

Spring 2024 Course Descriptions

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

- 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 2023-2024 academic year (one per quarter). Taking a second course during Spring 2024 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 AMS 101A, DES 128B, ECH 1, MAT 17C, MAT 21D, NAS 34, and PHY 9A which are capped at 30, 13, 24, 30, 30, 15, and 23 respectively.
- 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
History of Photography	202403	AHI	189	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Min, Susette	Lecture	TR	2:10 PM – 4:00 PM	ART	230

Description:

Lecture/Discussion – 4 hour(s). Social, cultural, aesthetic, and technical developments in the history of photography including patronage and reception, commercial, scientific, political, and artistic applications, and a critical-theoretical inquiry into photography's impact on the social category "art" and the history of subjectivity. GE credit: AH, VL.

A Short History of Photography introduces the history of photography from 1839 to the present. The course also offers a broad examination of select debates and tensions in regard to what photography is and does. The general aim of the course is to highlight how photography has come to play a central role in our lives. We will explore photography as documentation and a medium of wonder and beauty, and how it has been mobilized as a tool for surveying and surveillance, colonialism and containment, artistic

experimentation and mass communication. What do photographs conceal and reveal, how do they construct other worlds as well as deconstruct reality? The course aims to help students comprehend how photography makes visible the world, how it constructs the contours of the real. The emphasis will be on understanding comparison and connections across multiple locations and histories rather than comprehensive coverage.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to American Studies	202403	AMS	10	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Wang, Grace	Lecture	TR	12:10 PM – 1:30 PM	WELLMN	1

Description:

Lecture/Discussion – 4 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** 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: AH or SS, ACGH, DD, **WE**.

Who is an “American”? What is “America”? What metaphors, images, materials, and sounds have been used to envision the nation? What is the relationship between national belonging, citizenship, and culture? How is the U.S. related to the world?

This course examines the intersecting ideals, conflicts, and material realities that have defined U.S. culture. Together, we explore whether there is, or has ever been, a representative “American” or American narrative. Given the racial, geographic, and cultural diversity in the U.S., and its history of violence and political conflict, the ways in which Americans (and others) have imagined the U.S. has changed over time. We examine cultural representations of “America” 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.

As an American Studies course, the material is interdisciplinary, meaning that we will examine texts and sources from a range of different fields, such as literature, history, music, ethnic studies, and visual culture. The course will also focus on making connections between culture, politics, history, and our everyday lives.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
California Social Movements: Creating Organizing in Times of Crisis	202403	AMS	101A	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kohl-Arenas, Erica	Lecture	T	9:00 AM – 11:50 AM	STORER	1344

Description:

Seminar – 3 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Intensive reading, writing, and special projects. Interdisciplinary group study of special topics in American Culture Studies, designed for non-majors as well as majors. GE credit: None.

This seminar compares social movements from the 1960s and today that move beyond protest to imagine, design, and enact new ways of living, working, and caring for one another towards a more just and equitable future. The late scholar-activist Grace Lee Boggs calls this work the re-training of our hearts and minds – or ‘growing our souls’ - for cultural revolution. From the free breakfast program of the Black Panthers to the utopian domes of the California back to the landers, to the cultural arts of the Chicano and American Indian Movement, the 1960s-era experienced a creative mix of ‘prefiguring’ - imagining, embodying, and enacting - a better future. As Ruth Wilson Gilmore describes of the current abolition movement, creating a liberatory future requires that we rehearse the new world we want in the here and now. Through a close reading of cultural theory, including the work of Robin Kelley, Ruth Wilson Gilmore, bell hooks, Mariame Kaba, Dean Spade, and Ruha Benjamin, alongside social movement histories, students will study the creative politics of the 1960s and our current political moment.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
BioDesign Theory & Practice: BioDesign Challenge Part II	202403	DES	128B	001	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Cogdell, Christina	Lecture/Lab	F	1:10 PM – 4:00 PM	CRUESS	1105

Description: Discussion/Laboratory – 3 hour(s). **Prerequisite: Winter 2024 Honors DES 128A with C or better.** Team-based, experimentally grounded prototype design in a mini-entrepreneurial start-up context. GE credit: SE.

