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Course Opportunities: Week of January 14, 2019

- **SP 19 EPS 81: Atmospheres (Physical Science)**
  
  An introductory survey of the atmospheres of Earth and other planets, spanning diverse phenomena such as hurricanes, drought, Martian dust storms, and the exotic winds on planets orbiting other stars. This course introduces the basics of planetary weather and climate, showing through exploration of a diverse set of atmospheres and paleoclimates that the world around us need not always be the way we currently observe it. Topics include atmospheric composition and structure, planetary orbits and radiation, habitability, global patterns of wind, clouds and precipitation, prediction of weather, chaos theory, and vortices such as tropical cyclones, tornadoes, and Jupiter’s great red spot.

- **SP 19 EPS 3: Water Planet (Physical Science)**
  
  Professor William Dietrich  
  Class: 26166  
  TuTh 11-12:30pm  
  4 LeConte Hall
Course Opportunities: Week of January 14, 2019

Units: 3
Register Here: https://classes.berkeley.edu/content/2019-spring-eps-3-001-lec-001

Class Description
An overview of the processes that control water supply to natural ecosystems and human civilization. Hydrologic cycle, floods, droughts, groundwater. Patterns of water use, threats to water quality, effects of global climate change on future water supplies. Water issues facing California.

Requirements Class Fulfills:
Meets Physical Science, L&S Breadth

➤ SP 19 EPS 80: Environmental Earth Sciences (Physical Science)

Professor Bethanie Edwards
Class: 30961
MWF 1-2pm
105 Stanley Hall
Units: 3
Register Here: https://classes.berkeley.edu/content/2019-spring-eps-80-001-lec-001

Class Description
This course focuses on the processes on and in the earth that shape the environment. Humanity's use of land and oceans is examined based on an understanding of these processes.

Requirements Class Fulfills:
Meets Physical Science, L&S Breadth

➤ SP 19 EPS C12: The Planets (Physical Science)

Professor Raymond Jeanloz
Class: 24912
TuTh 12:30-2pm
100 Lewis Hall
Units: 3
Register Here: https://classes.berkeley.edu/content/2019-spring-eps-c12-001-lec-001

Class Description
This course will introduce basic physics, chemistry, and math to understand the planets, moons, rings, comets, asteroids, atmospheres, and oceans. You will get an opportunity to observe through the telescope on top of Campbell Hall.

Requirements Class Fulfills:
Meets Physical Science, L&S Breadth
Course Opportunities: Week of January 14, 2019

- **SP 19 HIST 103B: Dream Interpretation before Freud**
  (Historical Studies, Social & Behavioral Sciences)

  Professor Maria Mavroudi
  Class: 22580
  Tu 4pm-5:59pm
  Dwinelle 3104
  Units: 4
  Register Here: [https://classes.berkeley.edu/content/2019-spring-history-103b-001-sem-001](https://classes.berkeley.edu/content/2019-spring-history-103b-001-sem-001)

  **Class Description**
  This seminar will explore the tradition of dream interpretation in various ancient and medieval civilizations and will focus on manuals of dream interpretation and the application of their principles as reflected in narrative sources that these civilizations produced. The backdrop of our examination will be the absorption of the Graeco-Roman tradition of dream interpretation by the civilizations that succeeded the Roman Empire in the same geographical space. Emphasis will be given not only to the continuity of this tradition, but also to the changes it underwent in order to serve societies with different religions, languages, political systems and social structures. The texts used will mostly be drawn from among the ancient and medieval sources, and will provide us with the opportunity to discuss the difficulties of reading (sometimes between the lines) and understanding primary documents in order to reconstruct the past. Besides a final paper, students will be required to write a one-page assignment almost every week.

  **Requirements Class Fulfills:**
  Meets Historical Studies, L&S Breadth
  Meets Social & Behavioral Sciences, L&S Breadth

- **SP 19 NESTUD 109: A Cradle of Civilization: Writing, Art, and Science in Early Mesopotamian History**
  (Historical Studies)

  Professor Laurie E. Pearce
  Class: 30302
  TuTh 12:30pm-2pm
  Dwinelle 109
  Units: 3
  Register Here: [https://classes.berkeley.edu/content/2019-spring-nestud-109-001-lec-001](https://classes.berkeley.edu/content/2019-spring-nestud-109-001-lec-001)

  **Class Description**
  The world’s first empires, writing, scholarship, science, art, and technology emerged in Mesopotamia (modern Iraq). From the start of urbanism in the fifth millennium BCE through the end of cuneiform culture in the first century BCE, ancient Mesopotamia is considered to be the origin of Western Civilization. This course surveys ancient literary masterpieces such as the Gilgamesh Epic, Creation and Flood Myths, and other literary texts. Readings of original sources (in translation) will guide the exploration of Mesopotamian history. Within this chronological
framework, the course will trace the development of cultural themes and processes across the millennia.

