

# Spring 2021 Course Descriptions

Please review the course descriptions below. You should select your **top five** classes. The course selection survey will open **Wednesday, January 20 at 11:50 AM** and closes **Monday, January 25 at 8:00 AM**. Course assignments will be sent via UC Davis email on Wednesday, January 27.

- These courses are restricted to honors students and can only be accessed using a **Course Registration Number (CRN)** distributed by UHP. You cannot search for them in Schedule Builder.
- Each honors student must complete three UHP courses during the 2020-2021 academic year (one per quarter). Taking a second course during Spring 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, DES 198, ECH 1, IST 8A, MAT 17C, MAT 21D, NAS 34, and SOC 2, which are capped at 48, 12, 24, 20, 30, 30, 15, and 20 respectively.
- BIS 2A-C01 and BIS 2A-C02 are part of a 2-section UHP lecture capped at 48 instead of 25. Each discussion section is capped at 24.
- ECH 1 is part of a large general-population lecture; however, the lab section is taught by Professors Kuhl and Ristenpart instead of a TA 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
Re-Imagining California: Creative Social Movements in Times of Crisis	202103	AMS	101A	001	4.000

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

### Description:

Seminar – 3 hour(s). Intensive reading, writing, and special projects. Interdisciplinary group study of special topics in American Culture Studies, designed for non-majors as well as majors. May be repeated for credit. GE credit: None.

This research seminar compares and contrasts 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. 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. Through a close reading of cultural theory, including the work of Robin Kelly, Ruth Wilson Gilmore, bell hooks, and Maxine Greene alongside social movement histories, students will study the creative politics of the 1960s and our current political moment.

Desired student outcomes for this class include: A critical understanding of the histories of American social movement traditions, in the context of 1960s California; experience conducting oral history interviews, and other life history research methods; practice translating academic research into public scholarship through the collaborative design of class dialogue and media; experience engaging in critical thinking and intellectual/historical analysis in a small seminar setting.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Introduction to Biology: Essentials to Life on Earth	202103	BIS	2A	C01, C02	5.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Singer, Mitch	Lecture	MWF	9:00 AM – 9:50 AM		
	C01 Dis	M	10:00 AM – 11:50 AM		
	C02 Dis	M	12:10 PM – 2:00 PM		

**Description:**

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

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

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Modern Chinese Literature (in English)	202103	CHN	10	001	4.000
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Chen, Xiaomei	Lecture	TR	4:10 PM – 6:00 PM		

**Description:**

Lecture – 3 hour(s); Term Paper/Discussion – 1 hour(s). Introductory course requiring no knowledge of Chinese language or history. Reading and discussion of short stories and novels and viewing of two films. Designed to convey a feeling for what China has experienced in the 20<sup>th</sup> century. Not open for credit to students who have already taken, or are taking concurrently, CHN 104. GE credit: AH, WC.

This is a survey class of modern Chinese literature from the 1910s to the 1990s in the contexts of Chinese historical and cultural circumstances and Western impacts. We will examine examples of the major

literary genres such as fiction, poetry, drama, and women’s literature. Among some key questions to be asked are: What is modern Chinese literature? What does it tell us about the cultural, social, psychological, and historical changes that occurred in twentieth century China? Who are the main literary and cultural figures of that century and what did they contribute to the mentality and historical understanding of the Chinese people and the Chinese nation? What was the impact of Western thought and how did it affect the way Chinese reflected on their own cultural identities, individuality, social, and family and gender relationships? Since ethnic Chinese constitute one-fourth of the world population in the contemporary world, a deeper understanding of modern Chinese literature, as seen in the major writers and thinkers, will help us understand the perception of Chinese by Chinese and by non-Chinese. It will also help us understand how we can contribute to the mutual understanding between the Chinese people and peoples from other part of the world. No prior knowledge of Chinese language, history, or culture is required.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Myth in Literature, Film, and Visual Arts	202103	COM	146	001	4.000

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

**Description:**

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Comparative study of different versions of one or more central myths, with attention to their cultural settings, artistic and literary forms of representation, as well as to their psychological dimensions. GE credit: AH, WC, **WE.**

This course will investigate a selection of classical myths whose characters, plots, and/or themes are re-envisioned and reworked by later writers, visual artists, and filmmakers. The emphasis will be on close reading/viewing, analysis, and interpretation through sustained, guided discussion, supplemented by short lectures to provide historical, cultural, and literary formal contexts.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
BioDesign Challenge – Part 2	202103	DES	198	002	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Facciotti, Marc	Lecture	F	9:00 AM – 11:50 AM	ACADSR	2240

**Description:**

**Prerequisite: Winter 2021 Honors DES 128 with C- or better.** Continuation of Winter 2021 University Honors Program BioDesign Challenge Course. 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 students 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.

