

Fall 2020 Course Descriptions

Please review the course descriptions below. You should select your **top five** classes. The course selection survey will open **Wednesday, April 29 at 11:50 AM** and closes **Monday, May 4 at 8:00 AM**. Course assignments will be sent via UC Davis email on Wednesday, May 6.

- 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 2020-2021 academic year (one per quarter). Taking a second course during Fall 2020 does not waive another quarter's UHP course requirement unless approved by UHP.
- All of the Honors courses are capped at 25 students each, except for CDM 20, CMN 174, ECH 1, MAT 17A, MAT 21B, and POL 108, which are capped at 24, 20, 24, 30, 30, and 10, respectively.
- CDM 20 is part of a large general-population lecture; however, the laboratory section is taught by Professor Wyman instead of TA and includes only UHP students.
- CHI 10 is part of a large general-population lecture; however, the discussion section is taught by Professor Marquez instead of a TA and includes only UHP students.
- 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 and includes only UHP students.
- 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. All courses with **WE** General Education credits require satisfaction of ELWR.

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

COURSE OFFERINGS

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|--------------------------|---------|------|-------------------|--------|---------|
| Museum: Age of Spectacle | 202010 | AHI | 123 | OU1 | 4.000 |
| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
| Grigor, Talinn | Lecture | MW | 5:10 PM – 7:00 PM | EVERSN | 157 |

Description:

Lecture/Discussion—4 hour(s). The institution of the museum in the context of modernity, nationalism, (post)colonialism, and the society of spectacle. Designed to bring art objects of the Manetti Shrem collection, global art history, and foundational critical theory together in a meaningful and experimental way. GE credit: AH.

The Honors course raises major themes related to the institution of the museum in the context of modernity, nationalism, (post)colonialism, and the society of spectacle. The course is the first UC Davis

course situated, physically, in the new Jan Shrem and Maria Manetti Shrem Museum of Art and is, therefore, designed to bring art objects of the Manetti Shrem collection, global art history, and foundational critical theory together in a meaningful and experimental way. Throughout art historical, hands-on, and theoretical explorations, students will experience the direct ties between art objects, the museum, and the ideologies of modernity. The museum itself, as a work of contemporary architecture and museum practices, will be experienced and examined as a (post)colonial phenomenon.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|-----------------------------|-------------|-------------|-------------|------------|----------------|
| Introduction to Archaeology | 202010 | ANT | 003 | OU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|----------------------|-------------|-------------|-------------------|--------------|-------------|
| Darwent, Christyann | Lecture | MW | 1:10 PM – 3:00 PM | YOUNG | 192 |

Description:

Lecture – 3 hours(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).

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|------------------------|-------------|-------------|-------------|------------|----------------|
| Filmmaking Foundations | 202010 | CDM | 020 | AU1 | 5.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|----------------------|--------------|-------------|---------------------|--------------|-------------|
| Wyman, Julie | Lecture | MW | 10:30 AM – 11:50 AM | ARTANX | 107 |
| | Film Viewing | M | 6:10 PM – 8:00 PM | ARTANX | 107 |
| | Laboratory | W | 6:10 PM – 9:00 PM | ARTANX | 103 |

Description:

Lecture – 3 hour(s); Laboratory – 3 hour(s); Film Viewing – 2 hour(s). Introduction to filmmaking concepts, principles, and methods. Emphasis on form, content, and historical dialectic between classical narrative filmmaking conventions and artists’ challenges to these conventions. Not open for credit to students who have taken CTS 020. GE credit: AH, VL.

This course introduces film/video-making as an artistic practice and a mode of cultural production. Through a series of “sketches” or short-term film production assignments in the first two thirds of the quarter, you will develop a fluency in motion picture language, acquiring technical skills as well as a critical vocabulary for discussing creative work. In the last weeks of the quarter, students apply these new skills to a focused production project.

