GE-C, Social Analysis

Courses that meet this requirement explore the causes and consequences of social phenomena by teaching students to apply the quantitative and qualitative methods of the social sciences to understand how people behave and influence the world through institutions and other cultural forms.

ACAD 181g, Disruptive Innovation

This course is only for a specified cohort of students.

ACAD 181 is a four-unit course that studies the generation and diffusion of innovations in populations. The course is organized into the following modules:

- Ideation - processes and practices of innovative thinkers and groups.
- Diffusion - quantitative determination of an innovation's adoption in a population.
- Execution - organizational structure and dynamics in innovative groups, and links to accelerated diffusion dynamics.
- Assessment - methods and approaches to ranking opportunities in a portfolio of prospective innovations; links to organizational structure and diffusion opportunities.

This course description has been provided by Professor Andrea Belz.

AMST 101gmw, Race and Class in Los Angeles

AMST 101gmw also satisfies the requirement in GE-G, Citizenship in a Global Era.

Beaches; Hollywood; palm trees; beautiful weather; and most importantly, a chance to start over. These have all been key images in representations of Los Angeles from the moment of U.S. conquest to the present. But equally important to the reality of Los Angeles has been the less glamorous side: a history of racial violence; capital of the working poor; two major waves of civil unrest (the Watts riots of 1965 and the Los Angeles uprising of 1992); and a hot-bed of anti-immigrant activism. It is the relationship between these two different trajectories that we will study in this class. How can Los Angeles produce such incredible wealth and poverty at the same time? What is the relationship between the two? Especially critical is the fact that as goes Los Angeles, so goes the rest of the U.S. Whether it is immigration, racial diversity, economic polarization, or sprawl – Los Angeles holds important lessons for both the U.S. and cities across the globe.

In this the course we will concentrate on five main topics that will hopefully illuminate larger social processes that shape Los Angeles: History and Settlement; Immigration; Economics and Labor; Place & Landscape; and Environmental Justice.

This course description has been provided by Professor Laura Pulido.

AMST 135gmw, People and Cultures of the Americas

AMST 135gmw also satisfies the requirement in GE-G, Citizenship in a Global Era.

This course uses sociological, geographical, and interdisciplinary methods to introduce students to the field of Latina/o and Latin American Studies. We use political economic, cultural, and social frameworks to analyze class, race, gender, and sexual identities in the Americas. The course begins by studying the colonial encounter, we then move to the nation-building period, and the consolidation of particular kinds of social identities that emerge out of these processes.
Students are guided through a variety of readings, written assignments, and lectures to help them understand how the state, political violence, immigration, social movements, poverty, debt, and cultural production help us better understand the specific social phenomena of the Americas. We use specific case studies to explore the relationship between policy, social practice, and cultural formation. For example, the class uses a mixed methods approach to interrogate the complex and intersectional processes involved in immigration and racial formation. Students analyze the category of citizenship by reviewing the changing ways citizenship has been conceptualized over the course of the 20th and 21st centuries in the United States, especially in relation to Latina/o populations. Using political economy, legal, and cultural approaches we analyze recent immigrant legislation as well as its historical shifts to address the implications of US policies and discourses about the US/Mexico border and in relation to other Latin American nations. We study how US legal mechanisms of citizenship both expand upon ideas of the importance of global citizenship, yet also continue to police and militarize the boundaries of US citizenship.

This course description has been provided by Professor Juan de Lara.

AMST 200gm, Introduction to American Studies and Ethnicity

AMST 200gm provides an introduction to major themes, issues, theories, and methods in American Studies and comparative ethnic studies. We will explore the shifting historical meanings of republican virtue, freedom, citizenship, and national community. We will also explore race and ethnicity as central themes in American Studies that undergird virtually every topic. We will explore how social categories, inequalities, and identities of “race” have been created and re-created in the United States over time, including through the transnational networks that have worked to construct U.S. power (including imperialism, war, migration, globalization). What is race? How has it been historically constructed? How does it interact with structures of class, gender, sexuality, and immigration? How do concepts of race shape views of culture, citizenship, and the nation-state?

This course description has been provided by Professor Macarena Gomez-Barris.

AMST 252gmw, Black Social Movements in the U.S.

AMST 252gmw also satisfies the requirement in GE-G, Citizenship in a Global Era.

Black Social Movements is a course that applies social movement theories and historical analyses of African American efforts to secure their citizenship rights, social economic freedom and gender equality from the late colonial period to the present. As such it covers major economic and political struggles over slavery, freedom, self-determination, and human rights. For example we begin with slavery and abolition and use award winning secondary and primary sources to test sociological definitions of social movements versus the hidden and open forms of resistance available to free and fugitive black abolitionists and the bondsmen and bondswomen. We (the students and I) also examine the effect of geography and gender on resistance and social movements from the antebellum period to the present. Students are helped to understand the ways in which traditional forms of empirical evidence—diaries, court documents, wills, legislation can privilege literacy, the law, wealth and power and learn to evaluate methods of adding the voices and will of those held in captivity, peonage, poverty, and oppression to the historical record. The class provides students with the opportunity to make a thorough examination of black freedom movements helping them to develop the analytical tools to understand specific intellectuals, organizations, institutions, allies and adversaries, and the ordinary working class people whose aspirations, energy, and faith engendered the great mass movements of the 19th and 20th century.

This course description has been provided by Professor Francille Wilson.

AMST 285g, African American Popular Culture

Employing a wide variety of different popular culture genres produced by and about African-Americans, including but not limited to theatre, music, sports, film, dance and literature, this course critically examines Black popular culture in the United
States and its surrounding politics. Beginning with blackface minstrelsy, the Harlem Renaissance and Swing, and ending with Hip-Hop, Chappelle’s Show and Bossip.com, we will chart chronological and topic driven paths, so as to answer key questions about the genealogies of Black forms and the ways in which they have been and are popularized. Recognizing how gender, sexuality, class, region, and other identity markers inform race, we will challenge assumptions about the parameters of African-American popular culture, as well as its political stakes, aims, and functions.

*This course description has been provided by Professor Javon Johnson.*

**ANTH 140g, Mesoamerican Cosmovision and Culture**

Formerly ANTH 140g, Native Peoples of Mexico and Central America.