In 2018, 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 2018 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’s winning UC Davis team will have most of their expenses paid for a trip to New York for the 2021 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.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Design of Coffee	202103	ECH	001	A17	3.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Lecture	M	7:10 PM – 8:00 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.**

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Educational Psychology	202103	EDU	110	000	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Mundy, Peter	Lecture	TR	10:00 AM – 11:50 AM	ACADSR	2362

**Description:**

Lecture/Discussion – 4 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Learning processes, cognitive development, individual differences, testing and evaluation. GE credit: SS, WE.

This honors class is designed to provide an overview of the psychological processes that affect learning and education for students from preschool through high school. Course content will provide an opportunity for students to study and discuss the applications of theory and research from psychology, human development, educational science, neuroscience and the health sciences to school based education for children.

The course is designed for students with intellectual curiosity about psychology and education, as well as students interested in research careers in educational psychology and/or careers in School Psychology and/or careers in teaching. Specific content of the course includes: 1) the science of educational psychology, 2) 20th century models of cognitive development and education, 3) the cognitive revolution and 21st century models of cognition, learning, neuroscience and education, 4) defining intelligence, what it is and what it is not, 5) the psychological processes involved in learning disabilities with extended discussions of dyslexia, dyscalculia, ADHD and Autism, 6) motivation in learning and education, 7) understanding how discrimination can affect learning, 8) the psychology of language and bilingual education and 9) understanding how cognitive theory and learning science inform instruction.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Black Feminist Cultural Production	202103	ENL	41	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Gray, Erin	Lecture	T	3:10 PM – 6:00 PM		
	Film Viewing	R	3:10 PM – 6:00 PM		

**Description:**

Lecture/Discussion – 3 hour(s); Film Viewing – 3 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Study of a topic centered on the relationships between literature and moving-image media. May be repeated up to 2 time(s) when content differs. GE credit: AH, VL, **WE**.

This course serves as an introduction to Black diasporic feminist thought and cultural production. Reading speeches, essays, creative non-fiction, novels, poems, films, dance, music, and visual art composed by Black women and by makers and thinkers who consciously engage Black feminist methods and analytics frameworks, students will learn about the political histories, contested presents, and visionary futures that animate Black feminist aesthetic practice. Concentrating on Black feminist articulations of power, our discussions will attend to the ways that a range of everyday creative, spiritual, sexual, and political acts shape and inform Black feminist thought and world-making practices.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Art, Science & the World of Insects	202103	ENT	001	A04	3.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Ullman, Diane	Lecture	MW	11:00 AM – 11:50 AM		
	Laboratory	T	2:10 PM – 5:00 PM	ENHORT	128

**Description:**

Lecture – 3 hour(s); Laboratory – 3 hour(s). **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Fusion of entomology and art to create an appreciation of insect biology, ecology, interactions with humans and importance in human culture. Multidisciplinary approaches in education and career paths in entomology and art will be highlighted. GE credit: AH, OL, SE, SS, VL, **WE**.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Global Freud: Psychoanalysis And the Politics of the Unconscious	202103	HIS	135B	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Chiang, Howard	Lecture	T	2:10 PM – 5:00 PM		

**Description:**

Lecture – 3 hour(s); Term Paper. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** Survey of the historical development of scientific thought in geology, biology, chemistry, physics, and cosmology from the 18<sup>th</sup> to the 20<sup>th</sup> century, with special emphasis on emergence of broad explanatory principles that serve more than one science. GE credit: AH, SS, WC, **WE**.