Note: This course is a large 1.5-hour general population lecture and 2-hour general population film viewing, but Professor Julie Wyman will be teaching the small 24-person 3-hour laboratory section.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|-----------------------------------|--------|------|------|-----|---------|
| Introduction to Chicana/o Studies | 202010 | CHI | 10 | AU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|-----------------|------------|------|--------------------|--------|------|
| Marquez, Lorena | Lecture | TR | 12:10 PM – 1:30 PM | SCILEC | 123 |
| | Discussion | T | 9:00 AM – 9:50 AM | HART | 2120 |

Description:

Lecture – 3 hours(s); Discussion – 1 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Analysis of the situation of the Chicana/o (Mexican-American) people, emphasizing their history, literature, political movements, education, and related areas. GE credit: ACGH, AH, DD, OL, SS, **WE**.

Note: This course is a large 1.5-hour general population lecture, but Professor Lorena Marquez will be teaching the small 25-person 1-hour discussion section.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|--------------|--------|------|------|-----|---------|
| Social Media | 202010 | CMN | 174 | OU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|---------------|---------|------|-------------------|-------|------|
| Feng, Bo | Lecture | TR | 2:10 PM – 4:00 PM | KERR | 386 |

Description:

Lecture/Discussion – 4 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Application of theories of communication to the study and design of social media. Examination of social media in various contexts such as health, political movements, and collaboration. Topics include motivations for membership, participation, social-technical capital, and privacy. GE credit: ACGH, SS, **WE**.

This course offers an overview of the social media landscape. We will apply theories of communication to the study and design of social media sites and discuss the ways in which social media may influence various important social domains. General concepts and topics include interpersonal relationships on social media, participation, virality, social networks, privacy, and dark side of social media. The overall objective is to provide students with the knowledge, critical thinking ability, and practical skills they will need to effectively produce, consume, and assess the potential cognitive, social, and political impact of social media.

Learning objectives:

- To apply communication theories and concepts to the study and design of social media
- To understand the effects of social media on ourselves and society
- To develop strategies to effectively use and manage social media for individuals and organizations

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|---|--------|------|------|-----|---------|
| Introduction to Performance and Culture | 202010 | DRA | 001 | 0U1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|-----------------|---------|------|---------------------|--------|------|
| Bogad, Lawrence | Lecture | MW | 10:00 AM – 11:50 AM | WRIGHT | 115 |

Description:

Lecture—3 hours; Discussion—1 hour. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Introductory investigation of the nature of performance, moving from performance theory to consideration of various manifestations of performance including theatre, film and media, performance art, dance, sports, rituals, political and religious events, and other "occasions." Not open to students who have completed course 1S. GE credit: AH, DD, VL, **WE**.

Course 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 develop an understanding of performance and the practical, emotional, physical, and philosophical aspects of performance thorough writing and participation in performance.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|------------------|--------|------|------|-----|---------|
| Design of Coffee | 202010 | ECH | 001 | AU1 | 3.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|---------------------|---------|------|---------------------|--------|------|
| Kuhl, Tonya | Lecture | M | 6:10 PM – 7:00 PM | SCILEC | 123 |
| Ristenpart, William | Lab/Dis | T | 10:00 AM – 11:50 AM | EVERSN | 126 |

Description:

Lectures – 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 Chemical Engineering and Biochemical Engineering majors or students who have completed Chemical and Materials Science 5. GE credit: SE, SL, VL.

Note: This course is a large 1-hour general population lecture, but Professors Tonya Kuhl and William Ristenpart will be teaching the small 24-person 2-hour lab.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|---|--------|------|------|-----|---------|
| Introductory Topics in Literature: Refugee Literature | 202010 | ENL | 40 | 0U1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|---------------|---------|------|-------------------|-------|------|
| Roy, Parama | Lecture | MWF | 1:10 PM – 2:00 PM | OLSON | 101 |

Description:

Lecture/Discussion – 3 hour(s); Extensive Writing. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR). ENL 003 or UWP 001 or UWP 001V or UWP 001Y; or equivalent recommended.** Study of a topic centered on the relationships between literature and moving-image media. May be repeated up to 2 time(s) when content differs. GE credit: AH, **WE**.