This course introduces students to the ancient civilizations of Mesoamerica. The course is specifically designed to cover a wide variety of social science approaches to studying ancient societies, including: an art historical approach, the direct historical approach, the ensemble approach, and the conjunctive approach. Students learn how to assess the variety of data sets that come to bear on interpretations of the past so that they can determine which approaches they are most comfortable with for analyzing ancient cultures. These lessons are learned within the context of Mesoamerican prehistory and the rise and fall of great civilizations.

*This course description has been provided by Professor Thomas Garrison.*

**ANTH 201g, Principles of Human Organization**

This course attempts to convey to students the essence of the cultural relativist perspective. It introduces the conceptual and analytical tools used by cultural anthropologists to understand other cultures in their own terms, making the exotic seem less so, while de-naturalizing one’s own cultural understandings. The course provides examples of the theoretical frameworks that anthropologists have devised to account for the diversity of the human experience in linguistic, social, economic, political, religious terms, and demystifies the concept of “race”. Students do the equivalent of fieldwork by reading two ethnographies in which they hopefully find applied the concepts and frameworks they are learning about in their lectures and texts, and write a comparative review.

*This course description has been provided by Professor Eugene Cooper.*

**ANTH 202g, Archaeology: Our Human Past**

This course introduces students to the study of archaeology. The class introduces methods and theories used by archaeologists within an historical context. It also demonstrates the practice of archaeology through a world survey of classic and modern case studies encompassing some of the greatest discoveries ever made. Students will come out of the course with a clear understanding of the relationship between archaeological data and interpretation and will be able to use this knowledge to craft an original argument about the archaeological record. Students will also understand the interplay between human action and cultural settings within the unique temporal context provided by archaeological research.

*This course description has been provided by Professor Thomas Garrison.*

**ANTH 205g, Introduction to Global Studies and Overseas Research**

Global Studies is an effort to capture the new dimensions of social interactions at the turn of the 21st century. It examines cultural differences and their histories in the light of what it is often called the “crisis of globalization”. Contemporary globalization is the increasing flow of trade, finance, culture, ideas, and people brought about by the sophisticated technology of communications and travel and by the worldwide spread of neoliberal capitalism, and it is the local and regional adaptations to and resistances against these flows.
Studying societies through the lens of Global Studies opens new territory, challenging the bounded world of communities, localities, peasants, tribes, and cultures that has characterized cultural research in the past. Theories of global connections have coalesced around debates concerning migration, peace-building, the environment, inequities in wealth and power and the rise of religious movements. This theoretical blending is often combined with a hard-nosed, pragmatic attention to empirical detail that suggests at least a partial resolution to the divisions that have split scholars and practitioners over the past decades.

This course introduces students to the perspective of Global Studies, which combines insights from anthropology, history, political science, international relations, religion, sociology and comparative literary studies. It also presents a series of issues that can be studied in various places all over the world, and should orient students to important themes that they can explore in their own overseas research. Since most students will study living societies and the problems they face, the methodology introduced in this course is primarily ethnographic, but will also refer to other methods (archival research, surveys) and forms of analysis.

**ANTH 314g, The Nature of Maya Civilization**

The Maya have fascinated the public and scholarly communities ever since they were revealed in mainstream publications in the 1840s. As one of the few major ancient civilizations to have emerged in a tropical jungle setting, they are often labeled as “mysterious” or “enigmatic.” In the last decade the Maya have been in the public consciousness even more than ever as the so-called “December 21, 2012 Maya Apocalypse” came and went. This doomsday prophecy is just one of a number of false claims attributed to the beliefs of the Maya people that are entrenched in the popular perception of this brilliant civilization. This course seeks to present the true nature of Maya civilization as it is understood from the archaeological record and the ancient texts of the Maya themselves. The ancient Maya obtained some of the greatest achievements of the cultures of the New World and many of their beliefs survive in modified forms among their modern descendants who live throughout southern Mexico and Central America.

This course provides an in depth examination of the Maya civilization from its shadowy beginnings in the 2nd millennium BC to current struggles faced by modern Maya peoples living in Latin American nation-states. A particular emphasis will be placed on the Maya of the Classic Period (AD 250-1000) including their own histories, which were recorded in elaborate glyphic texts. This course should make plain some of the mystery surrounding the Maya who have been the subject of much erroneous speculation in recent years.

*This course description has been provided by Professor Thomas Garrison.*

**ANTH 332g, Anthropology and Narrative Medicine**

This course considers texts both within and outside anthropology that have emerged in the past several decades in what has come to be called “narrative medicine.” It’s practical concern has been to train clinicians in the development of “narrative competencies” designed to improve their ability to listen to and analyze illness and disability narratives that patients bring to them. Narrative medicine emerged as a response to the challenge that biomedicine’s way of understanding clinical practice and training its professionals casts medical problems in too narrow a light, separating them from the experiences of patients and their personal histories. Anthropologists have been significant contributors to this increasing focus on narrative in the clinical community by carrying out ethnographic research that reveals how narratives of illness and disability are shaped by cultural, political and social conditions.

This course will focus on the anthropological contribution by exploring the cultural and social dimensions of illness and disability narratives. Students will critically analyze narrative data as a means for understanding of the personal and societal dimensions of illness and disability. What kind of evidence does narrative provide? How should it be assessed in terms of rigor? These questions will be addressed both through analysis of texts but also through direct involvement in research. A major course objective is to provide students direct experience in anthropologically oriented narrative research. They will
conduct and analyze a narrative interview of someone living with chronic illnesses or disabilities. Analysis will include examining the cultural, political and economic dimensions of personal stories of illness and disability.

Narratives, and other poetic or expressive forms (films, photography etc.) have become central media through which the experience of suffering is communicated and made meaningful. Narrative medicine programs frequently draw upon films as part of training clinicians to become more “narratively competent” in eliciting and analyzing patient stories. Through these aesthetic modes of expression, disease and pathology become visible as personal and social experiences that shape the lives of sufferers. In this course, students will be exposed not only to written narrative texts but also to visual media, especially films about illness, disability and clinical care. Thus the course brings together medical anthropology and visual anthropology.