An introduction to the history of psychoanalysis from a global viewpoint. The empiricist endeavor to uncover the hidden dynamism of the human mind can be traced to the writings of Sigmund Freud. This course explores the legacy of Freud’s ideas in and beyond Western society, including Algeria, Argentina, China, Egypt, India, Japan, Mali, Mexico, Morocco, Papua New Guinea, and Russia. We will contextualize several foundational concepts of psychology – such as the unconscious, dream, sexuality, drive, selfhood, aggression, trauma, attachment, perversion, object, and narcissism – alongside key components and techniques of therapy, including interpretation, neutrality, holding, transference, and countertransference. The course aims to parse psychoanalysis as both a clinical treatment and a theory of culture and politics. To that end, we will consider three interrelated questions: Is the family a universal unit of human organization? Does psychoanalysis obey the laws of science? Why is psychoanalysis often imagined as a tool of oppression or liberation?

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
History of Science Fiction	202103	HIS	147A	001	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).** This course is a 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 “escapist.” But can it also be a literature of engagement and activism – and if so, in what ways? GE credit: AH, SS, WC, **WE**.

<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Hypothesis Testing with Bird Song	202103	IST	8A	001	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Coombs-Hahn, Thomas	Lecture	T	2:10 PM – 5:00 PM		

**Description:**

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

Many major discoveries in the fields of animal behavior, behavioral ecology, evolution, and neuroscience have been based on studies of bird vocalizations. With the recent advent of publicly available repositories of high-quality audio recordings of wild bird vocalizations, it is now possible to evaluate some long-standing assumptions and test hypotheses about bird vocal behavior using existing samples. Key questions in this research area concern the mechanisms of vocal development (whether vocalizations are learned or innate), the evolution of developmental mechanisms (when the ability to modify vocal behavior through learning first appeared, and how many times it has evolved), and whether there are widespread “limits to vocal performance” that constrain vocalizations to be honest indicators of individual quality. In this course we will evaluate these and other questions using publicly-available audio recordings from [Xeno-Canto](#) and free [Raven sound analysis software](#).

The course will begin with a few lectures introducing the broad array of biological questions that have been (or could yet be) examined in the context of bird vocalizations. The purpose of this will be to give students ideas for problems they can explore further; students will not be handed pre-packaged projects and study plans. The next part of the course will involve forming teams of 2-4 students who share interests in particular topics. Those teams will then each identify a primary research question and a set of alternative hypotheses that they plan to investigate using audio recordings. They will then outline sets of testable predictions to evaluate their hypotheses. Finally, the students will formulate and carry out a plan to test their predictions by collecting and analyzing data from recordings they download from Xeno-Canto. All of this can easily be done in the remote learning environment. A fundamental goal of the course will be to give students the opportunity to explore, and participate deeply in, the process of formulating scientific questions, hypotheses, and predictions, and with collecting and analyzing acoustic data. In addition to receiving feedback from their peers and instructor, each team will be assigned a primary graduate student mentor to guide them in developing their questions and research projects.

<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Adventures in Data Science: Social Sciences Series Quarter 2	202103	IST	8X*		4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Stahmer, Carl	Lecture	T	2:30 PM – 4:00 PM		
Reynolds, Pamela	Discussion	Weekly group project meetings to be arranged			

**Description:**

\*IST 8X is a 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.

Registration priority will be given to students with majors in the social sciences. This course focuses on acquiring the skills necessary for performing data-driven, interdisciplinary research.

**Prerequisite(s): Winter 2021 IST 8X – Adventures in Data Science: Social Sciences Series, Quarter 1 with B or better. This is the second course in a challenging two-quarter series.** The first course of the series, offered in Winter 2021, is a classroom-based course in which students will acquire the core skills and knowledge necessary to conduct data-driven research using the R programming language. No previous experience with computer science, data science, or statistics is required. It is an expectation that students who successfully complete the first quarter of the series with a final grade of B or better will move on to the second course of the series offered in Spring 2021. The second course is a practicum-based learning opportunity in which students will be embedded into one of several interdisciplinary research teams to solve active research problems with faculty and researchers from across UC Davis. During the second quarter students will work closely with the faculty Principal Investigators (“clients”), Graduate Student mentors, and staff research data scientists.

