

Fall 2025 Special Topics/Opportunities

Anthropology and Sociology Department

ANTH-251-A Anthropology of Religion

Declaring a practice to be “witchcraft”, “profane”, “superstition”, or a group to be “a cult” is often a pejorative shorthand used to label and dismiss groups and individuals who believe or behave radically differently (and therefore wrongly) from the speaker’s group. While many hold a fascination for spiritual practices from around the globe or a commitment to building cross-faith dialogue, religious-based genocide and persecution and subjugation are also present. Students gain exposure to the many universal themes of human belief and religious experience by exploring ethnographic texts from a range of cultures. We will examine themes of rites of passage, social control, sacrifice, atonement, pilgrimages, and sacred sites and landscapes through the study of cultures across the world. We will ask throughout the semester: How may/should I live alongside others who hold radically different beliefs? *Prerequisites: ANTH-100, SOC-100, RELS-111, RELS-212, or permission of the instructor*

SOC-260-A Sociology of Work and Organizations

Work is a major force in society. It defines our identity and captures our aspirations for the future. Living in society without work or having precarious work poses enormous struggle and hardship. Organizations are settings where work typically takes place, jobs are managed and evaluated, and the quality of work experience is shaped by the unique social and cultural dynamics often referred to as ‘organizational culture’. We consider the rise of experts or consultants who span traditional professions, and a diversity of organizational forms: corporations, international and local non-profits, and public sector agencies. It is not a course about management techniques, leadership, or even how to improve ‘organizational culture’, but instead provides understanding about the forces that shape work and occupations, and the nature of the workplaces where this labor takes place. *Prerequisites: Anth 100, or Soc 100 or by permission of the instructor. 4 credits.*

SOC-260-B/ENVS-350- A Paying Attention with Henry David Thoreau

If the everyday is what typically goes unnoticed, how can we attune ourselves to it? How can we start paying attention to what we typically ignore? A number of students of everyday life have sought to attune themselves to the everyday by engaging in what have recently been called “everyday life projects,” or “projects of attention.” In the growing literature on these projects, Thoreau’s *Walden*, first published in 1854, has often been cited as an exemplary model. In this course we will explore what *Walden* might still have to teach us about attending to the everyday. You will also engage in an everyday life project of your own. By the end of the semester you will be a much closer observer of the social and natural world.

Biology Department

BIO-350-A/NEUR-350-A Biology of Sex and Gender

This course is designed to give students a general understanding of sex and gender through the lenses of biology, medicine, neuroscience, and current events. We will focus specifically on the relationship between biology and sex by studying the diversity of sex, sexual development, and sexual dimorphism in a variety of species and contexts. In this course, we will explore the myriad ways life on earth exhibits biological sex in the attempt to define sex as a concept, as well as developing our understanding of the way sex and gender impact research and medicine. The course will be based in primary literature, as well as other documents related to sex and gender in current events. This is a discussion-based course; therefore, your participation is expected. The connections between biology and current events in this course will be aimed at students answering Question 4: What will I do?, through connections to questions 1-3, and will fulfill the requirements of a Core Capstone. The final project for the course will involve an unessay, which will be geared towards students presenting knowledge to a nonscientific audience.

BIO-350-B 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 many different types of freshwater habitats 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 Bio336 in the marine science minor. Students may not take Bio336 and this course. *Meets Monday and Friday from 1:30 to 2:50, plus two Friday field trips to Hunsberger Woods from 1:00 until 5:00 PM. 4 credits*

Business & Economics Department

FIN-313-A Practical Money Management and Insurance Planning

This course focuses on the most important employee benefits an individual needs to understand and make decisions about for their first full-time employment after graduation and the various aspects of insurance planning. Another facet of the course is career preparation in reviewing the most important topics, content, and theories that a finance major should be able to communicate during a job interview. Major topics include employee benefits, health insurance, life insurance, property insurance, real estate investments, the basics of estate planning, the time value of money, and consumer spending and loan decisions. *Pre-req: FIN 270*

MGT-300-A Real Estate Fundamentals

Students will develop an understanding of the complex legal issues involved in the study of Real Estate including: the role of government and laws that impact rights and interests in real property, contract law, and real estate licensing laws.