In *The Origins of Totalitarianism* (1951), written in the aftermath of World War Two, the philosopher Hannah Arendt spoke of statelessness as “the newest mass phenomenon in contemporary history.” Since then, the numbers of refugees or the stateless has grown exponentially, as wars, genocide, persecution, organized crime, ecological disasters, and other factors have driven tens of millions of people from their homes and across national boundaries. By the UN’s reckoning, there are about 68.5 million refugees or displaced people worldwide at the present moment. Of these only an infinitesimally small percentage have been approved for resettlement in other countries, as newly revitalized forms of nationalism, xenophobia, and religious antipathy cast refugees as unwelcome and threatening, and describing them as criminals, terrorists, parasites, and civilizationally unassimilable. These idioms of nationalism and xenophobia have captured the popular imagination in many parts of the world, including the US, the UK, Hungary, Denmark, Australia, Myanmar, India, and Italy.

In this course we will examine refugee experiences from several parts of the world. We will do this by studying a wide range of writing, including long and short fiction, graphic journalism, documentary accounts, photographs, and essays, by and about refugees and stateless people from the post World War II period. We will focus on the following questions, among others: statelessness, citizenship and the nation-state; law, sovereignty, and the security state; human rights; hospitality; and cosmopolitanism and assimilation.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|---|--------|------|------|-----|---------|
| Themes in World History: The British Empire | 202010 | HIS | 110 | 0U1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|---------------|---------|------|---------------------|-------|------|
| Sen, Sudipta | Lecture | TR | 10:30 AM – 11:50 AM | KERR | 293 |

Description:

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Topics will emphasize the interaction of diverse regions of the world as well as common patterns of historical change. May be repeated for credit when instructor and/or topic differs. GE credit: AH, SS, WC, **WE**.

This is a seminar on the history of the rise and expansion of the British Empire in the eighteenth and nineteenth centuries, focusing mostly on India and Africa. It explores social and cultural implications of military conquest, economic exploitation, colonial rule, and imperial policy. It begins with the establishment of British rule in India leading to the establishment of the British Raj as the cornerstone of a far-flung Empire that stretched at its zenith from the Straits of Gibraltar to the Straits of Malacca. It also explores how ideas, policies, and practices of imperialism were introduced into parts of the African continent in the age of European inroads, and some of their consequences for indigenous society. We shall discuss how the ideology of empire and colonial expansion was sustained over such a long period of history, what its relationship was to the notion of Englishness and the idea of a Greater Britain, and how empires were represented by rulers for themselves and to those that they sought to rule.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|-----------------------------------|--------|------|------|-----|---------|
| Latin American Social Revolutions | 202010 | HIS | 165 | OU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|-----------------------|---------|------|-------------------|-------|------|
| Schlotterbeck, Marian | Lecture | TR | 1:40 PM – 3:00 PM | OLSON | 207 |

Description:

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Major social upheavals since 1900 in selected Latin American nations; similarities and differences in cause, course, and consequence. GE credit: AH, SS, WC, **WE**.

This course examines the causes, consequences, and legacies of Latin America’s major social revolutions in the twentieth century. Through four case studies on Mexico (1910), Cuba (1959), Chile (1970), and Nicaragua (1979), we will ask why these revolutions occurred, what they changed in the societies that experienced them, and in what ways they satisfied and disappointed those who fought for change. We will begin by examining how each revolutionary movement unfolded, paying close attention to the causes that led people to mobilize, as well as to the declared objectives of revolutionaries and the revolutions’ final results. We will ask who stood to benefit from revolutionary programs, and how did everyday life change for people once a push for revolutionary change took place. These questions will urge us to consider divisions within revolutionary movements, such as the differences between women and men, young and old, as well as divisions between those who formed a revolution’s leadership and those who supported revolution through grassroots political activism. Along the way, students will be asked to think comparatively in order to assess how and why revolutionary strategies and outcomes in one country resembled or differed from those in another.

