

Winter 2025 Course Descriptions

Please review the course descriptions below. You should select your **top five** classes. The course selection survey will open **Tuesday, October 22nd at 11:50 AM** and closes **Monday, October 28th at 8:00 AM**. Course assignments will be sent via UC Davis email on Wednesday, October 30th.

- 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 2024-2025 academic year (one per quarter). Taking a second course during Winter 2025 does not waive another quarter's UHP course requirement unless approved by UHP.
- All the Honors courses are capped at 25 students each, except for DES 128A, ECH 1, MAT 17B, MAT 21C, STS 11, and STS 115 which are capped at 13, 24, 30, 30, 19, and 15, respectively.
- 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.

COURSE OFFERINGS

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Art, Architecture, and Human Rights	202501	AHI	120A	0U2	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Watenpugh, Heghnar	Lecture	MW	9:00 AM – 10:50 AM	SHREM	1001

Description: Lecture/Discussion – 4 hour(s). **Prerequisite(s):** *Completion of Entry Level Writing Requirement (ELWR)*. Study of human rights as they relate to art, architecture, and cultural heritage. Examines museums, art collections, and cultural-heritage management, their relation to the cultural prerogatives of communities and indigenous groups, and protection of cultural heritage during war and conflict. GE credit: AH or SS; DD; VL; WC; Writing Experience **WE**.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Special Topics in Cinema & Digital Media	202501	CDM	189	0U3	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Smith, Andrew	Lecture	TR	11:00 AM – 12:20 PM	ART	210

Description: Lecture/Discussion – 2 hour(s). *Prerequisite(s): Completion of Entry Level Writing Requirement (ELWR).* Special topics in cinema & digital media. GE credit: AH, VL, **WE**.

The profound influence of Italian neorealism on the postwar cinemas of Europe, Latin America, Africa, and Asia is standard film history. In a nutshell, Roberto Rossellini (Rome, Open City, 1945), Vittorio De Sica (Bicycle Thieves, 1948), Luchino Visconti (La Terra Trema, 1948) and others transformed Italy’s postwar deprivations into production virtues as they sought to directly represent the social reality of their time. Their use of nonprofessional actors, location shooting, and open-ended story and visual structures formed a new cinematic language that Millicent Marcus described as “una nuova poesia morale,” a new moral poetry.

Italian neorealism posed a rich alternative to Hollywood’s classical style, and the films of Satyajit Ray, Ousmane Sembene, Nelson Pereira dos Santos, the French New Wave, the Czech New Wave, Third Cinema, the Iranian New Wave, and other individual artists and national movements followed. At the same time, Neorealism’s influence on American cinema has been equally significant.

This course will examine a lineage from the Italian neorealists to their American counterparts, focusing on a flourishing of independent American cinema from the late 1950’s through to the present day: a thread underscoring the importance of cinematic form in direct portraits of a complex world, and the influence of the neorealists in allowing compelling cinematic voices to be heard outside the Studio system. Focused on work from underrepresented communities and makers and alternative perspectives — with a special focus on 21st century women filmmakers— we will track historical tributaries into the contemporary moment, exploring neorealist impulses in the filmmakers of today— and the next generation.

By way of film analysis and through the context of film history, as well as touching on certain tenants of realist film theory, we will examine the social, cultural, and political contexts of neorealism as we develop our skills to view films critically; develop interpretations of influences and epiphanies in style, form and content out of these critical viewings; and articulate this analysis in a well-constructed and persuasive essays; and/or in a collective, original Filmworks that inherits tendencies of this tradition. Not meant to be comprehensive or definitive in its taxonomy of American neorealism, rather this course hopes to further a conversation long under way, fuel discoveries, inspire filmmaking.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Race and Media	202501	CMN	149	0U1	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
---------------	------	------	------	-------	------

Ruiz, Jeanette B Lecture MW 10:00 AM – 11:50 AM KERR 386

Description: Lecture/Discussion – 4 hour(s). In this course, we examine how race and ethnicity as social categories are shaped by mass media. There is a focus on the impact of race and ethnicity role portrayals in the content and style of news, television, and cinema in the U.S. GE credit: SS, DD.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Major Works of the Ancient World	202501	COM	1	U01	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Parrish, Timothy	Lecture	TR	10:00 AM – 11:50 AM	BAINER	1134

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 5th 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**.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Bio-Design Theory & Practice: BioDesign Challenge Part I	202501	DES	128A	0U1	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Cogdell, Christina	Lecture	T	9:00 AM – 11:50 AM	CRUESS	256

Description: Lecture/Discussion – 3 hour(s). Foundational principles of Bio design, with examples in textiles, fashion, graphics, lighting, products, and architecture. Team-based experience in Bio design intervention; first steps in a mini-entrepreneurial start-up experience. GE credit: AH.

