

# Fall 2021 Course Descriptions

Please review the course descriptions below. You should select your **top five** classes. The course selection survey will open **Wednesday, April 28 at 11:50 AM** and closes **Monday, May 3 at 8:00 AM**. Course assignments will be sent via UC Davis email on Wednesday, May 5.

- 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 2021-2022 academic year (one per quarter). Taking a second course during Fall 2021 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, CDM 20, ECH 1, MAT 17A, MAT 21B, NAS 34, POL 108, and SOC 195 which are capped at 48, 24, 24, 30, 30, 15, 10, and 20 respectively.
- BIS 2A-D01 and BIS 2A-D02 are part of a 2-section UHP lecture capped at 48 instead of 25. Each discussion section is capped at 24.
- CDM 20 is part of a large general-population lecture; however, the lab section is taught by Professor Wyman instead of a TA and includes only UHP students.
- ECH 1 is part of a large general-population lecture; however, the lab section is taught by Professors Kuhl and Ristenpart instead of a TA and includes only UHP students.
- HMR 1 is part of a large general-population lecture; however, the discussion section is taught by Professor Watenpugh instead of a TA and includes only UHP students.
- Honors courses must be taken for a letter grade and earn a minimum grade of C-; courses changed to P/NP grading will not count toward UHP requirements.
- All prerequisites listed in **red text** will not be waived for honors students. All courses with **WE** General Education credits require satisfaction of ELWR.

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

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## COURSE OFFERINGS

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Archaeology	202110	ANT	003	0U1	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Darwent, John	Lecture	MW	1:10 PM – 3:00 PM		

### Description:

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

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

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

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Stars, Galaxies and the Universe	202110	AST	10G	003	3.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Wittman, David	Lecture	MWF	1:10 PM – 2:00 PM		

**Description:**

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

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

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Biology: Essentials to Life on Earth	202110	BIS	2A	D01, D02	5.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Singer, Mitch	Lecture	MWF	9:00 AM – 9:50 AM		
	D01 Dis	M	2:10 PM – 4:00 PM	SCILAB	2067
	D02 Dis	M	4:10 PM – 6:00 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.

The honors section for BIS 2A follows the same general outline of topics as does the regular course. The primary difference is that the course is much smaller and allows for direct one on one discussions with the professor and other students. The second difference is the discussions, instead of usual discussion

students will read papers and present the papers to the group. Working in pairs and with the TA and Instructor, students will give two 45-minute PowerPoint presentations and lead the class discussion on papers related to current class topics. Students will be critiqued on their presentations by both their peers and the instructor. The BIS 2A honors section offers students an opportunity to delve into more detail and relate class material to the real world. Class lectures are presented in a discussion format between all participants, and is intended to inspire independent thought, experimental design and a deeper curiosity into the universal processes of life.

**\*Please note that there are 2 sections of UHP BIS 2A – all students will attend the same D00 lecture and choose a discussion section, either D01 or D02.**

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Filmmaking Foundations	202110	CDM	020	AU1	5.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Wyman, Julie	Lecture	MW	10:30 AM – 11:50 AM	CRUESS	1002
	Laboratory	W	5:10 PM – 8:00 PM		
	Film Viewing	M	6:10 PM – 8:00 PM	CRUESS	1002

**Description:**

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

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

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

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Major Works of the Ancient World	202110	COM	001	0U1	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Parrish, Timothy	Lecture	TR	1:40 PM – 3:00 PM		

**Description:**

Lecture/Discussion – 4 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Introduction, through class discussion and frequent written assignments, to some of the major works of the ancient world (up to 5<sup>th</sup> century CE) such as The Odyssey, the Bible, Augustine’s Confessions, and

works by Plato and Confucius. Examined genres include religious texts, the epic, philosophy, drama, poetry. GE credit: AH, WC, WE.

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

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

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Design of Coffee	202110	ECH	001	AU1	3.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Lecture	M	3:10 PM – 4:00 PM		
Ristenpart, William	Lab/Dis	T	10:00 AM – 11:50 AM		

**Description:**

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

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

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
International Economic Relations	202110	ECN	162	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Swenson, Deborah	Lecture	TR	10:30 AM – 11:50 AM		

**Description:**

Lecture – 3 hour(s); Discussion – 1 hour(s). International trade & monetary relations, trade policy, exchange rate policy, policies toward international capital migration and investment. Emphasis on current policy issues. Intended especially for non-majors. Not open for credit to students who have completed ECN 160A or ECN 160B. GE credit: SS, WC.