Much of the research in medical anthropology has focused upon chronic illnesses because these, especially, reveal and are deeply shaped by cultural and social factors. This course will emphasize bodily suffering that comes with life altering medical conditions – critical or chronic illnesses or disabilities. Bodily affliction may be universal human experience but it takes particular shape within specific societal contexts. So, too, practices of healing are shaped by specific cultural, political and social forces. We will investigate western biomedicine as experienced and practiced primarily – but not exclusively -- within the United States. We will consider health care practices from multiple perspectives, including health professionals, patients and their kin.

We will consider the world of clinical care, the hospital and the practice of health care from a cultural perspective. In short, we will examine medicine as a cultural practice. What is the experience of being a patient in a hospital like? How is biomedicine imagined? How is it represented in popular culture? What are some of the fundamental concerns, commitments and dilemmas of health professionals? How are these expressed in their practices? Western biomedicine has historically been faced with a kind of paradox, one that plagues many health professionals. Should the patient be treated primarily as a “site” of disease? This, after all, is what the science of medicine has overwhelmingly been about. Or should professionals treat patients in a personal way, trying to individualize care to the particular needs and life situations of patients? Is it possible to do both? Are these two in conflict?

We also pay special attention to illness and disability from the point of view of patients and their family care givers. What is it like to suffer from chronic, severe or disabling illness? What kinds of stigma are faced? How does this suffering shape perspectives about life possibilities? How do encounters with health professionals affect not only medical conditions but also experiences of living with chronic illnesses? What do sufferers come to hope for, even if cure is not possible? How do hopes change over time?

This course description has been provided by Professor Cheryl Mattingly.

CORE 104gw, Change and the Future: Thematic Option Honors Program

This class is only for a specified cohort of students.
CORE 104gw also meets the requirement in GE-G, Citizenship in a Global Era.

Human beings need to live together in groups, associations, local communities, nation-states, and transnational organizations. It’s not just a matter of getting along together (i.e. of being free of the threat of violence from others around us); we have to engage in a wide variety of cooperative ventures with others and to do so we must reasonably expect that all will have a fair share in the fruits of the venture. On what basis can we coordinate our actions and expectations with those of the people with whom we would cooperate, so that we and they can be satisfied that we are cooperating on terms that are fair and just? That is the basic question of political philosophy.

Political philosophy has a long history. We’ll begin with Plato’s classic dialogue The Republic, in which he tries to answer the question ‘What is justice?’ by paralleling justice in the state and justice in the individual soul, ending up with an insistence that the best state would be ruled by philosophers, the only ones who have knowledge of the Good. We’ll then jump ahead to the Renaissance, to the political philosophy of Machiavelli. Machiavelli is often misperceived as encouraging amorality and ruthlessness to rulers.
In the early modern period the personal authoritarianism that was implicit or explicit in previous political philosophy was challenged, and a new emphasis on the consent of the governed as the basis of legitimate political authority came to the fore. We will study key works by three social contract theorists: Thomas Hobbes’s Leviathan, John Locke’s Two Treatises of Government, and Jean-Jacques Rousseau’s Of the Social Contract and Discourse on Inequality. We will find that the three theorists give very different accounts of the basis and implications of the social contract.

In the next part of the course we consider two nineteenth century reconceptualizations of political philosophy. The very influential work of Karl Marx and Friedrich Engels rejected political philosophy as traditionally conceived and replaced it with economic analysis, focusing particularly on class relations as key to political consciousness. John Stuart Mill developed Jeremy Bentham’s theory of morality, utilitarianism, and paired it with a liberal theory of political freedoms in his works On Liberty and The Subjection of Women.

The 20th century saw a revival and reconceptualization of the social contract theory. John Rawls argues for a theory of justice which supports a liberal democratic welfare state, with a pluralistic accommodation of diverse religious commitments and overall conceptions of value. Robert Nozick, on the other hand, fashions an argument for a libertarian political philosophy legitimating only a minimal ‘night-watchman’ state the functions of which are to protect its citizens from crime and external threats and to enforce contracts. Given the libertarian emphasis on the market as a locus of liberty, it will be appropriate to end the course with a very recent philosophical work by Debra Satz, in which she provides a thorough analysis of what she calls the moral limits to markets. She discusses such problematic markets as those in human organs (kidneys), voluntary slavery, women’s reproductive labor and women’s sexual labor, and considers whether the moral problems such markets raise extend to markets of other kinds.

*This course description has been provided by Professor Ed McCann.*

**EASC 150gp, East Asian Societies**

*EASC 150gp also satisfies the requirement in GE-G, Citizenship in a Global Era.*

This course is an introduction to the politics, culture, society and business of East Asia, and is designed to prepare the student to take a wide variety of upper-division courses across the humanities and the social sciences. The overarching goal of this class is to prepare students to understand issues about East Asia. Although focused mainly on Korea, Japan, and China, the course will also occasionally discuss Southeast Asian countries as well. As a dynamic region with vibrant economies, unresolved political disputes, and encompassing as much as a quarter of the world’s population, East Asia is diverse and complex. While sharing some similarities, the societies, cultures, economy, and politics of the two Koreas, Japan, and China are also identifiably distinct. This course will provide an overview and context of the history and contemporary issues involved in East Asia. Some themes recur throughout the course: the painful and sometimes turbulent interactions between East Asian countries with the rest of the world; the complex and evolving relations among countries within East Asia itself; and the question of to what extent these East Asian states are unique in their worldviews, identities, and experiences.

*This course description has been provided by Professor David Kang.*

**ENST 100g, Introduction to Environmental Studies**

Introduction to Environmental Studies exposes students to the interdisciplinary field that examines the relationship between people and their environments. The course content is designed to encourage new ways of critical thinking about complex issues and solutions. In this course students will study many different types of environments and how environments are shaped by both natural and cultural forces. Students will learn how scientific data is applied to inform the process of developing solutions to restore and sustain the health of our planet.

The course is divided into the three parts of processes, challenges, and strategies. Students will be encouraged to develop both critical thinking skills and hands-on problem solving skills.
Course material covers three basic themes:

1. the deep disciplinary roots in environmental issues (history, in the arts, in the physical and social sciences, and in the law) that shape how people think about the environment’s problems and solutions;
2. the boundaries that we draw between nature and culture as products of specific times and places; and,
3. the issues of how power and influence affect management of environmental resources and systems.

