

# Fall 2019 Course Descriptions

Please review the course descriptions below. You should select your **top five** classes. The course selection survey will be open **Wednesday, May 1 at 11:50 AM** and close **Monday, May 6 at 8:00 AM**. Course assignments will be sent via UC Davis email on Tuesday, May 7.

- These courses are restricted to honors students and can only be accessed using a **Course Registration Number (CRN)** distributed by UHP. You cannot search for them in Schedule Builder.
- Each honors student must complete three UHP courses during the 2019-2020 academic year (one per quarter). Taking a second course during Fall 2019 does not waive another quarter's UHP course requirement unless approved by UHPs First- and Second-Year Advisor.
- All of the Honors courses are capped at 25 students each, except for BIS 23A, ECH 1, MAT 17A, MAT 21B, NAS 34, and POL 108 which are capped at 20, 24, 30, 30, 15, and 10, respectively.
- ECH 1 is part of a large general-population lecture; however, the lab section is taught by Professors Kuhl and Ristenpart instead of a TA.
- Honors courses must be taken for a letter grade and earn a minimum grade of C-; courses changed to P/NP grading will not count toward UHP requirements **[All prerequisites listed in red text will not be waived for honors students]**.

*Note: Department course offering details--classrooms, days and times—are subject to change. Schedule Builder provides the most accurate information to date.*

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## COURSE OFFERINGS

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Archaeology	201910	ANT	003	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Darwent, Christyann	Lecture	MW	9:00 AM – 10:50 AM	YOUNG	302

### Description:

Lecture—3 hour(s); Discussion—1 hour(s). Development of archaeology as an anthropological study; objectives and methods of modern archaeology. GE credit: SE, SL, SS.

This course is designed to introduce the methodological and theoretical underpinnings of archaeology. Goals of archaeological research and techniques used to extract data from the archaeological record are discussed in general terms and illustrated with examples from various parts of the world.

Lectures are supplemented with films and computer visuals. It is designed to supply you with a basic understanding of the methods of archaeological analysis. Discussions will relate to concepts covered during class lectures and are intended to provide supplementary information on archaeological methods with a “hands-on” focus (e.g., real examples of bone, stone, ceramic and metal artifacts).

I expect you to leave this class with a much better understanding of what it is that archaeologists do, and how we reconstruct the past; become a more informed viewer of such channels as Discovery and History; and realize that culture history is a non-renewable resource to be protected.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Buddhism and Global Culture	201910	ANT	134	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Klima, Alan	Lecture	T	3:10 PM – 5:00 PM	YOUNG	224
	Lecture	R	3:10 PM – 5:00 PM	CURRANT	163

**Description:**

Lecture—3 hour(s); Discussion—1 hour(s). **Prerequisite(s): Completion of Entry Level Writing**

**Requirement (ELWR).** Buddhist meditation and ritual as a cultural system that adapts to global and local forces of change. Anthropological theory and method in understanding global culture transmission, including Buddhist reform movements in Asia and Buddhist practice in the West. GE credit: AH, SS, WC, WE.

Buddhist meditation and ritual as a cultural system that adapts to global and local forces of change. Anthropological theory and method in understanding global cultural transmission. One of the specific foci of this course will be a comparison of Buddhist tradition with modern medicalized versions of meditation and mindfulness in the West.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Gender and Sexuality	201910	ANT	139BN	002	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Choy, Timothy	Lecture	MW	12:10 PM – 2:00 PM	WELLMAN	203

**Description:**

Lecture—3 hour(s); Discussion—1 hour(s). **Prerequisite(s): Completion of Entry Level Writing**

**Requirement (ELWR).** Gender and sexuality in foraging bands, horticultural and pastoral tribes, agricultural and industrial states. Debates on cultural evolution and distribution of gender hierarchies. Impact of politics, economics, religion, social practices, women's movements on gender and sexuality. Culture, nature and sexuality. Not open for credit to students who have completed ANT 130. (Former ANT 130.). GE credit: ACGH, DD, SS, WC, WE.