In this unique pair of courses over two quarters – DES 128A in Winter 2024 and DES 128B in Spring 2024 – students will work closely with Design and faculty from other colleges in a hands-on, cross-disciplinary course to produce and showcase innovative new products that are functional, elegant, and sustainable. This is a two-quarter commitment, and students are required to enroll in both W24 DES 128A and SP24 DES 128B.

The BioDesign curriculum is based off the BioDesign Challenge competition rules. In the first quarter, interdisciplinary teams of undergraduates 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 entrepreneurs. Four years ago, UC Davis BioDesign students produced completely innovative biodegradable zero-waste bandages 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.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Design of Coffee	202403	ECH	1	AU1	3

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Lecture	M	3:10 PM – 4:00 PM	SOCSCI	1100
Ristenpart, Bill	Lab	T	10:00 AM – 11:50 AM	EVERSN	126

Description: Lecture – 2 hour(s); Laboratory – 1 hour(s); Project – 1 hour(s). Non-mathematical introduction to how chemical engineers think, illustrated by elucidation of the process of roasting and brewing coffee. Qualitative overview of the basic principles of engineering analysis and design. Corresponding experiments testing design choices on the sensory qualities of coffee. **Not open for credit to students who have completed ECH 001Y, ECM 001, ECM 005, or ECH 005.** GE credit: SE, SL, and VL.

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

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Comics and Graphic Histories	202403	HIS	102X	OU1	5

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Walker, Charles	Lecture	W	3:10 PM – 6:00 PM	OLSON	105

Description: Seminar – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** This course examines comics and graphic novels or histories as a way to write and read about history and contemporary society. We will begin by reviewing a few historical graphic novels, including Spiegelman's Maus and a couple from the Oxford University Press's Graphic History Series. Students will then select a graphic history to present, commenting on style, content, illustrations, limitations and more. GE credit: **WE**.

For their final project, students will script a comic (no art skills required!). You will essentially outline a graphic history, the narrative and what you have in mind in terms of illustrations. This will be a story you would like to tell, historical or contemporary, a time you'd like to capture. The more artistically gifted might include some drawings or some might take images from the internet. I will share my experiences in creating Witness to the Age of Revolution: The Odyssey of Juan Bautista Tupac Amaru.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
A Cultural History of Science Fiction	202403	HIS	147A	0U1	4
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Saler, Michael	Lecture	TR	10:30 AM – 11:50 AM	SOCSCI	80

Description: Lecture – 1 hour(s); Term Paper. **Prerequisite(s):** Completion of Entry Level Writing Requirement (ELWR). GE credit: AH or SS; WC, **WE**.

Saler’s course is an historical survey of the origin and development of “science fiction,” both as a genre and a set of myths for a modern age conflicted about its immersion in science, technology, reason, and secularism. We will discuss the genre in terms of its historical contexts, major authors, seminal publications, key themes, and diverse styles, and analyze how it has developed during the past century.

Among the issues we will address are: Can we find a common way to define such a protean body of works and themes, which include escapist “planetary romance”; “hard SF” (emphasizing the natural sciences); “soft SF” (emphasizing the social sciences); “New Wave SF” (employing modernist literary techniques and concerns), Utopian and Dystopian SF? Is there such a thing as “science fiction”? Why has science fiction been deemed “escapist” on the one hand, and politically engaged on the other? Might it have a particular social function, in contrast to other genres (e.g., westerns, romances, mysteries)?

Science fiction has often been opposed to literary realism, defined instead as a subset of fantasy. But might we consider contemporary science fiction as a form of realism, given the enormous pace of scientific and technological change and its effects on our daily lives, as well as the pervasive nature of science fiction ideas and imagery in modern culture? Could we call our everyday perceptions of the world a form of “science-fictionality”? (Might the current vogue for fantasy in the media reflect a reaction against science fiction, which has become so omnipresent in our daily lives that it no longer elicits the “sense of wonder” that characterized it in the first half of the twentieth century?) Finally, we will trace how the genre began in the 1920s and 1930s as a relatively homogeneous form, created largely (but not exclusively) in the West by white men (many of them teenage fans) and has since become a truly diverse and global phenomenon. We will also follow how it went from being condemned by critics as juvenile and unsophisticated to being acclaimed as literature, produced by Nobel prize winners and fan fiction writers alike.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
An Honors Student Experience	202403	HNR	190X	0U1	1
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Stephensen, Kate Andrup	Lecture	T	12:10 PM – 1:00 PM	TLC	3212

Description: Lecture/Discussion – 1 hour(s). May be repeated for credit. GE credit: None.