International Economic Relations studies the real and financial forces of international integration that bind countries together, including international trade, outsourcing, immigration, trade policy, national exchange rate choices, international capital flows, and international macroeconomic linkages. All topics are discussed and demonstrated in the context of current policy debates with a focus on the implications for national wellbeing in different countries around the world as distinguished by their individual characteristics including country endowments, preferences, size, capabilities, and institutions.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
A Cultural History of Science Fiction	202110	HIS	147A	U01	4.000

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

**Description:**

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** European thought in the early industrial era. Shifting cultural frameworks, from romanticism to scientism; liberal and socialist reactions to social change. Focus on the work of Goethe, Hegel, J.S. Mill, Marx, Darwin, and Flaubert. GE credit: AH, SS, WC, **WE**.

This course is an historical survey of the origin and development of “science fiction,” both as a literary genre and a set of myths for a modern age often conflicted about its embrace of science, technology, reason and secularism. We will discuss the genre in terms of its historical contexts, major authors, seminal publications, key themes, and diverse styles, and analyze how it has developed during the course of the past century. Among the issues we will address are:

Can we find a common way to define such a protean body of texts and themes, which include escapist “planetary romance”; “hard” SF (emphasizing the natural sciences); “soft” SF (emphasizing the social sciences); “New Wave” SF (employing modernist literary techniques and concerns), and utopian and dystopian SF? Is there such a thing as “science fiction”?

Science fiction has often been opposed to literary realism, defined instead as a subset of fantasy. But might we consider contemporary science fiction as a form of realism, given the enormous pace of scientific and technological change and its effects on our daily lives, as well as the pervasive nature of science fiction ideas and images in modern culture? Could we call our everyday perceptions of the world a form of “science-fictionality,” and science fiction as the realist literature of our age. Science Fiction is often described as “escapist.” But many of its editors, authors and readers insist that it is also a literature of engagement and activism: can these two outlooks be reconciled?

Finally, we will trace how the genre began as a relatively homogeneous form, created largely (but not exclusively) by white men, and has since become a more diverse and global phenomenon.

Course Requirements:

Regular attendance at lectures and participation in discussions (20% of the final grade); brief weekly essays on the assigned readings (35% of the final grade); a midterm (20% of the final grade); a final (25% of the final grade).

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Becoming an American: Immigration and American Culture	202110	HIS	173	U01	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Tsu, Cecilia	Lecture	TR	3:10 PM – 4:30 PM		

**Description:**

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Introduction to the wide range of immigrant experiences and cycles of nativism that have shaped American culture in the 20<sup>th</sup> 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**.

We will use a comparative framework to explore the history of immigrants and refugees from Europe, Asia, and Latin America. Themes will include debates in immigration history, community, identity, racial formation, gender and family, immigration and refugee policy, and competing notions of citizenship.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Human Wrongs/Human Rights	202110	HMR	001	OU1	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Watenpaugh, Keith	Lecture	MWF	11:00 AM – 11:50 AM		
	Discussion	M	12:10 PM – 1:00 PM		

**Description:**

Lecture – 3 hour(s); Discussion – 1 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** 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, SS, WC, **WE**.

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

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Radical Storywork: Performing Relational Approaches to Inuit Food Fermentation and Food Security	202110	HMR	130	OU1	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
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Perea, Jessica                      Lecture                      MW      10:00 AM – 11:50 AM  
Marco, Maria

**Description:**

Lecture/Discussion – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Thematic study of human rights. Topics may include contemporary or historical issues in the promotion, protection, and violation of human rights; human rights and the arts, religion, literature are possible topical areas. May be repeated for credit when topic differs. GE credit: AH, SS, WC, **WE**.

This course centers around Inuit knowledges and performing arts processes as a means to unsettle and expand dominant modes of knowledge production in food science research in ways that advances food sovereignty, an issue of urgent global significance.

