UCM Writing Program
Fall 2008- Spring 2009

CoreOne F08/S09 "Masterplan"

CORE 1: The World at Home
UCM Writing Program
Fall 2008-Spring 2009

Section Instructor: Tom Hothem **Email: thothem@ucmerced.edu**
Office: Classroom Building 303 **Office hours: M 5:00–6:00**

CoreOne General Information and Schedule

Course Description:
Core 1 is a lecture and discussion course that is designed to introduce you to UC Merced's faculty, our research, and the academic fields in which we work. The course capitalizes on an interdisciplinary approach to explore how different experts, from what have been called "the two cultures" (humanist and scientist), view the world and analyze information. The intent is to demonstrate, through examples, that complex questions are best understood not from a single, decoupled perspective, but by insights gained from different—even seemingly disparate—approaches. ¶ Core discussion sections are designed to facilitate more intimate learning communities and writing instruction, so as to process and advance ideas introduced in lectures. To this end, discussion sections are conversational, collaborative, and writing-intensive, entailing active participation in activities that engage course materials. Your questions and ideas will be central to the learning process. Among the questions we will address are: What is a university, and what role do we have in shaping it? What counts as knowledge? How is knowledge produced and assembled? In what ways do academic disciplines intersect? In what ways do they differ? The answers to such questions will guide us as we work together to forge an entirely new and unique academic community.

Learning Objectives (instructors will):
- Introduce students to the spectrum of scholarly inquiry
- Cultivate intellectual curiosity and exchange of complex ideas
- Survey real-world issues from a variety of interconnected interdisciplinary perspectives
- Draw parallels between the sciences and the humanities
- Promote information literacy for managing and representing evidence
- Demonstrate interdisciplinary analytical thinking, problem-solving, and decision-making
- Examine epistemological bases of knowledge in academic disciplines
- Review effective strategies for learning, reading, writing, and computation

Learning Outcomes (students will be able to):
- Manage and assess information by refining study skills and cultivating scholarly habits
- Collaborate in sharing expertise, making connections, and assembling knowledge
- Demonstrate scholarly processes characteristic of creative/critical problem-solving
- Critique diverse perspectives from scientific, historical, artistic, and personal standpoints
- Apply appropriate qualitative and quantitative methods in analyzing information
- Craft written arguments that draw connections between the arts and sciences

- Appreciate ethical considerations and decision-making in local and global contexts
- Elaborate an enhanced sense of educational purpose in a broader intellectual context

Our Procedures and Guidelines:
As the focus of the course, lectures will be the basis of many discussions. So **take detailed lecture notes, bring notes to all discussion sections, and come to class with questions and observations**. As we process material presented in lectures and in course reading, throughout the semester we will concentrate on all aspects of the writing process, including study skills, note-taking, annotation, responsive reading, brainstorming, drafting, peer review, and revision.

Because discussion sections subscribe to a workshop format, you cannot fulfill the requirements of the course unless you attend regularly. Also, our time together is limited (only two 75-minute sessions each week). For these reasons, absences in section will negatively affect your final grade. **For each absence beyond the allowed <u>four</u> you will be penalized 5 points. Excessive absences (8 or more, for any reason) will result in failure of the course.** You are responsible for material covered in class, whether you are present or not. In-class work cannot be made up.

<u>Lectures</u>: Because lectures are the centerpieces of Core 1 instruction, your attendance is expected at all times. To ensure that you are attending lecture and processing information satisfactorily, discussion sections will frequently include quizzes and related writing prompts.

<u>Readings</u>: Weekly reading assignments are available online or on the Core 1 UCMCROPS course page, **S09-CORE 001 LEC** (via https://ucmcrops.ucmerced.edu/portal, which can also be accessed via your *MyUCMerced* student account, https://my.ucmerced.edu), as well as in *The Omnivore's Dilemma*, which is the common read this year (for CoreOne and the university in general). **Assigned reading is to be <u>completed</u> for the day it scheduled, as an accompaniment to the lecture and focus of discussion in section.**

<u>Core Fridays</u>: You are required to sign up for, attend, and report on <u>five</u> CoreFriday events of your choice. These events occur Fridays, 3:00–4:50, in COB 102.

