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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
TuTh 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
TuTh 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

American Studies 102, Oakland | City - (4 units) – Class # 26447
MW 12-2, 110 Barrows.
Instructors: J. Winet

“Oakland | City” will investigate the unique dynamics of the Bay Area’s third largest city, closest to the Campanile, and home to many Cal students.

In concert with in-class lectures and presentations highlighted by visits from civic and community leaders, students will direct individual and collaborative public digital humanities research in areas to include but not limited to the City’s sports teams, emerging film scene, political activists, cultural organizations, museums, DIY initiatives, galleries and music clubs, library, police department, neighborhood business improvement districts, advocates for the homeless, and city government.

Class activity will also include technical training on audio, video and photography production.

Integral to the class are one or two field trips to Oakland, and final public and online multimedia research presentations.
SP 19 Art of Writing Courses with Open Seats

Spaces Available
SPRING 2019 Courses
ART of WRITING
Enrollment Now Open for Undergraduates

Art of Writing courses teach UC Berkeley undergraduates to write clearly and eloquently in a variety of forms. These intimate courses develop advanced skills in close reading and artful writing, and provide students with intensive feedback on their work.

Native American Studies 190: Making Sense of Place
Prof. Beth Piatote
Course Meets: Tues., 2-5 p.m.
Classroom: Evans 51
GSI: Ramya Janandharan, ramya@berkeley.edu

How do we know where we are, and who we are, through our senses? What maps do we read not by sight but by smell or feel? How do the histories of a place emerge in the sound of a creekbed, the taste of tea, the smell of curry or the sight of a street sign? In this creative non-fiction course, we will be reading and writing about place through sensory perceptions, using the UC Berkeley campus and the greater Bay Area as our laboratory. We will explore indigenous ways of relating to homelands as well as diasporic patterns of place-making, turning toward the sensory world as our guide.

Rhetoric 189-002: On Lies, Lying, and Post-Truths: A Reading- and Writing-Intensive Investigation
Tues 5 – 8 pm, 122 Barrows
Ramona Naddaff & Linda Kinstler
On Lies, Lying, and Post-Truths
A Reading- and Writing-Intensive Investigation
CCN 32385

Additional information is available on the Art of Writing website.

SP 19 Classics 28: The Classic Myth

Class: 21850
MWF 12–1pm + a 1 hour discussion section
341 Starr Library
Units: 4

Class Description

This is an introduction to ancient Greek and Roman mythology. The course covers many of the 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 is freshman and sophomore friendly: requires no previous knowledge/experience and provides a good introduction to humanities study (skills of interpretation and contextualization).

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

SP 19 Collaborative Innovation Course

The Big Ideas Course on Collaborative Innovation still has seats available. It's a project-based course with lots of effective teamwork, and great preparation for a whole range of careers that involve collaboration with others in different fields. Details are below. The TDPS and Business sections still have space--it's all one big class, a room share.

Collaborative Innovation
Sara Beckman (Haas School of Business) Lisa Wymore (Theater, Dance, and Performance Studies) Takming Chuang (Art Practice), Angela Marino (Theater, Dance, and Performance Studies)

- MW 2:00 PM - 5:00 PM
- 212 Wheeler Hall
- 4 Units

Art 100 (class number 21516)
Business Administration 190T (class number 17345)
Theater, Dance, and Performance Studies 100 (class number 26686)
Theater, Dance, and Performance Studies 100 (class number 30236)

Breadth: Arts and Literature
In this hands-on, project-based class in collaborative innovation, students will experience group creativity and team-based design by using techniques from across the disciplines of business, theater, design, and art practice. They will leverage problem framing and solving techniques derived from critical thinking, systems thinking, and creative problem solving (popularly known today as “design thinking”). The course is grounded in a brief weekly lecture that sets out the theoretical, historical, and cultural contexts for particular innovation practices, but the majority of the class involves hands-on studio-based learning guided by an interdisciplinary team of teachers leading small group collaborative projects. Students will experience observation, problem-framing, divergent and convergent thinking, iterative solution testing, improvisation, storytelling, devised theatre, and public speaking and presentation activities. By engaging in
these activities, the course provides students with the opportunity to develop new mindsets, skill-sets and toolsets for use in collaborative innovation efforts.