It is framed by an analytic we call "Radical Storywork" which stems from two interrelated concepts. First, the critical explorations of storytelling in fermented food microbiology build on Cherokee scholar Eva Marie Garrouette's "Radical Indigenism"-a theoretical perspective that weaves together one's community's goals for health, survival, and growth with one's academic goals to generate new knowledge-and her call to realign the word "radical" with its Latin derivation radix, meaning "root". Through carefully curated course materials, students will learn how Inuit food fermentation practices exist in collaboration with nature (rather in control of) and how Inuit scientific knowledges demonstrate deeply rooted, or radical, relationships between human, environment, and more-than-human entities. Second, our privileging of Inuit performing arts processes (methodologies, theories, and praxes) highlight the power of what Sto:llo theorist Jo-ann Archibald calls "Indigenous storywork" and its role in the future of scientific research. For example, students will explore a range of non-fiction genres "from academic and philosophical to artistic and embodied"to consider what is gained and what is lost when certain knowledges are (or are not) performed in educational, cultural, and/or political spaces.

Our analyses of food sovereignty discourse and praxis are guided by the following questions: What is the significance of radical storywork in food science research? How are Inuit fermented foods represented across different non-fiction genres and how might we critically address issues such as sub/conscious bias? Whose stories matter and who decides? Instead of proposing singular truths or facts, this course invites students to consider the existence of multiple simultaneous truths, all of which are culturally constructed, performed, and in some cases politicized and policed.

In collaboration with the Science, Humanities and Arts: Process and Engagement (SHAPE) program funded by the Andrew W. Mellon Foundation. A performing artist will engage with the course throughout the quarter with a culminating public performance at the Mondavi Center for the Performing Arts.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Creative Process in the Arts and Sciences: Parallels and Intersections	202110	IST	8X*	0U1	4.000
<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Cooper, Mindy	Lecture	TR	2:10 PM – 4:00 PM	WRIGHT	120

Janata, Petr

**Description:**

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

This course examines the parallels between performance arts and sciences in the creative process that transforms vague ideas into precisely structured productions and experiments. A primary goal is to confront beliefs that young minds might have that artists and scientists think and go about the core aspects of their work in fundamentally different ways. The hope is that by exposing students to artistic and scientific process around themes of music and memory, through readings, lectures, and experiential activities, they will come to see artistic and scientific inquiry as complementary endeavors for understanding the human condition and as a means for addressing challenges in their futures creatively.

The planned structure of the course guides students through the sequential steps of creative process that broadly apply to arts and sciences alike during the implementation of a project:

- 1) Insight/wonder/curiosity
- 2) Gathering of sources and information
- 3) Distillation of information into practicable ideas
- 4) Design of project
- 5) Implementation of experiment/production

The specific substrate for examining parallels of artistic and scientific process will be the realm of music and memory as embodied in a musical theatre production titled “Still Will Be Heard,” directed by Professor Mindy Cooper, and in cognitive neuroscience research on music and memory conducted by Professor Petr Janata. The faculty will share time each week to expose students to readings from their respective disciplines, and to engage each other and the students in critical discussions of similarities and differences in process. Augmented by direct engagement with the writers and performers of a professional production, as well as self-actualized artists and scientific experimentation over the course of the quarter, the course aims to take shape as an unforgettable multifaceted intellectual adventure.

*In collaboration with the Science, Humanities and Arts: Process and Engagement (SHAPE) program funded by the Andrew W. Mellon Foundation. A performing artist will engage with the course throughout the quarter with a culminating public performance at the Mondavi Center for the Performing Arts.*

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Masterworks of Japanese Literature (in English)	202110	JPN	10	0U1	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Sorensen, Joseph	Lecture	MW	2:10 PM – 4:00 PM		

**Description:**

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



Love between men and women, boys and girls, husbands and wives. Love between parents and children, between siblings, between gods. A mother's love, a father's love, a child's love. Homosexual, heterosexual, idealized, romanticized, fantastic, grotesque. Love for one's sovereign, love for one's country, love for one's self. Passionate love, love turned cold. Love as a goal, as an escape, as a means, and as an end. These are just some of the aspects of love we will explore in this course as we survey, in English translation, selected masterpieces of Japanese literature from the 7th century into the 21st. We will consider the historical and cultural context of each work, as well as the conventions of the various genres we encounter in our readings. We will read from a wide variety of genres: poetry (both ancient and modern), myths, tales, novels, plays, and short stories.

