

**University Honors Program  
Course Offering Descriptions  
Winter 2019**

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.

Please review the course descriptions below. You should select your **top five** classes. The course selection survey will be open **Wednesday, October 24, at 11:50 AM** and close **Monday, October 29 at 8:00 AM**. Course assignments will be sent via UC Davis email by 5 p.m. on Wednesday, October 31.

You can register for one UHP course during **Pass 1 or Pass 2**. Request for a second course cannot be made until December. **All of the Honors courses are capped at 25 students each, except for ECH 1, ECH 5, HNR 194, MAT 17B, MAT 21C, and SAS 70A which are capped at 24, 24, 15, 30, 30, and 10 respectively.** Each UHP student must complete three UHP courses during the 2018-2019 academic year, and taking a second course during Winter 2019 does not waive a Spring 2019 course requirement.

***UHP courses must be taken for a letter grade; course changed to P/NP grading will not count toward UHP requirements. All prerequisites listed in red text will not be waived for honors students.***

**COURSE OFFERINGS**

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Art, Architecture, and Human Rights	201901	AHI	120A	002	4.000

  

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Watenpaugh, Heghnar	Lecture	MW	10:00 AM – 11:50 AM	EVERSN	0157

**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.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Confucian Traditions	201901	CHN	100B	001	4.000

  

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Halperin, Mark	Lecture	MW	10:00 AM – 11:50 AM	SOCSCI	0090

**Description:**

Lecture/discussion—4 hours. Key aspects of the Confucian tradition in dynastic China. Major themes addressed include ritual, classical studies, and Confucian influences on the Chinese family and state. GE credit: ArtHum | AH, WC.

This honors course will explore the tradition that gets the credit (and the blame) for the condition of East Asia today -- Confucianism. In its mission to order the world and cultivate the self, this tradition developed in many different directions, and we will in our readings encounter courageous dissidents, arrogant philosophers, virtuous women, rustic hermits, heroic sages, and greedy, incompetent teachers.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Roman Political Thought	201901	CLA	125	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Stem, Rex	Lecture	TR	10:30 AM – 11:50 AM	HOAGLD	0108

**Description:**

Lecture—3 hour(s); Term Paper. Survey of Roman thinking about politics, as expressed both in formal theorizing and in a variety of other contexts, including oratory, historiography, and epic. Study of Roman political reflection in its historical, cultural, and literary context. GE credit: AH, WC, WE.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
The Epic (from Iliad to Avatar)	201901	COM	166A	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Ross, Cheri	Lecture	TR	12:10 PM – 1:30 PM	STORER	1342

**Description:**

Lecture/discussion—3 hours; term paper. Study of various forms of epic poetry in both the oral and literary traditions. May be repeated for credit in different subject area. GE credit: ArtHum, Wrt | AH, WC, WE.

Epic as a literary genre encompasses some of the most impressive and influential works of ancient and early modern cultures. At the same time, the adjective “epic” is often used to describe contemporary works of grand scope, scale, and power. This course will concentrate on a few classic Western epics by tracing intricate lines of influence and response among them; at key points we will juxtapose contemporary films in an epic mode to show how the traditional can make sense of the new and vice versa.

Beginning with Homer’s Iliad, we will discover how the ancient text we have inherited both defines the epic genre for later generations and reflects a specific culture and set of values. The film 300 (heavily based on Frank Miller’s graphic novel) will offer contemporary points of comparison with The Iliad’s structure, characterization, and sensibility. Vergil’s Aeneid provides our first example of a text directly inspired by Homer but composed very differently: a written epic. The emotional story of Aeneas’ personal sacrifices resonates with our next contemporary comparisons: Coppola’s films The Godfather and The Godfather: Part II. Vergil’s work also speaks to questions of myths of origin, character, and empire building that Coppola examines in one American family’s rise to power. We will then consider Dante’s Comedy (specifically Inferno) in light of its progenitors Homer and Vergil as well as another film by Coppola: Apocalypse Now. Capping the course will be our study of Milton’s Christian epic Paradise Lost and James Cameron’s film Avatar, which, like Milton’s poem, both creates and unmakes a world.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Theatre, Performance and Culture	201901	DRA	001	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Bogad, Lawrence	Lecture	TR	2:10 PM – 4:00 PM	WRIGHT	0115

