

**University Honors Program
Course Descriptions
Winter 2016**

You must **take 3 UHP courses before the end of Spring Quarter 2016**. You can register for one UHP course during **Pass 1 (11/2 -11/13)**. Undertaking a second UHP course requires **prior approval** from Assistant Director Heidi van Beek. If approved and space is available, you may add the course during **Pass 2 (11/13 – 12/4)**. All of the Honors Courses are **capped at 25 students** each, except for MAT 17B and 21C, which are capped at 30 and 50 respectively. These courses are restricted to Honors students and most can only be accessed using a **Course Registration Number (CRN) or Permission to Add (PTA) number**.

Seventeen courses are being offered in Winter 2016. Please review the course descriptions below. The selection survey will go live on **Monday, October 26th at 10:30pm**. **You must fill out the survey to be enrolled in an Honors Course.** All classes are first-come/first-serve. Please submit your response before 11:59pm on Tuesday, October 27th. CRNs and PTAs will be e-mailed to you starting on Wednesday October 28th.

COURSE OFFERINGS

Course: AHI 1A Units: 4 GE credit: AH, VL, WC.—I. (I.)
Title: Introduction to Ancient Mediterranean Art

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Roller, Lynn	Lecture	TR	10:00 AM - 11:50 AM	EVERSN	00157

Description:

This is a lower division course for students in the University Honors Program. The course will introduce the students to the art and architecture of the ancient cultures that developed around the Mediterranean Sea in Europe, western Asia, and northern Africa. No prior knowledge of the subject is assumed. We will cover the time periods from the development of the earliest complex societies in the eastern Mediterranean region, ca. 3500 BCE, to the late Roman Empire, 325 CE. The course fulfills the General Education requirements in Arts and Humanities, Visual Literacy, and World Cultures.

Required text: *Gardners Art Through the Ages, A Global History*, Enhanced 14th edition, by Fred Kleiner (published by Cengage)

Course: AHI 163D Units: 4 GE credit: AH, VL, WC, WE.—II.
Title: Visual Arts of Early Modern China

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Burnett, Katharine	Lecture/Discussion	TR	12:10 PM - 1:30 PM	EVERSN	00157

Catalog Description:

Variable topics in Chinese art history during the 17th-19th centuries, considering artists' statements (visual and textual) within their historical contexts, asking what was at stake in the creation of new art forms.

Course: ASA 4 Units: 4 GE credit: ACGH, AH, DD, OL, VL, WE.—I, II, III.
Title: Introduction to Asian American Cultural Studies

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Min, Susette	Lecture	MW	10:00 AM - 11:50 AM	WICKSN	01038

Description:

The study of Asian American culture converges at the intersection of three large fields of interdisciplinary study: Asian American Studies, Cultural Studies, and Visual Culture. The course attempts to meet several goals. First, the course introduces students to the history, concept, and parameters of Asian American culture. Second the course introduces examples of cultural productions –visual art, literature, and film -- created by and about Asian Americans. And third, the course foregrounds culture as power, and Asian American culture as critique and a site of resistance, identification and disidentification.

By reading seminal texts in cultural studies, Asian American studies and postcolonial studies, the course will introduce and familiarize students with key terms and theoretical approaches. Some of the concepts covered in this course include race, gender, sexuality, ideology, colonialism, Orientalism, representation, surveillance, and power.

Course: CHN 100B Units: 4
Title: Confucian Traditions

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Halperin, Mark	Lecture/Discussion	MW	10:00 AM - 11:50 AM	WELLMN	00207

Description:

This course introduces students to Confucianism, the foundational culture of China and East Asia as a whole. We will focus on Confucianism's birthplace and heartland, dynastic China, and examine how Confucianism addressed both issues of ultimate value and everyday conduct, encompassing diverse conceptions and practices aimed at ordering the world and cultivating the self. The course will take a thematic approach, focusing on three central aspects of the Confucian tradition: ritual, classical studies, and political action. We will read secondary scholarship but most of our time will be spent on analyzing primary sources in English translation, composed in

different genres in different eras. We will meet bold dissidents, arrogant philosophers, virtuous women, rustic hermits, greedy teachers, heroic sages, and greedy, incompetent teachers. This course has no prerequisites. No courses in Chinese literature and history are required, although they certainly would help.

Course objectives: This course has three major goals. First, it seeks to introduce students to East Asia's single most important cultural heritage. Second, it seeks to improve students' skills in critical thinking and close reading. Third, the course will give students an opportunity to enhance their expository writing skills.

