

# FIAT LUX UCLA

Celebrating *Fiat Lux*  
UCLA'S FRESHMAN SEMINAR PROGRAM

2005–2006



*Fiat Lux*

Today we celebrate the continued success of the *Fiat Lux* program. For four years, UCLA has offered freshmen an opportunity usually reserved for graduate students at major universities—the chance to study with world-class faculty in small-group settings.

Taking its name from the motto of the University of California, which means “Let There Be Light,” *Fiat Lux* combines the scope of a leading research university with the benefit of the seminar experience. The highly specialized topics enable students to engage in critical thinking, explore new ideas, and draw from the broad spectrum of perspectives so critical to our educational mission. They also provide an opportunity to learn directly from the experts who create new knowledge.

Each year, more faculty members are eager to participate—an enthusiasm that gives *Fiat Lux* its variety. More than 200 seminars were offered this year, reflecting the breadth and depth of study for which UCLA is widely recognized.

The success of *Fiat Lux* reflects the hard work of distinguished faculty, UCLA College leadership, and staff—all deeply committed to enhancing undergraduate educational opportunities. Because of their dedication, our freshmen experience firsthand one of the singular benefits of UCLA—that we provide more sooner.

I commend everyone who has made *Fiat Lux* the outstanding program that it is, and I look forward to its continued success.



Albert Carnesale  
*Chancellor*



*Fiat Lux*

Dear Colleagues,

As we celebrate the conclusion of our fourth year of the *Fiat Lux* Freshman Seminar Program, I wish to salute our Chancellor, Albert Carnesale for his leadership in inaugurating one-unit seminars in the wake of the 9/11 tragedy. We are grateful for the permanent funding he has provided for this program as well as for his personal investment in its success by teaching each year since the program's inception. As he concludes his tenure as Chancellor at the end of this academic year, we are fortunate to have his continued presence on campus as a faculty colleague and look forward to many more years of his teaching in *Fiat Lux*.

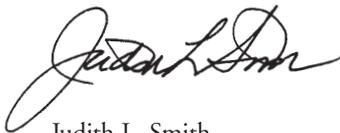
By any measure, this has been the most successful year ever for *Fiat Lux*. We have secured permanent funding and we have surpassed our original goal of 200 seminars annually, offering 203 this academic year. Most heartening, this year we were able to involve 63 new faculty members in offering a seminar for the first time. These newcomers joined our loyal contributors from across the College and from many of UCLA's eleven professional schools.

The faculty are the strength of this program. As you recall, last year we initiated a modest way to honor and thank you for this overload teaching. Using the creation of Mihich Vasa, professor of Design/Media Arts at UCLA, we distributed a "Vasa Cube" to each faculty member upon teaching four seminars, and then an additional cube for each additional milestone of four seminars. These 2 x 2 cubes are selected to symbolize our program's motto—*Fiat Lux* or "let there be light" by illuminating rays of light that represent paths to knowledge. We have identified 34 recipients of a Vasa Cube this year, and they are indicated by a single asterisk next to their name in the program. In addition, four faculty participants are identified with a double asterisk as they have achieved the next milestone of teaching either eight or twelve seminars.

I am again indebted to Associate Vice Provost Robert Watson for chairing the *Fiat Lux* Faculty Advisory Committee and to its wonderful members listed below. And, as always, Program Manager Beserat Hagos has dedicated herself to every detail in making this program exemplary.

Thank you all!

Sincerely,



Judith L. Smith  
*Vice Provost for Undergraduate Education*

### **2005-06 *Fiat Lux* Faculty Advisory Committee**

Kathleen Bawn (*Political Science*)

Kathy Komar (*Comparative Literature*)

Roger Bourland (*Music*)

Adrienne Lavine (*Mech. & Aero. Engr.*)

Fred Burwick (*English*)

Mark Moldwin (*Earth and Space Sciences*)

Carlos Grijalva (*Psychology*)

Robert N. Watson (*English*), *Chair*

Throughout the brochure, faculty are recognized for their continued support of *Fiat Lux* by the following notation:

\* Taught four or more seminars

\*\* Taught eight or more seminars

\*\*\* Taught 12 or more seminars

## Arts & Humanities

### ANCIENT NEAR EAST 19

#### Willemina Wendrich, W06

##### *Mummies: Death and Afterlife in Ancient Egypt*

Bowers Museum has regular cooperation with British Museum, which gives students at UCLA a unique resource to see important objects from a world-renowned collection in real life. During one two-hour introductory lecture and four two-hour meetings in which students prepare brief informal presentations on subjects discussed in class, thorough introduction is given in preparation for informed visit to exhibition. Discussion of development and physical aspects of mummification in Egypt in different periods, religious reasons for mummification, other preparations for burial and afterlife, as well as role that burial and afterlife had in daily life in ancient Egypt. Group will visit exhibition together.

### APPLIED LINGUISTICS/TESL 19

#### Lyle Bachman,\* W06

##### *Language Tests: Gatekeepers or Door Openers?*

Language tests have become pervasive part of our education system and society, used for a wide variety of purposes such as identifying English language learners in schools, making admissions decisions to universities, placing students into language programs, screening potential immigrants, and selecting employees. But how useful are language tests for making these high-stakes decisions? By what standards can we evaluate the usefulness of these tests, and the fairness of decisions that are made? What are the consequences, both beneficial and harmful, of using language tests for these purposes? We will be reading and discussing selected articles that address these questions.

### ARCHITECTURE AND URBAN DESIGN 19

#### Diane Favro, W06

##### *Time for Ancient Rome*

Modern cities are directed by time. From store hours to synchronization of stoplights, modern urban environments are shaped by diverse temporal structures. How did people experience cities before time become a commodity shared by everyone with a wristwatch? In ancient world, hours and calendar were flexible. The Romans linked time and space in literature, philosophy, and environmental design. Notably Vitruvius included a book on timekeeping devices in his architectural tract, and the Romans celebrated birthdays of important buildings and the city itself. This class will examine temporal issues in relation to Rome, considering rhythms of daily activities, alternatives to mechanized clocks, and temporal rituals. Class will make use of virtual reality

models created at Experiential Technologies Center which allow students to move through recreated historic environments in real time. Comparisons to modern contexts inform understanding of urban temporality.

### ART HISTORY 19

#### Charlene Black, S06

##### *St. Frida/Santa Frida: The Art and Life of Frida Kahlo*

This seminar examines the art and life of Frida Kahlo (1907-1957), the iconoclastic self-portraitist, radical political activist, feminist icon, and suffering artist. Famous for her disquieting self-portraits, Kahlo is today the most well-known artist of Latin America, more celebrated than her husband, Mexican muralist Diego Rivera. The seminar will begin with an overview of the artist's life and works followed by in-depth discussion of Kahlo's subversion of traditional gender roles in her art, her use of Pre-Columbian art and Mexican nationalism, her subversive reclamation of Catholic religious iconography, artist's relationship to Surrealism and psychoanalysis, Kahlo's deification as a feminist idol, and her importance in contemporary Chicana/Chicano art and identity discourses. We will conclude with a discussion of Kahlo's art in terms of postmodern debate over status of author.

#### Robert Brown, F05

##### *Who was Buddha? What did he teach? How is he depicted in art and literature?*

This seminar will explore who Buddha was, what he taught, and how he is represented in art and literature. We will study the life story of Buddha using biographical texts translated into English and representations in art of India and Southeast Asia. What identifies image of Buddha? Fieldtrip to Los Angeles County Museum of Art to visit their important collection of Buddhist art. What Buddha taught as his great insight into nature of life and death using key texts such as Dhammapada. When Buddha reached enlightenment, what was his realization? How Buddha is used in modern fiction, including Hermann Hesse's novel Siddhartha? Are Buddha and his message pertinent to modern Western life and culture?

#### Joanna Woods-Marsden, F05

##### *Italian Renaissance Painting in Los Angeles Museums*

The course will focus on the typology and function of Italian Renaissance Painting: the large altarpiece on the Church altar (with its predella and pinnacle components); the small devotional image for private prayer in the home; the rise of secular and mythological narrative paintings; and the portrait. Examples will be studied in situ during field trips to three Los Angeles museums.

## CLASSICS 19

### David Blank,\* S06

#### *The Emperor and the Slave*

How should I live? How can I control my life in a world, which often seems to be against me? Two men of very different backgrounds, the Roman Emperor Marcus Aurelius and the Roman slave Epictetus, shared the same Stoic philosophy, and their answers to these questions have been the subject of much interest recently. Their books are reported to be on the bedside tables of magnates and politicians. Their philosophy of Stoicism has also been revived as a respectable option for the modern philosopher. This seminar will examine the Stoicism of Marcus and Epictetus to understand its principles and to see how satisfactory it would be as a way to govern one's life today. Topics of particular interest will be: knowing what is up to us and what is not; the place of the individual and of moral responsibility in a world ruled by fate; moral virtue as the sole good; ethical writing and spiritual exercise.

## COMPARATIVE LITERATURE 19

### Katherine C. King,\* S06

#### *Women Warriors: Amazons and Others from Ancient Greece to Modern Times*

Using art as well as literature to look at society of Amazons as imagined by ancient Greek cultures. Comparison examination of women warrior figures from some other cultures, mainly through literature. Analysis of women warriors in modern American culture through literature, film, and television.



### Kathleen Komar,\* S06

#### *The Short Works of Franz Kafka—or How the Modern World Works*

The seminar will examine the short works of one of the world's most famous and puzzling authors, Franz Kafka. Kafka has been labeled everything from existentialist to realist, from a mystic to a comic. Implications that Kafka's unique perspective has for our own times. For each class, students write three questions based on readings to help shape discussion. Reading of several of Kafka's short fictions, including *The Country Doctor*, *The Metamorphosis*, *In the Penal Colony*, *An Old Manuscript*, *An Empirical Messenger*, *Report to An Academy*, and *The Hunger Artist*.

### Ross Shideler,\* S06

#### *Poets and Desire*

Representations of desire in poetry take many forms and the object of desire ranges from standard love poems to the "ideal" that haunts Mallarmé or Yeats and Wallace Stevens. We will read poems by 19th and 20th-century European and American poets such as: Baudelaire, Valéry, Södergran, Ekelöf, Tränströmer, Cavafy, Eliot, H.D., and Rilke as well as other more contemporary poets ranging from Rukeyser to Gluck and Fulton. While, there will be an emphasis on close reading of poetry, we may read essays that will illuminate the problem of "desire."

## DESIGN | MEDIA ARTS 19

### Erkki Huhtamo, F05

#### *What Is Interactive Media?*

Interactive media is one of the buzz words of contemporary media culture. From interactive entertainment to interactive shopping, learning, design and art, we encounter the word "interactive" over and over again. However, we rarely seem to have the patience to stop and ask what interactivity really means. What are its basic features? What is it used for? Where did it come from? Is it a powerful new way of empowering the individual as we have been promised, turning him/her from a passive consumer to an active producer of cultural content? Or could it be that interactivity is just a sham, a clever trick to turn our attention away from the fact that we are still only consumers, targets of the powerful culture industries? These are some of the issues that will be discussed in the seminar. Numerous examples of interactive media from multimedia applications to games and art will be shown and discussed.

*"I was impressed by the level and quality of interaction. As you might expect, students were shy to speak at first, but meeting for ten weeks allowed them to get over that shyness."*

— Faculty Quote, Student Engagement

## ENGLISH 19

### Blake Allmendinger, S06

#### *The Queer Frontier*

In this course, we will study films, short stories, and plays that address the difficulties of living as a gay man or lesbian in the rural American West.

### Frederick Burwick,\*\* F05; W06; S06

#### *The Supernatural as Psychological Case Study: the Tales of Le Fanu*

Five short stories that Sheridan Le Fanu published as *In a Glass Darkly* (1872) are presented as case studies from records of Dr. Hesselius, specialist in mental pathology. In discussing these five tales, attention is given to developments in aberrational psychology during generation prior to Sigmund Freud, to presumed relationship between occult phenomena and mental derangement, and to ways in which supernatural tale mirrored psychological case study.

### Yogita Goyal, S06

#### *The Postcolonial City*

This course examines the postcolonial city in the context of increasing globalization and political conflict. Looking at literary and cinematic representations of cities like Accra, Bombay, Nairobi, Lagos, Port of Spain, Johannesburg, London, and Los Angeles, we will explore questions of cultural exchange, development, migration, citizenship, and modernity.

### Eric Jager, S06

#### *Medieval Trial by Combat: Law, Chivalry, Theology, and Spectacle*

In this seminar, we will read one short historical book about a notorious case of trial by combat in medieval France, along with brief selections from other historical and literary works featuring trial by combat. Weekly discussions will focus on interplay of law, religious belief, martial arts, and spectator experience in medieval judicial duel (trial by combat). One five-page paper on topic of student's choice required.

### Christopher Looby, S06

#### *Was Huck Gay?*

Huckleberry Finn has long been recognized as one of the most charismatic figures in American literature, and his charm has seemed to many readers to be due largely to his outsider status—the fact that he lives outside moral rules and norms of his society. In 1993, a scholar named Shelley Fisher Fishkin published a book called *Was Huck Black?*, which proposed that Mark Twain based the character of Huck in part on a young black boy he had known in his youth, whose verbal wit became part of Huck's appeal. Scholar and critic Leslie Fiedler, in a famous essay entitled "Come Back to the Raft Ag'in, Huck Honey!" (1948), argued that *Adventures of Huckleberry Finn* as well as other classic American novels created "national myth of masculine love," myth of "innocent homosexuality," and myth of interracial male homoeroticism. This course asks the question, only half facetiously, "Was Huck gay?"

*"I got to meet other students who shared my interests and I made several friends. There was a lot of interaction within the seminar and everyone got to contribute to the class room discussions. I learned a lot from my fellow students."*

— Student Quote,  
Student/Student Interaction

### Saree Makdisi, F05

#### *Palestine and Israel: Roots of Conflict*

Background and history, as well as ongoing central themes, of conflict between Israelis and Palestinians from the early 20th century to the present.

### Joseph Nagy, F05

#### *Melodrama*

Meaning "drama with song," melodrama encompasses a vast array of literary, theatrical, and cinematic forms and spans history from era of classical Greece to modern times. Representative types of melodrama, including ancient and medieval prosimetrum, opera/oratorio, musical theater and film, and "Bollywood" cinema. Consideration of what is cognitive, aesthetic, and cultural impact of alternation of poetry and prose, song and story, aria/duet and recitative/dialogue, or musical number and drama or comedy. Is melodrama an outdated artistic form? What is melodramatic about melodrama, and why? Students develop projects/presentations on particular examples of melodrama.