**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: ArtHum, Div, Wrt | 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.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Design of Coffee	201901	ECH	001	A15	3.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Lecture**	M	6:10 PM – 7:00 PM	SCILEC	0123
Ristenpart, William	Lab	T	10:00 AM – 11:50 AM	EVERSN	0126

**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: SciEng | 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.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Design of Coffee: Introduction to Design in Chemical Engineering	201901	ECH	005	A05	3.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Lecture	TR	3:10 PM – 4:00 PM	HUNT	0100
Ristenpart, William	Lab	W	4:10 PM – 6:00 PM	EVERSN	0126

**Description:**

Lecture—2 hour(s); Laboratory—2 hour(s). **Prerequisite(s): MAT 021A and MAT 021B (can be concurrent) or MAT 017A and MAT 017B (can be concurrent).** Quantitative introduction to the engineering principles of analysis and design. Applications of differential and integral calculus. Laboratory experiments using coffee to illustrate chemical engineering concepts and to conduct an engineering

design competition. Only two units of credit to students who have completed ECM 001 or ECH 001; not open for credit to students who have completed ECM 005. GE credit: QL, SE.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Intermediate Macro Theory	201901	ECN	101	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Geromichalos, Athanasios	Lecture	TR	2:10 PM – 4:00 PM	VEIMYR	0116

**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.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
International Economic Relations	201901	ECN	162	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Swenson, Deborah	Lecture	TR	9:00 AM – 10:20 AM	HART	1128

**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: SocSci | 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.

[Students who complete this course and enroll in UHP's ECN 160B in Spring 2019 will receive only 2 units credit for course 160B.](#)

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Adulthood and Aging	201901	HDE	100C	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Ober, Beth	Lecture	MW	12:10 PM – 2:00 PM	BAINER	1134

**Description:**

Lecture—4 hours. Development during early, middle, and late adulthood; biological, cognitive, and psycho-social aspects of adult development. Emphasis on normative patterns of development which characterize "successful aging", especially with regard to mind and brain.

HDE 100C-Honors is organized into the following eight modules: introduction to lifespan human development theory and methods, biological foundations, physical activity and successful aging, cognitive foundations, cognitive activity and successful aging, social foundations, social activity and successful aging, overall conclusions/recommendations for successful aging of mind & brain. Modules 2-7 consist of pairings of "foundations" (key theories, methods, & finding) with focal areas (physical, cognitive, and social activity) for critical discussion of the research literature linking these types of activity to healthy/successful aging of the mind & brain.

Most class sessions include some informal lecturing, followed by small-group discussion. Each student also participates in three group projects, one each on Physical Activity, Cognitive Activity, and Social Activity. Students work together outside class, and then present their project as a group in class. HDE 100C-honors is designed to maximize student engagement in the course, both in and outside of class. Moreover, the honors students write a "pro vs. con" term paper on a subtopic within one of the major themes of the course; the faculty works closely with the students to ensure a satisfactory and enjoyable learning experience with this writing assignment.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Latin American Social Revolutions	201901	HIS	165	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Schlotterbeck, Marian	Lecture	TR	12:10 PM – 1:30 PM	OLSON	0267

**Description:**

Lecture—3 hours; written reports. Major social upheavals since 1900 in selected Latin American nations; similarities and differences in cause, course, and consequence. Offered in alternate years. GE credit: ArtHum or SocSci | AH or 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 (1973), 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.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Human Rights/Human Wrongs	201901	HMR	001	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Watenpaugh, Keith	Lecture	MW	10:00 AM – 11:50 AM	WICKSN	1038

**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: ArtHum or SocSci | AH or SS, WC, WE.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
BioDesign Challenge	201901	HNR	194	001	3.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Christina Cogdell	Lecture	R	9:00 AM – 11:50 AM	CRUESS	220

**Description:**

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

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 novel biodegradable diapers, biosensors for toxic chemicals, sustainable fashion from biodegradable “leather”, and a variety of other clever 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. The winning UC Davis team – the Sorbit diaper team (<https://www.youtube.com/watch?v=CCKUzZB2cDI>) - traveled to New York City in June representing UC Davis at the international BioDesign Challenge (<http://biodesignchallenge.org/>). They came in second overall and first place in the science category, a remarkable performance for a first time participating University! This year we are aiming for the top overall!