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

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

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus for Biology and Medicine	202110	MAT	17A	0U1	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Dad-Del, Ali	Lecture	MWF	10:00 AM – 10:50 AM		
	Discussion	T	7:10 PM – 8:00 PM		

**Description:**

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

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus	202110	MAT	21B	0U1	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
TBA	Lecture	MWF	12:10 PM – 1:00 PM		
	Discussion	T	4:10 PM – 5:00 PM		

**Description:**

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

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Native American Art Studio	202110	NAS	34	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Tsinhnahjinnie,	Lecture	M	9:00 AM – 9:50 AM		
Hulleah	Studio	W	9:00 AM – 11:50 AM		
	Studio	M	10:00 AM – 11:50 AM		

**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: ACGH, AH, DD, OL, VL, WC.

Print designs to be influenced by visiting the Cache Creek Conservancy/Tending and Gathering Garden, introduction to Native California Basket Weavers, and plants utilized in basket weaving.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
The Path to Cyborgs: Introduction to Prostheses and Human Machine Interfaces	202110	NPB	17	OU1	3.000

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

**Description:**

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

This Fall (and Fall Quarter only), this class offers a unique international experience as we perform projects with a partner class in Hong Kong. Two projects and a lab demonstration will be done with a class in Hong Kong. We are getting closer to being able to make Cyborgs. Currently there are all kinds of artificial organs and prosthesis that completely control themselves or that can be controlled directly by brain waves. Find out how they work, and the implications for society. Topics Include cochlear implants, deep brain stimulation, mind-control of prosthetic limbs, brain machine interfaces, artificial pancreas, and artificial hearts. Note that the Hong Kong Class starts a month before ours, so we request your presence for two meetings with that class before our quarter begins.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Policy Making in the Public Sector*	202110	POL	108	001	4.000

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

**Description:**

Lecture—3 hour(s); Term Paper/Discussion—1 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Theoretical rationale for governmental activity, program evaluation, PPBS, positive theories of policy making, the quantitative study of policy determinants, implementation, and proposals for improved decision making. GE credit: ACGH, QL, SS, **WE**.

\* At this time, we plan to offer the course through real-time virtual instruction, but we will announce any changes by mid-Summer. In the event that a decision is made to hold the class in-person, it will be held at the UC Center Sacramento, located in downtown Sacramento. Transportation options include carpooling, YoloBus, and Amtrak.

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

This course is designed specifically for students enrolled in the Health Policy Track at UC Center Sacramento (UCCS), but students enrolled in the UC Davis Honors program may also participate. At this time, we plan to offer the course through real-time virtual instruction, but we will announce any changes by mid-Summer. The course is divided into two parts. In the first part, we will examine the meaning of health, the ways in which health policy can influence health, the tools available to health policy analysts, and ways in which health services researchers have examined health care access, quality, and costs. We will also examine the fundamental values that drive the health care debate, including health care as a right versus a privilege, the “right” amount of health care spending, and tradeoffs between quality and equity.

In the second part of the course, we turn our attention to the Affordable Care Act of 2010, the boldest stroke in health policy since the passage of Medicare in 1965 – paying special heed to implementation of the ACA in California. We will also cover recent efforts to repeal and replace Obamacare, including ongoing court cases, the effects of the Tax Cut and Jobs Act of 2017, challenges posed by the COVID-19 pandemic, and specific implementation issues in California. The course grade is based on class participation, question sets, take-home quizzes, and a capstone project.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Life, Meaning, and Identity	202110	RST	110	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Janowitz, Naomi	Lecture	TR	10:30 AM – 11:50 AM		

**Description:**

Lecture/Discussion – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Study of religious lives, the quest for meaning and for personal identity; how

religions frame the problems of life; how cultural and personal crises affect youthful identity; the nature and structure of dreams, myths, and ideals. GE credit: AH, WE.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Jews and Blacks: Politics, Identity, and Race in America	202110	SOC	195	002	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Haynes, Bruce	Lecture	MW	4:40 PM – 6:00 PM		

**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.

Using my resources including *The Soul of Judaism* (NYU Press 2018), the class will explore the encounter between European Jews and southern Black migrants in the American metropolis. Relying on sociohistorical analysis and oral history, we'll cover the histories of Chicago, New York City and Los Angeles since the late nineteenth century, and discuss periods when Jewish and African Americans cooperated and conflicted. We'll look at urban politics and how race and class shaped social relations in the modern city between Jewish and African Americans.

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