### Karen Rowe,\* F05

#### *Origins of Identity: History and Memory in Women's Poetry*

Study of how memory and history imprint identity, and how past suffuses our present. Who we are or may become originates in history, each unique by virtue of ethnic heritage, gender, sexuality, spirituality, and individual talent. In personal writings and poetry, women voice maternal stories that also recollect communal history replete with images of homelands, political struggle, and ancestral rituals. By heeding truths gleaned from ancestral past, each woman comes to know herself and infuses her poetry with distinctive vision and voice that makes lives, both old and new, into poetic memoirs. Remember, Audre Lorde proclaims, "poetry is not a luxury" but a "litany of survival."



### Jenny Sharpe, F05

#### *Legends, Fairy Tales, and New Worlds of Possibilities*

An examination of the literary rewriting of oral stories, legends, and fairy tales in short fiction from around the world. Topics include transformation of narrative across space and time, postmodern rewriting of traditional tales, magic of modern fairy tales, and creation of new cultural identities for modern world.

### Mona Simpson, F05

#### *Distinguished Writers Series*

This course is designed to coincide with the visits to campus of several distinguished fiction writers. Students will read the writers' work, before their visit here. We will discuss the work, analyze its place in contemporary fiction and the literary tradition. Students will be required to attend the readings and also a small session before the reading, during which the distinguished guest will answer questions the students have prepared in advance.

### Robert Watson, F05

#### *Metaphysical Poetry*

During the early 17th century, an amazing, puzzling, and beautiful mode of poetry emerged that would eventually become known as the Metaphysical school. We will read and discuss some of those works, mostly brief poems by John Donne, George Herbert, and Andrew Marvell, and try to solve their riddles, absorb their emotions, and understand their place in the society, history, and religion of the period.

### Reed Wilson, S06

#### *National Poetry Month—and Beyond!*

In 1996, the Academy of American Poets established April as "National Poetry Month." During this month, readings, exhibitions, and events occur throughout the United States "to celebrate poetry and its vital place in American culture." In this seminar, we will attend readings and events during April, May, and June, study carefully the work of poets whose voices we encounter, and discover ways to stay tuned to the art of poetry throughout the year.

### Thomas Wortham,\* W06

#### *Thoreau's Walden: Alone and Together*

No better advice has ever been offered than this challenge by Henry D. Thoreau: "Every man has to learn the points of compass again as often as he awakes, whether from sleep or any abstraction. Not till we are lost, in other words not till we have lost the world, do we begin to find ourselves, and realize where we are and the infinite extent of our relations." Let's get lost reading Walden together.

### Richard Yarborough,\* S06

#### *Word Up: The Oral Tradition in African American Poetry*

For decades, the oral tradition was the primary mode of literary expression for blacks in the U.S. With the spread of written literacy, however, the number of African Americans producing fiction, poetry, and autobiographies grew dramatically. Toward the end of the 19th century, black authors began to turn back to oral expression for thematic and formal models, and this trend has continued to the present day. In this seminar, we will consider how African American writers have adapted sermons, folktales, and other vernacular forms in their work and how they drew as well upon black music (specifically, blues, spirituals, and jazz) for inspiration. Although our primary focus will be on Langston Hughes, we will also look at such authors as Nikki Giovanni, Margaret Walker, and Gil Scott-Heron, and at contemporary rap and spoken word poetry.

*"It's just an incredible experience to be able to focus on the issue—no homework, tests, grades to deal with, just improving your own knowledge and widening your vision. It's definitely worth it."*

— Student Quote, Seminar Strengths

## ETHNOMUSICOLOGY 19

### Cheryl Keyes, S06

#### *After the Storm: Celebrating New Orleans' Musical Heritage*

New Orleans, also called the Crescent City, is popularly known for its diverse cultural blend, Mardi Gras parades, jazz funerals, just to name a few. Unfortunately, a disastrous flood induced by Hurricane Katrina in late August 2005 disrupted the cultural flow of the Crescent City, forcing hundreds of jazz, blues, and gospel musicians to flee the city in great numbers. Many of these artists remain displaced or simply relocated to other parts of the United States. Some now wonder if this flood has marked the end of New Orleans' rich

cultural heritage, particularly its music, as simply memories of yesteryears. Fortunately, with efforts from the Habitat for Humanity and New Orleans Area Habitat for Humanity, a Musicians' Village is now underway in the 9th Ward, an area most devastated by the recent flood. To understand the significance of such efforts, this seminar explores the musical heritage of New Orleans, pre-Katrina, and its impact on the historical development of American music.

### **Helen Rees, S06**

#### *Magical Sounds from Roof of World: Music of Tibet*

Familiar from SUV commercials and soundtracks to films such as Kundun and Seven Years in Tibet, Tibetan sacred music has entered Western popular culture as the ultimate embodiment of mysterious, lost paradise. This seminar will examine the Buddhist music behind the commercial front with which we are all familiar, and will go further by introducing the wonderful but little-known secular musical traditions of Tibet. Students also learn simple Tibetan folk dance. Musical presentation of Tibet by Tibetan and Chinese musicians within and outside the People's Republic of China is given special emphasis.

### **Roger Savage, W06**

#### *Music Theory through Recorder*

Would you like to learn music theory while learning to play an instrument? This class is for students who would like to study rudiments of music theory by playing recorder. Each class includes practice pieces and exercises related to music notation, keys, melody, rhythm, rounds, and harmony. Students will also have the opportunity to write and perform short compositions. By taking a practical approach to music theory, students will develop a foundation for reading, playing, and writing music. Students need not have any prior experience. Recorders will be available for purchase at nominal cost on the first day of class.

## FILM AND TELEVISION 19

### **Harold Ackerman, S06**

#### *Writing Exercises for Fit Screenwriter*

In this seminar, we will study writing workouts at a "screenwriters gym" designed to stretch and develop writing and screenwriting skills.

### **Barbara Boyle, W06**

#### *Introduction to Film Making: So You Want to Make Movies?*

Three screenplays will be read by the students without disclosing the title of the screenplay or resulting movie. The students will analyze and discuss the visual style, cast, director, music, and other essential elements used to convey the tone and the "message" of the movie to be made from the script. The films actually made from the screenplays will then be shown so that the relationship between the literary (screenplay) and the visual (movie and all its components) is understood. This course will also introduce a glossary of basic film industry terms.

### **Marina Goldovskaya, S06**

#### *Introduction to Non-Fiction Film*

This course will introduce the students to the rapidly-developing contemporary documentary cinema with special focus on social issues. Do films matter? Can they make a difference? And if they can, in what way? These questions are essential for screenings and discussions. Five films recently created in the U.S. and other countries are shown in class and analyzed. This course will help to broaden the students' world view and evoke interest towards documentary genres in contemporary media.

### **Steven Ricci, S06**

#### *Historical Memory: The Archaeology of Moving Image Archives*

This course will provide an overview of the rare collections of major moving image archives throughout the world. We will examine how to gain access to the rarest of films and television programs; what archives do with their collections, and how films and TV programs are either preserved or restored.

## FRENCH & FRANCOPHONE STUDIES 19

### **Jean-Claude Carron, S06**

#### *How Tasty Was My Little Frenchman*

Title tie is borrowed from the Cannes Festival Award-Winning 1971 film by Brazilian author Nelson Pereira dos Santos of surprising treatment of the 16th-century French explorer by a tribe of cannibals. Encounter with New World raised question of Other for Europeans, and of acceptance of a totally different civilization by the world centered on Christian and Greco-Roman values. This encounter occurred at a specific moment in time, when French Catholics and Protestants settled in the bay of Rio de Janeiro and came into contact with Topinanba Indians, people at the center of the movie and known then as cannibals. Christians in France, divided by the rise of Protestantism, discovered in the so-called savage of New World exemplary values putting them to shame. How encounter with the New World helped early modern writers reassess their sense of moral certitude in ways that that could, in turn, be exemplary today.

### **Patrick Coleman, W06**

#### *Jealousy in French Literature*

Jealousy, like other complex emotions, is more than feeling. It is a way of perceiving and processing information about the world. This course will explore the relationship between feeling, knowledge, and interpretation as it is dramatized in three modern French stories of jealousy. The aim of the course is to show how literature can help us understand how emotions work in our lives.

**Dominic Thomas,\* F05***Africa in a Global Context*

This seminar will focus on important issues in Africa today: genocide, female genital mutilation, conflict diamonds, oil politics, the Truth and Reconciliation Commission in South Africa, AIDS, child soldiers and Africa in the media.

**GERMAN 19****Robert Kirsner, W06***Is A Non-Violent World Possible?*

Can there ever be an alternative to violence and war? Mahatma Gandhi thought so and waged non-violent campaign against British which resulted in India gaining independence from Britain in 1945. And in early 1960s, Martin Luther King, Jr. and his followers waged non-violent campaign to end racial segregation in the United States. In this seminar, we will read and discuss Gandhi scholar Michael Nagler's provocative book *The Search for a Non-Violent Future* (second edition 2004, first edition given American Book Award 2002) as well as selections from writings by and biography of Gandhi, and interviews with living social activists inspired by Gandhi.

**HONORS COLLEGIUM 19****Carol Petersen,\* W06***Stage and Screen: Works by UCLA Students*

This seminar will focus on works created by students in the Departments of World Arts and Cultures; Film, Television, and Digital Media; and Theater. Student choreographers and directors discuss their artistic processes, media, and purposes, and show clips of their performances and films. We will also view and discuss photos taken during rehearsals and production. Class members make journal entries responding to each session and to readings suggested by presenters. Class meets every other week for two hours, beginning first week.

**IRANIAN 19****Hossein Ziai, W06***Consciousness and Intuition: A Study of Persian Philosophical Texts*

This seminar will focus on a 12th century philosophical text (available in a bilingual Persian-English edition), and each week one of the ten sections of the text will be read and examined in detail. Special attention will be placed on the Aristotelian principles expressed in the text. A major question addressed in the seminar will be: "How are the Aristotelian principles refined in their Persian expression."

**ISLAMIC 19****Ismail K. Poonawala,\* F05***Islamic Government: The Panacea?*

This seminar will explore the origins of the modern concept of Islamic government that arose between the two world wars. It was Hasan al-Banna' (d. 1949), the founder of the Muslim Brotherhood in Egypt, who advocated the view that Islam is a comprehensive system of life and that "the Qur'an is our constitution." It will also deal with Sayyid Qutb (d. 1966), the ideologue of Islamic revival and Muslim Brotherhood in Egypt and Abu al-A'la Mawdudi (d. 1979), the founder of the Islamic Party in Pakistan, who campaigned to establish an Islamic state. However, it was Ayatollah Khomeini (d. 1989) who succeeded in establishing the Islamic government in Iran in 1979. Each week discussion will revolve around selected readings.

**ITALIAN 19****Franco Betti, S06***Literary Perspectives of the Romantic Era*

Against the background of European culture of the 19th century, this seminar will focus on the origin and development of Italian Romanticism and its bearing on the intellectual climate of the 20th century. The discussion will center on theme of alienation of the individual from society. The authors to be read will be Foscolo, Manzoni, Leopardi, and Verga (and time permitting, Pirandello).

*"Our class had a very open-minded and diverse group of students. Everybody had something to offer during discussion that helped expand each other's perspectives."*

— Student/Student Interaction

**JEWISH STUDIES 19****Carol Bakhos,\* F05***In the Beginning: Reading the Book of Genesis*

In this seminar, we will read the major stories of the first book of the Bible, the Book of Genesis, and focus on literary, theological and historical issues. We will pay special attention to the creation story, Adam and Eve, the call of Abraham, the binding of Isaac, the expulsion of Ishmael, the life of Jacob and the Joseph cycle. Topics include the role of women, the idea of covenant, and the characterization of God. We will also examine the role these stories play in Judaism, Christianity and Islam.



## MUSIC 19

### Roger Bourland,\* W06

#### *Music by Rufus Wainwright*

In class discussion and analysis of selected songs by singer-songwriter Rufus Wainwright. Elements include phrase structure, formal structure, harmonic analysis, melodic analysis, and issues of style and influence.

## MUSIC HISTORY 19

### Raymond Knapp,\* F05

#### *Gender and Sexuality in the American Musical*

This seminar will explore the gender roles and sexual expression in the American musical through readings, viewings, and discussions.

### Elisabeth Le Guin, S06

#### *Spanish Traditional Dances*

Jotas, tirana, seguidillas, fandangos, and boleros...a survey of traditional dance types of Spain. Through reading, listening, videos, and some in-class singing, class will learn the origins of the major Iberian dance types, the typical musical features of each, and their relation to verse metrics and danced gestures. Although there is a relation between the traditional repertory covered in this class and flamenco, the primary focus here is not flamenco.

### Mitchell Morris, W06

#### *VOCES BALAENAE: Whale Songs and Human Audiences*

In 1969, cetacean biologist Roger Payne published information about complex vocalizations of Humpback Whales, referring to them as "songs." One year later, he released the first commercial recording of whale songs. These songs became important cultural artifacts in burgeoning "save the whales" movement, and were largely received as instances of music in nature. This seminar will consider whale songs in terms of their sound and the circumstances of their production among whales, and consider what human beings have made of them. We will discuss questions about the definition of music and culture, and thought about how human beings relate to other animals who live in complex societies and possess elaborate systems of communication.

## PHILOSOPHY 19

### Calvin Normore, F05

#### *Abelard's World: Poetry, Philosophy, and Love*

Famous as lover, poet, and philosopher, Peter Abelard (1079–1142) got in on ground floor of contemporary conceptions of all three. Exploration of his life, work, and environment, and how he was regarded by his contemporaries and today. Class meets three times in October for about three hours each, over meal if possible: once to look at Abelard's life, his love affair with Heloise, and his various social roles as knight, student, teacher, philosopher, lover, poet, theologian, monk, abbot, and social activist; second time to examine his poetry; and third time to look at his philosophy. During the break of a few weeks, participants work on presentations. Class meets twice more during term by arrangement to hear and see presentations.