In this unique pair of courses over two quarters – Winter and DES 128B in Spring 2025 – 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 W25 DES 128A and SP25 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
Performance and Culture	202501	DRA	1H	0U1	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Bogad, Lawrence	Lecture	MW	10:00 AM – 11:50 AM	WRIGHT	101

Description: Lecture – 3 hour(s); Discussion – 1 hour(s). Introductory investigation of the nature of performance, moving from performance theory to consideration of various manifestations of performance including theatre, film and media, performance art, dance, sports, rituals, political and religious events, and other "occasions." **Not open to students who have completed DRA 001S.** GE credit: AH, DD, VL, Writing Experience **WE**.

In this course we will be exploring the multi-faceted concept of performance in order to begin seeing the ways that performance exists not only in the predictable and varied spaces we call the stage, but also how it emerges in everyday life, in religious ritual, in public spaces, in politics and protest, in your own sense of identity (gender, race, ethnicity, sexuality), and in athletic events. We will use insights from performance art, anthropology, sociology, and linguistics as well as theater, dance and other art forms. We will consider questions such as: What does it mean to perform? Am I performing? If so, how? How can we talk about and analyze performance? What is the difference between ritual and performance? What are the limits of performance?

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Design of Coffee	202501	ECH	1	AU6	3.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Kuhl, Tonya	Lecture	M	3:10 PM – 4:00 PM	MDSC C	180
Ristenpart, Bill	Laboratory	T	10:00 AM – 11:50 AM	EVERSN	126

Description: Lectures – 1 hour(s); Laboratory – 2 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
Intermediate Economics	202501	ECN	101	001	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Geromichalos, Athanasios	Lecture	TR	12:10 PM – 1:30 PM	WELLMN	233

Description: Lecture – 3 hour(s), Discussion – 1 hour(s). **Prerequisite (s): (Completed course with a C- or better) ECN 001A or ECN 001AV; ECN 001B or ECN 001BV; MAT 016A-B, MAT 017A-B, or MAT 021A-B.** Theory of income, employment and prices under static and dynamic conditions, and long-term growth. GE credit: None.

Macroeconomics is the study of aggregate economic variables, the economy. This contrasts with microeconomics, the study of the economic behavior of individual consumers, firms, and industries. These two branches, however, are much closer than their standard separation into different courses would lead you to believe. Macroeconomists look at the individual behavior- the so-called “micro-foundations”- in creating their theories of aggregate economic activity. In this course, we will study how economists model the relationships between aggregate economic variables and examine how various fiscal and monetary policies can affect the results. The main goal of this class will be to improve your ability to apply economic models to analyze and understand real-world events.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
History of Science Fiction	202501	HIS	147A	U01	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Saler, Michael	Lecture	TR	10:30 AM – 11:50 AM	SOCSCI	80

Description: Lecture/Discussion – 3 hour(s); Term Paper. GE credit: AH or SS; WC, **WE**.

This 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? Is it more politically and socially invested than other types of genre fiction (e.g., westerns, romances, mysteries)?

Science fiction is often 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
Latin American Social Revolutions	202501	HIS	165	001	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Schlotterbeck, Marian	Lecture	TR	12:10 PM – 1:30 PM	HUNT	110

Description:

Lecture/Discussion – 3 hour(s). This course examines the causes, consequences, and legacies of Latin America’s major social revolutions in the twentieth century. Through three case studies on Mexico (1910), Cuba (1959), and Nicaragua (1979), we will ask why these revolutions occurred, what changed in the societies that experienced them, and in what ways the outcomes satisfied or disappointed those who fought for change. We will begin by examining how each revolutionary movement unfolded, paying close attention to the causes that led people to mobilize, as well as to the declared objectives of revolutionaries and the revolutions’ final results. We will ask who stood to benefit from revolutionary programs, and how did everyday life change for people once a push for revolutionary change took place. These questions will urge us to consider divisions within revolutionary movements, such as the differences between women and men, young and old, as well as divisions between those who formed a revolution’s leadership and those who supported revolution through grassroots political activism. Along the way, students will be asked to think comparatively to assess how and why revolutionary strategies and outcomes in one country resembled or differed from those in another. GE credit: AH, SS, WC, Writing Experience **WE**.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
-------	------	------	------	-----	---------