Requirements Class Fulfills:
Meets Historical Studies, L&S Breadth

研究生的课程将追溯数千年文化主题和过程的发展。

SP 19 HUM120: Entrepreneurship for All: An Insiders' Guide to Start Ups (New 2-credit course)

The course is sponsored by the Arts and Humanities Dean's Office, and carries the number HUM120.

Professors Umair Khan and Charles Huang
Class: 32405
Tu 12:00 pm-1:59 pm
Units: 2
Register Here: [https://classes.berkeley.edu/content/2019-spring-hum-120-001-lec-001](https://classes.berkeley.edu/content/2019-spring-hum-120-001-lec-001)

Class Description
The course will be taught by two experts who have extensive experience in launching successful startups (one is the founder of Guitar Hero). They want to offer their knowledge and expertise to Berkeley students in L&S. Each week will feature one lecture with hands-on training and one guest lecture by a Silicon Valley thought-leader from companies including Google, Facebook, Netflix, Khan Academy, Louis Vuitton and the like. The three student teams whose start up plans are voted the most promising get to pitch their ideas to outside venture capitalists. While many L&S students ask, "'What can I do with my degree?" the instructors feel that L&S students are the most promising new leaders in this vital field.
Course Opportunities: Week of January 14, 2019

**SP 19 ESPM 171A: A Critical Zone Characterization using Geophysical Methods**

Professor Susan S Hubbard  
Class: 32230  
W 10:00am-10:59am  
Evans 70  
Units: 1  
Register Here: [https://classes.berkeley.edu/content/2019-spring-espm-171a-001-lec-001](https://classes.berkeley.edu/content/2019-spring-espm-171a-001-lec-001)

**Class Description**  
This class provides an introduction to the use of environmental geophysical methods and data integration approaches to quantify critical zone properties and interactions across compartments, from within the bedrock through the vegetative canopy.

The course syllabus can be found here: [https://sites.google.com/lbl.gov/espm171a/home](https://sites.google.com/lbl.gov/espm171a/home)

**SP 19 LS 105: Arts Entrepreneurship**

Professor Richard S Andrews  
Class: 25594  
M 2:00pm-4:59pm
Course Opportunities: Week of January 14, 2019

Morrison 125
Units: 3
Register Here: https://classes.berkeley.edu/content/2019-spring-ls-105-001-lec-001

Class Description
LS 105 Arts Entrepreneurship provides students interested in the arts and/or business with the opportunity to develop an idea for an arts organization and turn it into a functioning, sustainable enterprise. Building on each student’s own connection to the arts, the course teaches how to invent an arts organization and define its mission, locate the organization within a community, develop its offerings via products, services and public programs, and manage the organization’s numerous operational features. The course uses the development of student projects to explore the intersections between art and business. Along with encouraging innovation and creative/critical thinking about the role of arts organizations in society, the course examines theories and practical techniques for professional arts entrepreneurs, including:

Building an arts community
Strategic planning for arts organizations
Mission and program development
Fundraising
Financial management
Marketing

The course combines readings, in-class discussions and exercises with case studies and guest speakers from the local arts community. Visit this web site for more info, including interviews with former students of the course.

❖ SP 19 JS 122: Course of interest to students of Critical Theory, Lit, Philosophy, Feminism, and beyond! (Philosophy & Values)

Class: 32886
MWF 9-10am
Dwinelle 250
Units: 4
Register Here: https://classes.berkeley.edu/content/2019-spring-jewish-122-002-lec-002

Class Description
From the end of the 19th century to the beginning of the new millennium, human society experienced a series of great convulsions and movements that themselves birthed new ideas. Marxism, Fascism, Feminism, Liberalism and a variety of religious traditions vied with one another, both within the Jewish community and without. As Jews found themselves especially affected by these movements, Jewish intellectuals often took particularly prominent roles in the debates that would define the century. By studying the works of Isaiah Berlin, Martin Buber, Judith Butler, Ayn Rand, and others, we will explore how Jewish intellectuals navigated the universe of ideas around them. We will learn what they saw as the pressing questions of their times, and how they sought to answer them. By doing so, we will ask what it means to be Jewish
or an intellectual, how these identities have been affected by the past century, and how these questions relate to our world today.