➢ **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  

**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 EALANG 84: Gender and Sexuality in East Asian Cinema**

Professor Dan O’Neill  
Class: 32773  
W 12:00-3:00pm  
341 Starr Library  
Units: 1

**Class Description**  
In this course, we will examine cinematic works that explore the contesting notions of gender and sexuality in East Asian cinema and media. Screenings will include classics like Wong Kar-wai’s In the Mood for Love, along with other contemporary works by Kore’eda Hirozaku, Kawase Naomi, Bong Joon-ho and July Jung.

**Instructor Bio**  
Daniel O’Neill is an associate professor in the Department of East Asian Languages and Cultures at UC Berkeley. His research interests include modern Japanese literature and criticism, East Asian cinema, gender and sexuality studies, cinema and media theory, environmental media and eco-criticism.
Faculty web site: http://ieas.berkeley.edu/faculty/oneill.html

Note
All discussion and readings will be in English. Movies will be subtitled.

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

Chinese 7B: Introduction to Modern Chinese Literature and Culture
EALANG 119: History of Heaven
Korean 7B: Introduction to Modern Korean Literature and Culture
Mongolian 116: The Mongol Empire

➢ **SP 19 EPS C12: The Planets**

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

➢ **SP 19 EPS 80: Environmental Earth Sciences**

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
Course Opportunities: Week of February 18, 2019

- **SP 19 EPS 81: Atmospheres**

  ![Atmospheres Poster](image)

  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.

  Satisfies Physical Science Breadth Requirement

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

  Professor Susan S Hubbard
  Class: 32230
  W 10:00-10:59am
  70 Evans
Course Opportunities: Week of February 18, 2019

Units: 1
Register Here: 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

➢ SP 19 History of Art 11: Introduction to Western Art from the Renaissance to the Present

Professor Darcy Grimaldo Grigsby
Class: 22526
TuThu 9:30-11:00am
Berkeley Art Museum Theater

Class Description
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.

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

Professor Ethan Katz
Class: 26500
TuTh 9:30-10:59am
9 Lewis
Units: 4
Register Here: https://classes.berkeley.edu/content/2019-spring-history-100b-001-lec-001

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 Class Fulfills:
- Historical Studies, L&S Breadth
- Social & Behavioral Sciences, L&S Breadth

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

Professor Ronit Stahl
Class: 30928
TuTh 12:30-1:59pm
9 Lewis
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 Class Fulfills:
- Historical Studies, L&S Breadth
- Social & Behavioral Sciences, L&S Breadth

➢ SP 19 HIST 103B: Dream Interpretation before Freud

Professor Maria Mavroudi
Class: 22580
Tu 4-5:59pm
3104 Dwinelle
Units: 4
Register Here: 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 History Courses with Open Seats

Course descriptions with links to the online schedule of classes are here for students to view.

History 6B: Introduction to Chinese History from the Mongols to Mao
Instructor: Wen-Hsing Yeh
This course offers an overview of the history of China from the Yuan (1271-1368) to the People’s Republic (1949-). It traces the piecing-together of a unifying empire under the dynastic
rulers of the Yuan, the Ming, and the Qing, the breaking-up of that empire in the late 19th century, and the reintegration of a republican Chinese nation-state under a single-party system in the 20th century. Lectures will address issues of politics (autocracy vs. autonomy), economy (before vs. after capitalism and industrialization), society (gentry-landlords vs. urban professionals), culture (Confucian vs. alternatives), and border-crossing connections (China-to-itself vs. China-in-the-world).

History 39X: Fiction and the Historical Imagination: Modern Egypt from 1919 to the Arab Spring  
Instructor: Archana Prakash  
This course challenges students to engage critically with the history of Egypt in the twentieth century, from the 1919 revolution against British occupation to the Arab Spring. Egypt’s history in this period is marked by upheavals of state and society, with shifts from colonialism to liberalism, socialism to authoritarian capitalism, to the murky politics of the present day. Using translated Egyptian novels, students will learn how to use these works of historical fiction as primary sources to better understand the social, political, cultural and intellectual dynamics of each of these shifts. At the end of the course, students will be able to think critically about the role of literature in crafting history.

History 106B: Ancient Rome: The Roman Empire  
Instructor: Carlos F. Norena  
This course offers an introduction to the history of the Roman empire, from the advent of monarchy at Rome in the first century BCE to the breakdown of central state authority in the fifth century CE. Major themes include the overlapping networks of social power in the Roman empire (both institutional and personal); the unity and diversity of Roman imperial culture; the changing relationship between state and society; the political economy of the Roman empire; and the geography and ecology of the Mediterranean world. Lectures will provide an essential historical narrative and interpretations of central problems in Roman imperial history, and discussion sections will give students an opportunity to engage with key texts from or about the Roman empire, from Tacitus to Gibbon. There are no prerequisites for this course.