***This is one of two courses required to sit for the Pennsylvania Real Estate Salesperson License exam.*

Chemistry Department

CHEM-340-A Synthesis

At its core, organic synthesis is a creative logic puzzle that allows us to construct and manipulate complex molecules. This course will introduce intermediate and advanced synthesis concepts and strategies, building upon the fundamental structure and reactivity principles learned in the introductory organic chemistry series. Key topics that enable organic synthesis will be explored, including protection/deprotection of functional groups, common oxidation and reduction strategies, carbon-carbon bond formations, and a survey of stereoelectronic factors. Relevant primary literature will regularly be incorporated to class discussion. Students will become more proficient at analyzing and presenting upon organic synthesis described in the literature.

CHEM-340-B Food and Drink Chemistry

Materials that humans consume for food or drink are complex mixtures of chemical compounds, and food preparation methods can drastically alter the chemical composition. We will explore different aspects of the chemistry of food and drink. After a brief introduction to what causes taste, we will explore several aspects of the chemistry of food materials and preparation techniques. Students will pick a topic within the broader topic of food or drink chemistry and explore it in more detail.

Offered during the second half of the semester. 2 semester hours.

Classics Department

LAT-350-A Roman Scandal

Cicero's *Pro Caelio* not only remains one of the finest examples of the art of rhetoric, but its contents let us glimpse public and private lives of prominent Romans at the end of the republic. The speech lets modern readers see the fractious political atmosphere, the bustle of the Roman courts, and tensions over the roles of women. We will also read Catullus' poetry about Clodia Metelli and other characters of this case—a rare point where rhetoric, history, poetry, and epistolography meet. By the end of this course, students will be able to read the works of Catullus and Cicero. Students will also have a greater understanding of the Late Republic in terms of politics and daily life.

East Asian Studies Department

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 2-hour screening per week. 4 semester hours. (H, GN)*

Educational Studies

EDUC-346-A Education and the Law: When Classrooms, Courts, and Politics Collide

In *Brown v. Board of Education*, Chief Justice Earl Warren wrote that “education is perhaps the most important function of state and local governments.” That function has become increasingly complex due to the myriad of federal, state and local laws that now apply to educational agencies. Especially relevant for students with interests in education, public policy, government, or law, this course will introduce students to the laws that govern the American system of education, examine how those laws have historically been applied, and explore legal developments that might lie ahead. Emphasis will be placed upon the interpretation of prior court decisions as well as discussion of education law issues that are currently in the news. Topics will include students’ free speech rights (for example, does a school district have any authority over a student’s posts on social media?), school discipline (should a principal be allowed to search a student’s backpack in search of a vape pen?), racial and gender-based discrimination (what types of DEI activities are permitted in K-12 schools?), parental rights over school curriculum (when are parents entitled to have their children excused from instruction that is contrary to their strongly-held beliefs?), and the selection and possible banning of books (who gets to choose what books are kept in the school library and what laws govern their removal?). *This course is appropriate for students of all majors. 3 hours per week. 4 semester hours. (O)*

English Department

ENGL-104W-A Shx Stage & Screen

This course introduces students to the role of performance choices in Shakespeare’s *Macbeth*, *Much Ado About Nothing*, and *Midsummer Night’s Dream*. We will read and discuss in class each play before considering how different film versions take different paths through the plays’ characters and conflicts with casting and performance choices that can find different meanings in the same language (consider for starters the three *Hyppolitas* from different *Midsummer* films below). We will then explore staging choices of our own with in-class experiments during which we’ll try out different approaches ourselves. No acting training or interest required! Grades will be based on preparedness, attendance, participation, and multiple short writing assignments. *(H)*

ENGL-250-A Banned Books

Banning books is a practice as old as reading itself. What politics undergird the decision to ban books? In what ways has the censorship practice changed over time, and why does it matter to pay attention to these increasingly pervasive bans? This class will focus on different topics that relate to the bans themselves, ranging from race and sex to gender and politics. *(H)*