By the end of the quarter, each student will have developed the following skills:

- Factual Knowledge. Acquire an understanding of the key economic, political, cultural, and social forces, events, and conflicts that have shaped Latin America historically and today.
- Historian’s Tool Kit. Learn how to recognize the variety of sources that make up the “archives” used by historians, including:
 - Primary sources (historical documents)
 - Secondary sources (historians’ interpretations)
 - Non-written sources (including images and films)
 - The absence of sources: how to listen for the voice of the voiceless, how to hear silences, and how to read “across the grain.”

- Historical Method. Know how to read different kinds of primary historical sources and secondary writings by historians by identifying the central arguments, evaluating evidence critically, and recognizing the writers' perspective or biases.
- Analytical Skills and Writing Proficiency. Be able to present historical analysis clearly in written papers and orally through listening and participating in class discussions. Demonstrate an ability to use primary and secondary sources to write essays with clear thesis arguments that are supported by evidence and that interpret—rather than merely describe—the past.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|---|---------|------|-------------------|-------|---------|
| Selected Themes in 20th Century American History: Environmental History of California | 202010 | HIS | 174D | OU1 | 4.000 |
| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
| Warren, Louis | Lecture | TR | 3:10 PM – 4:30 PM | CHSL | 60 |

Description:

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Interpretive overview of a single topic in the history of the United States in the 20th century with attention to the phases and processes of historical change. May be repeated up to 1 time(s) when topic differs. GE credit: ACGH, AH, SS, **WE**.

Californians not only inhabit a place of natural wonders, they have often claimed a special relationship to nature. Succeeding generations have staked out new relations with the earth in their politics, economy, literature, and art, and today the state's efforts to preserve scenic mountain valleys, beaches, forests, clean air, and climate often serve as a global model. This class explores the changing connections between people and nature in California, from ancient times to the present. We will examine how people, from Native Americans and early Spanish, Mexican, and American settlers to the most recent immigrants, have perceived nature in California, and how each has sought to change it, and sometimes to protect it to suit their own ideas of good living.

We'll look at how ideas of nature have changed, and how Californians have fought with one another over how best to act in nature, from Native resistance to early settlement to the struggle between farmers and hydraulic miners, down to the battle of California farm workers to protect themselves from pesticides and the making of the modern Sierra Club, a California organization that became one of the world's foremost powers in environmental lobbying.

We'll also consider the development of California's pre-eminent agricultural industry and the dissident strands that have brought us organic farming and the slow food movement, and the emergence of California as the world's premier battleground against smog, greenhouse gases, and other forms of air pollution, the fight for environmental justice and climate justice, and the peculiar history of California fire. Throughout, we'll look at how nature has changed in response, from soil erosion and wildlife decline to climate change. We'll examine California's formative contributions to climate science and policy, and the state's successes (and failures) at limiting environmental pollution and sharing its burdens equitably.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|---|--------|------|------|-----|---------|
| Special Topics in Natural Science and Mathematics: Relativity | 202010 | IST | 8A | 0U2 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|----------------|---------|------|---------------------|--------|------|
| Wittman, David | Lecture | MW | 10:00 AM – 12:00 PM | WELLMN | 109 |

Description:

Lecture – 3 hour(s); Discussion – 1 hour(s). Group study of a special topic in natural sciences and mathematics. Course varies with topic offered. Limited enrollment. May be repeated for credit. GE credit: SE, SL.