According to the UHP Mission, “UHP facilitates student learning opportunities to amplify experiential knowledge and distinct histories; engage discourse and self-awareness; and reframe problems and solutions for a more equitable and just society.” Through a collaborative experience supported by the UHP Director, students in this course will engage in a Socratic Seminar style discussions on topics from fostering “Inclusive Excellence” to Freedom of Speech on college campuses, to best practices to assess student learning. Collectively the students will seek to determine how the UC Davis Honors Program experience compares to regional and national peer institutions in addition to “high impact best practices” set by the AAC&U and the NCHC.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Animals and Human Culture	202403	HUM	4/4D	U01	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Ziser, Michael	Lecture (4)	TR	6:10 PM – 7:00 PM	WELLMN	105
	Lecture (4D)	F	1:10 PM – 2:00 PM	HUNT	110

Description: Lecture/Discussion – 2 hour(s). **Prerequisite(s):** Completion of Entry Level Writing Requirement (ELWR). Meaning of human relations with animals studied across a variety of historical periods and cultures and from a variety of humanistic perspectives. GE Credit: AH (4 units), **WE** (2 units).

In the modern adult world, it is very easy to get through an entire day without encountering even a faint reminder of the existence of the nonhuman world. But take a step inside the average child’s bedroom and you will find an incredible array of creatures—goldfish and teddy bears, cartoon chipmunks and puppy slippers, elephant noises and monkey business—spilling from every corner. It is almost as if one comes of age precisely by stepping through a filter that strips one of any animal fellow travelers. How did this happen, and what does it mean?

This course will explore how ideas about animals come to be mixed up with ideas about childhood in the modern West, as well as how adulthood comes to be something from which the animal is necessarily absent. We will look carefully at tales of feral children, chimpanzees raised by humans, Teddy Bears, Tarzan, “wire mothers,” neotenic cartoon animals, and Nature Deficit Disorder, among other wild and wonderful things. By the end, we will have a much deeper understanding of what our civilization has told us it means to be animal and human, child and adult.

No prerequisites: all students with an interest in animals, the environment, child development and psychology, anthropology, philosophy, and/or cultural studies are encouraged to enroll and explore.

Note: Students are required to register for both HUM 4 and HUM 4D for a total of 4 units.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Indian Spices, Cuisine, & Culture	202403	IST	8B	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Fatema, Shagufta	Lecture	TR	12:10 PM – 2:00 PM	OLSON	53A

Description: Lecture/Discussion – 4 hour(s). Group study of a special topic in Humanities. Varies with topic offered. May be repeated for credit. GE credit: AH.

The culture of India is one of the most unique and diverse. It is cultivated from historic traditions, handicrafts, art, food, languages and more. This seminar class will explore three of the most important aspects of the Indian culture – food, spices, and vibrant colors associated with traditional customs such as Rangoli and henna. The classes will be voicing the value of each of these aspects and exploring how these were ancient assets of India. It will highlight the hidden importance of the spices and herbs which are used in our day-to-day life. Indian herbs and spices are the major ingredients of the cuisines, loaded with lists of powerful health benefits and alternative medicine to common ailments. Learning the magic of spices and herbs will enhance the understanding of students and it may be an addition to those who are thinking of a career in medicine. At the time of Covid-19 the pandemic, the knowledge spices have become essential for making immunity booster drinks as well. When learning about the vibrant colors and their importance in the culture of India, students will learn about traditions such as ‘Rangoli,’ an ancient piece of art where powdered color, colored rice, flowers, and other ingredients are used to decorate the entrance of the houses. Students will also learn about Indian cuisine. Not only will students learn about the use of these three aspects within the Indian culture, but they will gain practical knowledge during the class. It will be learning an ancient art as well as getting to know the rich culture of India. The last section of the seminar will be interesting as popular Indian cuisine will be learnt and shared by the instructor. The instructor will be using audio-visual aids to make the class communicative.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Ethics of Modern Healthcare	202403	IST	8C	OU1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Fedyk, Mark	Lecture	TR	6:10 PM – 8:00 PM	The Grove	1360

Description: Lecture/Discussion – 4 hour(s). Group study of a special topic in the Social Sciences. Varies with topic offered. GE credit: SS.

