

Winter 2020 Course Descriptions

Please review the course descriptions below. You should select your **top five** classes. The course selection survey will open **Tuesday, October 22 at 11:50 AM** and closes **Monday, October 28 at 8:00 AM**. Course assignments will be sent via UC Davis email on Tuesday, October 29.

- 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 UHP.
- All of the Honors courses are capped at 25 students each, except for BIS 2A, DES 128, ECH 1, MAT 17B, and MAT 21C which are capped at 48, 12, 24, 30 and 30, respectively.
- BIS 2A-001 and BIS 2A-002 are part of a 2-section UHP lecture capped at 48 instead of 25. Each lab section is capped at 24.
- 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.

COURSE OFFERINGS

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Art, Architecture, and Human Rights	202001	AHI	120A	002	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Watenpaugh, Heghnar	Lecture	MW	11:00 AM – 12:50 PM	EVERSN	157

Description:

Lecture/discussion—4 hours. Study of human rights as they relate to art, architecture, and cultural heritage. Examines museums, art collections, and cultural-heritage management, their relation to the cultural prerogatives of communities and indigenous groups, and protection of cultural heritage during war and conflict. (Same course as Human Rights 120A.) Offered in alternate years. GE credit: ArtHum or SocSci | AH or SS, DD, VL WC, WE.

This course studies human rights as they relate to art, architecture, and cultural heritage. It introduces the concept and history of human rights as they relate to culture. It examines museums, art collections,

and cultural-heritage management, their relation to the cultural prerogatives of communities and indigenous groups, and protection of cultural heritage during war and conflict.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to American Studies	202001	AMS	010	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Wang, Grace	Lecture	TR	2:10 PM – 4:00 PM	HART	1130

Description:

Lecture—3 hour(s); Discussion—1 hour(s). Ideals, conflicts, and realities defining American Cultures through study of popular music, advertising, and other media. Themes include Imagining America, Citizenship and Belonging, and Cultural/Spatial Practices. GE credit: ACGH, AH, DD, SS, WE.

This course examines the intersecting ideals, conflicts, and material realities that have defined U.S. culture. Given the racial, cultural, and geographic diversity in the U.S. and its long history of violence and political conflict, how individuals imagine and inhabit the nation changes depending on factors such as race, class, gender, ethnicity, immigration status, sexuality, and place. Together, we explore whether there is or has ever been a representative “American” or American narrative. We examine cultural representations of American identity and interrogate what is at stake in those claims. And we focus on particular moments where the intersection between culture and politics has been especially instructive or poignant. As an American Studies course, the material is interdisciplinary, meaning that we will examine a variety of primary and secondary sources and draw insight from fields such as literature, history, music, ethnic studies, and visual culture. We will also focus on making connections between culture, politics, history, and our everyday lives.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Drugs, Science & Culture	202001	ANT	032	001	4.00
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Dumit, Joseph	Lecture	T	3:10 PM – 6:00 PM	PHYSIC	140

Description:

Lecture—3 hour(s); Discussion—1 hour(s). Drugs, politics, science, society in a cultural perspective: emphasis on roles of science, government and the media in shifting attitudes toward alcohol, marijuana, Prozac and other pharmaceuticals; drug laws, war on drugs and global trade in sugar, opium, cocaine. (Same course as STS 032.) GE credit: SS, VL, WE.