Feminist anthropology and the cultural politics of gender and sexuality, including diversities of gender and sexuality formation, as well as the ways gendered ideas and infrastructures inform apparently non-gendered contexts. Focus on how emergent technologies, social movements, and/or changes in scientific and social scientific opinion refigure the cultural meanings, material fabric, and political implications of gender and sexuality. Weekly reading and writing, collaborative discussion format, and a guided research paper. Topics may include: new reproductive technologies, intersex movements, gender, race, and environmental health, sexual reassignment surgeries, the globalization of sex education, challenges to universal theories of gender and/or feminism.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Introduction to Stars, Galaxies, and the Universe	201910	AST	10G	003	3.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Wittman, David	Lecture	MWF	1:10 PM – 2:00 PM	PHYSICS	285

**Description:**

Lecture—3 hour(s). Non-mathematical introduction to astrophysics of the Universe beyond our solar system using concepts of modern physics. Not open for credit to students who have taken AST 002, the former AST 010, any quarter of PHY 009 or PHY 009H, or any upper-division physics course (other than PHY 137 or PHY 160). GE credit: SE, SL, VL.

This is a non-mathematical introduction to astrophysics beyond our solar system. Without assuming prior knowledge of physics or astronomy, we first build an understanding of how stars (including the Sun) work, and build from there to understand star birth, evolution, and death; neutron stars and black holes; galaxies; dark matter; the Big Bang and dark energy; and exoplanets and the prospects for life elsewhere in the universe. Along the way we touch on such matters as where the atoms in our bodies came from, the fate of the universe, and how likely we are to be alone in the universe.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Genome Hunters	201810	BIS	023A	001	3.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Albeck, John	Lecture	T	1:10 PM – 2:00 PM	ACADSURGE	2366
Furrow, Robert	Lab	R	1:10 PM – 4:00 PM	ACADSURGE	2240

**Description:**

Lecture—1 hour; laboratory—3 hours. **Prerequisites: MAT 17A OR MAT 21A (can be taken concurrently) or equivalent high school math.** GE credit: SE.

Genomics is a central tool in modern biological research, providing a powerful lens into the functioning of an organism. However, most microbes around us remain relatively unknown, with little information about their behavior or DNA sequence. In this authentic research experience, you will isolate and sequence salt-living microbes from the local environment, developing skills for lab research as well as quantitative modeling and programming in R. For students interested in continuing on, the Spring course BIS 23B moves this research into computational genomics as we analyze and compare the genome sequences of the strains that were isolated in BIS 23A.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Major Books of Western Culture: The Ancient World	201910	COM	001	004	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Parrish, Timothy	Lecture	TR	12:10 PM – 2:00 PM	SOCSCI	80

**Description:**

Lecture/Discussion—4 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Introduction, through class discussion and frequent written assignments, to some of the major books of western civilization such as The Odyssey, Aeneid, Bible, and Augustine's Confessions. GE credit: AH, WC, WE.

Literary achievements are not simply the records, or by-products, of the central beliefs of a culture; they are also a means by which those ideas are created. As much as bricks and mortar, works of written and oral expression are building blocks of human culture. Recognizing this fact, this course is not arranged in simple geographic or historical terms. Rather, the course identifies several key problems that define literary expression and its relationship to the larger cultures of which it is a part—the author's role as a creator, the relationships between individuals and the societies they comprise, the very definition of the boundaries that demarcate civilizations.

In the first two sections of the class we will be concerned with the relationship between civilization and poetry. In different ways, the epic poems of Homer and Virgil are foundational poems that imagine civilization, poetry, and history as a shared creation that goes forward and back in time through a process of continual recreation. In a sense, none of the terms mean anything except in dialogue with the other. At the same time, the works we are reading continually ask the reader who you are, to whom do you belong (history? the gods? your family? fate? your own will?), and what constitutes a good life. Where Homer and Virgil are concerned with broad questions of civilization and history, the book of Job, the Prometheus of Aeschylus, and Cervantes' Don Quixote will allow us to bring these ancient texts into the modern world to ask the impossible question, who are you? These texts represent both the dominant voices of the cultures that we live in and have inherited; they also include alternative stories that have in important ways remained persistently and powerfully outside the main line of cultural tradition. Emphasis will be on reading as a quest, an adventure, and form of self-realization.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Shakespeare and the Classical World	201910	COM	139	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Ross, Cheryl	Lecture	TR	10:30 AM – 11:50 AM	STORER	1342

**Description:**

Lecture/Discussion—3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Shakespeare's representations of the classical world in the light of selected ancient texts and Renaissance conceptions of Antiquity, with special attention to the depiction of politics and history. GE credit: AH, WC, WE.