This course examines moral and ethical issues that are effects of the structure of modern healthcare delivery systems. Students will be asked to reflect on these issues, thereby developing their own analytical perspective about a number of complex problems that affect patients, providers, scientists, and policymakers. In recent years, the class has focused on how different kinds of social and personal identity are constructed by medicine, nursing ethics vs. physician ethics, the disability rights movement, the ethics of basic biomedical research, the connection between financing and biomedical research integrity, and the ethics of patient centered care. A significant amount of class time will be spent engaging in philosophical discussion, and students should therefore be prepared to participate in respectful, open-minded, but critical and sophisticated social deliberation.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus for Biology & Medicine	202403	MAT	17C	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Varn, Dowman	Lecture	MWF	12:10 PM – 1:00 PM	SOCSCI	80
	Discussion	R	6:10 PM – 7:00 PM	OLSON	227

Description: Lecture/Discussion – 4 hour(s). **Prerequisite(s):** MAT 017B C- or better. Matrix algebra, functions of several variables, partial derivatives, systems of differential equations, and applications to biology and medicine. Not open for credit to students who have completed MAT 021C; only 2 units of credit to students who have completed MAT 016C. GE credit: SE, SL.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Vector Analysis	202403	MAT	21D	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Varn, Dowman	Lecture	MWF	10:00 AM – 10:50 AM	WELLMN	3
	Discussion	R	7:10 PM – 8:00 PM	OLSON	227

Description: Lecture/Discussion – 4 hour(s). **Prerequisite(s):** MAT 021C C- or better or MAT 021CH C- or better) or MAT 017C B or better. Continuation of MAT 021C. Definite integrals over plane and solid regions in various coordinate systems. Line and surface integrals. Green's Theorem, Stoke's theorem, divergence theorem. GE credit: SE, QL.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Native American Art Studio	202403	NAS	34	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Tsinhnahjinnie, Hulleah	Lecture	MW	9:00 AM – 11:50 AM	HART	1401

Description: Lecture – 2 hour(s); Studio – 6 hour(s). Studio projects to be influenced by contemporary and traditional Native American arts. Examples of designs and media presented in lectures will be of indigenous origin. Introduction and familiarized with various materials and techniques. GE credit: AH, ACGH, DD, OL, VL, and WC.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
The Cell Cycle and Disease	202403	NEU	199	015	3

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Zhi Liu, Da	Lecture	W	2:10 PM – 5:00 PM	TUPPER	2135

Description: Lecture/Discussion – 3 hour(s). Individual special study in neurophysiology and biomedical engineering is offered to qualified students. Studies on psychophysics, single-unit electrophysiology and instrumentation are offered in Davis. GE credit: None.

This course will introduce a new concept of “Aberrant Cell Cycle Disease (ACCD)”, that reveals “aberrant cell cycle re-entry” is one common mechanism of tumor growth in cancers and neuronal death in neurological diseases (<https://www.mdpi.com/1424-8247/15/12/1546>). This course is suitable for the undergraduates who have basic knowledge of cell biology.

Students are encouraged to think about the following questions: 1) What types of cancer drugs can be repurposed to treat neurological diseases? 2) What other common mechanisms, aside from aberrant cell cycle, do cancers and neurological disease share? 3) What other diseases can be classified as new subtypes of “aberrant cell cycle disease”?

Seminar Goals

Students can expect to develop skills of extracting information as needed from full scientific papers, develop focus and depth in one or more discipline, develop a global perspective on different diseases, and gain hand-on experience of bench work in a scientific laboratory.

Assignments

The course consists of 10 sessions, 3 hours (1 hour class and 2 hours lab) a week for 10 weeks. The instructor will introduce the ACCD concept in the first session and share a story of his research experience behind this concept in the last session. In the second session, the TA gives a demo presentation of two articles- both in relation to cyclin-dependent kinase inhibitor (Flavopiridol), with one article focusing on cancer while the other on neurological disease.

Students are grouped into individual teams (3-5 students/team) – student presentation begins from the third session and ends at the ninth session, with two journal articles (same pattern as the TA’s demo) be assigned to a team a week prior to class presentation. Instead of reading through the two full scientific papers, students during presentation week will be trained to extract the useful information to prepare a 30 min PowerPoint. The remaining students outside presentation week will be required to pose one question for class discussion.