Requirements Class Fulfills:
Meets Philosophy and Values, L&S Breadth

**SP 19 NATAMST 102: Critical Native American Legal and Policy Studies (Social & Behavioral Sciences)**

Professor Thomas J. Biolsi  
Class: 23588  
TuTh 11am-12:30pm  
Units: 4  
Register Here: [https://classes.berkeley.edu/content/2019-spring-natamst-102-001-lec-001](https://classes.berkeley.edu/content/2019-spring-natamst-102-001-lec-001)

**Class Description**  
Key contemporary issues in the critical study of tribal and federal policy pertaining to American Indians and Alaska Natives in the U.S. Topics include political and cultural sovereignty; religious, gendered, sexual, racial, and other tribal minorities, and civil rights within tribes; Native legal identity and tribal enrollment; the role of violence against women in the history of colonialism, and the struggle for justice and healing; and the movement for traditional or other culturally appropriate forms for tribal self-governance. Topics include tribal sovereignty and activism, traditional tribal law, tribal democracy and constitutions, tribal citizenship and disenrollment, sacred sites and native religious freedom.

**Books:**  
Vine Deloria (Lakota), *Behind the Trail of Broken Treaties*, Raymond D. Austin (Navajo), *Navajo Courts*, Jean Dennison (Osage), *Colonial Entanglement*, David Wilkins (Lumbee) and Shelly Hulse Wilkins, *Dismembered*

Requirements Class Fulfills:  
Meets Social and Behavioral Sciences, L&S Breadth

**SP 19 American Studies Courses with Open Seats**

American Studies 10 – Imagining the Future (4 units) - Class # 23167  
Meets Historical Studies, L&S Breadth  
Meets Social & Behavioral Sciences, L&S Breadth  
TTh 8-9:30, 141 McCone. Instructor: C. Palmer

In 1816, Thomas Jefferson wrote to John Adams, “I like the dreams of the future better than the history of the past,” a stance Adams not only declared “judicious” but also a prophesy that they would “soon meet and be better friends than ever.” This course considers many of the ways Americans from Jefferson and Adams to a host of writers, photographers, painters, filmmakers, activists, engineers, architects, and city planners have imagined the future. We will consider how the concept of the future influences and determines American politics, economics,
architecture, race relations, social policy, and culture. The course will pay particular attention to the special relationship between the past, American memory, and imagined futures. Topics under consideration may include Afrofuturism; robots, robotics, and artificial intelligence; the gleaming city of tomorrow; utopian communities; and dystopia, prophecy, and apocalypse. By focusing on the future as a time, a place, a theory, a fantasy, and a media construct, this course will introduce students to the interdisciplinary study of America.

Sec. 101: M 2-3, 285 Cory
Sec. 102: T 11-12, 56 Hildebrand
Sec. 103: M, 3-4, 25 Wheeler
Sec. 104 W 4-5, 238 Kroeber

American Studies C111E, Sec. 1 – The Age of Noir (4 units) - Class # 25034
Meets Arts & Literature, L&S Breadth
TTh 3:30-5, 01 Moffitt. Instructors: G. Marcus/K. Moran

Cross-listed with English C136

“A city no worse than others, a city rich and vigorous and full of pride, a city lost and beaten and full of emptiness. It all depends on where you sit and what your own private score is. I didn't have one. I didn't care.” --Raymond Chandler, The Long Goodbye 1953