Texts: There are two required texts: 1) *Mencius*, trans. D.C. Lau (London: Penguin, 2005); 2) a reader with selections from various works, available for purchase at Davis Copy Maxx, 231 Third Street (phone 758-2311).

Course: CLA 50 Units: 4 GE credit: AH, WC, WE.

Title: Medicine, Magic and Music: Healing and Health Trends in Greco-Roman Antiquity
(Note: Listed in ScheduleBuilder as "The Rise of Science in Ancient Greece")

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Webster, Colin	Lecture/Discussion	MWF	2:10 PM - 3:00 PM	WELLMN	00027

Description:

Health trends and fad diets fill the Internet, while gluten-free dishes and Cross-Fit studios continue to spread like viruses. This course examines the nature of comparable health practices in antiquity, examining the rise of Hippocratic medicine in the fifth and fourth centuries BCE alongside ancient training regimens, magical amulets and religious healing cults. We will interrogate what it means to be healthy, what qualifies as a disease and how the ways we care for our bodies reflect more broadly on our cultures.

Course: COM 2 Units: 4 GE credit: AH, WC, WE.—I, II, III. (I, II, III.)

Title: Major Books of Western Culture: From the Middle Ages to the Enlightenment

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Ross, Cheryl	Lecture/Discussion	TR	2:10 PM - 4:00 PM	OLSON	00105

Description:

An introduction to some major works from the medieval period to the "Enlightenment": works to be selected from *Beowulf*, Dante's *Inferno*, a selected play of Shakespeare, Descartes' *Meditations*, and others. Emphasis on discussion, supplemented with short lectures. May be counted toward satisfaction of the English Composition requirement in all three undergraduate colleges. Emphasis is on close readings and classroom discussion of the readings, supplemented by occasional lectures to provide cultural and generic contexts. Students write short papers and take a final examination.

Course: ECM 5 Units: 3 GE credit: QL, SE.—II. (II.)
Title: Analysis in Chemical, Biochemical, & Materials Engineering

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Laboratory	W	8:00 AM - 9:50 AM	EVERSN	00126
Ristenpart, William	Lecture	MF	1:10 PM - 2:00 PM	WELLMN	00002

Description:

This class is intended to introduce students to methods of analysis practiced by chemical engineers and materials scientists, with a focus on dimensional analysis and applications of differential and integral calculus. We will demonstrate how engineers use these mathematical skills to approach and solve problems, as elucidated by a representative system of interest: the process of roasting and brewing coffee. The instructors will provide qualitative overviews of the basic principles of engineering analysis and design, and then guide the students in corresponding laboratory experiments testing the effect of design choices on the sensory qualities of coffee. The course will culminate in an engineering “design contest,” where *each group will learn to function on multi-disciplinary teams* as they strive to make the best tasting coffee using the least energy.

Course: ECN 1A Units: 4 GE credit: ACGH, QL, SS.—I, II, III. (I, II, III.)
Title: Principles of Microeconomics

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Carrell, Scott	Lecture	TR	12:10 PM - 1:30 PM	BAINER	01132
	Discussion	R	2:10 PM - 3:00 PM	WICKSN	01038

Description:

This course is a general introduction to microeconomics. Microeconomics is the study of how individuals and firms make decisions in the marketplace. We will discuss when markets fail and the role of government. The purpose of this course is to prepare students for further in-depth study in microeconomics as well as to provide a foundation for analyzing decision-making.

Textbook - Parkin, Michael, *Microeconomics*, 11th edition with MyEconLab. (Note: Any version of Parkin Microeconomics versions 8-12 will suffice for this course)

Exams - There will be two in-class exams and a **comprehensive** final exam.

Course: DRA 001 Units: 4 GE credit: AH, DD, VL, WE.—II, III. (I, II, III, IV.)
Title: Theatre, Performance and Culture Honors Seminar

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
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Bogad, Lawrence	Lecture	TR	2:10 PM - 3:30 PM	SOCSCI	00090
	Discussion	TR	3:40 PM - 4:00 PM	SOCSCI	00090

Description:

In this course we will be exploring the multi-faceted concept of performance in order to begin seeing the ways that performance exists not only in the predictable and varied spaces we call the stage, but also how it emerges in everyday life, in religious ritual, in public spaces, in your own sense of identity (gender, race, ethnicity, sexuality), and, of course, in athletic events. We will use insights from performance art, anthropology, sociology, and linguistics as well as theater, dance and other art forms. We will consider questions such as: What does it mean to perform? Am I performing? If so, how? How can we talk about and analyze performance? What is the difference between ritual and performance? What are the limits of performance?