Through lectures, reading assignments, writing assignments, empirical data analysis and discussions, students will learn how the interplay between human action and organizations, institutions, and technologies have shaped and will shape the historical paths of environmental use.

This course description has been provided by Professor Karla Heidelberg.

**ENST 150g, Environmental Issues in Society**

This course is an interdisciplinary study of environmental issues and challenges, examining their scientific, social, cultural, political, and ethical aspects. During the course, we will explore the environmental and social impacts of modern industries and lifestyle; the roles of different actors and institutions; environmental debates on such topics as fracking, nuclear energy, waste management, etc.

This course description has been provided by Professor Ekaterina Svyatetes.

**GERO 320g, Psychology of Adult Development**

This course is only for a specified cohort of students.

This course will introduce students to the issues, concepts, and research methodology of developmental psychology, with emphasis on the adult years and aging. Emphasis will be placed on the development of knowledge about aging, through consideration of the methodological issues of developmental research and through critical reviews of empirical studies of major topics in the psychology of aging. Students are to gain the ability to read and evaluate empirical studies in the psychology of aging, and to understand the theoretical and practical implications of research. This is accomplished through class discussions, exercises, and examinations.

This course description has been provided by Professor Elizabeth Zelinski.

**HIST 101g, State and Society in the Ancient World**

The goal of the course is to offer a better understanding of the ancient world through social analysis. How did humanity go from hunting gathering to building cities and empires and what kind of consequences did it have for human beings? The course will focus on the Near East, Egypt, Greece, Rome and Han China and compare state formation at different places over time. It aims at developing historical thinking but intersects with the social sciences. Some of the readings and lectures will introduce students to tools in historical sociology, political science, geography and demography used by some ancient historians. These approaches provide complementary viewpoints to understand why and how ancient societies developed particular political, religious, military or economic institutions and how these institutions shaped the lives of individuals differently. Students will learn to analyze qualitatively ancient texts from Egyptian funerary texts and administrative documents to prose and poetry by Greek and Latin authors, as well as monuments and artifacts. At times archeology and texts on stone and papyri will provide unique dataset for quantitative analysis, even though such material is limited for the ancient world. Students will be asked to bring historical depth to some questions asked in the social sciences.

This course description has been provided by Professor Christelle Fischer-Bovet.
HIST 265g, Sexism, Racism and the Law

Historians have produced important new insights about the past by exploring the interplay between the categories of race and sex. Through analysis of key historical events and movements, this course demonstrates that race and sex, rather than attributes fixed in nature, are socially and historically constructed categories that have had a powerful impact in shaping the meaning of citizenship. It fulfills requirements toward the interdisciplinary major in Law, History, and Culture.

This course description has been provided by Professor Diana Williams.

IR 101xgw, International Relations

IR 101xgw also satisfies the requirement in GE-G, Citizenship in a Global Era.

The United States is the richest, most powerful country the world has ever seen. Yet even the U.S., as events of the past few years have shown, is deeply and inescapably enmeshed in international problems and developments that it cannot control. Events in distant parts of the world affect our economic wellbeing, the health of the world’s natural systems, and prospects for war and peace. The international challenges we face are complex and daunting. But the first step toward coping with them effectively is understanding the nature of international relations.

This course has three main objectives:

1. To promote analytical reasoning about issues in international relations.
2. To introduce different social science perspectives on international relations.
3. To investigate crucial problems in international relations, from the past and the present.

This course description has been provided by Professor Wayne Sandholtz.

IR 210gw, International Relations: Introductory Analysis

This course is only for a specified cohort of students.

IR 210gw also satisfies the requirement in GE-G, Citizenship in a Global Era.

The words above introduce you to the major themes for this course and to major themes in the field of international relations. This course is designed as a comprehensive review of theoretical and analytical developments in the field of international relations. IR 210 is required for all majors and minors in the School of International Relations. However, it is a course designed for any student who wants to participate as an informed citizen in the world around them and not just be a spectator. We want to prepare you to be a critical and creative thinker and a potential problem-solver. The study of international relations began in earnest in the years following WWI. At the time, leaders believed that by educating people in international relations it might be possible to avoid future wars. This new enlightenment project was obviously not completely successful but we continue to search for ways of preventing war and providing human security. Violence and wars continue to plague the populations of the world. The U. S. and a coalition of Western nation-states has chosen to fight the global war on terrorism on two fronts: assisting failed or fragile states and adopting a new doctrine of counterinsurgency that suggests wars will be frequent and involve war-fighting and state-building. In the economic world, globalization has created one big production, trade and financial system. Recent economic crises have resulted in debates about what form of capitalism is best for producing wealth and employment-the Anglo-American version, the Beijing model or the Nordic model? Yet, the world must deal with the fact that inequality within and between states is greater than ever. We can just accept the violence and deprivations that divide our world or we can try to do something about it. As university educators, we believe in the enlightenment project. Thus, we continue to prepare students to understand how challenges and problems develop and then go out in the world to find ways of solving or at least managing all of these problems created by past generations. We do not expect you to solve all of the world’s problems but at least you will know what they are, how these problems developed and some possible ways to resolve them.
Thus, one major goal of this class is to introduce you to some critical and creative thinking skills that will help you participate in the various communities that you will encounter in the next 70 plus years of your life. We want you to know where to find information to verify claims made by leaders and we want you to learn to think before acting. A second, perhaps more pragmatic and immediate goal of the course, is to provide an introduction to concepts, theoretical frameworks, and issues in this field. This is a foundational course and at times you may find it difficult. This course is not about current events; instead, it will introduce you to the tools that are essential for understanding the current events that splash across your various electronic screens every minute of the day but not in lecture. We hope you will learn to become a scholar and reject the ideological and polemical arguments we often hear on podcasts and talk shows and from media pundits and self-proclaimed experts with their own blogs.