Drugs Science & Culture looks at the complex ways in which science, governments, culture, history, biology and corporations interact to produce "drugs" as different kinds of substances we desire and fear. We will be looking in detail at pharmaceuticals, psychedelics, cannabis, alcohol, coffee, and cocaine, and touch on many others. You will learn how to see the world anthropologically, how to conduct

ethnographic interviews, how to analyze the power of visual advertisements and public relations, and you will produce visual, video, and written accounts of these.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Biology: Essentials of Life on Earth	202001	BIS	002A	C00*	5.00

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Singer, Mitchell	Lecture	MWF	9:00 AM – 9:50 AM	BAINER	1130
	C01 Lab	M	10:00 AM – 11:50 AM	SCILAB	2067
	C02 Lab	M	12:10 PM – 2:00 PM	SCILAB	2067

Description:

Lecture—3 hour(s); Discussion—2 hour(s). Essentials of life including sources and use of energy, information storage, responsiveness to natural selection and cellularity. Origin of life and influence of living things on the chemistry of the Earth. Not open for credit to students who have completed BIS 001A with a grade of C- or better. GE credit: SE.

***Please note that there are 2 sections of UHP BIS 2A – all students will attend the same C00 lecture and choose a lab section, either C01 or C02.**

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Classics and America: Why Ancient Greece & Rome Still Matter	202001	CLA	025	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Webster, Colin	Lecture	TR	1:40 PM – 3:00 PM	WELLMN	101

Description:

Lecture/Discussion—3 hour(s); Term Paper. Classical heritage in the New World, with emphasis on the United States from its colonial past to the present day. The reception of Greco-Roman thought and values as expressed in art, architecture, education, law, government, literature, and film. GE credit: ACGH, AH, WE.

The founding fathers crafted the constitution while looking directly at Rome and Greece as models for American democracy, citizenship and the rule of law. Classical marble columns provide the literal supports for many of our civic institutions, functioning as visual reminders of the ideological foundations laid by the ancient world. Yet the adoption of Classical Antiquity as an archetype has simultaneously been part of establishing racial hierarchies and defining a notion of the “West” that excludes other cultures as irrelevant and dispensable to the trajectory of history. In recent years, white nationalists have continued to pick up iconography from Greece and Rome, whether marching with Spartan shields or Roman weapons, even as anti-racist protestors chant slogans invoking universal civil rights that are

themselves indebted to ancient ideas. The legacies of Classical Antiquity are complicated, conflicting and growing ever more crucial in the present moment. This class will provide a brief overview of ancient Mediterranean history and establish why we still talk about Greece and Rome in modern America. Moreover, it will allow students to explore how particular versions of history are used to justify political actions and how historical fictions about the nature of the ancient world still structure many of our assumptions today. No prior knowledge or coursework is required.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
BioDesign Challenge	201901	DES	128	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Christina Cogdell & Marc Facciotti	Lecture/Lab	T	9:00 AM – 11:50AM	CRUESS	256

GE Credits: VL

Description:

In this unique pair of courses over two quarters - Winter and Spring 2020 - students will work closely with Design and Biology or Bioengineering faculty in a hands-on, cross-disciplinary course to produce and showcase innovative new products that are functional, elegant, and sustainable.

The BioDesign curriculum is based off the [BioDesign Challenge competition rules](#). In the first quarter, teams of undergraduates pair with graduate students to learn basic principles of BioDesign and develop their project ideas for a proposal, including an introduction to the lab work they'll need to get going in the next quarter. Then students put their approved plans in motion in the second quarter to create the novel designs coupled with promotional materials such as videos, websites and product pitches. The series culminates in a local competition judged by UC Davis and visiting faculty as well community experts such as designers and venture capitalists.

Last year, UC Davis BioDesign students produced completely innovative [biodegradable zero-waste bandage](#) and a variety of other designs merging art and science. The UCD teams were specifically challenged to use agricultural waste products, even tricking Kombucha SCOBY, to produce new biodegradable polymers that can be incorporated into a whole host of applications.

This year's winning UC Davis team will have most of their expenses paid for a trip to New York for the 2020 international BioDesign Competition.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Performance and Culture	202001	DRA	001	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Bogad, Lawrence	Lecture	TR	12:10 PM – 2:00 PM	WRIGHT	115

Description:

Lecture—3 hours; discussion—1 hour. 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	202001	ECH	001	A17	3.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Lecture**	M	6:10 PM – 7:00 PM	CALIFO	1100
Ristenpart, William	Lab	T	10:00 AM – 11:50 AM	TBD	TBD

Description:

Lecture—1 hour; laboratory—2 hours; project—1 hour. 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.