<u>Assignments</u>: In general, every two modules will include one essay and one quantitative assignment. We will build towards a **cumulative writing assignment** that addresses recurring themes in Core 1, particularly those questions listed in the course description. This essay will draw on lectures, readings, and core texts to explore these themes, and should amount to 6-8 pages. The goal of the smaller writing assignments and discussions will be to prepare you for this longer project. **Note: All work must be submitted in hard copy, on the assigned due date, in person, as well as virtually via <u>www.turnitin.com</u> (see below for further explanation). Late work will not be accepted, except in documented cases of emergency. Written work not submitted to <u>www.turnitin.com</u> will not be considered.**

Evaluation: Grading basis for Core 1 will be based on a total of 300 points:
- ≤ 75 points for three 25-point essays (1-Argument; 2-Application; 3-Synthesis)
- ≤ 60 points for three 20-point quantitative exercises (1-Theory; 2-Practice; 3-Proposal)
- ≤ 15 points for three 5-point skills assignments (1-Reading; 2-Listening; 3-Researching)
- ≤ 25 points for five 5-point reflections (journal entries) of 500 words each
- ≤ 25 points for five 5-point quizzes on lectures and readings

- ≤ 50 points for class participation, in-class work, and Core Friday Event attendance
- ≤ 50 points for the Cumulative essay (due finals week)

Grade brackets: A = 278-300; A– = 269-277; B+ = 260-268; B = 248-259; B– = 239-247; C+ = 230-238; C = 218-229; C– = 209-217; D+ = 200-208; D = 188-199; D– = 179-187; F = <179

Academic Integrity: Plagiarism is an issue that is as complicated as linguistic expression is nuanced. For our purposes, **plagiarism entails representing another's work as your own; it is a very serious offense.** Note that plagiarism includes:

- submitting work that is done in part by someone else
- paraphrasing or summarizing any source without referencing it
- copying any source without using quotation marks or block indentation

In sum, **if you submit your own work with all outside sources or ideas properly documented, you will have maintained academic honesty.**

Discussion leaders take your ideas and writing very seriously, which is why we support academic integrity through online resources. **Core 1 students are required to submit all written assignments to www.turnitin.com.** This program will help you protect your ideas and instructors maintain a fair and open learning environment.

If you have any questions about academic honesty, please feel encouraged to ask your instructor, or to consult www.library.ucla.edu/bruinsuccess, an interactive guide to avoiding plagiarism concerns. See also UC Merced's Academic Honesty Policy (http://studentlife.ucmerced.edu/2.asp?uc:1&lvl2:121&lvl3:121&lvl4:123&contentid:171).

Disabilities Statement

Students with disabilities who need staff or time intensive accommodations (e.g., reader services, interpreter services, text conversion, etc.) should contact the Disability Services Office as soon as possible to make necessary arrangements for these services. It is the student's responsibility to assure that such notification occurs in a timely fashion. Failure to do so may delay or in some cases preclude our ability to provide certain accommodations. For further information or to make disability services arrangements, contact the Disability Services Office, 113 Kolligian Library (Gold Wing), First Floor, Email: disabilityservices@ucmerced.edu or bneily@ucmerced.edu.

Core 1 Course Planning Committee (CCPC)

· **Wil van Breugel** (CCPC Chair) Natural Sciences; wvanbreugel@ucmerced.edu; 209-658-6392
· **Tom Hothem,** Writing Program; thothem@ucmerced.edu; 209-217-7247
· **Martha Conklin,** Engineering; mconklin@ucmerced.edu; 209-228-4349
· **Gregg Herken,** Social Sciences, Humanities, and Arts; gherken@ucmerced.edu; 209-724-4362
· **Robert Ochsner,** Writing Program; rochsner@ucmerced.edu; 209-217-7186

Final Note: Your instructors realize that Core 1 can be an exciting albeit overwhelming course that rewards creativity while demanding discipline and organization. Please keep in touch with us via email, office hours, and class discussions. As fellow scholars, we welcome your input and questions, and in many ways are fellow voyagers with you on the journey.