## SCANDINAVIAN 19

### Timothy Tangherlini, W06

#### *Urban Legend and Popular Film: Politics of Fright*

Ghosts, UFOs, psychopaths, evil corporations, Satanists, serial killers, wild conspiracy theories, unlikely ways to be killed, and even more unusual ways to survive. These are but some of the topics that come up time and again in "Urban legends." But the stories are not only told to entertain. In this course, we explore the ideological positions endorsed by such narratives, and see how these narratives have been deployed in popular film. The goal is to develop understanding of how narratives can be used for local or global political ends. Requirements include collection of stories and posting them on course website.

*"The fact that there was no final or tests or papers, and the fact that it was a P/NP course really enhance my experience. It seemed not so much as a required class, but a workshop that I wanted to go to each week. It was extremely interesting, and the issues and the professor were enough to motivate me to work and research the necessary information, without the pressure of having to deal with a grade or a final."*

— Student's Quote, Seminar Strengths

## Culture & Society

### AFRICAN LANGUAGES 19

#### **Katrina Thompson, W06**

##### *Cultural Studies along Swahili Coast*

Culture(s) of Swahili coast approaches this broad topic from a variety of disciplinary vantage points. Swahili coast is large region that includes parts of four countries and encompasses a wide variety of linguistic and ethnic groups, including but not limited to the Swahili. Intensive study of Swahili coast, and the role of Swahili beyond the coast, affords opportunity to develop a deep knowledge of single region that is both diverse and, arguably, unified by the Swahili language. No single approach can do this region justice, and thus vibrant scholarship has arisen within this area. By reading some of the best of this scholarship, and developing their own analyses of cultures they discuss, students will learn to combine tools from multiple disciplines.

*“It is really a wonderful experience. Most of your time goes into designing an interactive class rather than preparing for weekly sessions..... Once the students get their hands on the material, the momentum comes from them. The instructor’s job is to be able to fuel the discussion when it needs it.”*

—Faculty Quote, Positive Experience

### ANTHROPOLOGY 19

#### **Daniel Fessler, S06**

##### *Why People Believe Weird Things*

Despite the fact that more is now understood about the natural and social worlds than ever before in the history of humanity, recent years have seen a dramatic increase in the number of people who subscribe to beliefs that have no scientific support, beliefs that are often structured to be antithetical to scientific investigation. From testimonials regarding alien abductions, to creationist accounts of life on Earth, to claims that the Holocaust never occurred, modern society is rife with notions that fly in the face of mountains of evidence. Why do people subscribe to such ideas? How do they structure their understanding of facts in order to preserve their beliefs? This seminar will address these and related questions, with an eye toward both explaining the prevalence of anti-science in an age of science and developing the intellectual skepticism that is the foundation for scientific inquiry.

#### **Daniel Fessler, S06**

##### *Animal Experience: What Is It Like to Be Nonhuman?*

When people pause to reflect on thoughts, feelings, or perspectives of animals, they typically anthropomorphize creatures, presuming that animals’ experiences are akin to their own. Importantly, although we take our experience of the world largely at face value and assume that other people have similar experiences, cultural anthropology has taught us that human experience is filtered through, and shaped by, lens of one’s own culture. Following the same reasoning, we can ask to what extent our view of animals’ experience is an anthropocentric one that inaccurately maps human attributes onto animal minds. We will be reading an autistic scholar’s speculations on how animals think, feel, and experience the world around them.

#### **Paul V. Kroskrity,\* S06**

##### *Endangered Languages and You*

This seminar treats the topic of language endangerment by identifying a worldwide problem and examining the possible responses which might partially rectify the situation. By some estimates, less than 10% of the world’s languages will survive beyond the present century. Global economic forces and other political economic factors are clearly responsible for a pattern of language shift which threatens most of the world’s indigenous and sub-national languages which are not identified with particular nation-states or which lack international currency. But what is the human cost of such language death both to the speakers of these languages and to us as thoughtful world citizens? In this seminar, we will discuss what the consequences of language death are and what can be done to provide alternatives for those communities who seek to preserve their distinctive linguistic resources. By examining case studies of language death and language renewal, we obtain a ground level view of the processes which lead to language death and those that are involved with language revitalization. This seminar will examine several different responses to the need for revitalization including the use of so-called master-apprentice programs and the application of media technology.

#### **Richard Lesure, F05**

##### *Understanding Ritual and Religion*

What is ritual? What do people achieve by taking part in rituals? Importance of ritual in religion, and more generally in peoples’ lives, has received considerable attention in social sciences. For anthropologists, recent work of Catherine Bell in re-thinking ritual as category is particularly important. Examination of Bell’s work, focusing on understanding her theoretical framework and debating its implications.

**Monica L. Smith, F05***Food, Culture and Identity*

A hundred years ago, the U.S. government's "food pyramid" contained 12 items; now there are just 4. How did this change come about? How do ideas about food differ from one era to the next and from one culture to the next? How does food serve as both an integrative and divisive social category? In this course, we'll use readings and discussion to look at the social construction of food categories, cuisine, and the politics of food to understand the role of food in creating and maintaining culture.

**Russell Thornton,\* W06***Oklahoma and its Indians: History of American Indians in Oklahoma*

An examination of the state of Oklahoma as it approaches its centennial in 2007, with particular emphasis on Indians of Oklahoma. Topics include the geography of Oklahoma, the formation of Indian Territory and Oklahoma Territory as locations to relocate American Indians, the attempted formation of the Indian state of Sequoyah in 1905, the creation of state of Oklahoma, and Indians of Oklahoma today.

**Russell Thornton,\* F05***Picturing the Past: Winter Counts of Lakota Sioux*

Consideration of what are known as "winter counts" (from Lakota "waniyetu yawapi," or "winters they count"). Winter counts are Native American calendars whereby years are recorded in terms of most significant event that occurred during year. Most existed historically as oral remembrances, then later in pictographic and written forms. They typically cover events of the 19th century, though many extend back into the 18th century and beyond, and some extend to today. They are associated with plains tribes, especially Lakota of northern plains and Kiowa of southern plains. Here, consideration is focused on Lakota winter counts. Special attention is focused on newly rediscovered Rosebud Reservation Winter Count and its relationship to other winter counts.

*"My instructor was amazing, always prepared and so passionate about the topic. He would email us during the week, was willing to talk outside of class, and the entire seminar was discussion, so we really could interact in ways you usually can't with experienced professors."*

— Student's Quote, Student/Faculty Interaction

**ASIAN 19****Jennifer Jung-Kim, S06***How South Korea Sees North Korea*

Contemporary North-South relations are particularly complex because while political tensions run high, there are numerous cultural and economic exchanges between the two countries. Films also depict the contradictions of the political situation and the overarching spirit of reconciliation between the two Koreas. Using three South Korean films (all subtitled in English)—*Shiri* (1999), *Joint Security Area* (2000), and *Heavenly Soldiers* (2005)—we will examine how South Korean films portray North Korea. To better understand social and political contexts of South Korean attitudes toward the North, we will read the current scholarship on North-South relations, including their role in international community,

**Namhee Lee, S06***The Korean Wave (Hallyu) in East Asia*

The Korean Wave, or hallyu, refers to the popularity and consumption of Korean popular cultural products in East Asia, which has generated explosive debates in academia and public cultural sphere both in and out of South Korea. Moving away from the usual emphasis on "superiority of Korean culture" or the economic perspective of the wave, this course will discuss variegated responses from the countries consuming hallyu and explore possibilities of global imaginaries enabled by hallyu.

## CHICANA & CHICANO STUDIES 19

### Eric Avila, W06

#### *Now What? After World Trade Center*

In this seminar, will study public debates about the effort to rebuild at ground zero in New York City. What should be built? Who should decide? What are the contending visions? Since this unprecedented act of violence upon New York landscape, architects, planners, politicians, developers, academics, artists, activists, and grieving families are engaged in intense debate about how to rebuild and what principles should guide that effort: economic value, global peace, civic unity, public memory, social welfare, aesthetic design, and monumental grandeur. This seminar will focus upon that two-acre parcel of lower Manhattan that is now known as ground zero, and will consider the past, present, and future of that site to understand the broader dynamics of urban transformation.

### Alicia Gaspar de Alba, F05

#### *Death, Gender, and the U.S.-Mexico Border*

Who is killing the women of Juárez? What is killing them? What do their extremely violent deaths signify? Who is profiting from these deaths? This course will examine the 12-year crime wave of murders, mutilations, and serial killings of poor brown women in Juárez, Mexico, across the border from the professor's hometown of El Paso, Texas. We will work at developing an interdisciplinary methodology by which to examine the social, political, economic, and cultural context in which those crimes continue unabated and unresolved, including an analysis of the crimes in the context of the North American Free Trade Agreement.

## COMMUNITY HEALTH 19

### Pamela Viele, Karen Minero and Jill DeJager, S06

#### *So Cosmo Says You are Fat? Well, I Ain't Down with That: Nutrition & Body Image*

This course will examine the personal, social, and environmental factors that influence college students' eating behaviors and body image through the lens of social learning theory and PRECEDE model. Students learn to apply these theories in developing an individualized plan to eat well, be active, and feel good about their bodies. Students will also learn practical skills with application to stress management, positive body image, and nutrition as they participate in critical evaluation of popular diets, healthy body weights, sports nutrition, fitness, supplements, muscle builders, media body ideals, and self-destructive thoughts. Presentation of subject matter in academically rigorous manner, while simultaneously promoting positive developmental outcomes.

## ECONOMICS 19

### Hongbin Cai, F05

#### *Winner's Curse in Common Value Auctions*

Exploration of well-known phenomenon of "winner's curse" when people bid in common value auctions. Winner's curse occurs when a person who won at an auction wishes he/she had not. Since common value auctions have many interesting real-life applications, insights gained from lab experiments on auctions have significant implications for markets where unhappy winners are important. Examples include but are not limited to: book publishing markets, draft choices of sports teams, political contests and voting behavior, and companies racing to discover and patent inventions.

### Christian Hellwig, S06

#### *Recession, Depression and Coordination Failure*

This course examines the problem of coordination failure by getting students to play coordination games in the laboratory. Coordination failures in the macro economy have long been seen as a prime cause of recessions and even depression. Laboratory experiments now provide a valuable tool with which to study the problem of expectational convergence that has long been suspected by economists as underlying the ups and downs of the business cycle.

### Hugo Hopenhayn, W06

#### *Winner's Curse in Common Value Auctions*

Exploration of the well-known phenomenon of "winner's curse" when people bid in certain kinds of auctions. Winner's curse occurs when a person who won at an auction wishes he/she had not. Since many other interesting phenomena have the same basic structure as common value auctions, insights learned about auctions in the laboratory have significance for other areas where unhappy winners are important, such as in political contests and voting behavior, jury decisions, and companies racing to discover and patent an invention.

### Naomi Lamoreaux, S06

#### *Bargaining, Haggling and Fairness across Cultures*

This course gets students to explore the nature of trust and fairness in bargaining situations via the simple 'ultimatum' bargaining game. This game is useful for exploring how self-interested individuals are in bargaining situations (and many others). It has been conducted in many countries (rich and poor) over the last decade with the discovery that most cultures appear to have strong norms of fairness (the only exception are certain very primitive cultures). That is, rigorous self-interest, even in an obviously commercial setting like haggling, is rare.

### David K. Levine,\* F05; S06

#### *Napster, AIDS, and Intellectual Property*

Controversy surrounds downloading of music over the Internet and aggressive response of RIAA to protect copyrights. Included is the lawsuit against Napster and individual music lovers. Also controversial is patent

protection afforded AIDS drugs, resulting in such high prices that they are unavailable in Africa, the area most devastated. Copyrights and patents are justified in the U.S. Constitution by Article I, Section 8: "Congress shall have Power to... promote Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors exclusive Right to their respective Writings and Discoveries." Examination from economic perspective of extent modern intellectual property law promotes "Progress of Science and useful Arts." Colonial conquest and slave trade; Africans' fight against ecological degradation; their battle for economic, social, and political justice; and war against AIDS.

### Vasiliki Skreta, S06

#### *Winner's Curse in Common Value Auctions*

Exploration of the well-known phenomenon of "winner's curse" when people bid in certain kinds of auctions. Winner's curse occurs when a person who won at an auction wishes he had not won. Since many other interesting phenomena have the same basic structure as common value auctions, insights learned about auctions in the laboratory have significance for other areas where unhappy winners are important, such as in political contests and voting behavior, jury decisions, and companies racing to discover and patent an invention.

### Earl Thompson, F05

#### *The Extent of Fairness and Self-Interest in Bargaining and Economic Decisions*

This course gets students to explore the nature of trust and fairness in bargaining situations via the simple 'ultimatum' bargain game. This game has proven very useful for analyzing how self-interested individuals behave in bargaining situations, as compared to individuals who are motivated by fairness concerns. It has been conducted in many countries (rich and poor) over the last decade with the discovery that most cultures appear to have norms of fairness (except certain very primitive cultures). In addition to bargaining, some time will also be devoted to the experimental analysis of public good contributions and wage setting, and in general to the exploration of the extent of motives such as fairness, trust and reciprocity versus pure self-interest in economic decisions.



### William Zame, W06

#### *Reliability, Trust and Contracts*

This seminar will analyze the issues of trust and reliability in contracting environments, such as employer-employee relationships, or partnerships. In many cases, economic activity builds not on written contracts enforceable in a court of law, but informal agreements and relationships between the interacting parties. In these cases, there are usually some individual incentives to cheat, but payoffs are greater if mutual trust can be sustained. Uncertainty about other individuals' incentives and actions also complicate decision-making in these settings. The course will use laboratory experiments, and in particular the "trust game" to analyze decision-making and outcomes in environments where trust and reliability are important in determining financial payoffs and the social surplus.

*"It is a different and more effective approach to learning. When the student is more active in discussion then he or she will take greater interest and learn more. The topics were excellent, and I will take that with me forever. I feel like a better person for having taken these classes."*

— Student's Quote, Seminar Strength

## EDUCATION 19

### Bruce Barbee, F05

#### *Service Learning and Students' Lives*

This seminar will help students better deal with their university experience by having them gain a better understanding of involvement theory and how involvement relates to persistence. In particular, students will study what is known about a particular form of involvement known as "in-service" learning and of its clear relationship to persistence. Students will gain an understanding that in serving others, they serve themselves and enhance the chances that they will persist to graduation.