You may also learn how policy and theory are related and how history shapes our ideas. What we know about international relations is dependent upon developing sound international relations theory. Without theories and time-tested analytical models and frameworks, our explanations, descriptions, predictions, and policy prescriptions are limited in scope and are usually excessively normative. Above all, we hope that all students in this class will learn to review and analyze issues from the perspectives of all relevant actors.

Here is a critical assumption of this course: Where you stand on issues depends on where you sit and you are sitting in a world constructed by your core beliefs and assumptions about human behavior, social relations, institutions and the world around you. Consider the words of Walter Lippmann:

We are all captives of the pictures in our head—our belief that the world we experience is the world that really exists.

Another critical assumption: Politics is all about conflict and controversy. People look at the world through different prisms that we will call worldviews. These worldviews are shaped by their environment, their histories, experiences and by the core beliefs that define their world. Discussions and analyses of international relations are more contentious because of the diversity of worldviews and the lack of consensus on such issues as governance, the nature of human rights and how best to provide order and stability in an anarchic system. What makes international relations different from domestic politics is that it is more about survival and it is a constant search for order and equity in an anarchic, unequal, and competitive global environment.

A final critical assumption here is that theory matters! Every individual uses theories to organize, evaluate, and critically review contending positions in controversial policy areas. Your confidence as a scholar or policy-maker is increased if supported by theoretical positions that are in turn formulated after a thorough understanding of historical evidence in a given policy area.

This course description has been provided by Professor Steven Lamy.

**JS 211gw, The Holocaust**

*JS 211gw also satisfies the requirement in GE-G, Citizenship in a Global Era.*

The historical event we know today as the Holocaust or the Shoah occurred in Europe in the middle of the Twentieth century. Although it is one of the most intensively studied phenomena in modern history, the Holocaust still is also one of the most disputed ones. This class studies the origins and radicalization of anti-Jewish persecution in the Third Reich as well its climax in systematic mass murder of millions of European Jews during World War II.

Scholars differ in their opinions about many of the historical aspects, especially about the decision-making process and the reasons for the systematic mass killing of millions of people by a country like Germany, which was seen as one of the most advanced nations at that time. Investigating the Holocaust, the course discusses fundamental questions of humanity: Which social, political and economic factors led to a discrimination of a minority? Why did so many people follow a racial and fundamentalist ideology? Why would ordinary people participate in mass crimes? Were the majority of the people really indifferent bystanders? How did lawyers, physicians, city officials and businessmen become involved in the persecution? Yet, what enabled other people to resist discriminatory policies and even systematic mass murder?
The class will also illuminate the economic, social and psychological impact of the persecution on the Jews and their living conditions as well as address the question how individuals and Jewish representatives responded. During the course we will see how the Holocaust fits into the broader context of a Nazi “war of destruction” against political and racial enemies, as Roma, Slavic people, gays, Soviet POW’s, “asocials,” and disabled people.

This course description has been provided by Professor Wolf Gruner.

LING 115gw, Language, Society, and Culture

LING 115gw also satisfies the requirement in GE-G, Citizenship in a Global Era.

This course examines the various ways that language and society influence each other. We consider why people speak in different ways, and how the language we make use of has important consequences for the projection of identity in society. Specific topics studied in the course will include the following:

LANGUAGE, DIALECTS AND VARIETIES.
How languages and dialects are frequently ‘defined’ due to socio-politic rather than pure linguistic reasons, and how the language-dialect division is often manipulated for the control of resources in a population.

DIGLOSSIA, CODE-SWITCHING AND CODE-MIXING.
The use of languages in multilingual societies around the world. Societies in which one variety of a language is viewed as a ‘high’ variety, and another related variety is used a colloquial ‘low’ variety (diglossia). How and why speakers mix languages (for example English and Spanish ‘code-mixing’) in single sentences, and attitudes of monolingual speakers towards such code-switching.

LANGUAGE MAINTENANCE AND SHIFT.
How minority groups experience the loss of their heritage/ancestral languages during typical 3-generation patterns of language shift. How and why minority groups come into existence in larger majority populations and the sociolinguistic pressures which lead minority group speakers to give up speaking their mother tongues. How languages around the world are dying out at very high rates due to pressure from larger languages and their speakers (2/3 of the world’s languages are predicted to disappear in the course of the 21st century).

NATIONAL LANGUAGES AND LANGUAGE PLANNING.
How new nations and states use language to promote national identity. The difference between national and official languages. Successful and unsuccessful examples of national language planning around the world, and the consequences of national language planning for ethno-linguistic minorities in newly emergent states. How the creation of new words may reflect the targeted national identity of a state (linguistic protectionism, linguistic purity).

ENGLISH AS A GLOBAL LANGUAGE.
The growth of English as a world language, and the sociological consequences of the increasing dominance of English. The future of English – continued growth or displacement by other dominant languages or (machine translation) technologies?

PIDGINS AND CREOLES.
New languages emerging from situations of language contact around the world (e.g. slave communities in the 19th century, multi-ethnic plantation communities, trading and war situations). How basic ‘pidgin’ languages evolve into more sophisticated ‘creole’ languages. Negative attitudes held towards pidgin/creole languages and their speakers.

LANGUAGE(S) IN THE USA AND CALIFORNIA.
How English came to be the dominant language in the USA, and how other languages have been subjected to pressure and subordination (e.g. German, Native American languages). Increased focus on languages other than English in the 1960s, the growth of bilingual education programs in the US as a way to help minority students struggling to make progress in schools. The US English/English-Only Movement, and the drive to make English the official language of the USA and individual states. Attitudes towards the perceived growth of Spanish in the US. Legal cases involving linguistic issues and the right to use languages other than English in the workplace and in schools in the US.
THE EBONICS DEBATE: AFRICAN AMERICAN VERNACULAR ENGLISH AND LANGUAGE IN EDUCATION.
Linguistic challenges facing young speakers of African American Vernacular English in the education system. The attempt to introduce the use of African American Vernacular English in schools and public reaction towards the Ebonics Initiative.

BILINGUALISM.
Growing up in a family where more than one language is spoken. Becoming bilingual: challenges, rewards and potential dangers (semilingualism). The role of language in the projection of personal identity. Young people being caught between two cultures and languages (Generation 1.5, ‘anomie’ – cultural alienation and confusion). Issues of bilingualism in the US in comparison to Europe, Asia and Africa.