Every student need prepare a one-page essay answering one of the three questions stated in Description section. Students who prefer to answer questions other than the assigned ones need to discuss with the instructor prior to writing their essay. Creative ideas and reasoning will be considered for publication in scientific journals as perspective or mini review, with the student writing the article serving as the first author. There will be no final written exams,

Grading

Students will be given a letter grade based on presentation (30 points), question and discussion (20

point), lab work (30 points), and essay (20 points). Students will be assigned grades using the following scale 100-90(A+ to A-), 89-80(B+ to B-), 79-70(C+ to C-), 69-60(D+ to D-), <60(F).

Bio

The instructor developed the ACCD concept, on which he established a research program that leverages cancer elements (e.g., oncogenic kinases, tumor suppressor microRNAs) to treat neurological disorders (e.g., traumatic brain injury), and in turn built up the framework of this course.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Elementary Human Physiology	202403	NPB	15	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Caporale, Natalia	Lecture	TR	1:40 PM – 3:40 PM	OLSON	167

Description: Lecture – 3 hour(s); Discussion – 1 hour(s). Broad examination of age-associated changes in body functions. Introduction to physiology for non-science majors. Includes basic cell physiology and survey of major organ systems and how they function in homeostasis and human health. GE credit: SE.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Physics and Astronomy	202403	PHY	9A	0U1	5

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Chiang, Shirley	Lecture	MWF	11:00 AM – 11:50 AM	RESSLR	55
	Lab	F	8:00 AM – 10:20 AM	RESSLR	162
	Dis	W	6:10 PM – 7:00 PM	PHYSIC	140

Description: Lecture/Discussion – 4 hour(s); Lab – 2.5 hour(s). **Prerequisite(s):** MAT 021B or MAT 021M; or consent of instructor. Introduction to general principles and analytical methods used in physics for physical science and engineering majors. Only 2 units of credit for students who have completed PHY 001A or PHY 007B; not open for credit to students who have completed PHY 009HA. GE credit: SE.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
American Popular Culture	202403	SOC	25	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Grindstaff, Laura	Lecture	T	3:10 PM – 6:00 PM	SOCSCI	1291

Description: Lecture/Discussion – 3 hour(s). Social mechanisms that shape modern popular culture. High, folk, and mass culture: historical emergence of popular culture. Mass media, commercialization, ideology, and cultural styles. Theories and methods for analyzing cultural expression in pop music, street art, film, television, and advertising. GE credit: SS, VL.

Life in the United States is partially constituted by our engagement with the various forms of culture that structure our symbolic environment, from music, video, and social media to proms, sports, and beauty pageants. We are shaped in part by what we choose to buy, watch, wear, listen to, and subscribe to, as well as by the labels we adopt and resist. To study popular culture is thus to study who we are, both as individuals and communities. It is also to study how we use and make sense of the symbolic tools at our disposal. We will examine particular forms of popular culture in terms of how they define, constitute, and give meaning to everyday life. We will discuss, among other things, cultural hierarchy, domination and resistance, fan cultures, and social media use. The purpose of this course is neither to celebrate nor to condemn popular culture, but to understand its social significance, especially the ways in which popular culture, and our use of popular culture, can both reinforce and challenge inequalities of race, gender, class, and sexuality.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Sociology of Gender	202403	SOC	132	0U1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Teff-Seker, Yael	Lecture	MW	2:10 PM – 4:00 PM	SOCSCI	1291

Description: Lecture/Discussion – 4 hour(s). Analysis of biological, psychological, cultural, and structural conditions underlying the status and roles of men and women in contemporary society, drawing on a historical and comparative perspective. GE credit: SS, ACGH, DD.

The course will discuss gender as a social construct, and the social norms, trends, and institutions that construct and perpetuate traditional gender perceptions and gender-based discrimination, as well as forces that challenge, undermine, and disrupt them. We will critically examine the perception that gender performances (“masculinities” and “femininities”) as inherently tied to, or directly result from, biology and biological sex, as well as the perception of gender as binary to begin with and recognize that the social mechanisms that perpetuate them reward some social groups and institutions by discriminating and victimizing others. We will see how patriarchal social orders harm individuals, be they female, male, or other, by forcing them into narrow gender roles that suit the purposes of political and economic elites in Western society, and how those who do not conform with traditional gender roles or stray from the heteronormative Western repertoire are socially, politically, and economically penalized. We will expose the social mechanisms through which gender-based injustices have taken place in the past, and through which they still take place today, even in (so-called) developed Western countries and especially in the US.