Research Preparation 202501 HNR 90X 001 1.0
 (STEM)

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Cross, Victoria	Lecture	R	3:10 PM – 4:00 PM	TLC	3211

Description: Discussion – 1 hour(s). Examination of special topics in selected lower division courses through additional readings, discussions, term papers, collaborative work, or special activities, including projects, field and laboratory experiences, computer simulations, creative works.

The one-unit seminar aims to broaden students’ understanding of what “undergraduate research” means, as well as to inform students of available resources and to give them practical skills to be able to conduct independent research. This course meets for one hour a week. Attendance and participation will comprise 50% of the grade. Students will blog about their progress and decisions as they develop a research question (50% of grade will be based on weekly blog entries).

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
The Cell Cycle and Disease	202501	HNR	198	0U1	3.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Zhi Liu, Da	Lecture	T	1:10 PM – 4:00 PM	TUPPER HALL	2133

Description:
 Lecture/Discussion – 3 hour(s). This seminar introduces a concept of “Aberrant Cell Cycle Disease (ACCD)”, that reveals aberrant cell cycle is a common mechanism of tumor growth in cancers and neuronal death in neurological disorders (<https://www.mdpi.com/1424-8247/15/12/1546>; <https://pubmed.ncbi.nlm.nih.gov/38675388/>). This course is suitable for 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 disorders share? 3) What other diseases can be classified as new subtypes of “aberrant cell cycle disease”?

Goals:

Students can expect to develop skills of extracting information as needed from full-length 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 how the ACCD concept was

developed and applied to research in the last session. In the second session, the TA will give a demo presentation of two articles- both in relation to cyclin-dependent kinase inhibitor (favopiridol), with one article focusing on cancer while the other on neurological disease.

Students are grouped into individual teams (2 or more students/group) for class presentation in sessions 3-9, with two journal articles assigned to a team a week prior to presentation. The two articles have the same pattern as TA's demo, that is, the same pharmacological compound targets the same molecule, while treating two different types of diseases (e.g., cancer, neurological disorder). Students in presentation week will be trained to extract useful information from the two full-length articles to prepare a 30 min ppt (a ppt template will be provided to class) instead of reading through the articles. Every student outside presentation week will be required to raise one question for class discussion.

Each student will be required to prepare a one-page essay answering one of the three questions stated in the 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 described in the essay will be considered for publication as perspective or mini review in scientific journals, with the student writing the article serving as the first author. There will be no final written exams.

Grading

This is a pass/no pass course. The grade of "pass" is based on presentation (40%), question and class discussion (30%), and essay (30%) will be awarded to students for work in this course that would receive a grade of C (70%) or above.

Bio

The instructor developed the ACCD concept, on which he established the research program entitled "Leveraging cancer elements to study neurological disorders" and the framework of this course. In addition to research, the instructor's duties include serving on Medical School Admissions Committee. GE credit: None.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Environment and Cancer	202501	IST	8A	0U3	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Zhang, Jin Chen, Xinbin	Lecture	MR	3:10 PM – 5:00 PM	TUPPER HALL	TBD

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.

Cancer is a genetic disease caused by changes to genes that lead to uncontrolled cell growth and spread of cells to other parts of the body. Some of these genetic and epigenetic changes occur naturally when DNA is replicated during the process of cell division. But others are the result of environmental exposures that damage DNA or alter the gene expression patten, such as tobacco smoke. This "Environment and Cancer" course is designed to provide an overview about the link

between environment and cancer and to discuss new frontiers of cancer research and biomedical sciences. Topics will include an introduction of cancer, man-made and natural carcinogens, and the underlying mechanisms of cancer development. Through class lectures and discussions, student will develop a critical skill in reading, comprehension, and communication. Students will also be able to develop a skill to discuss and/or explain the implication of scientific discoveries to lay audiences. At the end of the course, students will offer an opportunity to shadow a graduate student mentor as they work in the laboratory and then carry out cutting-edge cancer research for a student who plans to pursue a career in medicine, veterinary medicine, and/or biomedical research.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Women in STEM	202501	IST	8A	0U1	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Bauman, Melissa	Lecture	TR	10:00 AM – 11:50 AM	The Grove	1360

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.