Einstein’s theory of relativity is one of the triumphs of modern science. Although it has a reputation for being difficult to understand, beginning students can actually master much of it by using appropriate logical and graphical thinking tools. In this course we will start by thoroughly understanding the basic idea of relativity as understood by Galileo; no prior knowledge of physics is assumed. We will then devote about half the quarter to the modern understanding of relativity without gravity (known as special relativity) using these tools: careful consideration of logical arguments, space-time diagrams, and a small bit of algebra. When we add gravity (known as general relativity) in the final weeks, these tools will be enough to gain a very solid conceptual understanding. By the end of the course you will be able to understand the twin paradox, time travel, and black holes.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|--|--------|------|------|-----|---------|
| Transforming Exclusion to Expression: Gender and Race in Climate Science | 202010 | IST | 8X* | 0U1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|--------------------------------|---------|------|--------------------|---------------------------------|------|
| Kemp, Margaret Sumner, Dawn | Lecture | TR | 11:00 AM – 1:00 PM | EARTH & PHYSICAL SCIENCES | 1309 |

Description:

*IST 8X is a cross-listed course consisting of IST 8A and IST 8B. Students will register for course 8A or 8B depending on their GE preference. Course 8A: SE, SL. Course 8B: AH.

This course uses theater and dance performance as a platform for exploring the stories of climate scientists who are also female, people of color, or gender nonconforming. Students will study scientific contributions from scientists with these identities as well as research their biographies or interview them to collect material on which to base text and movement for performance. The course will include instruction in climate science (~10 hours of class time); social science studies of diversity and exclusion in the workforce (~3 hours); interview techniques (~2 hours); script and content development (including artistic and scientific critique, ~15 hours); and performance techniques (including interactions with the artists in residence, ~10 hours).

This course combines the exploration of diversity and inclusion with climate science. Climate change is an existential threat to our current way of life in addition to being a polarizing political issue. Solving climate-related problems requires broad participation and diverse perspectives even though the basic

concepts that underpin climate science are well established and broadly accepted by the scientific community. By learning the foundational principles of climate science, particularly in the context of diversity, equality, and inclusion, students will be prepared to pursue climate topics of specific interest, put the research of non-stereotypical climate scientists in context, and better understand the motivations of scientists who are pursuing careers in which they face societal barriers.

By bringing their specific practices to collaboration, Professors Kemp and Sumner will provide a special opportunity for students to integrate the humanities, arts, and sciences to examine cultural power structures and climate science. This course is built around the subject content of “The Vortex,” a multimedia dance performance and conversation developed by Donna Sternberg, Professor Meredith Tromble, and Professor Sumner.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|---|--------|------|------|-----|---------|
| Masterworks of Japanese Literature (in English) | 202010 | JPN | 10 | OU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|------------------|---------|------|-------------------|---------|------|
| Sorensen, Joseph | Lecture | MW | 2:10 PM – 4:00 PM | WELLMAN | 103 |

Description:

Lecture/Discussion – 4 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Introduction to Japanese literature: readings and discussion in English of important works from earliest times to the present. GE credit: AH, WC, **WE**.

This course is a survey, in English translation, of selected masterpieces of Japanese literature from the 7th century into the 21st. We will consider the historical and cultural context of each work, as well as the conventions of the various genres we encounter in our readings. We will read from a wide variety of works: poetry (both ancient and modern), myths, tales, novels, plays, and short stories, and films.

The three major goals of the course are for students 1) to learn key concepts in Japanese culture, history, and aesthetics so that one has a foundation to better appreciate the literature, 2) to broadly see the unfolding of Japanese literary history in order to appreciate the allusive and intertextual nature of Japanese literature, and 3) to learn how to fruitfully discuss the literature with fellow students through careful and critical reading and writing.

The course is organized chronologically around a central theme: depictions of love. Among the questions to be considered throughout the course are: What kinds of love and what aspects of love are depicted in literature? How are they represented? What is not represented? How does one text and the ideas about love expressed in it relate to the other texts in this course? What does it mean to be a “masterpiece” of literature?