LINGUISTIC RELATIVITY.
The issue of whether and to what extent the language a person speaks affects a person’s perception of the world and influences their behavior. Language as a reflection of culture and life-style. Different perceptions of space and time in different cultures and their relation to differences in the languages spoken in those cultures. Appreciating how speakers of different languages may have partially different world views as the result of the language they make use of.

LANGUAGE AND GENDER.
How men and women make use of language in different ways in the US and other countries. Why such differences in male/female speech have arisen due to different pressures on men and women in modern and traditional societies around the world. Issues of power, personal status, and solidarity in the gendered use of language. Sexism in language in the US.

LANGUAGE CHANGE.
How rising generations regularly change the way a language is spoken in a community, and how this frequently results in negative attitudes towards language change. How the study of ongoing language change reveals aspects of targeted personal and group identity. The change of language in contact situations involving immigrant minority groups, and attitudes of majority speakers towards minorities speaking the majority language in different, adjusted ways.

This course description has been provided by Professor Andrew Simpson.

POSC 130g, Law, Politics and Public Policy
This course examines the role of law and courts in society; the institutions of the American justice system; and the relationship between law, politics, and public policy in the United States. As developed more fully in this course outline, we will explore a wide range of questions, including the following: What is the promise of law in society? What are its limits? How is the American legal system organized? How does our system compare with those in other industrialized democracies? What are relative advantages and disadvantages of our system? To what extent (and under what conditions) does our system fulfill its promise of providing orderly dispute resolution, correcting political and market “failures,” and promoting social justice? Does the American legal system promote or thwart democratic values?

In addition to exploring these substantive topics, this course is designed to expose you to diverse types of analysis, including political, comparative, historical, and economic, to help you become more insightful readers, more persuasive writers, and more systematic thinkers. Most importantly, we hope you will begin to see issues from more than one angle, and learn to love the questions as much as—if not more than—any given answer.

This course description has been provided by Professor John Barnes.

POSC 265gw, Environmental Challenges
POSC 265gw also satisfies the requirement in GE-G, Citizenship in a Global Era.

Through an interdisciplinary inquiry focused on one of the largest, most intractable collective challenges humanity has faced, the course undertakes several types of social analysis. The overarching problem the course poses is how to grapple effectively with the social, political, economic and ethical challenges that climate change represents. Different segments of the class employ tools from a variety of disciplines to tackle this challenge at various scales. The course devotes the largest
portion of class time to political analysis of the politics of climate change in national and international settings. Segments also analyze the behavioral psychology of sustainability, the economics of climate change, and the ethical issues underlying humanity’s relationship to nature.

Students are required in the class to grapple repeatedly with evidence and how to apply it. One purpose of the class is to introduce students to the science of climate change itself. At the same time, the course interrogates the role of climate science as it has been used in the politics of policymaking. The central focus of the course is a series of experiments and classroom simulations. For each one, students are required to analyze the results as evidence of individual or collective behavior, and to draw out the broader implications. The course also introduces students to a variety of web-based tools with social scientific evidence (e.g., GapMinder (international historical statistics on greenhouse gas emissions, development and inequality), Opensecrets (campaign finance data)) and teaches how to employ them to investigate social phenomena. Assignments require students to make use of these tools to analyze the positions of Congressional representatives, the strategies of countries in global negotiations, or the difference specific behavioral changes will make for individual greenhouse gas emissions.

This course description has been provided by Professor Jefferey Sellers.

PPD 240g, Citizenship and Public Ethics

This course is only for a specified cohort of students.

This course will begin with an overview of theories and concepts in the study of ethics, and administrative ethics in particular. Following that we will confront the alienation of the U.S. citizenry from their governments. We will then move backward in time to an examination of the legal and ethical traditions of U.S. citizenship, with major emphasis on the latter. These traditions will be reviewed with concern for their implications for the current practice of public policy making and management. Finally, proposals for moving American society toward more active citizenship will be considered and examples of citizen participation in governance will be presented.

This course description has been provided by Professor Terry Cooper.

PPD 245g, The Urban Context for Policy and Planning

This course is only for a specified cohort of students.

This course examines the twentieth and twenty-first century urban world as the context for urban governance, policy, and planning with a strong emphasis on places and communities. We will begin by examining how the urban context is represented in our collective experience and imagination, and the alternative approaches to studying, analyzing, and understanding the urban phenomenon. We will explore the historical development of the urban world, its spatial and economic structure, its natural and human environments, the demographic and social processes that drive the ongoing transformation of the places where we live, and the policies and regulations that mediate our dreams and aspirations.

A future career in planning, policy, or development will be inevitably situated in the urban or metropolitan context. A good understanding and appreciation of this context is fundamental to the pursuit of a successful career in these fields.

This course description has been provided by Professor Tridib Banerjee.

PSYC 353g, Close Relationships

This course will examine close relationships from a scientific perspective. The course will focus on intimate relationships, but will also touch on friendships and other interpersonal relationships (family and work). The objective of this course is to introduce you to the scientific perspective on close relationships. You will learn how research psychologists apply the scientific method of data collection and analysis to investigate how people experience and think about relationships. A broad range of multidisciplinary topics will be examined from an evolutionary explanation and the biological bases of attraction and.
love, to historical and social/cultural influences on relationship formation and dissolution, relational interaction patterns, relationship satisfaction, and social cognitive explanations of relationships (including the influence of others).

This course description has been provided by Professor C. Miranda Barone.

PSYC 367g, Stress, Health, and the Mind-Body Connection

Does stress make us sick? Why do people with more friends live longer? What links poverty with disease? Why is it so hard to lose weight and quit smoking? This course will help you find the answers to these questions and more by introducing you to the dynamic field of health psychology. Health psychology examines the bidirectional relationship between psychology and physical health. You will learn about how the mind and body interrelate, the mechanisms through which stress affects health, and how psychologists can intervene to help manage pain and cope with illness. You will also find out why zebras don’t get ulcers (hint: they don’t get stuck in traffic) and how to better manage your own health and happiness.

