

## NEW HUMANITIES COURSES AY 2019-2020

### English

**Hum/En 25 – Human Animal.** *9 units (3-0-6), second term.* European literature has long been a testing ground for radical new ideas which have come to shape our basic understanding of what it means to be a thinking, speaking and perhaps even autonomous human being. The question of what – if anything – makes us different from animals was debated from numerous points of view: including talking dogs, philosophizing women, bestial men, humanlike beasts, and other creatures that defied the conventions of the time. This course explores some of the key literary texts that shaped this debate and pays careful attention to their cultural environments. Selected readings from Cervantes, La Fontaine, Swift, Rousseau, Buffon, Aikin, and Wollstonecraft, among others. Instructor: Holland.

**En 109 – Madness and Reason.** *9 units (3-0-6), second term.* Madness threatens to dissolve boundaries of the most various kinds: between the human and the inhumane, reality and fantasy, sickness and health. One of the tasks of a literary text is to subdue and contain madness through the construction of rational frameworks. How does a literary text accomplish this? Which strategies, such as the use of irony and humor, are the most effective? What role do insane characters play in literary texts? And when – if ever – should we consider an excess of reason as a kind of madness in its own right? Selected readings from Shakespeare, Voltaire, Goethe, Hoffmann, Büchner, Gogol, and Schnitzler, among others. Instructor: Holland.

**En 114 – Shakespeare's Career: Tragedies and Tragicomedies.** *9 units (3-0-6), third term.* The second of a two-course sequence on Shakespeare's career as a dramatist and poet. We will read works from the second half of Shakespeare's career, his tragedies, tragicomedies, and Sonnets. Particular attention will be paid to Shakespeare's use of his sources and to the textual history of the plays. En 113 and En 114 may be taken independently and, usually, are taught in alternate years. Instructor: Pigman.

**En 120 – What Women Want: Desire and the Modern American Novel.** *9 units (3-0-6), second term.* The question of what a woman wants animates a central strain of the modern American novel, as do evolving ideas about what women can and cannot have. This course considers female desire—for personal agency and freedom, self- and sexual fulfillment, economic and social opportunity—across a half dozen novels written from about 1880 – 1940, in light of some of the cultural forces that shape and constrain characters' (and real women's) horizons. Authors covered may include Henry James, Edith Wharton, Theodore Dreiser, Anzia Yezierska, Nella Larsen, and Zora Neale Hurston. Instructor: Jurca.

**En 134 – The Career of Herman Melville.** *9 units (3-0-6), second term.* The course will analyze Melville's career starting with *Typee* and ending with *Billy Budd*. Special attention will be given to *Moby-Dick* and *Pierre*. The centrality of Melville's position in American literature will be considered from a variety of perspectives, including aesthetics, representations of race, class, and gender, the role of the audience, and connections with other authors. Instructor: Weinstein.

### History

**Hum/H 2 – Which Side Are You On? 20th Century African American History Through Debate.** *9 units (3-0-6), second term.* In this introductory course, we will discuss twentieth-century African American history by examining debates that have defined black politics, culture, and society. With a focus on analyzing primary sources and critiquing secondary literature, we will trace the contours of historical and historiographical debates in African American history and gain an understanding of the diversity of thought and experience among black Americans. Instructor: Wiggins.

**H 123 – Ordinary People: Uncovering Everyday Life in the European Past.** *9 units (3-0-6), second term.* In the historical record, much attention is given to wealthy elites (rulers and lawmakers, aristocrats, wealthy merchants), since they were the ones who left written records of their political and economic activities and their personal affairs. But what about the vast majority of people who lived in the past, most of whom were barely literate and had little opportunity to ‘make history’? What can we know about them? This class focuses on the lives of ordinary people, and the sources historians use to learn about them. Special attention will be given to women, the poor, and other marginalized groups in societies ranging from England in the west to Russia in the east. Instructor: Dennison.

**H 133 – Forests and Humans.** *9 units (3-0-6), first term.* Forests – which cover 31 percent of the world’s land surface – have played essential roles in enhancing the planet’s biodiversity. Forests have also served humans in numerous and often controversial ways, and have also been subjected to dramatic change through human activity. How well have we served forests, as well as being served by them? The class will cover the growth and use of forests from a humanistic and historic perspective, as well as discussions about the role of fire in forests, with a particular emphasis on the unprecedented forest fires in California in the past several years and the global ecological implications. Instructor: Lewis.