** Honors ECH 1 lecture is a large general population lecture. However, the lab portion of the course (2 of the 3 hours of class time) is taught by the two professors instead of a TA.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Intermediate Macroeconomics	202001	ECN	101	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Geromichalos, Athanasios	Lecture	TR	1:40 PM – 3:00 PM	OLSON	261

Description:

Lecture—3 hours; discussion—1 hour. **Prerequisite: courses 1A-1B and Mathematics 16A-16B or Mathematics 17A-17B or Mathematics 21A-21B, with a grade of C- or better in each course.** Theory of income, employment and prices under static and dynamic conditions, and long term growth.

Macroeconomics is the study of aggregate economic variables, the economy as a whole. This is in contrast to microeconomics, the study of the economic behavior of individual consumers, firms, and industries. These two branches, however, are much closer than their standard separation into different courses would lead you to believe. Macroeconomists look at the individual behavior- the so-called “micro-foundations” - in creating their theories of aggregate economic activity. In this course, we will study how modern economics model the relationships between aggregate economic variables and examine how various fiscal and monetary policies can affect the results. The main goal of this class will be to improve students' ability to apply economic models to analyze world events. Among other topics, we will study economic growth, labor markets and unemployment, frictions that prevent financial markets from operating efficiently, and the implementation of monetary and fiscal policy.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Cultural Diversity & Education in a Socio Political Context	202001	EDU	150	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Winn, Maisha	Lecture	W	12:10 PM – 3:00 PM	ACADSR	2377

Description:

Lecture/Discussion—4 hour(s); Extensive Writing. Introduction to cultural diversity and education in a sociopolitical context. Interactive course. Small and large-group discussions explore, extend, and apply readings; range of writing genres for responses to assignments and course themes; lectures, slide shows, speakers, brief fieldwork, and presentations. GE credit: DD, SS, WE.

The purpose of this course is to engage issues related to race, class, gender, dis/ability, and privilege that impact children, youth, their families, and educators in K-12 settings. Synthesizing theory and practice, this course will also introduce the foundations for a Transformative Justice Teacher Education—that is, a paradigm shift from content-centered pedagogy and practices focused on classroom compliance and social control to a commitment to cultivate and sustain relationships with children, youth, their families, and communities.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
The Rise of Modern Science in China	202001	HIS	135B	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Chiang, Hseuh Hao (Howard)	Lecture	TR	12:10 PM – 1:30 PM	HART	1128

Description:

Lecture/Discussion—3 hour(s); Term Paper. Survey of the historical development of science, technology, and medicine from the ancient world to the 18th century, with special emphasis on Isaac Newton as the culmination of the 17th-century scientific revolution. GE credit: AH, SS, WC, WE.

We tend to think of modern science as an intellectual and social enterprise that emerged in the industrial West. Over the last few decades, however, historians of science have begun to challenge this assumption. With the rise of China as a renewed global superpower in the twenty-first century, it is an opportune moment to reconsider the history of modern science from the East Asian geopolitical viewpoint. This course offers a narrative of the rise of modern science in Chinese society and culture. We will grapple with major historiographical debates (both within and beyond the China field), key scientific advancements based on changes in the structure of world political economy, varying patterns of scientific learning and practice across time and location, the strengths and limits of historical periodization, and the shifting meanings of knowledge and institutions as reflected in the diverse medical, technological, and industrial developments both within and outside China. Fields of scientific inquiry that will be examined range from the natural, social, and medical to the technological sciences.