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Evaluation of Core 1 Assignments

Those of us who lead discussion sections of Core 1 are often asked about how we grade assignments for Core 1. Having established point systems and criteria to govern our evaluations of these assignments, we've decided to present them to you here in hopes of demystifying, at least slightly, what some might consider a "mysterious" process.

With respect to quantitative assignments, a correct answer must be supplied in order for the assignment to receive full credit. However, we believe that process is a fundamental component of both quantitative and qualitative reasoning. Therefore, any quantitative exercise that clearly (and creatively) describes its process (and the significance thereof), uses the tools provided by the assignment, and shows evidence of sincere engagement can still receive a high grade, even if an incorrect answer is provided at the end.

Essay assignments are slightly different in nature. Essays very rarely have a "correct answer," after all. Nevertheless, we will only give top marks to essays that:

- present information accurately and make logically sound arguments;
- develop ideas fully and in an organized fashion;
- display complexity of thought and appreciation of various perspectives;
- approach issues and problems from creative angles;
- are noteworthy for their overarching focus and coherence; and
- engage course readings and/or lectures in sufficient depth.

Essays do not have to receive perfect scores in all of these areas to receive full points, but coming up short in one criterion or another will likely affect your grade.

We hope that this clarifies what we look for when evaluating these assignments. If you have any questions while working on either a qualitative or a quantitative assignment, you are of course advised to contact your section leader promptly so as to stay on the right track.

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CORE 1 Module Synopses, with Associated Objectives and Outcomes

CORE 1: The World at Home covers a lot of ground—billions of years, in fact. As you read the module summaries, note that the course is structured with a very broad chronology, moving from the very beginnings of the universe to the problems of our current civilization, now and in the near future. Beyond this basic structure, the challenge of this course is for each of us to find ways our history can be linked together, to examine how the past influences the future, and to study how thought and innovation have developed over the millennia, and so on.

Background, "Points of Engagement"

During the first week of the course, you will be introduced to some of the broad themes of the course, such as the productive interplay that occurs between disciplines and the challenges of the modern university. Some of the questions we'll start out with include: What counts as knowledge? How is knowledge produced and assembled? In what ways do academic disciplines intersect? In what ways do they differ?

Objectives (instructors will):
• Provide overview of subjects, modules, lectures, discussion sections, and assignments
• Survey strategies of acquiring and managing information
• Review critical reading skills (pre-writing, annotation, finding patterns, journaling, etc.)
• Cultivate statistical savvy and quantitative awareness

Outcomes (students will be able to):
• Summarize major themes and protocols of the course
• Use course materials reflexively
• Annotate and critique short reading
• Take effective lecture notes

Module 1, "Origins of the Universe"

In developing myriad "origin myths," humankind has had to balance accounts of the natural world in terms of faith (spiritual knowledge) and reason (testable hypotheses). The conflict between these two approaches may be seen, for example, in the life of Galileo, and in debates that continue today, in rival explanations of our place in the Universe. The scope of this first module literally covers billions of years—from "scientific cosmology" and its Big Bang theory (of the formation of galaxies, stars and planets) to "functional cosmology" (which attempts to explain our personal connection to the universe)—to explore that most fundamental of questions:

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How did we get here?

Objectives (instructors will):
• Survey scientific and mythological models of the universe
• Introduce problems of classification inherent in constructions of knowledge
• Review formative moments in intellectual history
• Explore socio-historical issues that accompany the scientific imagination

Outcomes (students will be able to):
• Explain ways in which different cultures imagine the universe
• Identify cultural values embedded in the history of astronomy
• Reflect on significance of intellectual history for contemporary notions of knowledge
• Assess the idea of scientific classification (by arguing for and against Pluto's planetary status)

Module 2, "Origins of Life"

This module will extend the earlier theme of faith versus reason to today's ongoing debate over life's origins, specifically the debate between evolution and creation. To better understand what is at stake in this debate, we will consider competing theories proposed by scientists and ethicists, and their answers to the key questions: "What constitutes life?" and "What life is sacred?" Just as the life of Galileo focuses the discussion in Module 1, the life and work of Charles Darwin will do the same in this module. We will closely examine the origins and value of the scientific method, the geologic history of Earth, the genetics of natural selection, and from the opposite side, the philosophy of religion and intelligent design.