The course will also address the issue of intersectionality, i.e., when gender and/or sexual orientation intersect with other group-based identities such as race, religion, ethnicity, socio-economic status, etc., creating additional or different social experiences and challenges. We will examine not only the explicit, but also the more socially implicit patriarchal ideas and processes that still disseminate gender injustice and inequality today. Students are asked to write a weekly blog, in which they tie theories and ideas learned in class to their own experiences and interests.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Disaster and Society	202403	SOC	195	OU1	4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Lo, Ming-Cheng	Lecture	TR	12:10 PM – 1:30 PM	HART	1128

Description: Seminar – 3 hour(s); Term Paper. In-depth examination of topics in sociology. Emphasis on student research and writing. GE credit: SS.

Disaster is, unfortunately, an increasingly timely topic today. Rather than viewing disaster as a “natural” phenomenon, this course aims to help students understand the social aspects of disasters and, in so doing, cultivate their “action competences” regarding disaster-related issues in the future. We will focus on five key themes: (1) the roles of the market, organizations, and governments in the manufacturing of and responses to disasters; (2) the vulnerability of different social groups; (3) the resilience of communities and individuals; (4) disaster and culture; and (5) hope, denial, and action competence in the face of global disasters.

To facilitate our understandings of these topics, students will be introduced to key sociological concepts, including neoliberalism, state theories, social capital, stratification, trauma narratives, and emotionality. How sociologists, anthropologists, and political scientists have applied these and related concepts to analyzing disaster, disaster response, and post-disaster reconstruction will also be discussed.

The readings will include cases not only in Europe and America but also non-Western places, where communities and people are particularly prone to various kinds of disasters. The format of the class will include lecturing, in-class discussion, film screening, and individual or group projects.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Adventures in Data Science	202403	STS	195		4

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Stahmer, Carl	Lecture	TR	2:10 PM – 4:00 PM	SHIELDS	360
Reynolds, Pamela				LIBRARY	

Description: Lecture/ Discussion – 3 hour(s); Discussion/Laboratory – 1 hour(s). **Prerequisite(s):** Consent of instructor. GE credit: OL.

Analysis of real-world data in the form of on-going active research projects. Emphasizes teamwork in the identification of problems, methods, and implementation as students are embedded into research teams with classmates, data scientists, and external research collaborators from across the University. Projects entail data gathering, cleaning, exploration, analysis, and visualization using R, and

interpretation and presentation of results in oral, visual, and textual formats to a variety of researchers and community members.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
History of Scientific Writing	202403	UWP	121	0U1	4
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Herring, Scott	Lecture	TR	6:10 PM – 7:30 PM	SHLDS	90B

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

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

Writing about big nature reserves, especially Yellowstone and Yosemite, will serve us as case studies, although we will not restrict ourselves more than we need to; writing about the natural environment is our major focus. We will also look closely at medical writing. While students are expected to know basic essay structure, as well as sentence mechanics, before coming into the class, we will also spend time on style and usage.

All reading will be in PDF documents supplied by the instructor.:

Writing Assignments: You will complete four written assignments during the quarter; in addition, we will have a number of quizzes and in-class assignments. Quizzes, which may be given at any time, may not be made up, and you will be responsible for any instructions given in your absence. Verbal displays of your critical thinking skills also constitute an essential aspect of your presence in class. An important note: all the papers must be handed in to receive a passing grade for the course. Here are the assignments (the page counts are in 12-point Times New Roman, with one-inch margins):

Paper 1: Analysis 1, 3 pages: 20%

Paper 2: Analysis 2, 3 pages: 20%

Paper 3: The History of a Familiar Science, 5 pages: 25%

Paper 4/Final Essay Exam: The History of an Unfamiliar Science, 5 pages: 30%

Quizzes, class participation: 5%

Final Exam: The fourth paper will function as a take-home final, due on the day our final exam would have taken place."