Taking shape and definition in the late 1930s and the first years of the 1940s, when the United States was more than ten years into the Great Depression and the Second World War was either imminent or had already begun, and continuing into the early 1960s, noir was a sensibility and a way of being in the world. It was a critique, an attitude, a mood, a language, and aesthetic of alienation where cynicism was part of a moral code and fatalism a part of democratic faith—and it was expressed, developed, and tested at the margins of legitimate cultural discourse: in low-budget or Poverty Row Hollywood movies, crime fiction, and TV police and detective dramas. In this course we will discuss such still-stunning films as Double Indemnity, Detour, and Sunset Boulevard alongside such indelible novels as Raymond Chandler’s Farewell, My Lovely, Ross Macdonald’s The Way Some People Die, Chester Himes’s If He Hollers Let Him Go, and Jim Thompson’s Nothing More Than Murder, and the prescient as-it-happened film criticism of Manny Farber. Our goal is to explore, as noir artists did, an America within America—and to illuminate noir within its historical period, to understand why it arose and how it dramatized specific wartime and postwar American traumas about citizenship, gender relations, the reintegration of millions of soldiers into peacetime society, abundance, corruption, and the fear of enemies from abroad and within. And to explore some of the most provocative and lasting literature and film America has produced.

American Studies C111E, Sec. 2 – Harlem Renaissance (4 units) - Class # 30538
Meets Arts & Literature, L&S Breadth
MW 5-6:30, 130 Wheeler. Instructor: B. Wagner
Cross-listed with English C136

The Harlem Renaissance was a cultural movement of black artists and writers in the 1920s. Centered in the Harlem neighborhood in Manhattan, the movement extended outward through international collaboration. We will be reading works by writers including Claude McKay, Langston Hughes, Nella Larsen, and Zora Neale Hurston and as well as manifestos about the nature and function of black art. Themes include migration and metropolitan life, primitivism and the avant garde, diaspora and exile, passing and identity, sexuality and secrecy, and the relation between modern art and folk tradition. Midterm and final exam, weekly writing, and one essay anticipated by preparation assignments. Hurston, Zora Neale: Their Eyes Were Watching God; Johnson, James Weldon: Autobiography of an Ex-Colored Man; Larsen, Nella: Passing; Toomer, Jean: Cane; Wright, Richard: Black Boy

Other materials will be available in PDF format on the course website.

American Studies 102, Sec. 1, Staging the American City: A Cultural History of Broadway, 1800—present—(4 units) – Class # 21371
Meets Social & Behavioral Sciences, L&S Breadth
TTh 2-3:30, 105 North Gate. Instructors: S. Steen/D. Henkin

Cross-listed with Theater 125 and History 100D, Sec. 2

This course weaves together two stories that are ordinarily told separately: the history of popular theatrical productions in the United States and the history of American urban life. Both stories focus on New York, and on the meaning of Broadway — not just as a theatrical genre, but as a place, an institution, and a cultural symbol. What does the history of Broadway from the early nineteenth century to the present day teach us about popular culture, big city living, racial and ethnic identity, mass spectacle, and everyday life in modern America?

Course requirements include regular attendance, timely completion of reading assignments, two midterms, and one cumulative final exam (with a take-home and an in-class component).

American Studies 102, Sec. 3, Wall Street/Main Street (4 units) – Class # 2612
Meets Social & Behavioral Sciences, L&S Breadth
TTh 9:30-11, 160 Kroeber. Instructors: M. Brilliant/S. Solomon

Cross-listed with Legal Studies 110 and History 100D, Sec. 1

As longstanding metaphors in American history and culture, “Wall Street” and “Main Street” typically refer to streets that intersect at right angles and places that represent the antithesis of each other. In this rendering, Wall Street is home to nefarious big banks and greedy financiers, while Main Street is home to wholesome “mom-and-pop” shops patronized by ordinary people of modest means. What’s good for one is not good for the other. This course, which will be co-taught by a historian and corporate law professor, will examine critical junctures in the intersection of Wall Street and Main Street in American history and culture, how and why Wall
Street and Main Street have been understood to point in opposite directions, the extent to which that understanding makes sense, and how and why the relationship between Wall Street and Main Street has evolved over time.

Sec. 301 T 2-3, 245 Hearst Gym
Sec. 302 W 4-5, 83 Dwinelle
Sec. 303 W 11-12, 115 Kroeber
Sec. 304 Th 3-4, 238 Kroeber