**This year’s winning UC Davis team will have most of their expenses paid for a trip to New York for the 2019 international BioDesign Competition.**

In short, this course is one of the most unique learning experiences at UC Davis. They are (broadly speaking) looking for biologists and engineers to team up with design and art majors in particular. If you are interested but not sure if your background is appropriate, please send us an email. We hope you will consider this two quarter set of UHP courses that satisfy UHP requirements while also providing hands-on learning, professional development and collaboration skills in a fun, exciting, and truly unique UC Davis and UHP experience.

*\*The Spring 2019 2<sup>nd</sup> quarter of the course will be taught on Fridays from 1:10 – 4:00 PM.*

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Scientific Ideas that Changed the World	201901	IST	008A	002	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Hafez, Mohamed	Lecture	TR	5:30 PM – 7:00 PM	THE GROVE	1283

**Description:**

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

The course covers an overview of basic principles of science including fundamentals of Mechanics of Solids & Fluids, Electromagnetism, Chemical Reactions, Thermodynamics and Heat Transfer. The main feature is the emphasis on the unified concept of conservation of mass, momentum, energy, as well as conservation of atoms and charges, together with the history of the main scientists involved and their seminal contributions to civilization.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
An Introduction to Data Science for the Humanities and Social Sciences	201901	IST	8X*	00X	4.000

  

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Carl Stahmer	Lecture	TR	10:00 AM – 11:50 AM	SHIELDS	360

**Description:**

\*IST 8X is cross-listed course consisting of IST 8A, IST 8B, and IST 8C. Students will register for course 8A, 8B, or 8C depending on their GE preference. Course 8A: SE, SL. Course 8B: AH. Course 8C: SS. [This course is not intended for Computer Science majors or those with extensive programming experience. Priority will be given to non-STEM majors.](#)

The Humanities and Social Sciences can no longer be understood as purely non-technical disciplines. The advent of Data Science and its Humanities counterpart the Digital Humanities is changing the way that historians, literary scholars, sociologists, artists, etc. do their work and understand culture. Computers allow us to ask Humanities and Social Science questions at a scale never before possible, to look at collections of millions of cultural artifacts as part of a single study. At the same time, Data Science efforts in industry are increasingly in need of technically savvy humanists and sociologists capable of working with technologists to develop human-centric algorithms and machines. For example, developing computers to identify “fake” news on social media involves teaching a computer to read critically—a primary Humanities skill.

This course will examine this interdisciplinary nexus through a combination of reading, discussion, skills training, and participation in data-driven Humanities research. Students will be introduced to a range of computational methods that are either being employed to advance Humanities and Social Science research or where Humanities or Social Science knowledge is crucial to their development or application. The course will also serve as an introduction to computer programming for non-STEM students. No prior computer programming experience is required, and all programming practicums and exercises are specifically tailored for non-STEM students. Final course evaluation will be based on discussion participation, the completion of assigned programming exercises, a mid-term exam, and completion of a final project. The course is well suited for students interested in learning about and applying digital methods to Humanities and Social Science research and for students interested in broadening their career potential after graduation by adding Data Science skills to their resumé.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus for Biology and Medicine	201901	MAT	017B	001	4.000

  

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Thomas, Rohit	Lecture	MWF	10:00 AM – 10:50 AM	H GYM	0290
	Discussion	R	5:10 PM – 6:00 PM	HART	1116

**Description:**

Lecture—3 hours; discussion—1 hour. **Prerequisite:** course 16A, 17A, or 21A. 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 course 16C, 21B, or 21C. Only 2 units of credit for students who have completed course 16B. GE credit: SciEng | QL, SE, SL.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus	201901	MAT	021C	001	4.000

  

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Luli, Garving	Lecture	MWF	1:10 PM – 2:00 PM	WICKSN	1038
	Discussion	T	6:10 PM – 7:00 PM	OLSON	0205

**Description:**

Lecture—3 hours; discussion—1 hour. **Prerequisite: course 16C, 17C, 21B, or 21BH.** Continuation of course 21B. 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: SciEng | QL, SE.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Musical Literature	201901	MUS	010	005	4.000

  

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Levy, Beth	Lecture	MW	1:10 PM – 3:00 PM	EVERSN	0266

**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: ArtHum, Wrt | AH, VL, WC, WE.

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!).