Combined, the **two-quarter honors/elective** series introduces students to the basics of computer programming and data analysis using the R programming language and provides hands-on exposure to the core skills needed to work in interdisciplinary, team-science settings. This program is designed to give students in the Social Sciences knowledge and skills to succeed in today’s interdisciplinary, data-driven workforce.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus for Biology & Medicine	202103	MAT	17C	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Varn, Dowman	Lecture	MWF	12:10 PM - 1:00 PM		
		R	6:10 PM - 7:00 PM		

**Description:**

Lecture – 3 hour(s); Discussion – 1 hour(s). **Prerequisite(s): MAT 17B 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	202103	MAT	21D	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Liu, Fu	Lecture	MWF	10:00 AM - 10:50 AM		
		T	7:10 PM - 8:00 PM		

**Description:**

Lecture – 3 hour(s); Discussion – 1 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: QL, SE.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Music from Latin America	202103	MUS/SPA	127/171	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Ortiz, Pablo	Lecture	TR	10:00-11:50 AM		

**Description:**

Lecture – 3 hour(s); Discussion – 1 hour(s). **Prerequisite(s): Consent of Instructor. Completion of Entry Level Writing Requirement (ELWR).** Examination of music from Latin America. Characteristic music (i.e. tango, bossa nova, salsa, musica motena, musica andina) as well as its implications in other musical genres. Taught in English. May be repeated up to 1 time(s) when topic differs. Not open to students who have taken SPA 171S or MUS 127S. (Same course as SPA 171). GE credit: AH, VL, WC, **WE**.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Native American Art Studio	202103	NAS	34	001	4.000

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

<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Introduction to Psychology	202103	PSC	1	003	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Thompson, Ross	Lecture	TR	12:10 PM – 2:00 PM		

**Description:**

Lecture – 4 hour(s). Principles and basic concepts of psychology. The empirical study of individual behavior including perception, cognition, development, personality, social interactions, and the biological underpinnings of behavior. Not open for credit to students who have taken PSC 001Y. GE credit: SS.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Developmental Psychology	202103	PSC	140	002	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Graf Estes, Katie	Lecture	MW	10:00 AM – 11:50 AM		

**Description:**

Lecture – 4 hour(s). An ontogenetic account of human behavior through adolescence with emphasis on motor skills, mental abilities, motivation, and social interaction. Only 2 units of credit allowed to students who have completed HDE 100A or HDE 100B; not open for credit to students who have completed PSC 112. (Former PSC 112). GE credit: None.

This course will address central issues in the study of developmental psychology. We will examine theories of child development, as well as the key questions that motivate the study of development. We will also learn about the changes that occur throughout infancy, childhood, and adolescence across a broad range of domains, including physical, perceptual, cognitive, social, and emotional development.

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<b>TITLE</b>	<b>TERM</b>	<b>SUBJ</b>	<b>CRSE</b>	<b>SEC</b>	<b>CREDITS</b>
Stereotyping, Prejudice & Stigma	202103	PSC	157	001	4.000

<b>INSTRUCTOR(S)</b>	<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BUILD</b>	<b>ROOM</b>
Sherman, Jeff	Lecture	T	2:00 PM – 5:00 PM		

**Description:**

Lecture – 3 hour(s); Term Paper. Social psychological underpinnings of stereotyping, prejudice, and stigma from sociocultural, motivational, and cognitive perspectives. Topics include: origins, maintenance, change, effects on person perception and memory, and the automaticity/controlability of stereotyping and prejudice. GE credit: DD.

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TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Life, Meaning, and Identity	202103	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.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Self & Society	202103	SOC	002	001	4.000

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

**Description:**

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

This course introduces the key concepts and theories of social psychology, beginning with an overview of basic mental 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. In other words, we will figure out how we can be manipulated, how we fall in love, and why we can't all just get along.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
History of Scientific Writing	202103	UWP	121	001	4.000

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Herring, Scott	Lecture	MW	12:10 PM – 1:30 PM		

**Description:**

Lecture – 3 hour(s); Extensive Writing. **Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).** History of scientific writing from the 17<sup>th</sup> 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 choose the precise strategies they do? We will answer these questions and plenty of others. Students will focus on two tasks: they will learn to understand scientific writing, and will get better at producing their own. Toward these ends, they will write a series of term papers aimed at achieving both goals.

Writing about big reserves like Yellowstone and Yosemite will serve 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 take a close look at writing about the geology, botany, anthropology, wildlife biology, and other aspects of these places, from their earliest beginnings to the present day.

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