History 109C: The Middle East From the 18th Century to the Present  
Instructor: Archana Gubbi Prakash  
This course challenges students to engage critically with the sweeping history of the formation of the modern Middle East from the late 18th century to the present day. The geographic focus of the course will be on the lands of the Ottoman and Qajar empires, and their successor states: Egypt, the countries of the Fertile Crescent and Arabian Peninsula (including Israel), Turkey, and Iran. The region's history in this period is marked by broad transformations of state and society through modernizing reforms, with the rise of European influence and colonialism, the breakdown of early modern empires, development of nationalisms, shifts to liberalism, socialism, and authoritarian capitalism, the rise of political Islam, the Arab/Israeli conflict, and the impact of US and Soviet interests in the twentieth century. This course will critically examine the social, political, intellectual, and economic dynamics that shaped each of these shifts, with special attention paid to issues of culture, class, and gender. The readings for the course embody contemporary approaches and methods of historical scholarship in Middle East history.
**History 134B: The Age of the City: The 20th Century to the Present**  
**Instructor: Jennifer R. Terry**  
What do influenza, freeways, radical feminists, the Golden State Warriors, and Home Depot have in common? This course is a social and cultural historical overview of the evolution of cities and urban living in the United States in the twentieth century. Over the course of the semester, we will examine how economic, demographic, and technological forces shaped the urban landscape and social interactions therein. We will investigate how and why some Americans despaired over the waning days of high agrarianism, while others celebrated urbanization as a symbol of modernity and marker of American commercial strength. This course interrogates the ways that American cities have been sites of convergence, backdrops for conflict, landscapes of both opportunity and inequality, and sources of identity and affiliation. A few of the topics that this course will cover are: leisure, consumerism, migration, urban blight, suburbanization, and gentrification. While this course will trace the history of urban America broadly, it will pay special attention to California’s major metropolitan centers (especially Berkeley).

**History 167C: Modern Germany: Germany 1914 to the Present**  
**Instructor: Isabel Richter**  
This lecture will explore Germany’s political and cultural history from 1914 to the reunification of the two German states in 1990. This period was marked by the rise and fall of the first German democracy during the Weimar Republic, the First and the Second World War, the rise of extreme ideologies, the Cold War, and the fall of the Iron Curtain. Against the background of these developments we will focus on continuities and ruptures in German society during the Weimar Republic, National Socialism, the two Republics after 1949 (FRG and GDR), and the (unified) Federal Republic of Germany. By comparing the various dimensions and characteristics of Germany’s radical transformations this course introduces students to major political, social, and cultural changes, emphasizing questions of gender, class, religious identities and milieus; the impact of total war; and the roots of dictatorship and democracy. Course materials will include primary sources in translation and state-of-the-art scholarship on German history, self narratives, as well as contemporary literature, popular images, music and films.

**History 125A: History of African-Americans & Race Relations in the U. S.: Black People & Race Relations, 1550-1861**  
**Instructor: Waldo E., Martin Jr.**  
The course will survey African American history from the African background to the outbreak of the Civil War. The origins and development of Afro-American society, culture and politics will be explored from the perspective of African-Americans themselves: slave and free, North and South. We will begin by examining the cultural and demographic background of African-born slaves and the system of the Atlantic slave trade. We will then consider the expansion of racial slavery and the emergence of the "free Negro" class. The development of the black family, black communities, and black institutions (i.e., church, school, press) will also be traced. Other issues to be discussed include the American Revolution and slavery, New World slave systems, slave resistance, and abolitionism. Throughout, the enduring dilemma of race relations functions as a central theme.
SP 19 HUM120: Entrepreneurship for All: An Insiders' Guide to Start Ups

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 12:00-1:59pm
Units: 2
Register Here: 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.
SP 19 Italian 163: A Portrait of the Artist as an Italian

Italian Studies 163: A Portrait of the Artist as an Italian
Professor: Dr. Emily Rabiner
Class #29968
TuTh 11-12:30

To think of Italy is often to think of its art, whether one pictures the remnants of classical Rome or the masterpieces of Renaissance and Baroque artists such as Botticelli, Michelangelo, Leonardo da Vinci, and Caravaggio. It should therefore come as no surprise that the Italian literary tradition has foregrounded discourses on visual art ever since its inception. Whether linked to ideals of social and communal responsibility or to fantasies of unbridled – and therefore godlike and dangerous – creative powers, the figure of the artist has attracted writers and filmmakers interested in both the notion of the artist as an individual genius and as an embodiment of cultural values.