To be taught as an honors variant of HIS 135B "History of Science, 18th to 20th centuries," this discussion-based course will both supplement and challenge dominant narratives in the history of science that tend to center on developments in the modern West. Students will learn to exceed the conventional definitions of "science" and come to grips with the historical questions such an exercise raise. For example, what constitutes relevant primary sources that can help us think through such definitions and what larger historiographical debates (e.g., in area studies or gender studies) such an exercise pulls us into? Students will be graded on the basis of participation, group project, and a final project. For participation, students are expected to come to class every week having read the assigned material closely and prepared to discuss it. They will produce a short reading response on a weekly basis. For the group project, once during the term, students will be assigned to a group that will assume responsibility for providing the class with a historiographical framework for discussion. This normally entails consulting other important related works (the bibliography of the assigned material is always a good place to start), reading state-of-the-field essays, and taking a stab at how the week's reading fits into larger historiography. The group is expected to submit a short essay that reflects the content of the presentation. For the final project, each student will submit a longer paper by the end of the term. There will be three options: (1) a historiographical essay, (2) a keyword essay, or (3) a research paper that draws on primary sources. Structured in this way, students will acquire the intellectual maturity to formulate their own individual project over the course of the quarter, informed in the interim by class discussions, collaborative engagements, and critical reading and writing skills. The course content and delivery are designed in this way to allow the students engage with a more advanced topic that is normally unavailable to a regular HIS 135B offering.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Becoming an American: Immigration and American Culture	202001	HIS	173	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Tsu, Cecilia	Lecture	W	2:10 PM – 5:00 PM	WELLMN	27

Description:

Lecture—3 hour(s); Term Paper. Introduction to the wide range of immigrant experiences and cycles of nativism that have shaped American culture in the 20th century. From novels, memoirs and films, students will explore how external and internal immigration has created a multicultural society. GE credit: ACGH, AH, DD, SS, WE.

An introduction to the wide range of immigrant experiences and cycles of nativism that have shaped American culture in the twentieth century. From novels, memoirs and films, students will explore how external and internal immigration has created a multicultural society. We will use a comparative framework to explore the history of immigrants and refugees from Europe, Asia, and Latin America, as well as the migration of African Americans within the United States. Themes will include debates in immigration history, community, identity, racial formation, transnationalism, gender and family, immigration policy, and competing notions of citizenship.

This course requires a research paper in which students must situate some aspect of their family history in the larger context of U.S. and/or world history (with an alternative option available).

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Human Rights Human Wrongs	202001	HMR	001	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Watenpugh, Keith	Lecture	MW	10:00 AM – 11:50 AM	SHREM	1001

Description:

Lecture—3 hours; discussion—1 hour. Introduction to Human Rights and the problems they seek to address. Using key episodes of inhumanity like slavery, genocide, and racism. Examines how international movements for social justice led to the emergence of the international Human Rights system. GE credit: AH or SS, WC, WE.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Special Topics in Education: Design of Interactive Learning Objects	202001	IST	08C	002	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Martin, Lee	Lecture	TR	2:10 PM – 4:00 PM	Craft Center	NA

Description:

Lecture—3 hour(s); Discussion—1 hour(s). Limited enrollment. Group study of a special topic in the Social Sciences. Varies with topic offered. May be repeated for credit. GE credit: SS.

There are many ways that people learn, but one important category of learning is that which takes place in the company of others. Children learn from parents, students from teachers, and people of all ages learn from and with their peers. These learning interactions often involve material objects as well that can shape or contribute to the interaction. Parents and children play together with toys, math students use manipulatives to learn counting and arithmetic, science and engineering teachers provide interesting objects to observe and experiment with, and history teachers may provide interesting historical artifacts to study, to name just a few.