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|-----------------------------------|--------|------|------|-----|---------|
| Calculus for Biology and Medicine | 202010 | MAT | 17A | OU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|---------------|---------|------|---------------------|--------|------|
| Dad-Del, Ali | Lecture | MWF | 10:00 AM – 10:50 AM | BAINER | 1060 |

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.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|----------|--------|------|------|-----|---------|
| Calculus | 202010 | MAT | 21B | 0U1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|------------------|------------|------|--------------------|--------|------|
| Morris, Benjamin | Lecture | MWF | 12:10 PM – 1:00 PM | HOAGLD | 113 |
| | Discussion | T | 4:10 PM – 5:00 PM | OLSON | 205 |

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.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|-----------------------------------|--------|------|------|-----|---------|
| Musics of East and Southeast Asia | 202010 | MUS | 129C | 0U1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|----------------|---------|------|-------------------|--------|------|
| Spiller, Henry | Lecture | TR | 1:10 PM – 3:00 PM | EVERSN | 266 |

Description:

Lectures – 3 hour(s); Discussion – 1 hour(s). **Prerequisite(s): Prior experience with music performance, such as self-taught instrument, private lessons, or performance in an ensemble/band. Completion of Entry Level Writing Requirement (ELWR).** Survey of music cultures from Japan, China, Korea, Vietnam, and Indonesia, with special emphasis on the role of music in society and on the elements of music (instruments, theory, genres, and form, etc.). Introduction to ethnomusicological theory, methods, approaches. GE credit: AH, VL, WC, **WE**.

This course aims to introduce students to selected musical traditions of Asia, as well as to some general conceptual approaches of the field of ethnomusicology. This quarter the course will focus on music traditions of Indonesia and Korea. Through a series of case studies, we will examine aesthetic and technical aspects of different musical systems as well as the role music plays in various cultural processes, such as religion and cosmology, the dialectic of tradition and modernity, and the construction of ideologies of gender, class, and identity. Although the course is in the form of a survey, it makes no claims to be comprehensive or even representative of such an enormous and culturally diverse

geographical area. The overall course objectives are to: (1) become familiar with the goals and methods of ethnomusicology, (2) develop vocabulary and frameworks for analyzing music in its cultural context, and (3) achieve a deeper understanding of how music does real cultural work.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|--|--------|------|------|-----|---------|
| The Path to Cyborgs: Introduction to Prostheses and Human Machine Interfaces | 202010 | NPB | 17 | 0U1 | 3.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|---------------|---------|------|-------------------|-----------|------|
| Sutter, Mitch | Lecture | MW | 5:10 PM – 6:30 PM | INTL CNTR | 2119 |

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.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|--|--------|------|------|-----|---------|
| Policy Making in the Public Sector* | 202010 | POL | 108 | 001 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|------------------|-----------|------|---------------------|------------|------|
| Kravitz, Richard | Lecture | F | 10:00 AM – 11:50 AM | OFF CAMPUS | |
| | Speaker** | W | 11:00 AM – 11:50 AM | OFF CAMPUS | |

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.

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

This course is designed specifically for students enrolled in the Health Policy Track at UC Center Sacramento (UCCS), but students enrolled in the UC Davis Honors program 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.

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.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|----------------------|--------|------|------|-----|---------|
| Tolstoy (in English) | 202010 | RUS | 141 | OU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|---------------------|---------|------|-------------------|-------|------|
| Stuchebrukhov, Olga | Lecture | TR | 1:40 PM – 3:00 PM | HUNT | 110 |

Description:

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Study of Leo Tolstoy’s literary evolution and moral quest. Readings include his Confession, a major novel such as *War and Peace* or *Anna Karenina*, and representative shorter fiction. GE credit: AH, OL, **WE**.