ENGL-250-B Med Monstrosities

Contemporary culture tells us that the medieval world was full of monsters – giants, demons, and, of course, dragons. While medieval narratives do include these creatures, a wide variety of other monsters exist in medieval narratives, and they call into question the distinction between monster and human. In this course, we’ll go to the literary sources of the Middle Ages to investigate what these monsters tell us about the world that created them. Why do we need monsters? Where is the line between monsters and humans? Why do these medieval monsters still fascinate us now? *(H)*

ENGL-315-A/GWSS-350-A Political Poetry

Poetry has always been a means of protest, and therefore has always been political. This course looks at contemporary poetry in relation to the war on terror and how this literary form allows us to interrogate the racial, economic, and cultural effects of Forever War. (H)

ENGL-315-B Poetry of Protest Med. Eng.

How do you (safely) complain about a king? For medieval writers, poetry became the vehicle of praise, petition, and protest: it was a means to effect social change by entertaining and instructing a growing, literate middle class. In this course, we'll examine this political poetry, including works by monks, diplomats, and lawyers who also happen to be authors. How did these writers advise and admonish figures of power, and did it do any good? How do they deal with expanding class mobility? How do these poems engage with an increasingly mobile and global world, and how do they imagine England as a nation? To address these questions, we'll read poetic work produced in fourteenth and fifteenth century England. We will read nearly all these texts in their original language. In addition, we'll consider a range of critical perspectives on the time period to help us make sense of these protests and the world to which these authors wrote. (H)

ENCW-216-A Nothing Makes Sense

Meaning: we all seem to be searching for it, but of what consequence is it when reading—and life, for that matter—is a subjective experience? What does it mean when something doesn't make sense? Devoted to texts of strangeness, spontaneity, ambiguity, absurdity, and improvisation, this course will explore how not making sense on the page can make sense of the world around us. By writing creatively from the example set by works from (but not limited to) Cesar Aira, Yoko Tawada, Samuel Beckett, Talking Heads, American television commercials, and the news itself, we'll figure how play, silliness, and weirdness can embody meaning in a world that has stopped making sense. *Course prerequisite: confusion.*(A)

ENCW-319- A Queer Forms

Queer as in weird; queer as in odd; queer as in word building outside of societal norms. What does it mean to write creatively & queerly? Are there queer forms, subjects, writing methods? In this class we'll read foundational writers from within the LGBTQIA+ community on queer creative practices and writing, and we'll write our own work and conduct writing experiments as we consider how our work engages with the world. (A)

Environment & Sustainability**ENVS-350-A/SOC-260-B Paying Attention with Henry David Thoreau**

If the everyday is what typically goes unnoticed, how can we attune ourselves to it? How can we start paying attention to what we typically ignore? A number of students of everyday life have sought to attune themselves to the everyday by engaging in what have recently been called "everyday life projects," or "projects of attention." In the growing literature on these projects, Thoreau's *Walden*, first published in 1854, has often been cited as an exemplary model. In this course we will explore what *Walden* might still have to teach us about attending to the everyday. You will also engage in an everyday life project of your own. By the end of the semester you will be a much closer observer of the social and natural world.

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 2-hour screening per week. 4 semester hours. (H, GN)

FS-251-A/MCS-352-A Teen Film and TV

This course studies the development and proliferation of films and television programs about and marketed toward American teenagers. We will trace teen film and television's origins and their reformulations through U.S. film and television history, while studying teen film and television's generic conventions and their relation to other genres such as the musical, the gangster film, and the soap opera. The course will examine Hollywood's representations of and attempts to appeal to the American teenager, paying special attention to issues of delinquency and rebellion, burgeoning sexuality, the social politics of high school, and nostalgia. We will also consider teen film and television's intersections with subcultures, popular music, and consumer culture. *Students must also register for FS-251S.*

3 hours and a 2-hour screening per week. 4 semester hours. (H)

FS-440-A Decolonizing African Memory on Screen

In this course, students analyze a variety of African films through the theoretical lenses of Memory Studies, Postcolonial Studies, and Decolonial Studies to reflect on the relationship between cinema and reality. By investigating how cinema participates in constructing imagined communities, geographies, and histories, students will question how the specificity of the film medium can shape reflection on the four open questions that frame the Ursinus Quest.