Recent advances offer new opportunities for design of such interactive learning objects. Because of advances in the science of learning, we know more than ever about how to design fruitful learning experiences tailored to a variety of possible learning goals. In addition, advances in digital prototyping tools, such as 3D printers, laser cutters, and low-cost microcontrollers and mini-computers, along with easier to use computer programming tools, have lowered barriers to entry for the design and fabrication of interactive objects. Together these knowledge and tools provide rich opportunities to design custom objects to effectively facilitate particular learning interactions

In this hands-on, project-based class, students will work in teams to design, build, and test artifacts that support learning interactions between two or more people. Students will read and discuss research on human learning and principles for the design of learning artifacts and environments. They will also examine and critique existing tools and toys for learning and will have the chance to learn from expert designers. Students will learn how to use fabrication tools typical of the “maker movement” including 3D printers, laser cutters, microcontrollers, as well as other “low-tech” tools like drills and sewing machines. Students will then bring this knowledge together to design and build *interactive learning objects* that facilitate learning interactions among people. Students will have the opportunity to field test their designs with real learners to assess their efficacy.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus for Biology and Medicine	202001	MAT	017B	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Benham, Craig	Lecture	MWF	10:00 AM – 10:50 AM	HOAGLD	108
	Discussion	R	5:10 PM – 6:00 PM	OLSON	261

Description:

Lecture—3 hour(s); Discussion—1 hour(s). **Prerequisite(s): MAT 016A C- or better or MAT 017A C- or better or MAT 021A C- or better or MAT 021AH C- or better.** 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. Not open for credit to students who have completed MAT 016C, MAT 021B, or MAT 021C; only 2 units of credit for students who have completed MAT 016B. GE credit: QL, SE, SL.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus	202001	MAT	021C	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Tavernetti, William	Lecture	MWF	10:00 AM – 10:50 AM	BAINER	1060
Edward	Discussion	T	6:10 PM – 7:00 PM	PHYSIC	148

Description:

Lecture—3 hour(s); Discussion—1 hour(s). **Prerequisite(s):** MAT 016C C- or better or MAT 017C C- or better or MAT 021B C- or better or MAT 021BH C- or better or MAT 017B B or better. Continuation of MAT 021B. 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. GE credit: QL, SE.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Musical Literature	202001	MUS	010	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Levy, Beth	Lecture	MW	11:00 AM – 12:50 PM	MUSIC	115

Description:

Lecture—3 hours; listening—1 hour. Introduction to composers and major styles of Western music. Lectures, listening sections, and selected readings. For non-majors. GE credit: AH, VL, WC.

A whirlwind tour of some of the highlights of music in the western tradition, including early music, classical music, and jazz. Lectures and seminar-style discussions will focus on primary source readings, guided listening, and learning to communicate insights about musical experiences. Projects include reception history, live concert attendance, a special unit on “music and the natural world” and occasional participatory music making (no special training required!).

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Native American Performance and Culture	202001	NAS	125	002	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Mendoza, Zoila	Lecture	MW	2:10 PM – 3:30 PM	OLSON	163

Description:

Lecture—3 hour(s); Film Viewing—3 hour(s). Interdisciplinary study of public expressive forms among Native Americans. Comparison and analysis of music, dances, rituals, and dramas from throughout North, Central, and South America in their social and cultural contexts. Extensive film viewing. Not open for credit to students who have completed MUS 125. GE credit: AH, SS, WC, WE.

This class introduces students to the interdisciplinary study of public expressive forms among Native Americans. With a comparative perspective, it analyzes music, dances, rituals, and dramas from throughout the Americas in their social and cultural contexts. Students take an active role by participating in class discussions about the readings and films throughout the first part of the course and by working on their own projects and presenting them to the class during the second part of the class.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Women in Russian Culture	202001	RUS	142	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kaminer, Jenny	Lecture	TR	1:40 PM – 3:00 PM	HUTCH	102

Description:

Lecture/Discussion—3 hour(s); Term Paper. Study of the representation of women in contemporary Russian fiction and film. Exploration of issues such as family dynamics/motherhood, sexuality, work, and women's relationship to the state. Offered in English. GE credit: AH, OL, VL, WC, WE.