This course will explore some of Tolstoy’s major writings that are selected thematically. The main theme that unites these writings is Tolstoy’s search for the meaning of life in the context of gender relations and beyond. Tolstoy’s seminal novel, *Anna Karenina*, is at the core of the course, while such shorter works as “Family Happiness,” “The Kreutzer Sonata,” and others, provide thematic reinforcement for the novel. In the context of the main theme of the course, we will also watch a thought-provoking historical drama about Tolstoy’s last days, *The Last Station* (2009).

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|---------------------------|--------|------|------|-----|---------|
| Special Topics in Spanish | 202010 | SPA | 142 | OU1 | 4.000 |

Cultural and Literary Studies:
Women Writers of Spain
(in Spanish)

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|-----------------|---------|------|--------------------|-------|------|
| Aramburu, Diana | Lecture | TR | 12:10 PM – 1:30 PM | OLSON | 207 |

Description:

Lecture—3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Special topics in the study of Spanish literature and culture. May be repeated up to 2 time(s). GE credit: AH, OL, WC, **WE**.

Si consideramos las profesiones de escritor, autor, dramaturgo, director vemos sus protagonistas laborando tras una máquina de escribir, una cámara, un bolígrafo con papel. Sin embargo, si convertimos a ese escritor en escritora, autor en autora, dramaturgo en dramaturga, director en directora, la profesión se convierte en un aspecto secundario frente a la presencia de la mujer que se apropia de un espacio creativo que, por siglos, ha sido dominado por hombres. Este curso se enfoca en

la relación dialéctica entre la mujer y la labor creativa y qué tipo de representaciones genera en España. Para ello nos centraremos en diferentes tipos de productos culturales--literatura (novelas, cuentos, novelas gráficas, obras de teatro), cine (documentales, películas y cortometrajes) y otros medios de comunicación. Examinaremos estas producciones culturales, sus autoras y sus protagonistas, para problematizar la visibilidad de la mujer en el mundo literario y también en el mundo profesional y real en España. Empezamos con la mujer detrás de la ventana, mirando al mundo al que tanto quiere pertenecer, y luego veremos una variedad de obras que presentan las múltiples caras de la mujer: madre, hija, amante, esposa, maltratada, etc. Vamos a investigar los problemas que ellas enfrentan para poder indagar sobre la cuestión de la mujer dentro y fuera del mundo creativo.

Objetivos del curso:

Examinar la producción cultural de mujeres contemporáneas españolas y los esfuerzos que dieron luz a sus obras. Conectar y analizar los materiales culturales seleccionados en este curso a través de los siguientes temas: La mujer y la ventana / Sexualidad no normativa / Amor prohibido / La madre y sus manifestaciones / La situación de la mujer inmigrante / La mujer como creadora (artística/biológica/literaria) / Las tres caras de la mujer: madre, esposa, amante / Violencia de género / Mujeres y medios/ Mujeres y enfermedad

Investigar la mujer en la multitud de identidades que asume, y ser capaz de identificar los prejuicios y tipos de violencia asociados con estas identidades.

Identificar cómo la escritura y otros modos de producción ayudan a formar una voz colectiva femenina para transmitir la realidad de su existencia como mujeres y madres.

Veremos cómo las autoras/productoras/creadoras retoman el poder de contar lo femenino (y lo maternal) en el mundo creativo y también en el mundo real.

| TITLE | TERM | SUBJ | CRSE | SEC | CREDITS |
|-----------------------|--------|------|------|-----|---------|
| Elementary Statistics | 202010 | STA | 13 | OU1 | 4.000 |

| INSTRUCTOR(S) | TYPE | DAYS | TIME | BUILD | ROOM |
|-------------------|---------|------|--------------------|-------|------|
| Drake, Christiana | Lecture | MW | 12:10 PM – 2:00 PM | GROVE | 1283 |

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 will cover descriptive statistics, some basic probability concepts, inference: estimation and hypothesis testing using traditional methods such as one and two-sample t-tests, z-tests for tests about proportions, some regression as well as modern statistical methods such as bootstrapping and randomization tests. The R language will be introduced, however, students can choose another language for computing.