Shakespeare's fascination with the classical world is evident throughout his career. In this course we will study selected plays through this lens, learning how Shakespeare responds to and reworks both ancient texts and renaissance conceptions of Antiquity, and how his work matures within this conceptual framework. Through this lens we will practice our own interpretive and argumentative skills on these compelling dramatic works.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Design of Coffee	201910	ECH	001	A17	3.000
<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Kuhl, Tonya & Ristenpart, William	Lecture Lab	M T	7:10 PM – 8:00 PM 10:00 AM – 11:50 AM	CALIFO EVERSON	1100 126

**Description:**

Lecture—1 hour(s); Laboratory—2 hour(s); Project (Term Project)—1 hour(s). Non-mathematical introduction to how chemical engineers think, illustrated by elucidation of the process of roasting and brewing coffee. Qualitative overview of the basic principles of engineering analysis and design. Corresponding experiments testing design choices on the sensory qualities of coffee. Not open for credit to students who have completed ECM 1, ECM 5, or ECH 5. GE credit: SE, SL, VL.

**This course is part of a large lecture with a small lab section taught by Professors Kuhl and Ristenpart.**

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Introduction to Schools	201910	EDU	100	003	4.000
<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Ambrose, Rebecca	Lecture	TR	9:00 AM – 10:20 AM	ACADSR	2362

**Description:**

Lecture—3 hour(s); Fieldwork—3 hour(s). Study of occupational concerns of teachers; skills for observing classroom activities; school organization and finance; school reform movement; observing, aiding, and tutoring in schools. GE credit: ACGH, DD, OL, SS.

**Open only to second year students in the University Honors Program.**

The course will reflect the School of Education commitment to consider how we might eliminate inequities in schooling by creating opportunities for diverse learners to experience the transformative power of knowledge. This course includes a mandatory 30 hour internship in which students will volunteer in a local K-12 classroom. The internship provides a foundation for exploring the central question of the course: What is the role of schools and classrooms in promoting democracy? The class itself is designed to be democratic where students have opportunities to voice their beliefs and opinions in various discussion formats enabling them to learn with and from one another. We will consider the shifting demographics of the student population in the US, the declining prestige of the teaching profession, the political nature of the school curriculum and the rise of the charter school.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
International Economic Relations	201901	ECN	162	001	4.000
<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Swenson, Deborah	Lecture Discussion	TR F	12:10 PM – 1:30 PM 10:00 AM – 10:50 AM	YOUNG CURRANT	192 163

**Description:**

Lecture—3 hours; discussion—1 hour. International trade and monetary relations, trade policy, exchange rate policy, policies toward international capital migration and investment. Emphasis on current policy issues. Course intended especially for non-majors. Not open for credit to students who have completed course 160A or 160B. GE credit: SS, WC.

International Economic Relations studies the economic factors that influence international integration on the real and financial side. While the class focuses on economic analysis of a wide range of topics including international trade, outsourcing, immigration, trade policy, exchange rate choices and determination, and international macroeconomic linkages, all topics are discussed and demonstrated in the context of current policy debates.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Jane Austen	201910	ENL	177	003	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Johns, Alessa	Lecture	TR	1:40 PM – 3:00 PM	SOCSCI	90

**Description:**

Lecture/Discussion—3 hour(s); Term Paper. **Prerequisite(s): ENL 3 or UWP 1 (or equivalent).** In-depth study of an author's works; historical context; relation to predecessors and contemporaries; critical reception; influence. May be repeated up to 1 Time(s) if author differs. GE credit: AH, WE.