In this course, we will follow historical and imaginary Italian artists across seven centuries and a variety of genres: autobiographies, art criticism, treatises, historical novels, plays, lyric poetry, and film, to name just a few. Throughout the course of the semester, our discussions will frequently revolve around questions of aesthetic experience, artistic identity, communal belonging and marginalization, and gender and sexuality.

This course is taught in English, has no prerequisites, and fulfills L&S Arts & Literature breadth.

SP 19 Journalism 298: Covering Conflict in the Age of the Forever War

Contact Professor Danner mark@markdanner.com if interested in the class
From Professor Mark Danner:

Just in case your coming semester is looking a little tame, you should know a few seats are still available in ... "War Music," an intensive seminar on current conflicts around the world and how to cover them. You'll read a lot of great writers covering combat -- from guerrilla warfare to drones -- and debate them with your colleagues and you'll learn about fighting all over the world. Join us!

Here's the description:

War Music
Covering Conflict in the Age of Forever War
Spring 2019 / Journalism 294 / Mondays 3 – 6 / North Gate 209
Mark Danner

How to cover conflict when war has become “forever war,” a state of persistent hostility that lurks day after day, month after month, year after year behind the news? When war no longer describes a struggle leading toward victory or defeat but a frozen process that persists
indefinitely? This is the world journalists face in the age of the terror, drones and the “light footprint.” In this seminar we will study this age of persistent conflict, analyze its sources, and read the best that has been written about it. We will debate and discuss the War on Terror, the Yemeni Civil War, the rise of special operators and drone warfare in Africa. The class will be organized around reading and discussion. We will screen a film or two and requirements will include a final paper.

**SP 19 JS 122: Course of interest to students of Critical Theory, Lit, Philosophy, Feminism, and beyond!**

Class: 32886  
MWF 9-10am  
250 Dwinelle  
Units: 4  
Register Here: [https://classes.berkeley.edu/content/2019-spring-jewish-122-002-lec-002](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 LS 105: Arts Entrepreneurship**

Professor Richard S Andrews  
Class: 25594  
M 2:00-4:59pm  
125 Morrison  
Units: 3  
Register Here: [https://classes.berkeley.edu/content/2019-spring-ls-105-001-lec-001](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,
Course Opportunities: Week of February 18, 2019

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 Media Studies 101: Visual Communications

Rare opportunity*! Seats available in Media Studies 101!

**Media Studies 101: Visual Communications** (4 units, LG)
Professor [Josh Jackson](#)
Lecture: Tuesday and Thursday 5:00 - 6:30 p.m.
Sections: Multiple Sections Available - See Class Schedule.
Lecture Class #: 23475

Our highly mediated culture provides an ever-intensifying richness of visual information. Using film, television, photography, advertising, video games, apps, social media, gifs, and memes, this class will explore various approaches to critically analyzing visual media and viewing practices from a Media Studies perspective. Throughout the semester we will examine a number of key concerns including a) the logics and practices behind the construction of visual media, b) how viewers understand and derive meaning from visual imagery, c) the cultural, historical, and political impact of images and visual technologies, d) the use of visual imagery in constructing and performing everyday identity, and e) the ethical considerations invoked by acts of looking, image manipulation, and surveillance.


* This a rare opportunity, because enrollment in Media Studies 101 is usually open to only declared Media Studies majors with few seats available to students outside the major. Due to a change in our curriculum, we are able to open seats to sophomores, juniors and seniors outside the Media Studies major. If you are planning to apply to the Media Studies major and have not taken Media Studies 10 or are currently enrolled in it, wait to take Media Studies 101 during a future term after completing Media Studies 10.
SP 19 NATAMST 102: Critical Native American Legal and Policy Studies

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

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 NESTUD 109: The Ancient History of Western Civilization: Mesopotamia

Professor Laurie E. Pearce
Class: 30302
TuTh 12:30-2pm
109 Dwinelle
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
Civilization begins in Mesopotamia, home to the world’s first cities, writing, and monetary exchange. Over five millennia, the human experience unfolds in documents, monuments, and architectural marvels. This course traces the origins of a civilization that arose before “Western Civilization.” This course explores the growth and expansion of Mesopotamian civilization, which gave the world its first law codes, trade wars, battles over natural resources, religious complexes, and a rich literature. Readings of original sources (in translation) will enrich the study of Mesopotamian history, as we 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.