### Robert Rhoads,\* W06

#### *Student Activism from the Sixties to the Present*

This course explores student activism at colleges and universities in the United States from the 1960s to the present. Primarily, we will engage in a comparative analysis between student activism of the 1960s and contemporary forms of campus activism. The course will be interdisciplinary in nature, stressing sociological, historical, and cultural understandings. It includes key readings and documentary films.

**Jeffrey Wood, S06***Elementary School Education Practicum:  
Teaching in Public Schools*

In this seminar, we will learn basic teaching techniques for working with elementary school students. Students will get direct practical experience applying these techniques by volunteering as teaching assistant for 1-1/2 hours per week in a local public elementary school. Class discussions focus on students' experiences as volunteers in classroom, educational approaches to working with small groups of school-aged children, and general issues pertaining to professions in the field of education. Students must get a TB test from the UCLA Arthur Ashe center a week before OR during the first week of class.

*“The quality of intellectual engagement was great, we got to feed on each others’ opinions that opened our eyes to different understandings.”*

—Student’s Quote, Quality of Interaction

**GEOGRAPHY 19****John A. Agnw, S06***Does Soccer (Football) Explain the World?*

The idea of globalization is often poorly explained and difficult to grasp. Use of a seemingly global phenomenon, soccer, to investigate extent and limits of globalization as involving either cultural homogenization or increased awareness of cultural differences in the face of growing global interconnectedness.

**J. Nicholas Entrikin, S06***Natural Disaster, Place Destruction,  
and Cultural Trauma*

Indian Ocean earthquake and tsunami in December 2004, Hurricane Katrina in late August 2005, and 7.6 earthquake in Kashmir in October 2005 have drawn global attention to re-occurring phenomenon of natural disaster. In addition to large human toll measured in terms of loss of life and injury, such events contribute to lasting cultural trauma through annihilation of places. Collective trauma of place destruction is described in terms such as uprootedness, dislocation, and exile. This form of existential terror comes in part from stripping away of sense of security that place and its everyday rhythms provide. Place is a human construction that helps to create a sense of collective security, seemingly necessary for the functioning of societies. But sense of security is often more fictional than real. Culture functions as a way to escape from nature. Place is a basic cultural tool in this process.

**Laurence Smith, S06***Space Imaging of Earth’s Environment*

Exciting new satellite technologies are now being used to study Amazon deforestation, hurricanes, climate change, natural disasters, melting of polar ice caps, and other dynamic phenomena. Digital images obtained by satellites represent one of the fastest growing applications in environmental science. This seminar is an introduction to an exciting field of the space technology and its applications for the study of Earth. Following an introductory lecture and slide show at UCLA, we will visit NASA’s Jet Propulsion Laboratory in Pasadena to learn more about satellite imaging of the Earth and other planets. After the field trip, there will be one meeting to discuss what students saw and learned.

**Stanley Trimble,\* W06***American Rivers: History of Environmental Change*

The objective of this course is to offer students with a basic understanding of rivers and how human agency has changed them in the United States.

**Hartmut Walter,\* F05***The UCLA Ecosystem: Understanding  
Our Campus Environment*

Join a full day field trip of the UCLA campus on October 15 from 9am-5pm featuring discussion and site visits of UCLA’s energy resources, water and sewage treatment systems, transportation planning, and planning strategies. Includes an ecotour of the astonishing campus fauna and flora (from all continents!). Discuss how UCLA manages to squeeze more people, cars, and buildings into the smallest area of any UC campus. Learn to apply basic environmental principles to the north and south campus and ponder the question of how to enhance the sustainability of this unique ecosystem.

**HISTORY 19****Edward Alpers,\* W06***Crisis in Darfur: The Debate Over Genocide and  
International Intervention*

This seminar examines the continuing crisis in Darfur and seeks to place it in the deeper historical context of the ethnic and regional politics of the Sudan. This is an issue that has energized student activists at UCLA who have formed the Darfur Action Committee. Understanding what all issues are so that students can make up their own minds about what is the best course of action to take—personally, nationally, and internationally.

**Stephen Aron, W06***History in Museums*

Using Museum of the American West and Southwest Museum of the American Indian as laboratories, students will examine the ways in which these institutions present the past. Through instructor-led tours of museums' galleries and collection storage areas, students will gain familiarity with study of material culture. Through discussion with curators, collection managers, and museum educators, students will learn about the workings of museums in general and of history museums in particular. Particular emphasis will be put on how museums' presentation of western American history to a broad public compares with recent academic scholarship.

**Scott S. Bartchy,\* W06***Honor and Shame in the Clash of Civilizations and Religions*

Honor and shame are core cultural values for the vast majority of human beings, including most Muslims. Ignoring this fact has led to serious (and avoidable) misunderstandings of world events and mistakes in USA's foreign policies, which have been based most often on Western individualistic values of achievement and guilt. Reflection on values with which students were raised as well as achievement of deeper understanding of ways in which honor/shame values continue to influence self-perception, gender roles, and group practices of more than five billion people.

**Ivan Berend, S06***The European Union—New Superpower?*

This seminar will analyze the causes of the emergence of the European integration after World War II; its progress from customs union via a single market and common currency towards joint military forces. The present crisis of overstretching and the failure of the constitution.

**Stephen Frank,\* S06***The Romanovs: Europe's Last Autocrats*

Examination of Russian Empire's 300-year-old dynasty, focusing in particular on the reigns of Emperors and Empresses from Peter I (the great) to Nicholas II and collapse of the monarchy in 1917. One ruler is discussed at each class session, with student presentations initiating discussions.

**Patrick Geary, F05***Terrorists and Door Kickers: Terrorism and Counterterrorism Past and Present*

Since September 11, enormous attention has been focused on the ability of small, non-state organizations to inflict tremendous damage on powerful states, but such asymmetric warfare is hardly novel. This seminar will look at a variety of approaches to understanding terrorism as well as at the efforts in the past and present to defeat it.

**James Gelvin,\* F05***The United States and the Middle East: Another Look*

This course will trace the relationship between the United States and the Middle East, paying particular attention to the cold war and post-cold war periods. Among the topics to be discussed: the cultural roots of American policy, variables and invariables in American Middle East policy, American Middle East policy within the frameworks of containment and globalization, new world orders and the war on terrorism, and, of course, the big three: oil, Israel, and Arabs.

**Russell Jacoby, F05***The First Utopia: More or Less*

This course will consist of a close reading of "Utopia" [1516] by Thomas More, who coined the term. We will consider his life, and his ideas on property, religion, and happiness as well as their contemporary relevance.

**Vinay Lal,\* W06***Genocide and Moral History of Humanity*

Although violence seems to have been quite pervasive in most periods of history, the 20th century was, many scholars agree, exceptionally violent. Moreover, much of this violence, from massacre of Armenians in World War I to conflict between Hutus and Tutsis in Rwanda (1994) was genocidal, if we understand genocide as willful extinction, in whole or in substantial part, of a people on account of their race, ethnicity, religion, linguistic affiliation, or ideological disposition. Just why did genocide become such a marked feature of 20th-century life, and what problems does it pose for moral history of humanity? What relationship does genocide bear to idea of nation-state and to notions of moral purity and cultural fetishism? We shall consider several case studies, including Armenian genocide, holocaust of the Jewish people and other marginalized groups in Europe, genocide perpetrated against Bengalis in 1971, and the Rwandan killings.



**Melissa Meyer, F05*****Ward Churchill and the Bounds of Academic Freedom***

Students will read a scholarly article by Ward Churchill, his 9/11 editorial, and an analytical series investigating charges about Churchill being published by the Rocky Mountain News. They will write an opinion piece stating their view of what the University of Colorado should do regarding Ward Churchill, if anything, in light of the persistent controversy.

**Theodore Porter,\* W06*****Scopes Trial: Evolution Controversies in America***

The Scopes “Monkey Trial” was a key moment in the American struggle over the teaching of evolution, and more generally in the enduringly uneasy relationship between science and religion. Current debates, including some newsworthy trials, about creationist textbooks and the status of “intelligent design” in biology demonstrate the continuing relevance of this event. The original trial, held in the small town of Dayton, Tennessee, was something of a media circus. Much of what people now think they know about it comes from the Hollywood version, “Inherit the Wind” which took many liberties and turned trial to melodrama. In this class, we will look at primary documents such as the transcript of the trial itself and textbook, “Civic Biology” through which evolution was taught. We will also explore the profusion of modern websites, some because of the insight they can provide into trial, and others as evidence of continued struggle over (and distortion of) this historical event, in relation to contemporary politics of evolution theory.

**Janice Reiff,\* S06*****Los Angeles on Film***

This seminar will look at how Los Angeles has been portrayed on film and how the world outside of Los Angeles has understood and embraced those images. Reaching back to the silent era and forward toward the imaginary Los Angeles of Blade Runner, students will have the opportunity to view images presented in films, learn something about the city that was being portrayed in those films, and discuss the responses to those films that appeared in newspapers and magazines elsewhere in the U.S. and other places in the world.

**Teofilo Ruiz,\*\* W06*****Plato’s Republic: Property, Equality, and Knowledge***

This class will engage in a close reading and discussion of Plato’s Republic, first utopian work written. Emphasis will be on the issues of property, equality, gender differences, and knowledge as presented in text.

***“I felt reassured that professors do care about their students and value their opinions.”***

—Student Quote, Student/Faculty Interaction

**Teofilo Ruiz,\*\* F05*****Los Angeles: Past and Future. Architecture and Ethnicity***

This seminar has three components. The class will meet for one hour on October 20th, 3 to 3:50 to provide historical context. Then on Saturday, October 22nd, we will travel by bus or van (to be arranged in advance) from Westwood to Downtown Los Angeles. We will take an extensive walking tour of the central areas of the city with emphasis on the eclectic architecture, the presence of the past, the new futuristic look of the city, and the ethnic diversity of Los Angeles. We will have lunch at the Grand central market, and then continue our tour on foot. We will return to the west side, exploring areas such as the canals of Venice and views from the Pacific Palisades bluff. We will then meet again for an hour on October 27th, 3:00 to 3:50 to provide a summary and assessment of what we have seen and discussed.

**Joan Waugh, W06*****Abraham Lincoln’s Historical Legacy***

The life of Abraham Lincoln continues to spark intense interest and controversy. A large part of that interest springs from the dramatic nature of the Civil War (1861-1865), during which as President of the Union and Commander-in-Chief of the largest assembled army in history, Lincoln ended slavery and reunited the North and South. His tragic assassination days after the end of the war plunged the country into a paroxysm of mourning, and ensured his apotheosis as a martyr for the cause of freedom and union. The purpose of this seminar is to discuss, analyze, and explore Lincoln’s life and words. Meeting every other week, students will read closely several of the 16th president’s most compelling and important speeches—including the Cooper Union Address, the Gettysburg Address, and the Second Inaugural. Assesses the importance of Lincoln in his time and ours. Consideration of ways in which powerful national myth such as Lincoln’s can unify and uplift, as well as contradict and exclude.

**Richard Weiss, F05***Important Ideas in Modern America*

In this course, we will examine the ideas of important figures in American history and thought from the late 19th century onward. Among them are Woodrow Wilson, John Dewey, William James, Betty Freidan, and Malcolm X. Instructor will provide historical context in discussions of these ideas.

**William Worger, F05***Truth and Reconciliation in Post-Apartheid South Africa*

Examination of ways in which perpetrators and victims of apartheid have described their experiences and accounted for their actions in support of/in opposition to white supremacy. Focuses on first-person testimonies given to Truth and Reconciliation Commission.

**HONORS COLLEGIUM 19****Esther Grassian,\* S06***How I Learned to Stop Just Googling... and Find the Really Good Stuff?*

Google: 42,900,000 results. This is what you get when you search HUMAN AGING in popular Web search tool. Search on "HUMAN AGING" brings results down to 221,000. Even with just hundreds of results, important questions remain: Are these items accurate, complete, authoritative, and up to date? What is their purpose and point of view? Who is the intended audience? General web search tools find sites in "visible web." Hiding in "invisible web" are important databases like PsycINFO (licensed/subscription), MLA Bibliography (licensed/subscription), and PubMed (free), listing scholarly research materials which may support or refute what is found through general Web search tools. Research secrets, tips, and tricks to identify, locate, evaluate, and use quality research materials effectively and responsibly. Supports GE cluster research papers.

**Ann Kerr,\* W06***Perceptions of Americans Abroad: Discussions with Visiting Fulbright Scholars*

In a post 9/11 world, there is a greater need than ever for Americans to know more about the rest of world and to understand how we are perceived abroad. This course will provide an opportunity to see ourselves as others see us by hearing visiting Fulbright scholars from around the world speak about their countries and perceptions of America there and have the chance to ask them questions. Scholars speak informally for 10-15 minutes. The remainder of the class time will be an hour that is devoted to class discussion.

**Kathy O'Byrne and Suzanne Seplow,\*\* W06***Tolerance: Research, Theory and the Experience of Living in Los Angeles*

This seminar is required for students interested in participating in an Alternative Spring Break program on tolerance, in partnership with LAUSD and the Museum of Tolerance. Museum professionals and several UCLA faculty will provide guest lectures and panel discussions, including two classes at the Museum. The first week will be an introduction to the course, a history of Los Angeles and concepts of tolerance. Week 2 class will meet at the Museum, with an overview of the museum's history as well as research and interdisciplinary theories of tolerance. We will also cover the pedagogy of tolerance and how teachers instruct K-12 students. Week 3 will be a panel on Martin Luther King's legacy of non-violence with three UCLA faculty as guests. Week 4 we return to the Museum, with interactive exercises using the teaching technology and scenarios they provide. The last class will be in week 9 as students are trained and prepared to deliver curriculum units/modules to LAUSD students during UCLA's spring break. Each class will be two hours long.

**La'Tonya Rease-Miles,\* S06***Black Student Experience at UCLA*

What are the concerns facing black students at UCLA? This course will be a weekly, spirited discussion about social, academic, and political issues facing black students since Proposition 209. Features invited guest speakers from ORL, campus administration, and alumni.

**Ronni Sanlo\*\*\* and Suzanne Seplow,\*\* F05; W06; S06***LGBT is Not a Sandwich, or Straight Talk about Gay Issues in America*

The course explores the ways in which American culture is affected by sexual orientation and gender identity issues. Topics include overview of historical perspective, legal and political issues specifically relating to education, sexual identity development, impact of bullying and harassment in schools and colleges, relationship between sexual orientation discrimination and all other forms of discrimination, how to be an ally, and impact of sexual orientation issues on all people regardless of their sexual orientation.