Jane Austen In this course we will explore the world of Jane Austen: we will discuss four of her fictions (Pride and Prejudice, Emma, Persuasion, and Lady Susan) as well as one sequel by Jo Baker (Longbourn); consider the socio-political and cultural contexts of her writings; examine historical reception and current critical evaluation of her work; screen excerpts from and evaluate film adaptations; view samples of her considerable online presence; and account more generally for Austen's place in popular culture and among scholars today.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Technology Use, Health and Aging	201910	HDE	161	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Miller, Lisa	Lecture	TR	10:00 AM – 11:50 AM	WELLMAN	203

**Description:**

Lecture—4 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Principles from gerontology applied to older adults' use of technology to support health and well-being across a variety of domains (e.g., cognitive and physical fitness, social engagement) and contexts (assisted living, aging in place). Cognitive, sensory, and physical changes in later life that impact technology use. GE credit: SS, WE.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
History of Science Fiction	201910	HIS	147A	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Saler, Michael	Lecture	TR	10:30 AM – 11:50 AM	WELLMAN	207

**Description:**

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** This course is an historical survey of the origin and development of “science fiction,” both as a literary genre and a set of myths for a modern age often conflicted about its embrace of science, technology, reason and secularism. We will discuss the genre in terms of its historical contexts, major authors, seminal publications, key themes, and diverse styles, and analyze how it has developed during the course of the past century. Among the issues we will address are: Can we find a common way to define such a protean body of texts and themes, which include escapist “planetary romance”; “hard” SF (emphasizing the natural sciences); “soft” SF (emphasizing the social sciences); “New Wave” SF (employing modernist literary techniques and concerns), and utopian and dystopian SF? Is there such a thing as “science fiction”? Science fiction has often been opposed to literary realism, defined instead as a subset of fantasy. But might we consider contemporary science fiction as a form of realism, given the enormous pace of scientific and technological change and its effects on our daily lives, as well as the pervasive nature of science fiction ideas and images in modern culture? Could we call our everyday perceptions of the world a form of “science-fictionality,” and science fiction as the realist literature of our age? Science Fiction is often “escapist.” But can it also be a literature of engagement and activism – and if so, in what ways? GE credit: AH, SS, WC, **WB**.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus for Biology and Medicine	201910	MAT	17A	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
TBD	Lecture	MWF	10:00 AM – 10:50 AM	BAINER	1060
	Discussion	T	7:10 PM – 8:00 PM	WELLMAN	25

**Description:**

Lecture—3 hour(s); Discussion—1 hour(s). **Prerequisite(s): Two years of high school algebra, plane geometry, plane trigonometry, and analytical geometry, and satisfying the Mathematics Placement Requirement.** Introduction to differential calculus via applications in biology and medicine. Limits, derivatives of polynomials, trigonometric, and exponential functions, graphing, applications of the derivative to biology and medicine. Not open for credit to students who have completed MAT 016B, MAT 016C, MAT 021A, MAT 021B, or MAT 021C; only 2 units of credit to students who have completed MAT 016A. GE credit: QL, SE, SL.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus	201910	MAT	21B	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
TBD	Lecture	MWF	12:10 PM – 1:00 PM	KERR	293
	Discussion	T	5:10 PM – 6:00 PM	WELLMAN	101

**Description:**

Lecture—3 hour(s); Discussion—1 hour(s). **Prerequisite(s): (MAT 021A C- or better or MAT 021AH C- or better) or MAT 017A B or better. Continuation of course 21A.** Definition of definite integral, fundamental theorem of calculus, techniques of integration. Application to area, volume, arc length, average of a function, improper integral, surface of revolution. Only 2 units of credit to students who have completed MAT 016B, MAT 016C, MAT 017B, or MAT 017C. GE credit: QL, SE.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Human Brain and Disease	201910	NPB	12	001	3.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Fioravante, Diasynou	Lecture	MW	4:10 PM – 5:30 PM	WICKSN	1038

**Description:**

Lecture—3 hour(s). Normal function and diseases of the human brain and nervous system. Diseases discussed include Parkinson's, Alzheimer's, leprosy, amnesia and schizophrenia. Intended for non-science majors. Not open for credit for students who have completed NPB 100, NPB 101, NPB 112, or PSC 121. GE credit: SE, SL.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
The Path to Cyborgs: Introduction to Prostheses and Human Machine Interfaces	201910	NPB	17	001	3.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Sutter, Mitchell	Lecture	MW	4:10 PM – 5:30 PM	WELLMAN	201
	*Dist. Learning	W	6:00 PM – 9:00 PM	International Center	

\* The distance learning component with the students in Hong Kong will take place 3-4 Wednesday evenings in November/December.

