual identities, celebrity, surveillance, and interactivity. While our primary focus will be on U.S. reality TV, we will also discuss the proliferation of this format across the world.

MCS-375-C/FS-252-B Indigenous Media

What is Indigenous Media? Over the course of the semester, we will examine a variety of genres and forms, from documentary and narrative features to short experimental works and television shows. We will learn about Indigenous methodologies and explore issues of representation, narrative storytelling, and the role film festivals play in distributing Indigenous content. We will also investigate two Inuit filmmaking collectives and discuss how in these collectives filmmaking is a communal act. In addition, we will study the role of Indigenous broadcasting channels (such as First Nations Experience in the USA and Aboriginal Peoples Television Network in Canada) in disseminating the work of Indigenous artists. The relationship between humor and trauma in Indigenous stories will be explored. Throughout the course we will examine the development of the institutions and organizations that support Indigenous media, the obstacles filmmakers continue to face, and how Indigenous and non-Indigenous audiences engage with these works. (Note: Film Screening required FS-252S-B)

Modern Language Department

SPAN-340-A Abusive Sovereignty: State and Civil Society in Latin American Film and Narrative

This course analyzes the problematic relations between the State and civil society presented in Latin American cinema and literature of the 20th and 21st centuries. Establishing a counterpoint between the film production of the 1960s (known as *Tercer Cine*) and films made between the 1980s and 2000s, this class will review the role of the State as an element of film fiction in various Latin American countries. Likewise, we will focus on the analysis of the literary representations of the State as an agent of control, violence, and repression in the context of the Cold War and its aftermath. We will also review key concepts such as state, civil society, necropolitics, and sovereignty. Overall, this course will study the tense relationships between oppression and resistance, politics and culture, violence and agency, and the struggle of citizens and subaltern groups to achieve a more egalitarian society. The methodology will consist of the attentive reading and critical viewing of texts and films.

Music Department

MUS-200-B/FS-253-A Topics in Music: "Goosebumps and Jump Scares: Musical Tension on Screen"

Why do certain sounds make our hair stand on end? Are monsters quite as scary without music to animate their movement? In this course, we will explore how music for visual media creates emotional tension. We will look at tense excerpts from film and television alongside contemporary readings in music perception. Over the course of the semester, we will construct a vocabulary of musical parameters and techniques that build and release tension and discuss how they interact with blocking and cinematography. Student work will include analytical writing (i.e. anatomy of a scene), as well as a creative project (i.e. composing an original score or creating a temp track of preexisting music for a film excerpt). While the class will use some music terminology, no prior knowledge of western musical notation will be supposed or required

Philosophy & Religious Studies Department

Philosophy

PHIL-309-A/RELS-309-A Marx, Nietzsche, Freud

Descartes taught us to doubt our senses. Marx, Nietzsche, and Freud teach us to distrust consciousness itself. What we think we know about ourselves, about others, and about the world around us is wrong, and all our feelings and beliefs require constant critique. As Marx wrote, “All that is solid melts into air...”

In this course, we will study key writings by these theorists, rightfully termed the three “masters of suspicion.” We will pay particular attention to Marx’s view of the economic basis of human relations and his conception of alienated labor;

Nietzsche's "perspectivism" and his assault upon conventional explanations for morality; and Freud's account of the unconscious forces shaping human behavior, relationships, and institutions. All students are welcome; no prior coursework in philosophy will be assumed.

PHIL-309-B/POL-399-A/CIE-300 What is Love?

CIE-300 Is this love? How do I know? Is love an expansive feeling that one self-sufficient person feels for another, or is it a need that drives an incomplete person to seek someone to make him whole? Is love fairly reasonable, so that we can inquire into whom we should love, or is it fundamentally mysterious and spontaneous, offering itself only to people who know reason's limits? Is loving another human being an end in itself, or is it part of a bigger pursuit, of communion with God, or of happiness, or of immortality? In this seminar, students will investigate these and related questions with a view to developing a provisional understanding of what love is. Readings from ancient, modern, and contemporary sources may include Plato's *Symposium*, Austen's *Pride and Prejudice*, C.S. Lewis's *The Four Loves*, Freud's *Three Essays on Sexuality*, Allan Bloom's *Love and Friendship*, and Beth Bailey's *From Front Porch to Back Seat: Courtship in Twentieth Century America*. We will consider a variety of approaches, psychological, historical, literary, political, and philosophical to our question (H)

PHIL-309-C/RELS-309-C "What Really Matters?"