➢ **SP 19 Discovery and Big Ideas Courses with Open Seats**

**Discovery Courses:**

**Arts and Literature:**
L&S 20E: Edible Stories  

**Physical Science:**
L&S 70C: Living on the Edge  
L&S C70T: The Planets  
L&S C70W: Physics and Music  

**Big Ideas Courses:**

**Arts and Literature:**
L&S 25: Thinking Through Art + Design @Berkeley  

**Philosophy and Values:**
L&S 121: Origins in Science and Religion  

➢ **SP 19 CalTeach – UGIS 82**

**UGIS 82: K-8 Teaching and Inquiry-Based Lesson Design in the Science and Mathematics Classroom** (Course #24852 and #24850) - 2 units
This course surveys basic approaches to K–8 science and math teaching through modeling inquiry-based teaching and discussion. Topics include inquiry-based pedagogy, assessment techniques, lesson plan design and revision, and child development. Students are placed in science and math learning environments with elementary and middle school children to practice teaching. This seminar offers an opportunity to explore teaching, foster children's natural
curiosity, and inspire local students. The course also includes a field placement of 1 hour per week (12 hours total) with a teacher in a local K–8 classroom. Teaching experience is not required and course is open to all majors!

We have 4 different sections that meet once a week from 4pm-6pm, with open seats in Sec 002 on Tuesdays 4pm-6pm and Sec 003 on Thursdays 4pm-6pm.

> **SP 19 Western Art from the Renaissance to the Present**

**SPRING 2019**  
**HA 11 | CCN: 22526**

This course is an introduction to visual art in Europe and the USA since the 14th century with the main emphasis on painting and sculpture. Rather than attempting to offer a sweeping synthetic narrative of the development of art during five centuries (an impossible task!), this course intensively focuses upon a roughly chronological set of case-studies, sometimes of single works, sometimes of one or two artists’ careers. These relatively intensive case-studies will pose fundamental problems about the character and purposes of art in different historical circumstances. Together, however, the lectures will reconstruct the broader historical transformations of art, its production and reception during this period. We will explore the ways visual culture can function as a stabilizing force as well as the ways art can contribute to social and political transformation, even revolution.

Professor Darcy Grimaldo Grigsby  
Tuesday | Thursday  
9:30 AM - 11:00 AM  
Berkeley Art Museum theater

> **SP 19 Public Policy 190: Social Movement Organizing & Mobilization in the Era of Trump**

**PP 190 - 08 (3) Special Topics in Public Policy**  
Instructor: Saru Jayaraman  
**Topic: SOCIAL MOVEMENT ORGANIZING & MOBILIZATION IN THE ERA OF TRUMP**

The 2016 election was partly the result of the rise of the right-wing populist Tea Party movement. Since the November 2016 election there have been several moments of rising left-wing and even centrist resistance to policies and actions of the current administration, both in the streets and at the ballot box. How do these movements arise and how do they grow into sustained social movements? How do social movements capture national attention in a way that motivates everyday people - including students - to mobilize for social change? This class will provide students with a grounding in the literature on social movement theory and history, the basics of social movement organizing, and the theory of non-violent direct action. The class will include participation by nationally-recognized organizing trainers and social movement leaders, and will
provide students with the opportunity to observe real-world social movement activities happening across the country.

Class #: 18013
Class Type: Lec
Class Section: 008
Day: Wednesday
Time: 3-6 pm
Location: 159 Mulford

> **SP 19 History 100D: American Religious History: Saints and Sinners, Seekers and Skeptics**

History 100D.004: American Religious History: Saints and Sinners, Seekers and Skeptics
Professor: Ronit Stahl
TU, TH 12:30pm - 1:59
Lewis 9
Class #:30928
Units: 4

Class Description
Why, given the constitutional separation of religion and state, does religion continue to roil American life? Why, given the diverse array of religious traditions present in the United States, do claims that America is a Christian nation persist? This course offers an opportunity to learn and think about how religion has shaped, and been shaped by, the American experience through a survey of religion in the lands that became the United States from colonial contact with indigenous peoples to the present. In particular, it will address enduring tensions between the presence of religious diversity, the ideals of religious pluralism, and the desire (by some) for religious power. What are the relationships between various American religious traditions and American society, politics, and culture? How have religious groups articulated their values to address questions of economic organization, cultural production, legal rights, and political discourse? How does religion intersect with race, class, and gender to form American identities, transform religious communities, and influence American society? Readings will include first-hand accounts, literature, media, and art produced by people in the past describing religious views, practices, and encounters; legal cases over differing interpretations of the First Amendment’s religion clauses; and scholarly analyses of the role of religion in American life. Through lectures, readings, and writing, students will acquire the historical understanding and analytic tools to assess recurring struggles over religious power and religious pluralism in America.