Although the absolute number of women earning STEMM (science, technology, engineering, mathematics, and medicine) has increased over time, women continue to be progressively under-represented as they advance through the career pipeline. This course is designed to explore structural, cultural, and institutional patterns of bias, discrimination, and inequity that contribute to the underrepresentation of women in STEMM careers. This discussion-based course will provide a brief overview of the history of women in science and medicine, highlight their contributions to various fields, and examine current career obstacles, allowing students to think critically about intersectionality, privilege, and disparity in the STEMM fields. The class structure will include discussion of current events, group presentations, reading primary research papers, and short (1-2 page) written assignments. Students will also have the opportunity to learn more about STEMM careers through small group interactions with guest lecturers. Students will design and present an intervention for their final group project to increase STEMM participation of women. The final project will include a written proposal to quantitatively evaluate the success of their intervention by applying the scientific method to gather and analyze data and make conclusions based on hypothetical outcomes.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Exploring Indian Spices: Cuisine, Culture, and Culinary Traditions	202501	IST	8B	0U2	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
---------------	------	------	------	-------	------

Fatema, Shagufta Lecture MW 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
Art & Violence	202501	IST	8B	0U4	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Grigor, Talinn	Lecture	W	5:00 PM – 8:00 PM	EVERSN	157

Description:

Lecture/Discussion – 3 hour(s). Art and violence have often been considered antithetical. Artworks, architectural structures, and urban fabrics have primarily been created and consumed during established political power, prolonged peace, and economic prosperity. Art viewing and collecting is one of the most luxurious and lucrative practices in today’s global economy. Lectures will present case studies on topics including the first genocide of the 20th century—the Armenian Genocide of 1915-18—and the ensuing cultural erasures, the politics of climate change and Cold War nuclear power plant erection, 9/11 and its global ripple effect of war, the ethics of UNESCO World Heritage List vis-a-vis ethnic cleansing of minorities in such places as Artsakh/Nagorno-Karabagh in 2023. In addition to a field trip to the Manetti Shrem Museum, students will present

their case studies from a wide range of topics from historical and current cases that address the relationship between cultural heritage and ideological violence. GE credit: AH.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Masterpieces of Japanese Literature (In English)	202501	JPN	10	0U1	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Sorensen, Joseph	Lecture	MW	2:10PM – 4:00 PM	WELLMN	107

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. Idealized, romanticized, fantastic, and grotesque. Love for one’s sovereign, love for one’s country, love for oneself. 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 the course? What does it mean to be a “masterpiece” of literature?

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus for BioScience	202501	MAT	17B	0U1	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM

TBD	Lecture	MWF	10:00AM – 10:50 AM	STORER	1342
	Discussion	R	5:10 PM – 6:00 PM	OLSON	125

Description: Lecture – 3 hour(s); Discussion – 1 hour(s). *Prerequisite(s): (C- or better) MAT 016A OR MAT 017A; MAT 021A OR MAT 021AH.* Introduction to integral calculus and elementary differential equations via applications to biology and medicine. Fundamental theorem of calculus, techniques of integration including integral tables and numerical methods, improper integrals, elementary first order differential equations, applications in biology and medicine. **Not open for credit to students who have completed MAT 016C, MAT 021B, OR MAT 021C; only 2 units of credit for students who have completed MAT 016B.** GE credit: SE, QL, and SL.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Calculus	202501	MAT	21C	A01	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Thomas, Strohmmer	Lecture	MWF	1:10PM – 2:00 PM	GIEDT	1001
	Discussion	R	7:10 PM – 8:00 PM	TLC	3213

Description: Lecture – 3 hour(s); Discussion – 1 hour(s). *Prerequisite(s): (C- or better) MAT 016C, MAT 017C, MAT 021B, MAT 021BH, or MAT 017B.* Continuation of MAT 021B. Sequences, series, tests for convergence, Taylor expansions. Vector algebra, vector calculus, scalar and vector fields. Partial derivatives, total differentials. Applications to maximum and minimum problems in two or more variables. Applications to physical systems. GE credit: SE, QL.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
The Human Brain & Disease	202501	NPB	12	U01	3.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Fioravante, Diasynou	Lecture	MW	5:10 PM – 6:30 PM	OLSON	217