## HUMAN COMPLEX SYSTEMS 19

**Nicholas Gessler, W06; S06**

*Cultural Complexity: Espionage, Cryptology, and Psychological Operations*

What we might more benignly call “Intelligence, Secure Communications and Propaganda” are the senses, thoughts, and actions of state, complex macrocosm of individuals who seek to decipher their adversaries’ will while concealing their own and imposing their own will on target populations. So secret is this work that only now are we beginning to see how these operations were carried out in World War II, and how their complexity led to origins of computing. Classified dealings among nations today will probably only become known several decades from now, when those in power today have retired or died, when information (or disinformation) is no longer strategic, and when details have become irrelevant to invasive technologies of the future. We will explore the “intel,” “codes,” and “psyops” of the “dark world” from a variety of sources. We will examine actual cryptographic machines and related artifacts; observation and decryption of some enciphered messages; reading reports, declassified, and captured government documents; and study private accounts in print and on the web. We will focus on the 20th and 21st centuries and discuss the implications of these activities for today’s social scientists and informed citizens.

**Dario Nardi, F05; W06**

*Cognitive Processes: Exploring how you Perceive, Decide, and Learn*

In 1923, long before neuroscience was a discipline, psychiatrist Carl Jung proposed eight cognitive processes that all people have potential access to. Exploration of these eight processes, which link to many questions about the human experience, through fun activities, exercises, and discussions. For example, how do we determine physical risk when acting on impulse? Why do we sometimes cling to the past? And how do objective agreements between people arise from being able to take measurements using a ruler or clock? Emphasis on how the mind mediates daily life situations with other people and environmental demands, with an eye on practical applications such as improving individual study skills. Examination of present scientific evidence for Jung’s theory. Philosophical questions such as how do we know what we know, and if learning is built into thinking process.

## INFORMATION STUDIES 19

**Jean-François Blanchette, F05**

*Securing Information Highway: Law and Disorder on Electronic Frontier*

Throughout the day, we make use of security technologies in order to prove our identity to others (ID cards), commit to contracts (handwritten signatures on credit-card receipts), pay for services (bus tokens), etc. As we conduct more and more of our social interactions through electronic networks, appropriate equivalents to these (often low-tech) security mechanisms must be designed. Exploration of common security objectives—confidentiality, anonymity, commitment, payment, authentication, and voting. Through lecture and discussion, examination of technical solutions (e.g., cryptography, biometrics, and watermarking) suitable for electronic environments. Framing them within their larger social context, comparison of these solutions with earlier technologies they seek to emulate.

## LAW 19

**Steven Bank, W06**

*Origins of the Federal Income Tax*

This course surveys the political, social, economic, intellectual, and legal origins of the federal income tax. The advent of this tax alternatively has been hailed as “one of the most progressive achievements in the making of modern America,” derided as “class legislation” of the worst sort, and dismissed as “a means of limiting dissent” in the course toward true revolution and redistribution. We will review both modern and contemporary perspectives as we trace the origins of the federal income tax from its status as a temporary tax during the Civil War and Reconstruction, to its brief reinstatement in the 1890s before being struck down by the Supreme Court as unconstitutional, and finally through the adoption of the 16th amendment and the enactment of the first modern federal income tax in 1913.

**Kenneth Graham,\* F05**

*Peace, Nonviolence, and The Law*

This seminar explores the question: how do courts help or hinder efforts to peacefully change the status quo? We shall look at the way judges respond to nonviolent protests to how they think about questions of peace, violence, and social change. Though lawyers like to think that law helps preserve peace (police officers are sometimes called “peace officers”), often those who engage in violent or nonviolent acts seem to think otherwise. While we will not be able to say who is right, we will look at the evidence, pros and cons and try to come up with helpful ways to think about this question.

**Joel Handler, W06***Changes in Social Welfare and What Has Happened to Poor Single-Mother Families*

In this seminar, we will discuss the evolution of “ending welfare as we know it” policy, low-wage labor market, and growth of poverty and inequality.

**Russell Korobkin, F05***Introduction to Negotiation*

Introduction to interdisciplinary negotiation theory, which borrows from economics, game theory, cognitive psychology, and social psychology, as well as practical insights from law and business. Students will have an opportunity to apply theory to negotiating situations through in-class simulation exercises.

**Frances Olsen,\* W06***Political Trials of Visionaries, Reformers, and Revolutionaries*

This seminar examines various roles of law in promoting or impeding social change through the lens of political trials. We will learn about the origin and potential of jury nullification, the uses of courtroom by revolutionaries as political platform, and recent government efforts to suppress these traditional outlets of political expression.

**William Rubenstein, F05***Gay Law*

Gay rights issues are in the news every day: same-sex marriage, gays in the military, sodomy law repeal. This seminar is designed to consider these issues in greater depth. We will examine the legal situation lesbians and gay men confront in five different areas of their lives: sexuality, identity, working, coupling/marriage, and parenting. The seminar will cover several areas of constitutional law (Due Process, First Amendment, Equal Protection), as well as statutory protections such as non-discrimination laws. The reading will consist of actual judicial opinions, supplemented by non-legal materials about gay people's lives drawn from a variety of sources (history, psychology, philosophy, poetry, fiction, interviews, etc.). The seminar will thus constitute an introduction to both the law and to lesbian/gay studies. Students interested in pursuing work in either of these disciplines, or both, are encouraged to enroll.

**Michael H. Schill, F05***Law and Urban Problems*

This seminar will examine current urban conditions and how they are shaped, influenced and possibly ameliorated by law. In most parts of the United States, the conditions of large and medium-sized cities have declined in the postwar period. Some of this decline is attributable to market forces, but a substantial amount is shaped by the way cities are treated by law. In this seminar, we will examine the state of cities today, the historical roots of urban problems, how law and policy have shaped today's reality and various proposals to solve these problems.

**Kirk Stark, W06***Inequality, Tax Policy and Distributive Justice*

This seminar will examine the growing inequality of income and wealth in the United States and ask what, if anything, tax policy should (and can) do about it. Topics to be discussed include the progressivity of the income tax, taxing inheritances, the flat tax, progressive consumption taxes, how the tax system should treat low-income households, and redistributive school finance reform.

**Samuel C. Thompson, Jr., F05***A Citizen's Guide to U.S. Economic Growth*

This course is geared for the person who is not an expert in economics. The course will address economic issues arising since the last presidential election, such as an examination of the current state of the debate on Social Security reform. Discussions and readings should give students a fundamental understanding of the most significant issues affecting economic growth and the understanding of tools the government can utilize in attempting to promote economic growth.

**MANAGEMENT 19****Shlomo Benartzi,\* S06***Psychology of Investing*

Application of basic concepts in behavioral decision making to individual investors in an attempt to understand how individual investors make financial decisions, what mistakes they make, and how we can apply principles of behavioral decision making to help people make better decisions.

**Martin Greenberger, F05***Health and Happiness*

The Declaration of Independence affirms that among our unalienable rights are life, liberty, and the pursuit of happiness. It's curious that Thomas Jefferson, though having strong personal commitment to health, did not include the pursuit of health in these rights. Recent Harvard article announcing marvel of modern medicine that regulates gene transcription and helps prevent heart disease, stroke, diabetes, obesity, and cancer. It improves strength, balance, and blood lipid profiles. Bones become stronger, and new capillaries grow enhancing blood flow and delivery of oxygen and nutrients. Attention span increases, appetite is moderated, and healthier foods become more desirable. Blood volume increases and fats metabolize more efficiently. Even immune system is stimulated. What is this drug? Jefferson knew about it. It was part of his prescription for health and happiness.

**Sanford Jacoby, Christopher Erickson,  
Samuel Culbert, Daniel Mitchell, and  
David Lewin, F05.**

*An Introduction to Human Resource Management*

This team-taught course is intended to provide an introduction to managing the employment relationship in modern organizations. Topics include origins of human resource management; negotiations; diversity; pay practices; and HR and business performance

**Bennet Lientz, S06**

*Emerging Technologies*

This seminar addresses the business and managerial aspects of emerging technologies. Examples today are 64-bit computing and RFID (Radio Frequency Identification). Examination of topics such as development of new technology, how a market for technology is created, barriers to entry of new technology, development of supporting technologies, and process of implementing new technologies. Requirements include a paper on a specific technology.

**Jing Liu, S06**

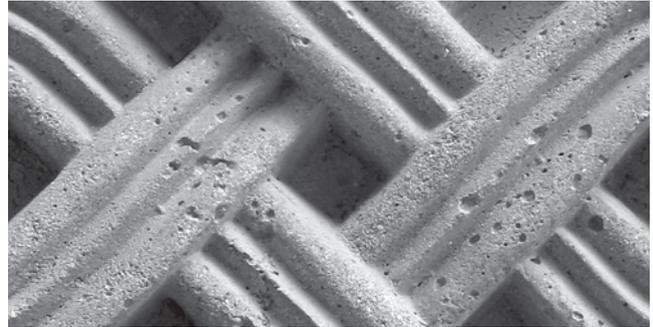
*China's Economic Developments and their  
Implications*

This seminar explores the implications of China's rise as economic powerhouse. Topics include: economic history of China in reform era; description of China's current political, social, and economic structure, in contrast with the U.S. and other developed countries; significant factors that influence China's future developments; and challenges and opportunities in China for U.S.-based businesses.

**Bill Mckelvey, W06**

*Complexity Science: Overview of Order-  
Creation Science*

Complexity is a curious mix of complication and organization that we find through natural and human worlds. Nobel Laureate Murray Gell-Mann says it is about finding simplicity beneath surface complexity. Science as we know it studies forces and trends toward equilibrium. Complexity science is "order-creation science." If there is no Intelligent Designer, how do new order, new structure, and new processes appear in the physical, biological, and social worlds? The first law of thermodynamics is about conservation of energy—one kind of order transforming into another without loss of energy. The second law of thermodynamics is about entropy production—slow shift from high energy and high structure states to randomness of outer space. Complexity science is about "0th" law of thermodynamics—how order appears out of randomness. It is about normal science done backwards, often called New Science. This seminar will introduce you to this new science. It will be a conversion experience!



**Bill Mckelvey, F05**

*Understanding Organizational Experiences'  
Good and Bad*

We spend much of our lives in organizations, for work, play, education, religion, etc. Some are effective; some not. Some show top-down military-like control and authoritarianism. Others behave like brains, ant colonies, or psychic prisons. Some allow unleashing of energy, creativity, and dreams. We all experience them differently. On a scale of 1 to 7, i.e., from psychic prison to self-fulfilling, where do you place your experiences in high school, sports programs, summer jobs, other organizations, or with respect to UCLA? Authoritarian organizations produce passive-dependent, childlike behavior. Others constantly produce of bottom-up, emergent, entrepreneurial novelty. What causes organizations to be one way or another? In which kind would you be better off working? Course Objective: Understanding different kinds of organizations, why different kinds occur, and how to cope with, or change and improve them.

**Hans Schollhammer, W06**

*The Challenges of Managing Global Corporations*

This seminar focuses on managerial decision issues in the context of firms operating on a global scale, with an emphasis on formulation and implementation of business strategies for worldwide operations. We will address six major issues: 1. Gaining an understanding of the nature of multinational firms and developing an appreciation of reasons for the rapid globalization of business operations. 2. Learning about structural and strategic configurations designed to enhance a firm's performance and competitive position in an integrated global economy. 3. Approaches to identification of overseas market opportunities. 4. Analysis of strategic choices in the main functional areas of a multinational firm: logistics, production and R&D issues, financial management, marketing, human resource management. 5. The integration of global firm's operations through leadership, appropriate organization design, and effective use of management system. 6. The role of ethics in global business context.

**Hans Schollhammer, F05; S06***The Entrepreneurial Process*

This seminar focuses on the important aspects of starting a new business enterprise with emphasis on the challenges faced by an entrepreneur(s) in initiating a business venture and directing its early development. The main objective of the seminar is to familiarize the student with the crucial stages in the entrepreneurial process, with effective entrepreneurial strategies, and with analytical techniques used to identify and evaluate new venture opportunities; the legal structure and organization of a new business; the development and roles of a business plan; approaches to new venture financing; teambuilding and staffing considerations, and the marketing task in a new venture context.

**Avanidhar Subrahmanyam, S06***Understanding Financial Markets*

This seminar seeks to familiarize students with the paradigms of modern finance which are relevant for understanding how financial markets (such as stocks and bonds) function. Broad topics include discounting and present values, bond and stock valuation, corporate investment decisions, risk and return, constructing optimal portfolios, and introduction to options and futures markets. Balance between theoretical paradigms, empirical literature, and their applicability to real world. Emphasis is on principles and problem solving. Lectures concentrate on quantitative and conceptual foundations.

*“In my seminar, I learned tolerance and openness to new ideas as well as to think about issues from a different perspective.”*

—Student Quote, Seminar Strengths

**POLITICAL SCIENCE 19****Timothy Groseclose, S06***Media Bias*

The course examines the extent to which U.S. media outlets are biased in a liberal or conservative direction. We will begin with an examination of standard definition of “liberal” in political science. The issue stances are determined by the Americans for Democratic Action. Examination of Groseclose and Milo’s article “A Measure of Media Bias.” The course also examines attempts to measure the extent to which the media can influence views and voting behavior. Students will participate in in-class, laboratory-like experiments to test the extent to which the media can do this. Students propose as part of a project an ideologically-charged fact. This fact is one that liberals (or conservatives) think is very important for the media to report, while conservatives (liberals) think that fact is not very important for the media to report. Students will write a report examining which of 19 media outlets reported chosen fact.

**Susanne Lohmann, S06***Can't We Make Moral Judgments?*

Exploration of normative ethics (how we should reason about right and wrong), empirical ethics (how we actually reason), and meta-ethics (how we can ground ethics). Normative ethics includes standard ethical principles: utilitarianism, rights, and justice-fairness. Empirical ethics relies on evolutionary psychology (just-so stories), social psychology (experiments), anthropology (cross-cultural differences), and history (cultural change over time). Meta-ethics splits into two camps, realist (there are objective values) and anti-realist (there are no objective values). The latter includes moral or cultural relativism. Special emphasis will be placed on relationship between religion and ethics (e.g., “if God is dead, is everything permitted?”).