This class is designed to orient you not only to research in this fast-growing area, but also to expose you to the practical applications of health psychology. I have invited a number of guest lecturers to help us go beyond the textbook and illustrate how health psychology can be used in clinical practice and in interdisciplinary research.

This course description has been provided by Professor Darby Saxbe.

SOCI 142gm, Diversity and Racial Conflict

This course examines the importance of race in relation to major political, economic, gender, social, and economic issues in the United States with an emphasis on contemporary Southern California. In the course, theories will be introduced that are used in the social sciences to study the development of urban regions and how power works (urban ecology and political economy), race (assimilation and the social construction of race), and inequality (pluralism and the power elite). Through the theories introduced in this course, we will analyze topics such as economic development, environmental racism, income inequality, the working poor, and politics.

A major focus of this course is to analyze systemic forms of power, that is, to understand the ways in which our society’s institutions shape our economic, political, and social relations. Using race, we examine the ways in which race is defined, given meaning, and has important consequences through systemic processes. Race is not important simply because of the attitudes and actions of individuals, but because of the combination of systemic processes and individual actions that give race significance.

Some of the key goals of this course is to equip students -- through course readings, writing assignments, in-depth section discussions, and examinations -- with a working knowledge of a range of contrasting theories that they will learn to critically and systematically apply in the process of evaluating a range of issues in the United States. As part of this, we will examine a range of qualitative and quantitative data to assess their usefulness and validity in explaining social issues.

This course description has been provided by Professor Leland Saito.

SOCI 150gm, Social Problems

What is a social problem? How do we know? Who has the power to define social problems and propose possible solutions? How can we use empirical data to test claims about social problems?

Throughout the semester we will continually return to these questions. Our central purpose is to critically evaluate what issues rise into the public agenda as problems, as well as who may (or may not) benefit from proposed solutions. Additionally, we will address why some issues are regularly blamed for causing social problems despite the lack of evidence to support such claims. We will also consider how claims about what causes specific social problems (and presumed solutions) stem from debates about culture and social structure within American society.
Throughout the course we will focus on issues such as poverty, racism, crime and punishment, unemployment, teen parenthood, substance abuse, immigration, education, homophobia, homelessness, and many other topics that may arise in our discussions over the course of the semester.

*This course description has been provided by Professor Karen Sternheimer.*

**SOCI 200gm, Introduction to Sociology**

Human beings are fundamentally social animals, and sociology is the study of human societies. Specifically, sociology involves the application of theoretical concepts and scientific methods to the study of human beings and the stuff of their societies: groups, institutions, processes, and so on. Sociological topics range from the study of face-to-face interactions to demographic trends encompassing millions of individuals, and countless phenomena in between.

In this course you will be introduced to general sociological concepts, as well as some of the tools and practices through which sociologists study the social world. We will spend time examining the construction, reproduction and navigation of categories like gender, class, and race, and the ways in which they have shaped, and continue to shape, the experience of groups and individuals in American society. We will look at some recent topics of interest in Southern California, as well as longstanding debates in the discipline.

The production of sociological knowledge is a task best learned by doing it. In many ways, the assigned readings, lectures, and other course materials are only a starting point. Your goal should not be to simply memorize the information contained within them, but to use them as guides and resources in generating new data and refining your own understanding of the social world. Consequently, we will ask you to go out into the world on several occasions and commit some sociology.

Finally, we will also focus on some skills that will be useful throughout a course of study in sociology (or any social science): how to read sociological texts and professional journals, how lines of argument develop within the professional academic discipline, writing about sociological topics for a more general audience, how to review the existing research literature, and how to construct a theoretically sophisticated argument supported by data.

*This course description has been provided by Professor Rhacel Parrenas.*

**SOCI 210g, Science, Technology, and Social Conflict**

Science and technology play immensely important roles in our lives. Scientific knowledge and ideas shape policies dealing with “scientific issues,” like climate change and cancer treatment, but also seemingly “non-scientific” issues like social welfare, sexuality and reproductive rights, economic development and security policies. Scientific discoveries and technological artifacts influence how we think of ourselves as both individuals and groups. In short, science and technology play a major role in shaping who we are as human beings.

Understanding how science and technology shape society, however, is not easy. One reason for this is that we tend to think of science and society as belonging to entirely different spheres. Facts are thought to belong to nature, not to society. Scientific facts seem somehow “above” the messiness of ordinary social life. For this reason, it is hard to understand how they are interrelated. Or perhaps the difficulties in thinking about science and society arise from the fact that science is so intimately woven into the fabric of our lives that we tend to take it for. Either way, the relationship between science, technology and society often evade serious scrutiny. This course will use the sociological perspective to explore the intersection of science, technology, and society.

We will try to untangle the interaction between science, technology, and society by examining key controversies that reflect these complex dynamics. Rather than asking whether particular scientific claims are true or false, we will ask how scientists produce facts, and how these facts shape our life. The course will be divided to three parts. In the first part we will ask what is so unique about modern science and what makes scientific facts so strong in comparison with other truth statements. Equipped with a better understanding of the craft of science—both its strength and its limitations—in part two and three of the course we will explore a number of interesting controversies at the intersection between science and society. In part two
we will explore how scientific and technological development affects social/political relations. We will examine topics like the relationships between fossil fuels and democracy, the invention of genetically modified seeds and how they change the life of farmers, the commercialization of human genes, and war-making in the digital age. Finally, in part three, we will examine how science and various technological artifacts change the very understanding of who we are as human beings. Specifically, we will explore the development of prenatal technology and how it affect the definition of "humans," the intersection of science and mental health, and how computers and the rise of caring robots change the way we experience ourselves.

In order to get hands-on understanding of the work of scientists and its societal implications we will go to field trips to fascinating laboratories and research centers at the conclusion of each part of the course three sections. After discussing on the way scientists turn airy statements into hard scientific facts, we will visit USC’s archeology lab and examine the mechanics of turning barely seen and highly ambiguous engravings into legible incontrovertible inscriptions (see http://www.inscriptifact.com). After studying about how the war making was implicated in the development of digital computing and how digital computers shaped the Cold War, we will make a field trip to the Institute of Creative Technology in Marina Del Ray and see how advancement in simulation and gaming technologies reshape the battle field (and the treatment of injured soldiers). These field trips will serve as the basis of writing assignments and class discussion.