Requirements Class Fulfills:
Meets Historical Studies, L&S Breadth
SP 19 Psych 24: Exploring Psychology through Improvisational Comedy and Drama*

LOOKING FOR A FUN, 1-UNIT CLASS?
Freshman/Sophomore seminar
Psych 24: Exploring Psychology through Improvisational Comedy and Drama
With Sonia Bishop & Adrian Vazquez
9:30am-noon // Jan 22 to Feb 26 // 6 weeks
1203 Berkeley Way West (2121 Berkeley Way)

This class introduces students to psychological concepts in an interactive and fun setting. Learn and experience…
- Why complex tasks can reduce anxiety
- How people read each other
- How young children perceive the world
- What parts of emotion are universal
- How primates & humans signal social hierarchy

*NOTE: If interested, contact instructor directly at sbishop@berkeley.edu. An enrollment bug is currently being solved. Time of class may change.

SP 19 PUB POL 190 – 06(4): The Rise of Conservatism

Professors John Ellwood & Joel Aberbach
Class: 18010
Tu 4–7pm
355 GSPP

Class Description
This seminar will examine the rise of conservatism in the United States. Topics to be covered include the changing meaning and political significance of conservatism, the relationship of conservatism to other elements of American culture and society such as religion, racial attitudes, regional differences, economic forces and the changing nature of the economy. The seminar will emphasize how changes in politics and society over the past four or five decades have shaped American conservatism and been changed by it.

SP 19 PUB POL 190 – 08(3): Social Movement Organizing & Mobilization in the Era of Trump

Professor Saru Jayaraman
Class Description
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.

SP 19 PUB POL C285(4): Nuclear Security

Graduate level course open to undergraduate students!

Professors Michael Nacht & Karl Van Bibber
Class: 29339
MW 2–3:30pm
105 GSPP

This course will examine the evolution of nuclear energy and nuclear weapons, including current policy and technology issues. For many sessions there will be two separate meetings to start: one that emphasizes policy issues for technology-educated students and one on technology issues for policy-educated students. This will be followed by a general session for all students. Topics will include the evolution of nuclear energy for peaceful purposes; nuclear weapons from the Manhattan project to the current arsenals; the Fukushima accident and the future of nuclear energy; and the challenges posed by North Korea, Iran and other nuclear weapon aspirants. Topics may vary from year to year, and the course may be repeated for credit.


Graduate level course open to undergraduate students!

Professor Teófilo Reyes
Class: 15705
Th 12:00–3pm
105 GSPP
Class Description
Current events highlight the importance of advances in biopsychology to public policy decisions. In the spring of 2018 thousands of children, including infants, were separated from their parents and sent to institutions where caregivers received conflicting instructions not to physically comfort their wards. Hundreds remain separated. The American Psychological Association warned of the “toxic stress” and “irreparable harm to children’s cognitive development” that can result from separating parents and children. Recently, the Department of Health and Human Services announced plans to designate a binary sex at birth, in conflict with policy statements from the American Academy of Pediatrics. This course will provide a crash program in behavioral neuroendocrinology and implications for public policy in areas including child welfare, immigration, gender identity, and even minimum wage, as well as morbidity such as cancer, heart disease, mental health, substance abuse, and the opioid epidemic.

SP 19 Sociology Courses with Open Seats

Course descriptions are available online along with syllabi from previous semesters.

SOCIOLOGY OF WORK: (SOC 116)
Instructor: Christoph Hermann
Offered: MWF 10:00-11:00 AM
The objective of the course is threefold: It presents important thinkers and their contributions to a theory of work and society, covers essential aspects of work and working lives, and presents current debates affecting the sociology of work. The first part is dedicated to the theoretical foundations of the field. The course presents major thinkers and discusses their specific contributions to the sociology of work. The second part deals with important aspects of working lives such as skill formation, the labor market, the organization of work, collective bargaining, welfare, and domestic work. The third part introduces current debates related to the world of work including the role of migrant labor, the nature of knowledge work, and the challenge of the international division of labor. The course concludes with a general debate on the state of working classes, working lives, and trade unions in America.