**PUBLIC POLICY 19****Albert Carnesale,\* W06***Rethinking National Security*

As the post-war reconstruction of Iraq continues, and the war against terrorism wages on, national security remains at the top of the American political agenda. In a post-Cold War, post-9/11 environment, two fundamental questions regarding national security arise: (1) what are the near-term threats to the security of the U.S. and other nations?; and (2) how might those threats best be met? Topics include: national interests; national security organization and strategy; weapons of mass destruction; terrorist threats; Iraq, Iran, North Korea, and the “Axis of Evil”; and the tension between national security and civil liberties.

**Arleen Leibowitz and Mark Peterson, W06***Addressing The U.S. Health Insurance Crisis*

This seminar will explore the history of the U.S. health insurance system, the current crisis situation, and options for reform from a variety of vantage points—economic, political and medical. The political perspective is that employer-based health insurance arose in the U.S. for idiosyncratic reasons, but vested interests make it very difficult to change. Economic perspective is that private health insurance system burdens employers and leads to under investments in public and population health. Medical perspective examines how we provide care to the uninsured. Students will design a health insurance system for the U.S. that avoids pitfalls of current system.



## SOCIAL WELFARE 19

### Lené Levy-Storms , S06

#### *Intergenerational Communication Across Life Span*

What do you say to engage your parents in conversation? How do you talk to your grandparents? Does your family talk to one another well as a group? Individuals of all ages interact with one another, and their interactions have significance throughout their lives. This seminar aids in the understanding of nuances of interpersonal communication as it applies across various age groups.

### Ailee Moon, S06

#### *Controversial Issues in American Welfare State: Democracy on Trial*

This course introduces students to the issues and debates in major subject areas of contemporary social welfare policies in the U.S., such as child poverty, privatization of Social Security, workfare for welfare, national health policy, and transracial adoption. Emphasis is not so much on description of details of current social welfare programs per se, but on the principal issues affecting the development and evaluation of social welfare policies and programs in the U.S., including the economic, political, social and philosophical context of public policy. Students are expected to acquire a broad view of American welfare state, understand some fundamental choices in design of social welfare polices, and begin to develop personal perspective regarding current social welfare policies and programs.

*“The instructor was very much a guide. He often had very knowledgeable things to say, but he also allowed us as students to act on our own in discussion.”*

— Student Quote, Student/Faculty Interaction

## SOCIOLOGY 19

### César Ayala, S06

#### *Integration and Segregation in Baseball in the U.S. and Caribbean*

This seminar explores baseball during 1930 to 1948, when it was segregated in the U.S. (Major Leagues, Negro Leagues) but athletes from both of those leagues played together in an integrated setting in the Winter League of Spanish Caribbean.

### David Halle, S06

#### *Sociology of Cinema: Hit Movies, 1920 to 2005*

This course focuses on hit movies from 1920 to 2005. The aim is to analyze the ingredients of a hit movie and to consider the relation between movies and the socio-political world.

### Ruben Hernandez-Leon, S06

#### *Mexican Diaspora in the U.S.*

This seminar will examine the dispersal of Mexican immigrant population to uncharted destinations in the U.S. unfolding over the last 20 years. In addition to analyzing causes and patterns of this Diaspora, the seminar will explore the social organization and consequences of arrival and settlement of Mexican newcomers in localities and states of West, Midwest, Southeast, and Northeast regions of the country. Although some localities were acquainted with transient agricultural flows, they were unfamiliar with emerging pattern of settled migration. Moreover, while previous streams were mostly composed of single males, those arriving to new destinations included substantial proportions of families, therefore moving Mexican immigrants from the liminality of farm worker's camps to mainstream of schools, clinics, shopping centers, and other public spaces. This produced demographic, social, cultural, and political transformation in new settlement locales.

### Peter Kollock,\* F05; S06

#### *Zen and Art of Cooperation: Buddhist Approaches to Peacemaking*

This seminar examines Zen Buddhism, not in the context of religion, but as a system of social psychology that has evolved over 2600 years. We will examine Zen Buddhist practices for developing cooperation and peace in one's self, one's relationships, and larger society. Key element is a weekend retreat at a Zen Buddhist monastery in Southern California.



**David McFarland, F05***Slide Rules, Punch Cards, and Relatives: How Computing Used to be Done*

Long before contemporary computers, there were abaci and addiators, sectors and slide rules, early computers the size of buildings, as well as original digital devices better known as fingers. In this seminar, we will study highlights of such developments of computational devices and techniques, especially those related to quantitative work by early sociologists.

**William Roy,\* F05; S06***Making Societies: The Social Construction of Our World*

What do time, space, race, gender, and class all have in common? They are all things that people take for granted as natural, but which are shaped by human societies. This course looks at how our understanding of time, space, race, gender and class in western societies is very different from the way they are understood in other societies, and then how they developed in the West as they have. The course is a chance to look at the "big picture" about how modern society is different from other times and places. For example, we think of time as linear, while others understand it as linear. Many societies have categories of people that could be called racial. Some argue that there are societies without any genders. The seminar will use a book written by the professor that addresses these sorts of issues.

**Abigail C. Saguy, S06***The Sociology of Fatness*

This class will explore body fat through a sociological and anthropological lens. We will examine the meaning of fatness in mainstream modern American, foreign societies, and marginal subcultures.

**SPANISH 19****Gerardo Luzuriaga, W06***Costa Rica: Cultural, Economic, and Political Issues*

This seminar provides an overview of Costa Rica's culture, economy, and politics. Specifically, it deals with the country's key claims to fame: Advanced public health and education systems, favorable cultural environment, ecotourism, substantial foreign investment, a well-developed network of national parks, a strong middle class, political stability, and lack of an army. The course also takes up Costa Ricans' relation with immigrants and current debate on Free Trade Agreement. This class will be conducted in English.

**URBAN PLANNING 19****Randall Crane,\* W06***Sprawl: The American Dream, or Nightmare?*

What is sprawl, is it good or bad, and what should be done? Many urban areas, in the U.S. and elsewhere, are growing rapidly at their peripheries, with new residential, commercial, and industrial developments gobbling up undeveloped land, or smaller towns, often at a startling pace. Even some cities losing population are expanding physically as families shrink in size, generating more households per capita, and the demand for space continues to rise with income. Some evidence indicates that this pattern of development is problematic for a host of reasons. Land consumption for urban development is particularly a concern when converted from potentially more valuable land uses, including land devoted to scenic, recreational, and habitat purposes. More city traffic jeopardizes our health, our sanity, and our pocketbook, as well as the environment. There is much to learn about, first, how to think about how communities form and spread and, second, what to do about it.

**Lois Takahashi, W06***BANANAs Aren't Just for Kids: Understanding and Addressing Development Conflict*

BANANAs, NIMBYs, and CAVEs are all examples of conflicts over developments (BANANA=Build Absolutely Nothing Anywhere Near Anyone, NIMBY=Not In My Back Yard, CAVE=Communities Against Virtually Everything). In this seminar we will discuss why there is conflict over different kinds of developments (e.g., retail, housing, environmentally sensitive land uses, human services), who is involved in these conflicts, and what we can do about it.

**WOMEN'S STUDIES 19****Christine A. Littleton, F05***Sexual Harassment Law and Policy*

State and federal law prohibit sexual harassment at work and at school. What counts as sexual harassment? What's the difference between flirting and harassment? Can men be sexually harassed? Is racial harassment similar or different? What legal remedies are available for someone who is being harassed? How does UCLA's policy against sexual harassment work? Should anti-harassment procedures focus on punishing harassers or on helping those who are harassed? What other methods could be used to reduce or eliminate sexual harassment? Some of these questions will be answered; all will be discussed.

## Science & Technology

### ASTRONOMY 19

#### Edward Wright, S06

##### *Dark Side of the Universe*

The evidence for the dark energy which dominates the total density of the Universe will be studied by reading recent popular books about cosmology. The dark energy causes accelerating expansion of the universe, and it could be the cosmological constant first proposed by Einstein but later described as his “greatest blunder.”

#### Jean L. Turner, W06

##### *To Boldly Go: NASA, Your Money in Space*

This seminar will cover the many activities of NASA and their costs. We will explore the premise that “space exploration is cool, and deficit moaners are nerds” (H. Hickam, Wall St. Journal). We will review its centers and their missions, its research and engineering accomplishments, and spacecraft. Study of NASA’s activities today, including manned and unmanned space programs. We will focus on one NASA center, Jet Propulsion Laboratory in Pasadena, which is responsible for most missions to planets. Examination of discretionary budget of the U.S. and NASA’s portion of it. In addition to weekly meetings, students are expected to participate in a three hour tour of the Jet Propulsion Laboratory. Aimed at non-science majors, but open to all.

*“I learned how to feel comfortable in a group setting sharing my ideas and listening to others.”*

—Student’s Quote, Seminar Strengths

### ATMOSPHERIC AND OCEANIC SCIENCES 19

#### Robert G. Fovell,\* S06

##### *Predicting the Future: Current State of Weather Forecasting*

This course will provide insight into what influences the weather at a given place, with emphasis on how the atmosphere flows and evolves, and factors that permit—or frustrate—our ability to anticipate changes in weather. Web-based sources of information are used to illustrate basic guidelines involved in weather forecasting.

#### Jeffrey Lew, S06

##### *Chef of Fresh Air: Cooking up Eco-Friendly Personal and Household Products*

The U.S. Environmental Protection Agency (EPA) has reported that indoor air pollution is much more concentrated than outdoor air pollution. This is partly a result of various personal hygiene products, cosmetics, and household chemicals that are used every day. Further, personal and household products can contribute to the production of smog in cities. Researching of recipes to make inexpensive personal and household products that are easy to mix and use, and also create less environmental pollution than their commercial counterparts. Filming of final project: fun, hip television program in the Studio @ De Neve. Class team writes and produces show entitled “The Chef of Fresh Air,” and demonstrates how to make and use less-polluting products they researched. Each student gets screen credit and copies of final program.

#### Bjorn Stevens, F05

##### *Wind, Water, Chaos: Science and History of Hurricanes*

In this seminar, we will take a closer look at hurricanes in the wake of colossal destruction wrought by Hurricane Katrina, What are they? Why do they form? Are they becoming more frequent? Reading and discussion of a just-published book *Divine Wind* which was written for the general public by one of the world’s foremost authorities on hurricanes. Based on development of our understanding of hurricanes in general, particular evolution and structure of Katrina is charted using a variety of meteorological data.

#### Richard Turco, W06

##### *Cosmic Evolution: How Everything is Connected by Arrow of Time*

We will discuss, in very broad and general terms, how matter has evolved over the course of time—from the beginning of the universe to the present world as we know it. Emphasis on processes leading to the development of complexity in natural and manmade systems, which represents the inevitable and irreversible evolutionary path from “big bang” toward life and beyond. Accordingly, we will explore the idea that basic physical principals underlie enormously diverse universe around us, and are consistent with the emergence of even most sophisticated systems, including human society.

## BIOMEDICAL ENGINEERING 19

### Jack Judy, F05

#### *NeuroEngineering: The Technology That Could Enable the "Matrix"*

Brain-computer interfaces portrayed in "The Matrix" movies make use of neuroengineering technologies, many of which already exist. Implantable devices that interface directly with human senses, such as allowing the deaf to hear, are a commercial reality. Research efforts are now underway that will enable the blind to see, and the paralyzed to move. Direct brain-computer interfaces are future goals. Topics include past, present, and future neuroengineering technologies and devices, and their possible social implications.

### Howard Winet, W06

#### *Truth and Questions in Orthopedics*

Demand for solutions to fracture healing problems has spawned a variety of orthopedic devices. Rush to application has outrun scientific evidence for effectiveness. Exploration of how needs for scientific rigor and clinical application can come into conflict, beginning with Bacon's separation of religion from science. Examination of orthopedic medicine and biomaterials with respect to Scholasticism and science. Essay on how students would bring a given orthopedic device to market required.

## CHEMICAL ENGINEERING 19

### Sheldon K. Friedlander and Lutz Maedler, W06

#### *Nanoparticles: in the Air, on Our Toothbrushes, in Our Cells*

Nanoparticles are key component of nanoscience, nanoengineering, and nanotechnology. They are at least one length scale ranging from size of few molecules to approximately 100 nm (one thousands times smaller than thickness of human hair). Such small particles were probably present in the atmosphere as a result of forest fires before humans first manufactured them in a controlled manner (e.g., carbon nanotubes). Today, nanoparticles are present in our daily life in toothpaste as an abrasion agent, in high-performance tennis rackets to make them stiff and lightweight, and in the atmosphere causing unwanted effects such as visibility degradation. This seminar will focus on a historical review of nanoparticles, industrial manufacture, and examples of how nanoparticles can be used to yield better products. The seminar will also discuss environmental effects of nanoparticles and possible health effects. The course will conclude with a critical discussion of the exaggerations and fears of nanotechnology with a special emphasis on nanoparticles.

*"The best part of this seminar was its contemporary relevance. I learned invaluable lessons about current world events in science as well as global/national social thoughts and public opinions."*

—Student Quote, Seminar Strengths

## CHEMISTRY AND BIOCHEMISTRY 19

### Herbert D. Kaesz,\* F05

#### *Unexpected Discoveries and their Impact on Society*

An inquiry into unexpected discoveries in science that have had significant impact on society and an analysis of the circumstances, which brought these about. Serendipitous, i.e., fortuitous observations become significant only where the observer can recognize or correctly interpret the discovery, as in the case of the mold metabolite penicillin discovered by Fleming in 1928, giving rise to a new class of antibiotics. Discoveries in medicine, which derive from an indigenous oral tradition prior to their entry into Western European practice, will also be discussed. A librarian will address the seminar regarding use of library and computerized search facilities.

### David Scott, W06

#### *Chemistry and Art*

This seminar explores the relationships between chemistry and art and how modern chemical knowledge can be used to analyze the composition of artifacts, ranging from ancient pigments to Renaissance metals. The ability to authenticate works of art is an important part of chemical investigation of antiquities which will be discussed in this seminar. Examples of the scientific investigation of art objects will be discussed and the examination of samples of ancient metals will form some laboratory work for the participants. The course will also explore how pigments and minerals play an important role in the production of art, the history of synthetic chemistry, and the corrosion of ancient art objects.