Course Objectives:

- To develop tools and a vocabulary to recognize, understand and analyze various forms of performance through critical readings as well as attendance at, discussion of, and writing about various forms of performance.
- To gain a greater understanding of the performative possibilities of everyday life and its activities; to begin to see life as performance.
- To chart the development of an understanding of performance and the practical, emotional, physical, and philosophical aspects of performance thorough writing and participation in performance.

Course: HDE 12 Units: 3 GE credit: ACGH, DD, SS.—I, III. (I, II, III.)

Title: Human Sexuality

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Hibel, Leah	Lecture	MW	9:00 AM - 10:20 AM	PHYSIC	00130

Description:

Vocabulary, structure/function of reproductive system; sexual response; pre-natal development; pregnancy and childbirth; development of sexuality; rape and sexual assault; birth control; sexually transmitted diseases; homosexuality; establishing/maintaining intimacy; sexual dysfunctions; communication; enhancing sexual interaction, cultural differences in attitudes towards sexuality.

Course: MAT 17B Units: 4 GE credit: QL, SE, SL.—I, II, III. (I, II, III.)

Title: Calculus for Biology and Medicine

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Walcott, Samuel Cabot	Lecture	MWF	10:00 AM - 10:50 AM	HOAGLD	00168

Discussion 1 R 5:10 PM - 6:00 PM OLSON 00163
OR Discussion 2 R 6:10 PM - 7:00 PM OLSON 00163

Catalog Description:

Introduction to integral calculus and elementary differential equations via applications to biology and medicine. Fundamental theorem of calculus, techniques of integration including integral tables and numerical methods, improper integrals, elementary first order differential equations, applications in biology and medicine.

Course: MAT 21C Units: 4 GE credit: QL, SE.—I, II, III. (I, II, III.)
Title: Calculus

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Saito, Naoki	Lecture	MWF	8:00 AM - 8:50 AM	OLSON	00006
	Discussion	T	6:10 PM - 7:00 PM	WELLMN	00001
	<u>OR</u> Discussion	T	7:10 PM - 8:00 PM	KERR	00293

Lecture/discussion—4 hours. Prerequisite: a grade of B or better in course 21B or 21BH. More intensive treatment of material covered in course 21C.

Description:

Materials to be covered: Sequences, series, tests for convergence, Taylor expansions. Vector algebra, vector calculus, scalar and vector fields. Partial derivatives, total differentials. Applications to maximum and minimum problems in two or more variables. Applications to physical systems. In particular, we will cover Chapters 10 (Infinite Sequences and Series), 12 (Vectors and the Geometry of Space), 13 (Vector-Valued Functions and Motion in Space), 14 (Partial Derivatives) in that order (except those sections not listed in the syllabus).

Textbook: *Weir & Hass: Thomas' Calculus Early Transcendental, 13th Ed., Pearson, 2013.*

Course: MUS 011 Units: 4 GE credit: AH, VL, WC.—I, III. (I, III.)
Title: MUSICS OF THE WORLD (HONORS)

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Lee, Katherine In-Young	Lecture	TR	10:30 AM - 11:50 AM	EVERSN	00266

Description:

This course will explore a diverse sampling of musical cultures and traditions from around the world. A primary objective of the course is to develop critical and analytical perspectives on music in social and cultural life. Though one unit of study may differ vastly from the next, a number of intersecting themes will emerge in discussions of these heterogeneous musics and their relationship to broader topics and issues—ethnicity, class, gender, religion, politics,

identity, etc. This course draws on the interdisciplinary field of ethnomusicology as a way of understanding music in its cultural context and as music performance as a dynamic and meaningful form of human expression.

No prior musical background is necessary for this course. Lectures will present case studies from selected world music traditions, organized into weekly geographic units. In discussion sections, time will be spent both on developing focused listening skills and discussing the issues raised in lectures.

Course: NAS 10 Units: 4 GE credit: AH or SS, DD, WC, WE.—I, II, III, IV.
Title: Native American Experience

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Mendoza, Zoila	Lecture	TR	10:30 AM - 11:50 AM	VEIMYR	00116

Course Goals: To introduce students to relevant themes and issues in the lives of Native American people from North, Central and South America. The lectures, readings, films, and guest presentations will help students understand indigenous views of historical and contemporary issues throughout the Hemisphere.