3 hours lecture and a 2 hour screening per week. (CCAP, GN, H)

Gender, Women's & Sexuality Studies

GWSS-250-A/ENGL-250-A Banned Books

Banning books is a practice as old as reading itself. What politics undergird the decision to ban books? In what ways has the censorship practice changed over time, and why does it matter to pay attention to these increasingly pervasive bans? This class will focus on different topics that relate to the bans themselves, ranging from race and sex to gender and politics. (H)

GWSS-250-B/PHIL-246-A Bioethics

An introduction to and examination of some major issues in bioethics, including abortion, euthanasia, surrogate motherhood, informed consent, doctor/patient confidentiality, medical futility, the distribution of health care resources, genetic engineering, prenatal testing, stem cell research, and medical experimentation. *3 hours per week. 4 semester hours. (DN, H)*

GWSS-250-C/HIST-103-A Goal! Sport in World History

As fans, gym-goers, parents, and athletes, millions of people across the globe spend a significant part of their life involved in sports and other kinds of physical activity. According to Western, Christian ideology, participating in sports teaches us the values of hard work and healthy patriotism. Yet non-Western people and minoritized societies have always influenced sport, from pre-invasion West African swimming communities to athlete-activists who have shown that participating in modern sports can never be apolitical. In this course, students will explore and reflect critically on how and why people have used and/or engaged in sporting practices to achieve political aims. we will focus special attention on how minoritized communities across the world have been discriminated against in sport, and also how they shaped sporting practices in order to fight back. In addition, we will explore how sporting ideas and practices circulated globally and were adapted by communities to fit their local conditions. Lastly, we will consider our obligations towards one another as citizens of the sporting world informed by sport-based inequities. (DN, GN, O, H)

GWSS-350-A/ENGL-315-A Political Poetry

Poetry has always been a means of protest, and therefore has always been political. This course looks at contemporary poetry in relation to the war on terror and how this literary form allows us to interrogate the racial, economic, and cultural effects of Forever War. (H)

History Department

HIST-103-A/GWSS-250-C Goal! Sport in World History

As fans, gym-goers, parents, and athletes, millions of people across the globe spend a significant part of their life involved in sports and other kinds of physical activity. According to Western, Christian ideology, participating in sports teaches us the values of hard work and healthy patriotism. Yet non-Western people and minoritized societies have always influenced sport, from pre-invasion West African swimming communities to athlete-activists who have shown that participating in modern sports can never be apolitical. In this course, students will explore and reflect critically on how and why people have used and/or engaged in sporting practices to achieve political aims. We will focus special attention on how minoritized communities across the world have been discriminated against in sport, and also how they shaped sporting practices in order to fight back. In addition, we will explore how sporting ideas and practices circulated globally and were adapted by communities to fit their local conditions. Lastly, we will consider our obligations towards one another as citizens of the sporting world informed by sport-based inequities. (DN, GN, O, H)

HIST-150-A The History of Digital Gaming

Applied creativity and technological advances ushered in the era of the digital game. While often dismissed as "unserious" or as a passing fad, video games are among the most profitable industries in the world. In this course, students examine the history of video games from its pre-commercial origins through the multi-billion-dollar industry of the recent past. In HIST 150, students learn about the histories of computer, arcade, console, and hand-held gaming. Although the course emphasizes the American video game industry, primarily, the global nature of the industry receives significant attention, as well. (H)