This course description has been provided by Professor Dan Lainer-Vos.

SOCI 225gw, Sociology of Health and the Body

SOCI 225gw also satisfies the requirement in GE-G, Citizenship in a Global Era.

This course provides an introduction to the study of social and cultural factors that shape health and the body. We will focus on how social structure affects the body and health, how social movements address health, the moral and cultural dimensions of defining and enforcing “health,” and how technologies are used to produce healthy bodies, while simultaneously complicating understandings of health and what one should do to be healthy. By the end of the semester, students will: understand how social inequalities can impact health and health disparities, explain how health is a social and cultural designation (not just a biological one), and be able to assess various intersections of technology, health, and bodies. Throughout the course, we will focus on race, gender, sexuality, and disability as centrally important to the study of health and the body.

This course description has been provided by Professor Kattie Hasson.

SOCI 242g, Sociology, Human Behavior and Health

This course is structured to help us understand the sociological concepts and approaches that are important in explaining human behaviors and interactions and why they vary by race, class, gender, and geographical location. Throughout the course, we use these concepts and approaches to gain insights to the sociological causes of disease, health and wellness. Social factors such as race, class, social connections, and stressful environments play a critical role in the health of individuals and groups.

Sociological, socio-cultural, and demographic factors influence the way we think about ourselves and others and the decisions we make and actions we take on a day-to-day basis. Important factors influencing human behavior and social interaction include culture, group processes, socialization, social structure, stratification, and demographic composition and processes. In this class we will investigate how these factors influence our behaviors.

Humans are social beings by nature. Though the sentiment is simple, the actions and processes underlying and shaping our behavior and social interactions are not. The elements of social interaction are important for understanding the mechanisms and processes through which people interact with each other, both individually and within groups. A variety of factors affect how we present ourselves to others and how we treat them. Our notion of self develops over time and is shaped by a variety of factors, including society, culture, individuals and groups, agents of socialization and our unique experiences. How we view ourselves influences our perceptions of others, and by extension, our interactions with them. For example, perceptions
of prejudice and stereotypes can lead to acts of discrimination, whereas positive attitudes about others can lead to the provision of help and social support.

Social structure organizes all societies. Social institutions and culture interact in a variety of ways to shape our experiences and interactions with others—a process that is reciprocal. In this class, we discuss the components of social structure and present several theoretical approaches sociologists use to explain how social structure is created and maintained. We analyze specific social institutions such as education, family, and health and medicine to ascertain how they encourage certain behaviors and discourage other behaviors.

Stratification or social inequality is the hierarchical ordering of people in a society or group based in part on class, status, power, prestige, and privilege. Barriers to the access of institutional resources exist for the segment of the population that is disenfranchised, and/or lacks power within a given society. Barriers to access might include: language, geographic location, socio-economic status, immigration status, and racial/ethnic identity. Institutionalized racism and discrimination are also factors which prevent some groups from obtaining equal access to resources. Stratification affects how we present ourselves, the types of people we are likely to come in contact with, and how we interact with them. It shapes the opportunities and constraints for human action and interaction.

Health disparities are inequalities in health behaviors and outcomes that are socially patterned and rooted in social stratification by class, race/ethnicity, gender and geographic location. Disparities in healthcare also exist and help to explain health inequalities among various populations, across neighborhoods, between rural and urban populations and across nations and regions of the world.

Demographic composition and the processes defining it are key to understanding the macro-level contexts in which human behavior and social interaction occur and help us to understand why societies are structured the way they are. Age, gender, race, ethnicity, and immigration status are among the most important stratifying variables defining population composition. Fertility, mortality, and migration are the three population processes that influence population size and its growth or decline.

This course description has been provided by Professor Karen Sternheimer.

**SSCI 165Lgw, Sustainability Science in the City**

SSCI 165Lgw also satisfies the requirement in GE-G, Citizenship in a Global Era.

Sustainability is among the most pressing scientific and social challenges of our time. Typically defined as utilizing natural resources so as to create a high quality of life for future as well as current generations, the idea of sustainability has provided a strong orientation towards a long-term re-thinking of the human role in and domination of ecosystems. Yet, despite the emergence of this sustainability discourse in the late 1980s, global climate change, ocean degradation, deforestation, habitat loss, and species endangerment continue nearly unabated. This situation seriously threatens the inventory of natural capital for present and future generations.

In response to such ongoing challenges, the field of sustainability science emerged in the late 1990s. It is a multidisciplinary collection of social, physical, and life sciences that work to understand the complex coupling of human and natural systems across global, national, regional, and local scales. Without a deep understanding and reconsideration of the human role in natural systems, it is impossible to envision a sustainable future. Thus, policymakers rely upon various forms of scientific knowledge and the scientific method itself to understand how to re-chart the human journey towards sustainability.

In this course, you will learn how social and ethical theories of sustainability relate to the emergence of sustainability science and how theory and empirical work are mutually constitutive. In particular, you will learn why the social and natural sciences and their methods are important to policies and planning for sustainable cities.

In 2008, an important global threshold was reached, with over 50% of people living in cities. According to UN forecasts, by 2050 70% of the Earth’s growing population will be living in urban areas. The rapid growth of cities across the world results from a common undercurrent of global political and economic forces that rests on a history of colonialism. An understanding of these forces and how they might be reshaped to create sustainable forms of urban development will be key to our
inquiry. Indeed, issues of global sustainability are increasingly urban issues: land use, population, consumption, industrial organization, and infrastructural technologies (e.g. energy). In a series of laboratory experiences and linked writing exercises, you will learn how to articulate the relationships among observed phenomena, the analytical approaches and methods used to understand them, and their societal implications. For example, one focus of sustainability science is improving our understanding of how the Earth’s land cover is changing as a result of deforestation or the growth of cities, and what it means for people and places. In the laboratory, you will learn how technological tools and data, such as geographic information systems and satellite imagery, are used for measuring land use/land cover change and how observed land use/land cover changes are linked to principles of land use or vegetative cover distribution. In a related writing assignment, you will consider how land use/land cover influences social well-being, economic livelihoods, and land use politics and regulation.

This course description has been provided by Professor Robert Vos.