INNOVATION & ENTREPRENEURSHIP: (SOC 121)
Instructor: Szonja Ivestor
Offered: MWF 11:00-12:00 PM
The basic premise of this class is that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to entrepreneurship as a practical enterprise. This perspective, while popular in the late 19th and early 20th centuries, has gotten steadily lost in the entrepreneurial fervor of the 1980s as the study of entrepreneurship was passed almost exclusively into the hands of people in and around the business-school community. The objective of this class is to (re-) incorporate critical social analysis into the field. Throughout the semester, we will explore the various ways in which the social sciences have provided fresh new insights into entrepreneurial behavior by placing innovation in its broader social, cultural, and cross-national contexts. Additionally, we will look at entrepreneurship from the perspective of a much wider range of actors (classes, genders, racial and ethnic groups) than is typically done by the business community. By the end of the semester, you should have a firm grasp of what entrepreneurs do (the usual purview of modern business schools), as well as the causes of entrepreneurship and its cumulative (often not so positive) effects.
SOCIOLOGY OF GENDER: (SOC 133)
Instructor: Jill Bakehorn
Offered: T/TH 8:00-9:30 AM
The sociology of gender focuses on the social construction of gender; how gender is constructed at the level of society as well as how we engage in the re-creation and re-construction of gender in our everyday lives. Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories. Some questions about gender that will be addressed in this course are: * What exactly is gender and why do we need it? * What are the forces that shape gender? * How does gender help us understand issues of race, class, and sexuality? * What happens when we don't live up to gender expectations? One goal of this class is to help you gain a better understanding of gender and its effects, how it pervades all parts of our culture and lives, and also begin to question the assumptions, expectations, and requirements of gender.

COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: CULTURE: (SOC 180C)
Instructor: Szonja Ivester
Offered: MWF 1:00-2:00 PM
Is America different from other developed nations? Attempts to answer this question are frequently lumped together under the concept of “American exceptionalism.” Scholars use this term when describing various characteristics – such as individualism, egalitarianism, and religious fervor – that distinguish the United States from its European forebears. The notion of exceptionalism is, of course, not only a descriptive term. It is also an ideology. After all, many versions of the exceptionalism thesis suggest that America is empowered with a special role in world affairs due to its resources, national character, and (even) divine providence. Implied by this view is that America is not only different from the rest of the world but is, in fact, superior. In this class we will critically evaluate a number of versions of American exceptionalism by comparing the United States to its European peers in the domain of culture

COMPARATIVE PERSPECTIVES IN SOCIOLOGY: THE GLOBAL ELITE: (SOC 189G)
Instructor: Szonja Ivester
Offered: MWF 3:00-4:00 PM
F. Scott Fitzgerald once remarked that the elite are different from you and me. This is especially true for the new global super-elite. No longer restricted by the boundaries of traditional nation states, this century’s rich and famous are making their mark felt on our globally connected society in a singularly potent way. Who are these people? In what ways are they different from the rest of us? How did they become so powerful? Are there connections and interactions among them? And how do they shape our global economic policy, culture, and intellectual life? These are some of the questions that we will explore during the semester. Along the way, we will familiarize ourselves with both traditional and new elite theories, examine contemporary empirical evidence on the rise of the new global plutocracy, and think about the long-term implications of this phenomenon for inequality, culture, and society.
SP 19 Theater 100.002: Collaborative Innovation

This is a project-based class in collaborative innovation where students experience group creativity and team-based design by using techniques from across the disciplines of business, theatre, design, and art practice. Learn more >>

Professor Angela Marino
Class #30236
MW 2–5pm
212 Wheeler
4 Units

SP 19 Theater 119: Thinking Critically about Dance

In Thinking Critically About Dance we demystify the interpretation and/or theorization of dance by systematically investigating some of its basic elements and their impact on each other. These elements include the performer(s), the movement, the sound element and the spatial element. Learn more >>

Professor Jenefer Lee Johnson
Class #30073
TuThu 3:30–5pm
110 Barrows
4 Units

SP 19 Theater 151B: Histories of Performance: Performance and the Individual

This history survey course focuses on the relationship between individual desires or expression and the larger community or culture(s) represented in performance. The course investigates performance as a mode of imitation and examines the role of performance in depicting the "real world." Learn more >>

Professor Julia H Fawcett
Class #30553
TuThu, 11–12:30pm
229 Dwinelle
4 Units

SP 19 UGIS 82 – Cal Teach

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.