HIST-350-A American Imperialism from Washington to Roosevelt

Thomas Jefferson famously described the new United States as an "empire of liberty." Combining the quest for new lands with a sense of moral benevolence and urgency, Jefferson followed in the footsteps of Puritan forbears who sought to establish a model "city upon a hill" in North America. Yet, what did this "empire of liberty" mean to U.S. citizens on the ground and for the people in the path of that empire? How did Americans' empire develop over time and across space? This course will trace the development of the U.S. empire from the founding era to the early 20th century. It will take us from Indian Country to the U.S.-Mexico border to the shores of Hawai'i, the Philippines, and beyond. We will examine how the actions, ideas, and politics of politicians, U.S. citizens, Indigenous nations, Filipinos, and others together shaped the American imperial project over time. *Prerequisites: sophomore standing and any 200-level history course; or permission of the instructor.* (GN, H)

HIST-450W-A Africa in the Archive

In the 1960s and 70s, numerous African colonies won their independence from European colonizers. Their victories were rightfully celebrated, though they were often followed by enormous challenges that plagued the construction of new nations emerging in a polarized world. This capstone course draws upon archival documents housed in the Myrin Library to explore and write the history of African decolonization and post-colonialism. In addition to building archival research skills, students will consider how Africans achieved independence, how political leaders and regular folks constructed post-colonial states and identities, and what the citizens of newly autonomous nations imagined their futures to look like. *Prerequisite: HIST-200W and at least one 300-level history course, or permission of the instructor. 3 hours per week. 4 semester hours.* (CCAP)

Media & Communication Studies Department

MCS-275-A Sportscasting

This course introduces students to the principles and practice of sportscasting. Students consider the social roles of sportscasting, examine the changing contexts in which it is produced, and gain experience conceiving, reporting, and producing sports-related content for television, radio, and social media. After studying and practicing fundamental skills in the early part of the semester, students will alternate between focusing on specific genres of sportscasting (e.g., game stories, personality profiles and podcasts), and producing a weekly sports program for the Ursinus College Network (UCSN).
3 hours per week. 4 semester hours.

MCS-352-A/FS-251-A Teen Film and TV

This course studies the development and proliferation of films and television programs about and marketed toward American teenagers. We will trace teen film and television's origins and their reformulations through U.S. film and television history, while studying teen film and television's generic conventions and their relation to other genres such as the musical, the gangster film, and the soap opera. The course will examine Hollywood's representations of and attempts to appeal to the American teenager, paying special attention to issues of delinquency and rebellion, burgeoning sexuality, the social politics of high school, and nostalgia. We will also consider teen film and television's intersections with subcultures, popular music, and consumer culture. *Students must also register for FS-251S.*

3 hours and a 2-hour screening per week. 4 semester hours. (H)

MCS-375-A Fake News and Propaganda

Digital media and partisan polarization have reinvigorated old concerns about political manipulation and deceptive mass persuasion. This course will examine the crisis surrounding trust and credibility in news, news media and polarization, the role of social media and digital platforms in circulating misinformation, and diagnoses and solutions to these problems posed from a number of perspectives. We'll also consider the longer history of reactions to propaganda and fears of propaganda, focusing on reactions to propaganda in the U.S. from the early 20th Century -- with the rise of the radio and film industries, public relations, European fascism, and fears of communism - up to the present. *There are no required prerequisites for this course (despite what the course catalogue says!). 3 hours per week. 4 semester hours.*

MCS-375-B Working in Hollywood

What is it like to work in the film and television industries? This class provides you with the tools for understanding not only how to land a career within these industries but how to adapt to Hollywood's ever-changing economy. We'll examine key issues that define working conditions and "production cultures" of Hollywood, including the role of trade unions, the rhetoric of entertainment news, the social dynamics of networking, and how new technologies can reshape the labor market. We'll also situate case studies of specific workers — including screenwriters, directors, editors, cinematographers, and actors — within the contexts of business theory, sociology, and media history. Research assignments will replicate the pitch meetings you might lead when working for a production or distribution company. Classes will also include visits from industry professionals to talk about financing, post-production cultures, and ongoing changes to on-set working conditions. *3 hours per week. 4 semester hours.*

Modern Language Department

SPAN-340-A/440W-A Abusive Sovereignty: The State and Civil Society in Latin American Film & Cultural Production