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? How important should the pursuit of wealth be? 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.

RELS-309-B/ ENV-350-B Religion and Environmental Justice

This course surveys the way religion takes shape in dynamic relation to the environment. We will explore how religious conceptions of nature and ecology have contributed to climate crisis and environmental indifference. We will also look at the how the environmental crisis has challenged religious communities to create new forms of religious environmentalism, diverse modes of "green" religion that seek to reconfigure religious life in light of environmental destruction. Religion has been a part of the culture and social structures that have jeopardized ecological health, and now, they are also in the midst of transforming to become mechanism of advocacy, protection, and healing from extractive consumer culture. Drawing on texts from native communities in North America, Latin American Catholicism, Vietnamese Buddhism, and African religious traditions, this course traces efforts to subvert the privileged place of human in a hierarchy of life and investigates how religious communities shape an ethical imperative to take responsibility for our continued existence.

Politics & International Relations Department

POL-305-A Dante

"In the middle of the journey of our life, I came to myself in a dark wood." With these words Dante Alighieri, one of a very few individuals to be granted a round trip ticket to the next world, begins his *Divine Comedy*. This tale of Dante's journey to the afterlife begins with *Inferno* in which he envisions the "dark wood" of Hell as a dystopian society where religion and politics are thoroughly intertwined, to the detriment of both. But, as is true of every dystopia, Dante's points to the reforms necessary for a more just society. If you'd like to think about how politics and religion should interact, or if you'd simply like to know what awaits us in the next world, this examination of Dante's *Inferno* will be of interest to you.

POL-399-A/CIE-300/PHIL-209-B What is Love?

CIE-300 Is this love? How do I know? Is love an expansive feeling that one self-sufficient person feels for another, or is it a need that drives an incomplete person to seek someone to make him whole? Is love fairly reasonable, so that we can inquire into whom we should love, or is it fundamentally mysterious and spontaneous, offering itself only to people who know reason's limits? Is loving another human being an end in itself, or is it part of a bigger pursuit, of communion with God, or of happiness, or of immortality? In this seminar, students will investigate these and related questions with a view to developing a provisional understanding of what love is. Readings from ancient, modern, and contemporary sources may

include Plato's *Symposium*, Austen's *Pride and Prejudice*, C.S. Lewis's *The Four Loves*, Freud's *Three Essays on Sexuality*, Allan Bloom's *Love and Friendship*, and Beth Bailey's *From Front Porch to Back Seat: Courtship in Twentieth Century America*. We will consider a variety of approaches, psychological, historical, literary, political, and philosophical to our question. (H)

POL-442W-A European Politics

This seminar is designed to provide Politics and International Relations majors with a culminating capstone experience. This course examines key issues facing Europe, including cultural changes, economic difficulties, and challenges from populists on both the right and the left. We will begin the course by looking at some broad differences between Europe and the United States and then analyze some of the different governing institutions, party systems, power sharing arrangements, and policy preferences of various European countries. This will be followed by focused discussions of contemporary issues in modern European states, with the specific focus determined by the preferences of students in the class. The last part of the course analyzes the process of European integration, evaluating the institutions of European Union and its enlargement. **This course may be taken for capstone credit in either Politics or International Relations.**

Psychology Department

PSYC-274-A Functional Behavioral Analysis

This course seeks to answer the question – *why do people do what they do, what is the function of their behavior?* We will examine the theories, techniques and theoretical applications of Functional Behavioral Analysis. Topics include principles of learning theory, such as the importance of antecedents and consequences, as tools to understand and modify dysfunctional behavior. The theories and techniques discussed in this class have relevance to current practices in several disciplines of applied psychology. *Prerequisites PSYC-100.* Meets for 2 hours per week. 2 credits.

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.

December 1, 2021