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Mysticism	201901	RST	115	001	4.000

  

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Jones, Jamal	Lecture	TR	10:30 AM – 11:50 AM	WELLMN	0107

**Description:**

Lecture—3 hour(s); Term Paper. Historical and descriptive analysis of selected key figures in mystical traditions and readings of representative mystical texts. Analytic term paper. GE credit: AH, OL, VL, WC, WE.

How do you talk about the inexpressible---altered states of consciousness, transcendental knowledge, and encounters with the divine? And how can these experiences transform life in the everyday world? Using texts, films, and music, this course will explore these and other questions through mystical traditions of religions such as Christianity, Islam, and Hinduism.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Genetic Engineering in Medicine, Agriculture, and Law	201901	SAS	070A	TBD	5.000
		BIS	098	TBD	2.000**

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
John Harada	SAS 70A	TR	3:30 – 6:00 PM	OLSON	227
	BIS 098	W	6:10 – 7:00 PM	TBD	TBD

### SAS 070A Description:

Lecture—5 hour(s). [Not open to students who have completed BIS 002A and BIS 002B and BIS 002C.](#) [Co-requisite: BIS 098.](#) Historical and scientific study of the impact of genetic engineering in medicine, agriculture, and law, including examination of social, ethical, and legal issues raised. Offered in a distance-learning format. GE credit: SE, SL, SS.

### BIS 98: Description:

Variable\*\*. Prerequisite(s): Consent of Instructor. Primarily for lower division students (P/NP grading only.) **\*\*Students taking this course concurrently with SAS 070A will select 2.000 units.**

The course provides non-biology (particularly non-science) majors and first-year biology students with a foundation in molecular biology, genetics and genomics as it applies to genetic engineering, and it addresses the social, legal, and ethical issues that arise from emerging new genetic technologies in medicine, agriculture, and law. A major goal of this class is to put genetic engineering into a scientific, historic, and social perspective so that students can make informed and objective decisions about how this technology should be used in the future.

This is a highly interactive, team-oriented, problem-based course that teaches students how to think critically about experimental science and the societal issues raised by advances in genetic engineering, genomics, and human reproduction. The course is organized into three parts:

1. An interactive, media-oriented lecture section that includes hands-on "experiments" and demonstrations,
2. Films and guest- speakers that bring real-life societal issues into the classroom, and
3. A separate undergraduate seminar that focuses on Scientific American-level articles and is taught by teaching assistants.

### Course Highlights

- Designed for non-biology majors and first- and second-year students
- Hear experts discuss DNA testing in crime labs, in vitro fertilization, and genetically-modified foods
- Discuss legal and ethical issues raised by the use of genetic engineering

Distance Learning Video: <https://youtu.be/lwt91mZBLHo>

For questions or more information contact Professor John Harada at [jjharada@ucdavis.edu](mailto:jjharada@ucdavis.edu) or browse the following websites:

- Course content and videos of lectures: [openwetware.org/wiki/Harada:Classes](http://openwetware.org/wiki/Harada:Classes)
- Articles about this course:
  - [Decoding DNA](#) (New York Times)
  - [The world's a classroom? Thanks to technology, it can be](#) (UCLA Newsroom)

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Self and Society	201901	SOC	002	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Faris, Robert	Lecture	MW	12:10 PM – 2: 00 PM	SOCSCI	0080

**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. Effective: 2015 Winter Quarter.

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.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Social Problems	201901	SOC	003	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Mudge, Stephanie	Lecture	TR	12:10 PM – 2:00 PM	ROBBNS	0146

**Description:**

Lecture—3 hours; discussion—1 hour. General sociological consideration of contemporary social problems in relation to sociocultural change and programs for improvement. GE credit: SocSci, Wrt | ACGH, DD, SS.

This course introduces students to the sociological study of social problems via an exploration of debt. The course proceeds in three parts. PART I considers the history and conceptualization of personal and public (government) debt. What is debt? Where does it come from? We will consider four ways of thinking about debt: (1) as a (monetized) relationship, (2) as a social situation, (3) as a lever of political power, and (4) as a symptom of big, systemic forces since the 1970s. PART II focuses on debt and inequality in the present-day United States. We will consider how debt looks across groups differentiated by age, race/ethnicity, and class or socioeconomic status. PART III gets us into the consequences and implications of the age of indebtedness. How do people think about, and experience, debt in their everyday lives? How does debt affect well-being, health, and life chances? How does it interact with politics and public life?

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