This course examines the complex relationship between the State and civil society as depicted in 20th and 21st-century Latin American cinema and cultural production. By contrasting the revolutionary film movement of the 1960s (*Tercer Cine*) with films produced between the 1980s and 2000s, we will explore the evolving role of the State as a central element of cinematic fiction across different Latin American contexts. In parallel, we will analyze key cultural artifacts—including poetry, short stories, artistic objects, and news reports—that address representations of the State as an agent of control, violence, and repression, particularly in the context of the Cold War and its aftermath. Key concepts such as the State, civil society, biopolitics, bare life, necropolitics, and sovereignty will be critically examined. Overall, this course investigates the tensions between oppression and resistance, politics and culture, violence and agency, and the struggles of citizens and subaltern groups in the pursuit of a more just and equitable society. Our methodology will center on close readings of theoretical texts and critical engagement with films and cultural artifacts.

Neuroscience Department

NEUR-350-A/BIO-350-A Biology of Sex and Gender

This course is designed to give students a general understanding of sex and gender through the lenses of biology, medicine, neuroscience, and current events. We will focus specifically on the relationship between biology and sex by studying the diversity of sex, sexual development, and sexual dimorphism in a variety of species and contexts. In this course, we will explore the myriad ways life on earth exhibits biological sex in the attempt to define sex as a concept, as well as developing our understanding of the way sex and gender impact research and medicine. The course will be based in primary literature, as well as other documents related to sex and gender in

current events. This is a discussion-based course; therefore, your participation is expected. The connections between biology and current events in this course will be aimed at students answering Question 4: What will I do?, through connections to questions 1-3, and will fulfill the requirements of a Core Capstone (CCAP). The final project for the course will involve an unessay, which will be geared towards students presenting knowledge to a nonscientific audience. *Prerequisites: BIO-102 and BIO-201*

Philosophy & Religious Studies Department

Philosophy

PHIL-246-A/GWSS-250-B Bioethics

An introduction to and examination of some major issues in bioethics, including abortion, euthanasia, surrogate motherhood, informed consent, doctor/patient confidentiality, medical futility, the distribution of health care resources, genetic engineering, prenatal testing, stem cell research, and medical experimentation. *3 hours per week. 4 semester hours. (DN, H)*

Psychology Department

PSYC-274-A Professions in Psychology I

This 2-credit course focuses on how to maximize your undergraduate psychology major. Students will investigate professional skills developed through a psychology major and explore career and educational opportunities available upon graduation. Students will identify personal educational and career goals as well as assess their career readiness. Students will draft idealized professional documents (e.g., resume or curriculum vitae), and use these documents to create an individualized plan to develop their employability through future coursework and applied experiences. This course will benefit first- and second-year students who are majoring in psychology or students who have not yet identified their career and educational goals.

PSYC-274-B Professions in Psychology II

This 2-credit course focuses on translating your undergraduate psychology major to meet your professional and career goals. Students will create polished versions of professional documents needed to apply to graduate programs (e.g., curriculum vitae and personal statement) and jobs (e.g., cover letter and resume). Students will also practice relevant professional skills (e.g., oral communication in a mock interview). This course will benefit students who have already identified their career and educational goals and are in their junior or senior year.

Theater & Dance Department

DANC-350-A Advanced Theory and Practice: Place & Body - A wholistic approach to food sovereignty

This course studies the importance of urban agriculture as it relates to our food systems and the health and wellness of communities. We discuss place and body as two things that are inextricably intertwined and explore how dance and movement have historically been connected to Indigenous agricultural practices. We will then learn about how our communities today integrate performance into outdoor and non-traditional spaces. Finally, we will explore the ways our bodies have been and will continue to be shaped by our culture, our food, and our land.

This course is for dancers and “non-dancers” alike. However, you will be expected to move your bodies! We will learn traditional cultural dances that relate to nature or farming, and we will use movement to explore the ways that our bodies carry knowledge. This course asks students to interrogate our current food ways and be creative, imaginative, and bold in a final project about how we can shape the future. (A, O)

April 2, 2025