### Richard L. Weiss and Gary L. France, W06

#### *Introduction to Health Professions*

This course is designed to describe in detail all facts pertinent to careers in health professions; to explore the issues involving healthcare past and present; to examine the specialized knowledge and skills necessary for a given health profession; the evaluation of employment opportunities and trends; and the time and financial commitment in education and the projected remuneration of given health profession, based on the organization and financing of health services today and the future. The goal is to encourage students to examine more than one avenue in healthcare field and to expose them to healthcare professions that would advance to a satisfying career which they might not otherwise consider.

## CIVIL & ENVIRONMENTAL ENGINEERING 19

### Ertugrul Taciroglu, S06

#### *Learning from our Mistakes: Catastrophic Failure of Structures through the Ages*

Engineers constantly strive to perfect their designs by careful analysis and experimentation, and to reach new frontiers in a constant battle with the elements of nature. This constant push, and the ever-present limitations in our understanding of the physical world, occasionally leads to unfortunate and catastrophic failures.

*“The intellectual engagement of this class was the highest I have ever experienced.”*

— Student’s Quote, Student/Student Interaction

## EARTH & SPACE SCIENCES 19

### Jonathan Aurnou, F05

#### *Signs of Glaciers Past: Eastern Sierra and Tuolumne*

Since the time of their uplift, the Sierra Nevada mountains have been carved and re-carved by glaciers. Weekend studying geological record of past ice ages along eastern front of Sierras and Tuolumne Meadows area of Yosemite National Park. Examination of massive glacial moraines of Convict Lake and hike to top of 11,004-foot Gaylor Peak: ([http://www.summitpost.org/show/mountain\\_link.pl/mountain\\_id/1829](http://www.summitpost.org/show/mountain_link.pl/mountain_id/1829)) to survey array of glacial landforms. Each student becomes expert on topic relevant to trip and helps educate class when we arrive at field area that pertains to their expertise.



### David D. Jackson, W06

#### *Southern California Environment: How is it doing?*

In a one-day seminar (with guest lectures) and a one-day field trip, we will discuss the condition of the physical environment in southern California. Topics will include water supply and quality, air quality, pollution, earthquakes, floods, and soils. Readings will focus on recent topical reports, and the field trip will explore where our water comes from. This course is designed in part to introduce the nascent undergraduate major in Environmental Science.

### John Vidale, F05

#### *Bad Science*

Although most science research is conducted well, in notable cases scientific method has gone awry with dramatic and long-lasting results. Review of eight concrete examples of deeply-flawed science, avoiding theoretical ethics or scientific method approach. Topics are a mix of honest resolvable disagreements, philosophical differences, and fraud. They include these misadventures: earthquake prediction; the Piltdown Man; Trofim Lysenko, whose misbegotten genetic theories starved millions of Soviets and Chinese; creationist challenges to evolution; homeopathy; cold fusion, Papp engine, and global warming. The focus is on the quality of science rather than politics. All assignments are online.

### An Yin, W06

#### *Rivers and Earthquakes of Santa Monica Mountains*

The Santa Monica Mountains separate densely-populated greater Los Angeles area into the San Fernando Valley and the Los Angeles Basin, and are bounded by an active fault system that is capable of generating devastating earthquakes. This seminar is to review the most recent progress in examining the earthquake history of the Santa Monica Mountains region by examining the relationship among drainage patterns, topography, and active deformation. The instructor will lead a one-day field trip to examine the effect of earthquake ruptures on landscape morphology and the growth history of the Santa Monica Mountains.

## ECOLOGY & EVOLUTIONARY BIOLOGY 19

### Donald Buth, F05

#### *Parasites: Eating Us Alive*

This seminar will introduce students to the parasitological half of the animal kingdom by way of popular text that emphasizes historical aspects of this biological phenomenon. Humans as hosts are emphasized. Topics include how parasites have influenced human evolution and human history.

**Elma Gonzalez, F05*****Frenzy of "The Birds:" Toxic Algae that Inspired Hollywood***

There are a variety of species of unicellular algae that pose a threat to marine and freshwater organisms and increasingly to human populations as well. In this seminar, our goal is to understand the diversity of the harmful organisms, the conditions under which they become harmful, and the potential for future increase in their incidence along north American shores.

**Malcolm Gordon, S06*****Can We Save Biosphere, or at Least Some of It?***

Discussion of possible strategies and tactics that we, as individuals and as members of society, may be able to use sustainably protect, preserve, and use what remains of the Earth's biosphere. Background readings and recent current events are used as springboards for discussions. Issues may include environmental, socio-political, and economic impacts of increasing human populations, habitat destruction (planned and unplanned), management of non-renewable and renewable resources, exotic and invasive species, threatened and endangered species, and other relevant issues of interest.

**Kenneth A. Nagy,\* W06*****The Future of Biodiversity: Is There Hope?***

Homo sapiens (humans) has been such a successful species on this planet that it has been able to take away Earth's limited space and supplies from other species, causing them to go extinct at an ever-increasing rate. Should this be stopped? Can it be stopped? Or are humans not capable of changing their lifestyles enough to make a difference? Discussion of these and other issues will take place while reading Ed Wilson's *The Future of Life*.

**Peter Nonacs,\* F05*****Evolutionary Medicine: How Natural Selection Helps Us Understand Why We Get Sick***

Why do we grow old and die? Why do our own cells sometimes become cancers that grow wildly until they kill us and themselves? Why are plant poisons designed to kill insects—such as caffeine, nicotine, and chocolate—some of our favorite substances to eat? Why are new and deadly diseases appearing in our hospitals? Questions like these have long puzzled medical science. Exciting new approach to these "why" questions involves application of evolutionary principles. Disease, illness, and human behavior not as constant phenomena, but as having evolved and continuing to evolve through Natural Selection. Evolution is fundamental concept that unifies all of modern biology and, perhaps very soon, modern medicine as well.

**Eduardo Zeiger, S06*****Parallel Universes: Evolutionary Theory and A Jewish Perspective of Genesis***

Evolutionary theory postulates that life as we know it arose from random mutations and natural selection over long periods of time. Judaism teaches that God created the entire universe. Two viewpoints appear irreconcilable; in fact it has been said that we should deal with evolutionary theory during the week and with religion on the weekend. Surprisingly, when one looks at Genesis from a Jewish standpoint, particularly using Kabbalistic analysis, one discovers that the concept of evolution is central to Genesis, and that evolutionary theory and the study of Genesis illuminate each other. In this seminar, we will explore the interpretation of Genesis using rigorous Kabbalistic analysis, with an emphasis on evolutionary processes.

*"The classes offer a rare opportunity for you to help students to look at a topic that interests you within a pressure-free context (no grading). They seem to like it & are willing to 'study' something that they would otherwise not approach (for instance, my students consistently tend to be from non-Humanities parts of the campus)."*

— Faculty Quote, Advice for Faculty who will Teach a Seminar in the Future

**HONORS COLLEGIUM 19****Dominique Turnbow, S06*****How I Learned to Stop Just Googling... and Find the Really Good Stuff! (Sciences Focus)***

Google: 42,900,000 results. This is what you get when you search HUMAN AGING in popular Web search tool. Search on "HUMAN AGING" brings results down to 221,000. Even with just hundreds of results, important questions remain: Are these items accurate, complete, authoritative, and up to date? What is their purpose and point of view? Who is the intended audience? General web search tools find sites in "visible web." Hiding in "invisible web" are important databases like PsycINFO (licensed/subscription) and PubMed (free), listing scholarly research materials which may support or refute what is found through general Web search tools. Research secrets, tips, and tricks to identify, locate, evaluate, and use quality research materials effectively and responsibly. Supports GE cluster sciences-oriented research papers.

## HUMAN GENETICS 19

### **Christina Palmer and Michelle Fox, W06**

#### *Genetic Counseling: Making Genetics Real*

This course focuses on the fascinating field of genetic counseling. Genetic counseling combines psychology and science to explain the role of genetic information in the lives of individuals and society. By 'making genetics real,' genetic counselors help individuals to understand genetic information and to make decisions about its use, for example, through genetic testing for conditions such as cancer, Alzheimer's disease, cystic fibrosis. Through the exploration of case histories in each of the areas of genetic counseling specialization, we will discuss the ethical dilemmas facing individuals in approaching their genetic future.

### **Janet Sinsheimer, W06**

#### *Nature, Nurture: Is it Genes or Upbringing That Defines Us?*

From Victorian eugenics to post-genomic questions about women and math, debate has raged long and widely over the influence of genes versus environment in determining complex traits like human intelligence. In this seminar, we will explore the debate and why it has been so difficult to reach consensus. We will examine traits like intelligence and sociability, and diseases like schizophrenia and autism, to critically assess scientific literature and to explore questions such as: What does it mean for a trait or disease to be genetic? How can we determine the role played by genes? How can we determine role played by environment? How do genes and environment influence each other? Why is it more difficult to determine the role of genes and environment in human traits and diseases compared with animal counterparts? How far can we extrapolate from animal studies to understand roles of genes and environment in human traits and diseases? If a disease is highly influenced by genes, how can we hope to change its outcome?

*“The subject matter was very interesting and no prior background knowledge was needed. Everyone could somehow relate and contribute to the subject matter. Also it was great to actually be taught by a professor you could get to know a little bit...”*

— Student's Quote, Seminar Strengths

## MECHANICAL & AEROSPACE ENGINEERING 19

### **Anthony Mills, S06**

#### *Energy and the Environment*

This seminar will address one of the most critical problems facing state, nation, and world in the 21st century—that is, conflicting demand of adequate energy supply and protection of the environment. Students will be given opportunities to investigate and discuss a broad range of current and potential energy sources, as well as their impact on the environment and potential methods for mitigating degradation of the environment. Students will discuss quantitative assessments of various issues that have potentially different viewpoints/conclusions, allowing students to gain accurate and practical viewpoints. In addition, career opportunities and required education will be discussed.

### **Laurent Pilon, F05**

#### *Energy, Population, and the Environment*

Industrial nations face an unprecedented combination of economic and environmental challenges, including how to meet expanding energy needs without adding intolerable amounts of greenhouse gases to atmosphere and further impacting climate and environment. Increased fossil fuel usage threatens public health and environment while depleting natural resources. These issues are addressed from demographic, economic, and political perspectives. Fast population growth in developing countries and emergence of global economy create unprecedented stress on resources. Emerging countries claim access to same standard of living as industrial nations, resulting in increasing energy needs. From international security standpoint, energy issues include potential for conflict over access to remaining supplies of fossil fuel. The course discusses all these issues in a comprehensive and interactive manner.

## MEDICINE 19

### **Neil Parker, W06**

#### *The Magic of Medicine*

Extraordinary discoveries and methods of treatment that frequently occur in the UCLA Medical Center and the David Geffen School of Medicine are shaping the course for medicine worldwide. Computer robotic surgery, nanomedicine and exquisitely designed surgeries that separated conjoined twins are lauded in medical journals and news media. This seminar will introduce students to translational medicine...the exciting scientific discoveries that are immediately applied to clinical treatment and practice illustrated in the UCLA Medical Center. The seminar will engage students in critical discussions of the potential for cutting edge research; how discoveries are made and how they translate into medical practice and treatment. Through discussion and exposure to distinguished scientists and clinical faculty, students will learn of the tremendous potential in the medical sciences and its impact on the future of health care and treatment worldwide.

**David Schriger, S06*****Doing Better and Feeling Worse? Issues in U.S. Health Care Delivery***

The paradox of the U.S. health care system is that it provides unparalleled care to some while providing substandard care to many. This paradox is exacerbated by continuous introduction of new and evermore expensive technologies that raise the cost of health care above what the average citizen can afford. Health care now accounts for more than 16% of the G.N.P.; we spend far more than other countries yet fail to produce better health outcomes. In this seminar, we will discuss the consideration of forces that have created the current situation. We will examine how concepts fundamental to American life--capitalism, individualism, autonomy--constrain attempts to improve the system. We will examine the pharmaceutical industry role. Is industry evil or is it simply following a bad set of rules and regulations? Intended for all students; those interested in political science and philosophy welcome.

**MICROBIOLOGY, IMMUNOLOGY, & MOLECULAR GENETICS 19****Lawrence Feldman, S06*****Bird Flu: What Is It? Is It Dangerous?***

A brief description of what a virus is, followed by how human influenza virus infects our cells. How human influenza and avian influenza differ in their attachment to cells, and what this means for potential human infection.

**Robert Simons, S06*****Bacterial Superbugs: What They Are and Why They Are So Scary!***

We have all heard and read about flesh-eating, antibiotic-resistant strains of bacteria that seem to defy modern medical treatment and threaten our lives. But what are these little beasts? Where do they come from, how common are they, and how much should we be worried about them? In this seminar, we will try to answer these and related questions; separation of fact from fiction, and genuine concern from hysteria. Readings from newspapers and magazines lay out current popular views. Introductory scientific readings define problems in greater and more objective detail, explaining underlying bases of problems at hand, and documenting spread and real dangers that superbugs present now and in the not-too-distant future. Readings from the government reveal the extent to which measures to combat these problem are being taken. Discussion relates these important questions to careers in research, medicine, and public policy.

**MOLECULAR, CELL AND DEVELOPMENTAL BIOLOGY 19****John Merriam,\* F05*****Utopian Visions of Human Biology***

Nature-nurture, eugenics, genetic determinism, gene therapy, and now, human cloning continue to produce controversy. We will evaluate the scientific merit of different positions in that controversy, and the moral and ethical limits over using DNA science.

**NURSING 19****Janet Mentes, S06*****Who Wants to Live to 100? Aging in the 21st Century***

This seminar will explore what is currently known about human aging and longevity and put it in the context of personal and family aging concerns. We will tackle questions such as, when are we old? It is fine to grow old, but do I have to get sick? What about antiaging medicine? How can I plan for my parents or my own aging? By the end of the quarter, students will have an appreciation of aging trends, stereotypes, common illnesses and strategies for healthy aging.

**Mary A. Woo, S06*****Heart Disease: It's All in Your Mind***

Overview of mind/brain-heart interactions in the development and progression of heart disease. Discussions emphasize both the psychological and physiological relations between the brain and the heart, and pharmacologic and non-pharmacologic interventions. Brief presentations by instructor and other investigators of UCLA research on brain-heart interactions (immune function, brain imaging studies, and psychosocial evaluations) in patient populations with, or at high risk for, cardiac disease.