**H 134 – Birds, Evolution, Speciation and Society.** *9 units (3-0-6), third term.* The cultural, scientific, social and political roles of birds make them an excellent lens through which to view humans’ interactions with the natural world. This course will cover our changing understandings of birds, starting with hawking and falconry in earlier centuries, through the discovery of new species, up through Darwinian understandings of speciation and evolution, and continuing up to present scientific understandings of birds’ capabilities and their ties to humankind, as well as to other anchors in the natural world. We will take a strong biographical as well as avian approach to understanding key personalities who furthered our understandings of avian science. Instructor: Lewis.

**H 149 – Age of Fracture: America Since 1974.** *9 units (3-0-6), second term.* In this course, we will examine America after Richard Nixon’s resignation in 1974, a period that historians have referred to as an age of fracture and social disaggregation. Using fracture as a conceptual framework to investigate American politics and culture in the last quarter of the twentieth century, we’ll consider how the recent past has informed present-day American society. Themes of study will include the culture wars, political polarization, globalization, and the growing wealth gap. In addition, we’ll investigate the theoretical and methodological challenges of doing recent history. Instructor: Wiggins.

**H 152 – Where Do We Go From Here? Black America in the Post-Civil Rights Era.** *9 units (3-0-6), first term.* This course will examine African American politics, culture, and society in the decades following the passage of landmark civil rights legislation in the 1960s. Topics of discussion will include deindustrialization and the rise of hip hop culture, black feminist and queer thought, debates over welfare and affirmative action, and mass incarceration. Analyzing a variety of political and cultural artifacts as well as cutting-edge secondary literature, we will investigate various moments in recent African American history to gain insight into changing notions of rights, citizenship, equality, and freedom in American society. Instructor: Wiggins.

### History of Philosophy and Science

**HPS/H 180 – Forbidden Knowledge.** *9 units (3-0-6), first term.* Why does the notion of freedom of knowledge and teaching in science and engineering matter? What kinds of restrictions have been placed on scientists and engineers, their publications and institutions? Who restrained scientific and engineering knowledge of what sorts; for what reasons; and how successfully? These questions will be addressed by exploring the strategies developed by the U.S. research community to protect the international circulation of knowledge after World War II, when scientific freedom and the export of technical data had to be balanced with the needs of national security. Case

studies will include the atomic bomb, the semiconductor industry in the 1970s and space technologies, notably rockets/missiles, in the 1990s. The threat to U.S. economics and military security posed by the Soviet Union in the Cold War, and by China today, has transformed the practice of research in university and in industry alike building new walls around the production and circulation of knowledge to affirm national sovereignty that is, all the while, being undermined by the global circulation of trained scientists and engineers. Instructor: Krige.

### Language

**L/Hum 110a – Japanese Literature in Translation.** *9 units (3-0-6), third term.* Read and examine the selected Classical Japanese literature and its traditions from 7th to 11th century from the perspectives of women, anti-heroes, and religions. A comparative analysis is applied to many genres such as oral traditions, performing arts, films, picture scrolls, comics, and anime to understand how Japanese think, and how Shinto and Buddhism have formed their ways of life, ethics, and concepts of life and death. Read selected portions of *The Kojiki*, *Manyoshu*, *The Tale of Ise*, *The tale of the Bamboo-Cutter (The Tale of the Moon Princess)*, and *The Tale of Genji*." Instructor: Hirai.

### Philosophy

**Hum/PI 45 – Ethics & AI.** *9 units (3-0-6), second term.* How do we reconcile the possibilities of modern machine learning with ethical and moral demands of fairness, accountability and transparency? This course will take a case study based approach to the challenges at the interface of algorithms and human values. By exploring existing debates on algorithmic bias, explainable AI and data ownership, students will be exposed to the relevance of ethical systems of thought to modern social questions. Instructor: Eberhardt.

### Visual Culture

**Hum/VC 49 – Consuming Victorian Media.** *9 units (3-0-6), first term.* Proliferating communication and entertainment media technologies in 19th-century England vexed the imagined boundaries between humans and machines while catalyzing social anxieties about aesthetics, attention, and distraction. We will explore both “old” (novels, paintings, sculptures) and “new” forms of 19th-century media (telegraphs, magic lanterns, and photography) as we analyze overly stimulating Gothic print media in Jane Austen’s *Northanger Abbey*, Wordsworth’s contempt for popular entertainments in *The Prelude*, and the inversion of imperial consumption in Bram Stoker’s *Dracula*, a novel mediated through characters’ telegrams, diary entries, and phonographic recordings. Authors studied also may include: Dickens, Christina Rossetti, Doyle, Kipling, and Vernon Lee. Instructor: Sullivan.