Description: Lecture—3 hour(s). Study’s normal function and diseases of the human brain and nervous system. Diseases discussed include Parkinson’s, Alzheimer’s, leprosy, amnesia, and schizophrenia; intended for non-science majors. **Not open for credit for students who have completed NPB 100, NPB 101, NPB 112, or PSC 121.** GE credit: SE, SL.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Elementary Statistics	202501	STA	13	OU1	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
---------------	------	------	------	-------	------

Drake, Christiana Lecture TR 2:10PM - 4:00 PM BAINER 1132

Description: Lecture – 3 hour(s), Discussion – 1 hour(s). *Prerequisite(s): Two years of high school algebra or Mathematics D.* Descriptive statistics; basic probability concepts; binomial, normal, Student's t, and chi-square distributions. Hypothesis testing and confidence intervals for one and two means and proportions. Regression. **Not open for credit for students who have completed STA 013V, or higher.** GE credit: SE, QL.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Science on Trial: Law and Science in America	202501	STS	11	0U1	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Con Diaz, Gerardo	Lecture	T	1:10 PM – 4:00 PM	SOCSCI	1246

Description: Lecture/Discussion – 3 hour(s); Term Paper. This course will introduce you to U.S. law by studying the relationships among law, technology, and science. We'll discuss topics such as forensic evidence, abortion, patenting, and sterilization. GE credit: SS, ACGH.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Data Sense & Exploration: Critical Storytelling with Analysis	202501	STS	115	U02	4.0

INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
Stahmer, Carl	Lecture	T	3:10 PM – 4:00 PM	SOCSCI	70
		R	2:10 PM – 3:00 PM	OLSON	106

Description: Discussion/Laboratory – 1 hour. Data science and the communication of data insights through critical analysis and storytelling. Introduction to network architecture, file system and command line basics, version control, data structures and types, web scraping, data types, and basic programming skills in the R computing environment for data exploration, cleaning, analysis, and visualization. Attention to the historical and social contexts of data analysis emphasizing narrative. GE credit: OL.

This is the first course in a challenging two-quarter series. The first course of the series, offered in Winter 2024, is classroom-based instruction where students 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 2025 (STS 195). 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 pursuing majors that are not within the data sciences the knowledge and skills to succeed in today’s interdisciplinary, data-driven workforce.

TITLE	TERM	SUBJ	CRSE	SEC	CREDITS
Writing Research	202501	UWP	49	001	4.0
INSTRUCTOR(S)	TYPE	DAYS	TIME	BUILD	ROOM
MacArthur, Marit	Lecture	MW	2:10 PM – 4:00 PM	TLC	2213

Description: Lecture/Discussion – 3 hour(s), Discussion – 1 hour(s). **Prerequisite(s):** UWP 001 C- or better or UWP 001V C- or better or UWP 001Y C- or better or ENL 003 C- or better or ENL 003V C- or better or COM 001 C- or better or COM 002 C- or better or COM 003 C- or better or COM 004 C- or better or NAS 005 C- or better; or equivalent. Principles of research writing. Analysis and development of research topics and effective arguments, including critical reading, analysis, integration, and documentation of source material. GE Credit: AH, **WE**.

This course supports students through the entire process of writing a research paper: developing and refining **a research question of genuine interest** with each student, finding **appropriate sources** to address the question via library databases, **understanding** the sources, and **drafting, organizing and editing** a research paper. The course will also help students understand the research process and different genres of research papers within their majors, by assigning an informational interview with a faculty member on their approach to writing research papers, and by finding and analyzing a “mentor text”—a research paper by an undergraduate—which they will provide some guidance in drafting their own research paper.

This course supports students through the entire process of writing a research paper: developing and refining **a research question of genuine interest** with each student, finding **appropriate sources** to address the question via library databases, **understanding** the sources, and **drafting, organizing and editing** a research paper. The course will also help students understand the research process and different genres of research papers within their majors, by assigning an informational interview with a faculty member on their approach to writing research papers, and by finding and analyzing a “mentor text”—a research paper by an undergraduate—which they will provide some guidance in drafting their own research paper.