**Description:**

Lecture—3 hour(s). Interface of biology and technology. Mind-controlled prosthetic limbs, artificial organs, and implantable devices. Emphasis on basic physiological functions and how they can be replaced by devices. Suitable for majors and non-majors. GE credit: SE, SL.

This Fall (and Fall Quarter only) this course will be interacting with a similar course in Hong Kong, and will have students work on projects together and some exercises simultaneously with our Hong Kong Peers.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Policy Making in the Public Sector	201910	POL	108	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kravitz, Richard	Lecture	F	10:00 AM – 11:50 AM	OFFCAMPUS*	-----
	Speaker**	W	10:00 AM – 10:50 AM	OFFCAMPUS*	-----

**Description:**

Lecture—3 hour(s); Term Paper/Discussion—1 hour(s). **Prerequisite(s): Completion of Entry Level**

**Writing Requirement (ELWR).** Theoretical rationale for governmental activity, program evaluation, PPBS, positive theories of policy making, the quantitative study of policy determinants, implementation, and proposals for improved decision making. GE credit: ACGH, QL, SS, WE.

\* This course will be held at the UC Center Sacramento, located in downtown Sacramento.

Transportation options include carpooling, YoloBus, and Amtrak. If you are interested in this course but transportation is an issue, please contact UHP and we will work with you.

\*\* Attendance at the Wednesday Speaker Series is optional as these are recorded; students opting not to attend will instead watch the video and them complete the related assignments.

This course is designed specifically for students enrolled in the Health Policy Track at UC Center Sacramento, but students enrolled in the UHP may also participate. The course is conducted in downtown Sacramento and is broadly divided into two parts. In the first part, we will examine the meaning of health, the ways in which health policy can influence health, the tools available to health policy analysts, and ways in which health services researchers have examined health care access, quality, and costs. We will also examine the fundamental values that drive the health care debate, including health care as a right versus a privilege, the “right” amount of health care spending, and tradeoffs between quality and equity. This part of the course ends with a midterm examination and in class “debate” on the future of Medicaid (MediCal in California).

In the second part of the course, we turn our attention to the Affordable Care Act of 2010, the boldest stroke in health policy since the passage of Medicare in 1965 – paying special heed to implementation of the ACA in California. We will also cover recent efforts to repeal and replace Obamacare. We will focus on two specific questions that represent larger issues in policy and politics. In asking, “how did the Congressional Budget Office conclude that repeal and replace legislation would cause 20-30 million Americans to lose health insurance coverage,” we examine some key principles of policy analysis. And in asking, “why did California Republican Members of the House support repeal and replace, despite the risk of harm to their constituents,” we look at the complex interaction between politics and evidence in shaping public policy.

**Open only to second year students in the University Honors Program.**

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
General Psychology	201910	PSC	001	001	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Thompson, Ross	Lecture	MW	2:10 PM – 4:00 PM	WICKSON	1038

**Description:**

Lecture—4 hour(s). Principles and basic concepts of psychology. The empirical study of individual behavior including perception, cognition, development, personality, social interactions and the biological underpinnings of behavior. Not open for credit to students who have taken PSC 001Y. GE credit: SS.

**Open only to incoming first-year students at Orientation.**

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Life, Meaning, and Identity	201910	RST	110	001	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Janowitz, Naomi	Lecture	TR	10:30 AM – 11:50 AM	CURRENT	163

**Description:**

Lecture/discussion—3 hours; term paper. Study of religious lives, the quest for meaning and for personal identity; how religions frame the problems of life; how cultural and personal crises affect youthful identity; the nature and structure of dreams, myths, and ideals. GE credit: AH, WE.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Social Problems	201910	SOC	003	001	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Finnigan, Ryan	Lecture	TR	2:10 PM – 4:00 PM	OLSON	163

**Description:**

Lecture—3 hour(s); Discussion—1 hour(s). General sociological consideration of contemporary social problems in relation to sociocultural change and programs for improvement. GE credit: ACGH, DD, SS.