**VC 60 – Art/Media.** *Units to be determined by the instructor. Offered by announcement.* A practice-based course taught by a visiting artist in residence. See registrar’s announcement for details. Instructor: Visitor.

**VC 72 – Data, Algorithms, and Society.** *9 units (3-0-6), third term.* This course is taught concurrently with CS/IDS 162. For course description, see CS/IDS 162.

**En/VC 108 – Volcanoes.** *9 units (3-0-6), first term.* Long before torrents of lava cascaded down Los Angeles streets in the 1997 film *Volcano*, volcanic disaster narratives erupted across 19th-century British pages, stages, and screens. This class will examine the enduring fascination with volcanoes in literary and visual culture and the socio-political tensions that disaster narratives expose. Students will analyze Mary Shelley’s *Frankenstein* and *Tambora*’s infamous 1815 eruption, James Pain’s 1880s pyrotechnic adaptation of Vesuvius’s 79AD eruption, and paintings of global sunsets after Krakatoa’s 1883 eruption. Additional literary and visual texts may include works by: Felicia Hemans, Isabella Bird, M.P. Shiel, Charles Dickens, Sir Edward Bulwer-Lytton, and J. M. W. Turner. Instructor: Sullivan.

**En/VC 117 – Picturing the Universe.** *9 units (3-0-6), second term.* Whether you are a physicist, photographer, or bibliophile, grab a warm jacket. The night sky beckons. In addition to observing and photographing our own starry skies, we will study 19th-century literary, artistic, and scientific responses to new understandings of the universe as dynamic, decentered, and limitless. In Victorian England, picturing the universe in literature and recording celestial light in photographs defied the physiological limitations of human observation and fueled larger debates about objective evidence and subjective documentation. Authors studied may include: Anna Laetitia Aikin, Keats, Byron, Tennyson, Hardy, Agnes Clerke, E. E. Barnard, Tracy Smith, and Dava Sobel. Instructor: Sullivan.

**L/VC 153 – Refugees and Migrants’ Visual and Textual Representations.** *9 units (3-0-6), second term.* This course focuses on the refugees and migrants’ images in documentaries, narrative films, graphic novels, fictional texts, poetic works, and autobiographical narratives. It investigates how these representations participate in the development and strengthening of political discourse. Works by authors such as Hannah Arendt, Antje Ellermann, Achille Mbembe, Martin A. Schain, and Sasha Polakow-Suransky will provide some context to our analysis. Topics discussed in class include the historical and economic relationships of Europe with the refugees and migrants’ countries of origin, the rise of anti-immigrant politics and its significance for the future of the European Union, but also its impact on social peace, in France in particular. This course is taught in English. Instructor: Orcel.

**VC 170 – Special Topics in Visual Culture.** *9 units (3-0-6), offered by announcement.* An advanced humanities course on a special topic in visual culture. Topics may include art history, film, digital and print media, architecture, photography or cartography. It is usually taught by new or visiting faculty. The course may be re-taken for credit except as noted in the course announcement. Limited to 15 students. See registrar's announcement for details. Instructor: Staff.

**VC 171 – Arts of Buddhism.** *9 units (3-0-6), second term.* An examination of the impact of Buddhism on the arts and cultures of India, Southeast Asia, China, Korea, and Japan from its earliest imagery in the 4th century B.C.E. India through various doctrinal transformations to the Zen revival of 18th-century Japan. Select monuments of Buddhist art, including architecture, painting, sculpture, and ritual objects, will serve as focal points for discussions on their aesthetic principles and for explorations into the religious, social, and cultural contexts that underlie their creation. Instructor: Wolfgram.

### Other Humanities

**Hum 15 – Special Topics in Humanities.** *9 units (3-0-6); offered by announcement.* This course will count as a freshman humanities course in either English, history, philosophy, or visual culture, as announced. It is usually taught by new or visiting faculty. The course may be re-taken once if the second class is offered in a different discipline (from among English, history, philosophy, and visual culture). Limited to 15 students. See registrar's announcement for details. Instructor: Staff.

**Mu 55 – The Great Orchestras: Their History, Conductors and Repertoire.** *9 units (3-0-6), first term.* This survey course will trace the symphony orchestra from its origins in the mid eighteenth century to the present day. Special emphasis will be given to the great civic orchestras of the nineteenth and twentieth centuries, their conductors, and core orchestral repertoire. Making use of historic audio and video recordings from the twentieth century, along with more recent documentary recordings, students will be exposed to the cultural history of modern Europe and America through the medium of classical music. Instructor: Neenan.