Requirements this class fulfills:
- Historical Studies, L&S Breadth
- Social & Behavioral Sciences, L&S Breadth
Course Opportunities: Week of January 14, 2019

SP 19 History 100B: Jews of France and the Francophone World, Medieval to the Present

History 100B.001: Jews of France and the Francophone World, Medieval to the Present
Professor: Ethan Katz
TU, TH 9:30 - 10:59 am
Lewis 9
Class #:26500
Units: 4

Class Description
This course focuses on the historical experience of one of the world’s most important Jewish communities, that of France and the French-speaking world. In the Middle Ages, France was home to the great Medieval rabbi Rashi, who wrote what remains the definitive set of commentaries and explanations on the Torah (the Five Books of Moses), and the Talmud (the Jewish oral law). During the French Revolution, France became the first country to make its Jews equal citizens. From the mid-nineteenth to the mid-twentieth century, hundreds of thousands of Jews across Eurasia learned to speak French and love French culture in French Jewish schools that stretched from Morocco to Iran to Russia. In the twentieth-century, France had five prime ministers of Jewish descent, and today, the country has the second-largest Jewish community in the world outside of Israel, with more than 300 kosher restaurants in Paris alone. This history has its darker sides as well: France witnessed some of the most important anti-Semitic thinkers and movements beginning in the late nineteenth century, saw major collaboration with the Nazis during World War II, and has witnessed a significant spike in anti-Jewish acts since 2000.

France and the Francophone world thus offer a laboratory for the broader study of Judaism and the Jewish experience over the past one thousand years. They have been the site of all the key developments of Jewish history in the past 1000 years: mass expulsions and migrations; the emergence and development of Jewish courts and legal codes; religious reform; the rise of anti-Semitism and the tragedy of the Holocaust; struggles between Ashkenazic and Sephardic Jews over cultural identity; complex relations between Muslims and Jews under European colonial power; the emergence of Zionism, Yiddishism, and other modern Jewish political and cultural movements; and the impact of the Israeli-Arab conflict. As we explore these and other themes, students also become introduced to most major fields of Jewish studies, including Jewish History, Jewish Law, Jewish Thought, Medieval Judaism, Talmud, Jewish Literature, Holocaust Studies, Sephardic Studies, and Israel Studies.

Requirements this class fulfills:
- Historical Studies, L&S Breadth
- Social & Behavioral Sciences, L&S Breadth
Course Opportunities: Week of January 14, 2019

**SP 19 East Asian Languages and Cultures Department: Courses with Open Seats**

- Buddhist Studies C113: Buddhist Thought in India
- Chinese 7B: Introduction to Modern Chinese Literature and Culture
- EALANG 84: Gender and Sexuality in East Asian Cinema
- EALANG 119: History of Heaven
- Korean 7B: Introduction to Modern Korean Literature and Culture
- Mongolian 116: The Mongol Empire

**SP 19 Classics 28: The Classic Myth**

[Classics 28: The Classic Myths (Course #21850)](#) is an introduction to ancient Greek and Roman mythology. The course covers many of the most famous myths (creation myths, myths of Olympian gods, Trojan War, Oedipus and family, Aeneas and the foundation of Rome); more than just the myths, the class is an excellent introduction to ancient art and literature and its modern reception. The course looks at the ancient myths in their original context and at how they have been reused and retold right up to the present-day.

The class counts for Arts and Literature and Philosophy and Values breadths in L&S. It is freshman and sophomore friendly: requires no previous knowledge/experience and provides a good introduction to humanities study (skills of interpretation and contextualization).

This course meets MWF 12-1pm + a 1 hour discussion section
Course Opportunities: Week of January 14, 2019

➢ SP 19 Near Eastern Studies 109: The Ancient History of Western Civilization: Mesopotamia

The Ancient History of Western Civilization: Mesopotamia

Instructor: Laurie Pearce, Ph. D.

Home to the world’s first cities, writing, and monetary exchange, this course traces the origins of a civilization that arose before “Western Civilization.” Over five millennia, the human experience unfolds in documents, monuments, and architectural marvels. Mesopotamian civilization gave the world its first law codes, trade wars, religious complexes, and a rich literature. Readings of original sources (in translation) will explore the rise and fall of empires, class structures that divided and united society, the treatment of minority populations, the contributions of women scholars, queens, and priestesses, economic systems, and more.