Social Problems will focus on class inequality in the United States. The course will cover: trends and sources of income and wealth inequality; social and cultural dimensions of class; the reproduction of class inequality from one generation to the next; and the intersection of class, race, and gender. Each unit of the course will focus on 'common sense' understandings of class inequality from the news, popular culture, and personal experience, and how those impressions do or don't fit with evidence from social science research. Students will produce a course paper combining personal reflections on some aspect of class inequality with a review of existing social science research on the topic. Students will also produce a short research report on the role of colleges and universities for reducing or reproducing class inequalities.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Seminar on the Political Origins of African-American Health Inequality	201910	SOC	195	001	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Halfmann, Drew	Lecture	W	10:00 AM – 12:50 PM	SOCSCI	1291

**Description:**

GE credit: SS.

Hundreds of studies in sociology and public health have found strong associations between race, class and health status. Hundreds more have shown that these associations are mainly driven by non-medical determinants such as income, wealth, education, occupation, and neighborhood. Through a case study of African-American health, the course examines the historical and political origins, character and

maintenance of health inequalities. It addresses such questions as: What is health? What causes health inequalities? In what ways does medical care affect such inequalities? How was residential segregation established and maintained? Why is the American welfare state so stingy in comparison to those in other rich countries? Why is income inequality so high in the United States? What are the sources of American educational inequalities?

The course provides an introduction to key Sociology Program Learning objectives (that are useful in most programs): 1. Engage in critical, analytical thinking and writing. 2. Describe and analyze the connections between individuals, institutions, and social structure. 3. Understand the crucial role of gender, race, class, and ethnic diversity in major American institutions, including economic, educational, political, and health care institutions. The course addresses its topics in a directed seminar setting--Directed in the sense that although students will be expected to do most of the talking, they will be taught how to do so. In other words, they will learn how seminars work and how they can make the most of their participation in one. The course will also include iterative writing assignments and peer review to improve students writing skills.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Elementary Statistics	201910	STA	13	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Drake, Chris	Lecture	MW	12:10 PM – 2:00 PM	WELLMAN	7

**Description:**

Lecture—3 hour(s); Discussion—1 hour(s). **Prerequisite(s): Two years of high school algebra or Mathematics D.** Descriptive statistics; basic probability concepts; binomial, normal, Student's t, and chi-square distributions. Hypothesis testing and confidence intervals for one and two means and proportions. Regression. Not open for credit for students who have completed STA 013V, or higher. GE credit: QL, SE.

The course material will be introduced through a mix of lectures delivered by the instructor and students working in groups. Students will be requested to prepare presentations on statistical concepts and introduce them to their class mates. Students will also routinely be asked to prepare examples to help gain an understanding of new concepts and illustrate these concepts to their class mates. Students will also work in groups during class time on examples and selected problems. The class is interactive and avoids traditional lecture style as much as possible. The instructor's role will be to provide an overview when a new topic is introduced and then have the students learn the material through active engagement during class time. The course tries to use the concept of a flipped classroom as much as possible.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
History of Scientific Writing	201910	UWP	121	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Herring, Scott	Lecture	TR	3:10 PM – 4:30 PM	SHIELDS	90B

**Description:**

Lecture/Discussion—3 hour(s); Extensive Writing. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** History of scientific writing from the 17th century to the present; origins and evolution of scientific genres; role of scientific writing in producing scientific knowledge; discursive differences between disciplines; emergence of English as a global language of science. GE credit: AH, SE, SL, WE.

How does scientific writing work? What does it communicate, and why do scientists choose the precise strategies they do? We will answer these questions, and plenty of others. Students will focus on two tasks: they will learn to understand scientific writing, and will get better at producing their own. Toward these ends, they will write a series of term papers aimed at achieving both goals.

Writing about big reserves like Yellowstone and Yosemite will serve us as case studies, although we will not restrict ourselves more than we need to; writing about the natural environment is our major focus. We will take a close look at writing about the geology, botany, anthropology, wildlife biology, and other aspects of these places, from their earliest beginnings to the present day.