This course focuses on the representation of (and by) women in Russian fiction (prose, poetry, and drama) and film, with special attention devoted to the late-Soviet and post-Soviet period. Beginning with Anna Akhmatova's classic narrative poem 'Requiem,' set during the darkest years of the Stalinist terror, the readings will span over five decades and take place against the backdrop of profound social, cultural and political shifts, including perestroika/glasnost of the 1980s and the collapse of the Soviet Union in 1991. The texts and films covered in the course will explore such issues as family dynamics/motherhood, sexuality, work, and women's relationship to the state. Fictional texts will be supplemented by sociological readings that illuminate the conditions of women's lives during the Soviet and post-Soviet periods. Students will become familiar with the works of several prominent contemporary female authors, including Liudmila Petrushevskaia, Svetlana Vasilenko, Liudmila Ulitskaia, Tatiana Tolstaia, and recent Nobel Prize in Literature recipient Svetlana Aleksievich. We will also watch several important films featuring female characters from the past decades. At the end of the quarter, we will analyze the cultural significance of the feminist, activist collective Pussy Riot--whose daring acts of protest against the Putin regime have attracted international attention.

The course aims to hone students' skills in the analysis of literary texts as well as in critical thinking, writing, and discussion. Students will have the opportunity to present informally all written assignments before turning them in for a grade, allowing for a symbiotic relationship between thinking--speaking--and writing to develop. For the final project, students will be asked to conduct outside research on a topic of their choosing, allowing them to strengthen their knowledge of and familiarity with library resources and how to use them effectively. Class time will consist primarily of discussion, with short lectures introducing students to the necessary historical context for interpreting the assigned texts and films. Students will be asked to take an increasing amount of responsibility for the direction of class discussion, culminating in having pairs prepare and lead discussion as a graded assignment.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Self and Society	202001	SOC	002	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Faris, Robert	Lecture	MW	12:10 PM – 2:00 PM	WELLMN	25

Description:

Lecture—3 hour(s); Discussion—1 hour(s). Exploration of how self and identity are formed and transformed by socialization and social interaction in relation to roles, groups, institutions, power, and social change. Consideration of how people make decisions, fall in love, and come to blows. GE credit: ACGH, DD, SS.

This course introduces the key concepts and theories of social psychology, beginning with an overview of basic cognitive and affective 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 on cognition and behavior. In other words, we will figure out how we can be manipulated, how we fall in love, why we cheat, and why we can't all just get along. In lieu of a traditional textbook, our assigned books explore a few of these questions in great depth, beginning with the social puzzles and paradoxes that can arise in what might, superficially, appear to be a boring job - that of the doorman. Next, we will consider the question of why people cheat in sports, in their taxes, on their spouses. Finally, we will learn what it is like to be homeless in Greenwich Village, making a living selling used books and magazines.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Farm to Fork: Food, Agriculture and Society	202001	SOC	195	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Grosglik, Rafi	Lecture	R	10:00 AM – 12:50 PM	SOCSCI	2234

Description:

Seminar—3 hour(s); Term Paper. In-depth examination of topics in sociology. Emphasis on student research and writing. May be repeated for credit when topic differs. GE credit: SS.

This course examines agriculture and food as a lens through which to gain insight into our identities, the shape of our local communities and nations, as well as the emergence of a global society. We will explore how food and agriculture relate to culture, politics, health and environment. We will examine the social, cultural, economic and political dynamics of food systems and food consumption. We will discuss some of the major issues and controversies in sociology of agriculture and sociology of food, and relate these to contemporary debates on globalization, industrialization, MacDonalidization, inequality, social justice, labor rights and environmental sustainability. Readings cover the social and the socio-ecological consequences of industrial food systems from global and local perspectives, the green revolution, organic agriculture, fair trade, food localism, veganism, agricultural and culinary heritage, the role of science and technology in agro-food systems and more. In the final assignment, students will develop an analytical research paper on a topic related to class readings and discussions.