Course: SAS 70A Units: 7 GE credit: SE or SS, SL.—II. (II.)
Title: Genetic Engineering in Medicine, Agriculture and Law

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Harada, John J	Lecture	TR	3:30 PM - 6:00 PM*	OLSON	00227
	Discussion	W	6:10 PM – 8:00 PM*	SciLab	2064

***Time appears differently in ScheduleBuilder because it includes classroom set-up time.**

Note: This is a distance-learning (real-time video conferencing) class with UCLA and Tuskegee University.

Description:

The course provides non-biology (particularly non-science) majors and first-year biology students with a foundation in molecular biology, genetics and genomics as it applies to genetic engineering, and it addresses the social, legal, and ethical issues that arise from emerging new genetic technologies in medicine, agriculture, and law. A major goal of this class is to put genetic engineering into a scientific, historic, and social perspective so that students can make informed and objective decisions about how this technology should be used in the future. This is a highly interactive, team-oriented, problem-based course that teaches students how to think critically about experimental science and the societal issues raised by advances in genetic engineering, genomics, and human reproduction. The course is organized into three parts: (1) an interactive, media-oriented lecture section that includes hands-on "experiments" and demonstrations, (2) films and guest- speakers that bring real-life societal issues into the classroom, and (3) a separate

undergraduate seminar that focuses on Scientific American-level articles and is taught by teaching assistants. The course will be offered in a distance learning format with honors classes on the same topic at UCLA and Tuskegee University. Thus, students will have the opportunity to interact with students and a professor at other campuses. For more information, contact Professor John Harada @ jjharada@ucdavis.edu.

Students earn general education credits for Science and Engineering and/or Social Sciences.

Course: SOC 2 Units: 4 GE credit: ACGH, DD, SS.

Title: Self and Society

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Faris, Robert W.	Lecture	MW	2:10 PM - 3:30 PM	H GYM	00290
	Discussion	MW	3:40 PM - 4:00 PM	H GYM	00290

Description:

This course introduces the key concepts and theories of social psychology, beginning with an overview of basic mental processes, followed by an exploration of the self and identity, an examination of important types of primary relationships, and concluding with a survey of group and cultural influences. In other words, among other things, we will figure out how we can be manipulated, how we fall in love, and why we can't all just get along.

Format: the course format will consist of lectures interspersed with in-class assignments, short videos, and group discussion. Because I have abandoned the traditional textbook (in favor of books that should prove more informative and more interesting), lectures must focus on material a traditional textbook would cover (while drawing on the readings when appropriate). I will do my best to make connections between readings and lecture, but at times you may feel like the material we cover in lecture is not directly linked to what you are reading at the time. This is the tradeoff of using a less comprehensive (but hopefully more interesting and in-depth) set of books. Also, **NO LAPTOPS IN CLASS** without advance permission from the instructor.

Course: SOC 3 Units: 4 GE credit: ACGH, DD, SS.

Title: Debt, Inequality & the American Dream

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Mudge, Stephanie L.	Lecture	MW	12:10 PM - 1:30 PM	OLSON	00223
	Discussion	MW	1:40 PM - 2:00 PM	OLSON	00223

Description:

Debt is now among the central social problems of our times. This is especially true in the United States, where the indebtedness of working families, students and younger people have become hot

topics of political debate. Increasingly, the question of debt is becoming central to broader contention over inequality and the fate of the American Dream.

This honors course introduces students to the study of social problems through a multi-faceted exploration of debt and inequality. It is divided into three parts.

1. Answers are only as good as the questions we ask. The first part of the course considers the history and conceptualization of debt, so that we can ask good questions about it. What is debt? Where does it come from? What are some different ways of thinking about it? Here we will focus on how debt is understood in sociology, looking especially at arguments about the relationship between debt and inequality. We will also contrast sociological viewpoints with perspectives from other disciplines.
2. The second part of the course focuses on what we know about debt in the present-day United States. Who has it, who doesn't, and why? How have answers to these questions changed over time? How is debt shaping modern-day inequalities? Why has debt—both private and public—become so important in political and social life?
3. The third part of the course gets down to people's beliefs about debt, their experiences of it, and their feelings about it. In other words, it gets into questions of culture, morality, and everyday experience. Here we will inquire into cultures of debt and consumption, the relationship between debt and stigma, and the ways in which debt shapes life experiences.

The major assignment for the course will be a project in which students will do their own original research, in the form of an interview-based project. Each student will interview 10 people who vary in terms of age, *or* race/ethnicity, *or* class, *or* gender, or some other single axis of social difference (for instance, students might decide to focus on religion, immigrant status, political affiliation, homeownership status, or educational status)—in order to better understand how debt and inequality come together to shape people's lives. Projects will be developed over the course of the quarter, with the support of in-class workshops and feedback sessions.