*“Our professor was really understanding and made the setting very comfortable and open to anyone’s ideas. Professor [X] made sure that we all listened to each others’ opinions and everyone was encouraged to speak.”*

— Student’s Quote, Seminar Strengths

## PEDIATRICS 19

**Daniel Levi,\* W06**

*Pediatric Heart Transplantation: Giving Children with Failing Hearts a Chance*

Heart failure in a baby or in a young child can require complex medical and surgical interventions including heart transplantation. This course will use the subject of pediatric heart failure and transplantation to allow students a glimpse into the world of Mattel Children’s Hospital at UCLA. To enhance medical learning experience, undergraduates will be treated like medical students or residents as they are brought on rounds in the hospital, observe procedures, and talk with patients and families. The course will focus on interactive discussions of cardiac anatomy, causes of heart failure in children, and treatment with medicines and transplantation. Students will have the opportunity to examine actual human heart specimens and will be exposed to the surgical technique, catheterizations, echocardiograms and ethical issues in transplantation. One day will be spent on immunology surrounding heart transplantation and another day will be dedicated to ethics of pediatric heart transplantation.

**Edward McCabe\* and Linda McCabe, W06**  
*Stem Cells: Promise and Peril in Regenerative Medicine*

An examination of the impact of Proposition 71 on stem cell research and the therapeutic use of stem cells. The issues considered will include patents, science by political initiative, costs and benefits of stem cells therapies, consumer’s role in science policy, and the national impact of Proposition 71.

## PHYSIOLOGICAL SCIENCE 19

**Scott Chandler, S06**

*Shall We Dance? How Brain Controls Movement in Health and Disease*

When we get up to dance, shake someone’s hand, or perform most movements, our brain performs flawlessly allowing us to perform our task. However, as result of injury to the brain or spinal cord, or genetic defect, such movements are difficult or impossible to perform. In this seminar, we will investigate how the brain controls movements during health, and disease states.

**Alan D. Grinnell, S06**

*On Human Nature: The Evolution and Future of Human Animal*

This course will be based on careful reading and discussion of seminal books by two of the most profound thinkers in the field of human evolution and behavior: *The Third Chimpanzee*, by Jared Diamond, and *On Human Nature*, by E. O. Wilson. Topics to be covered will include methods of tracing evolutionary relationships between animals; the “giant leap forward” that separated man from other animals; strangeness of human sexuality and life cycles; development of language, art and religion; the explanations for dramatically different rates of cultural development on different continents; the collapse of human societies; and the degree to which human behavior is genetically determined.

## PHYSICS 19

**Michael Jura, Jim McWilliams and Ben Zuckerman, S06**

*Energy in Modern Society: Now and in the Future*

This seminar will examine the central role of energy in modern society for such purposes as transportation, communications, heating and cooling, and generation of electricity. We will characterize the basic sources of energy including fossil fuels. We will address the impact of energy use on the environment and discuss global warming. We will discuss future strategies for obtaining energy as we deplete our fossil fuels and/or overheat the planet.

## PSYCHOLOGY 19

**Christia Brown, S06**

*What Children Know About Gender and Racial Stereotypes*

Although we often assume children are “color-blind” and treat everyone equally regardless of race, ethnicity, or gender, that is far from the truth. In this seminar, we will discuss psychological research on what children actually think about these important social groups. We will also discuss how stereotypes can negatively affect children’s academic performance (and what college students can do to ensure their own performance is not negatively affected by stereotypes). Finally, we will evaluate the effectiveness of interventions aimed at reducing prejudices in children.

**Seymour Feshbach, F05**

*Human Aggression: Causes, Myths and Management*

In this seminar the role of evolutionary and other biological factors and social and cultural influences will be considered. Specific attention will be given to similarities and contrasts with animal aggression, to gender differences, to mass media influences, to socialization factors, to the role of individual differences in aggression in attitudes towards war, and to approaches to the reduction of aggression.

**Carlos V. Grijalva,\* S06***Stress! Causes, Symptoms, and Remedies*

We all have our perceptions and misperceptions of what “stress” is and the impact that different experiences have on our lives. This seminar is intended to gain a better understanding of “stressors” in our lives and the impact they can have on mental and physical health. The causes and symptoms of stress will be examined and stress management techniques will be highlighted.

**Yuen Huo, F05***The Diversity Challenge: Understanding and Overcoming Group Conflicts*

Progress in civil rights and a new wave of immigration have created an unprecedented level of diversity in American schools, workplaces, and communities. As individuals from different cultural, ethnic, and racial groups come together, questions are raised about how this demographic shift plays out. Can people from different cultural backgrounds find ways to live and work together, despite their differences? Or is social division along ethnic and racial lines inevitable? These and other questions are addressed by drawing upon scientific research on origins and consequences of group conflicts and strategies for overcoming them. Films and in-class exercises supplement readings to stimulate class discussion.

**Thomas Minor, S06***Psychological Trauma and its Effects on Mental and Physical Health*

Unexpected, uncontrollable aversive life events can have serious emotional side-effects that adversely impact our interactions with others, as well as our physical health. This seminar provides an overview of psychological and biological reactions to trauma, including changes in brain, endocrine, and immunological function. Psychological interventions that mitigate the impact of and facilitate recovery from trauma will also be discussed.

**PSYCHIATRY & BIOBEHAVIORAL SCIENCES 19****Timothy Fong, S06***I'm All In! America as Gambling Nation*

The rise in popularity and acceptance of legalized gambling has made it the most profitable form of entertainment in America. Over \$72 billion dollars are made each year through legalized gambling. Gambling can be accessed in nearly every state in America, and recent technology has made gambling so portable and efficient that there are now almost no barriers to access. This course will explore the history of gambling in America and we will discuss how gambling has continued to reinvent itself from prohibited behavior to becoming part of mainstream popular culture. Particular attention will be placed on understanding that gambling for most people is recreation, but for some can become devastating addiction. Discussion will be placed on understanding the economic, social, and political consequences of legalized gambling.

**Thomas Newton, S06***Drug Abuse and Addiction: Why Things That Feel So Good Can Be So Bad*

Addiction is a complex social, psychological, and biological phenomena. In this course, we will examine briefly what is meant by the term addiction, how addiction is studied using animal models, and how these models may be relevant to understanding clinical aspects of addiction.

**PUBLIC HEALTH 19****Pamela Viele, Karen Minero and Jill DeJager, W06***So Cosmo Says You are Fat? Well, I Ain't Down with That: Nutrition & Body Image*

This course will examine the personal, social, and environmental factors that influence college students' eating behaviors and body image through the lens of social learning theory and PRECEDE model. Students will learn to apply these theories in developing an individualized plan to eat well, be active, and feel good about their bodies. Students will also learn practical skills with application to stress management, positive body image, and nutrition as they participate in critical evaluation of popular diets, healthy body weights, sports nutrition, fitness, supplements, muscle builders, media body ideals, and self-destructive thoughts. Presentation of subject matter in academically rigorous manner, while simultaneously promoting positive developmental outcomes.

## STATISTICS 19

### Richard Berk, F05

#### *Statistics of the Death Penalty*

In this course, we will examine several sets of official statistics describing death row populations and consideration of what is empirically known about processes by which people in the U.S. are sentenced to death. Context is larger debate about death penalty and such questions as whether death penalty deters violent crime.

### Nicolas Christou, F05

#### *The Value of Money*

How much will one dollar today be worth next month? Or next year? Or in ten years? It depends on how much interest the investor earns if the dollar is deposited in a bank account. Or it depends on where the dollar is invested. There are investments that yield a higher return than that of a bank's savings account but they are also associated with some risk. How do we measure and manage risk? Real life examples will be used, such as those involving the present and future value of money (credit cards, car loans, home loans, student loans), and stock market investments, will allow us to address the previous questions, and to better understand the value of money.

### Gretchen Davis, W06

#### *Visual Display of Data: Good, Bad, and Ugly*

How can we present a large amount of data in the most accurate, compact, easy to understand format so we can gain information? In this seminar, we will consider the principles of data display developed by Edward Tufte, professor emeritus of Yale University, whose work in visualizing information has influenced statisticians, web site masters, graphic designers, and other readers who think about displaying data.

### Frederic Paik Schoenberg, F05; S06

#### *Hold'em or Fold'em: Poker and Probability*

Fundamental concepts of elementary probability theory and statistics, which are useful in a very wide variety of scientific applications. Students learn basic foundations of probability, including axioms of probability, addition and multiplication rules, conditional probability, expected values, and combinatorics. Discussion of important statistical concepts such as standard deviation, law of large numbers, central limit theorem, simulation, standard errors, and confidence intervals. All of these topics, which are broadly applicable in the sciences, are motivated by examples of situations and concepts that arise naturally when playing Texas Hold'em, a game of strategy and chance whose complexity is surprising and whose popularity is rapidly increasing.

*“Take the plunge—they are great experiences and you can really deal with the issues you find exciting. Have fun and let the students have fun. They are genuinely interested in learning.”*

— Faculty Quote, Student Engagement

### Chiara Sabatti, F05

#### *Eugenics and Statistics: Interpreting the Genetic Basis of Human Traits*

The identification and interpretation of the genetically basis of human traits like height, IQ, temperament, has been a source of considerable debates from the beginning of such studies. And rightly so, as there are a number of implications for society associated to the diverse interpretations. We will focus on the debate that took place at the beginning of the last century. The mechanism of inheritance of traits like height was not clear; the emerging field of statistics contributes to establish the existence of a genetics basis for them and a founding father of Statistics as R.A. Fisher proposed mathematical models used to date to explain the inheritance. This is an ideal example to understand the role of statistics in framing what can be considered as scientific truth with particular reference to genetics—and what are the terms of its implication in society.

### Hongquan Xu, S06

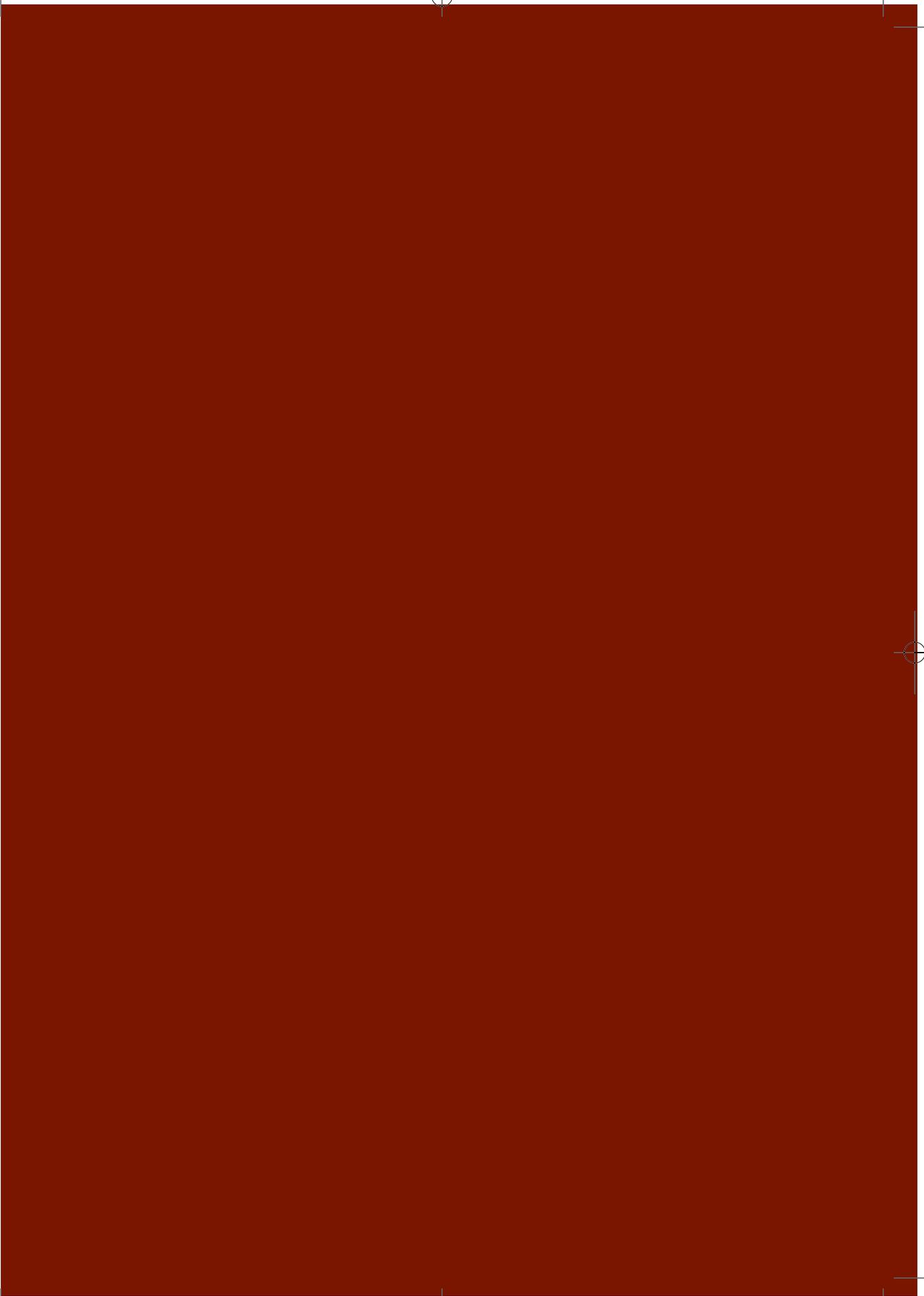
#### *Data Mining: Finding Knowledge in a Sea of Information*

Data mining is an emerging field on the interface between artificial intelligence (machine learning) and statistics. The goal is to discover hidden facts contained in large databases. Application areas include marketing and sales, finance and credit industry, pharmaceutical research and development, manufacturing, and scientific research. In this seminar, we will study the introduction to data mining concepts, methods, and applications. Data mining techniques such as classification, clustering, association rules, decision trees, and statistical modeling are also introduced.

### Ilija Zaliapin, F05

#### *Paradoxes of Random Events*

History of science is a history of its mysteries and paradoxes. This is especially true for the Science of Random: Theory of Probability and Statistics. During this course we will discuss problems, which inspired (as well as confused) many great people of the past and thus prompted development of mathematics of random. We will concentrate on paradoxes -- seemingly contradictory statements that may nonetheless be true and sophisms—plausible but fallacious arguments. The main goal is to highlight some important and exciting concepts that once allowed to resolve great mysteries of chance, and which now constitute the foundations of the modern Theory of Probability and Statistics.





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