Objectives (instructors will):
• Explore earth's origins in the context of universe's history
• Survey history of and challenges to evolutionary thinking
• Survey and critique scientific systems of classification
• Introduce biological concepts of natural selection and speciation

Outcomes (students will be able to):
• Synthesize arguments about origins of universe with those about origins of life
• Evaluate limits of scientific classification
• Explain and apply concepts of natural selection and speciation
• Analyze texts such as *Origin of Species* to assess evolutionism in historical context

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Module 3, "Origins of Societies and Cultures"

Societies tend to coalesce for pragmatic reasons—food production, shelter, companionship, and defense—evolving distinct cultures in the process. Whereas all societies eventually face the same basic challenges—resource depletion, crime, epidemics, and environmental despoliation, among them—the creative contributions of their diverse cultures, in the sciences and arts, often remain unique. In this module (perhaps the most protean of all the modules), we will examine a wide range of topics, each a way of understanding how and why people form into groups, cities,

and cultures, and the potential positive and negative consequences of such activities. Some of the challenging questions we will consider are: "What is 'culture'?" "What is art and why do we have it?" "What obligations do we have to the environment, to each other, to our successors?"

Objectives (instructors will):
• Examine history and theories of social formations and movements
• Survey aspects of intercultural communication
• Illustrate dynamics of stereotyping in psychology and media
• Explore art as a means of understanding culture

Outcomes (students will be able to):
• Critique previous course themes and foci in terms of social movements and societal change
• Articulate extents to which common classification schemes lend themselves to stereotyping
• Analyze artworks by attending to formal characteristics of painting, music, literature, etc.
• Assess parallels between artistic creation and scientific or scholarly investigation

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Module 4, "Language and Communication"

Societies, like individuals, depend upon communication—to express needs and wants, to warn of danger, and to persuade others to join their cause. This module will look at the various ways that we have learned to communicate and persuade: through words, symbols, music, and even unconscious gestures. We will examine how we acquire and develop language skills, and then progress into the use of metaphor and purely symbolic languages such as mathematics. Through the study of the languages of mathematics and music, we will cultivate an understanding of what we mean by "language."

Objectives (instructors will):
• Explore socio-historical aspects of communication
• Elaborate theories of language acquisition and communicative practice
• Survey communicational logic of—and affinities among—forms of expression (language, music, film, mathematics, etc.)
• Examine the nature of knowledge with respect to cross-disciplinary communication

Outcomes (students will be able to):
• Summarize and apply theories of language acquisition and use
• Analyze cultural values embedded in language and alternative forms of expression (literature, music, film, mathematics, etc.)
• Elaborate commonalities among forms of expression
• Explain the bases of mathematical logic

Module 5, "Needs of Individuals and Societies"

Unlike societies, individuals have unique needs and desires, many of which cannot (or should not) be met by the society at large. Unique to each individual are the ethical choices that each of us makes in fulfilling these needs. Alternately, society often makes demands on individuals—sometimes with his or her consent, sometimes without—that challenge codes of ethics we may

consider implicit and universal (such as restricting the pursuit of happiness, or freedom from pain). In the absence of a truly homogenous society, we learn to manage the tension between the one and the many as best we can. In this module, we will explore this tension by looking at case studies of social experimentation, economic issues, public health crises, and theories of ethical decision-making (such as utilitarianism).

Objectives (instructors will):
• Introduce ethics as source of scholarly focus
• Examine ethical tensions between individuals and societies
• Survey ethical considerations in public health and history
• Present ethical issues in methods of scientific research
Outcomes (students will be able to):
• Apply schools of ethical thought to contemporary concerns
• Elaborate ethics implicit in common public health and historical issues
• Assess ethical considerations in scientific research designs
• Analyze statistical data from ethical standpoints

Module 6, "Conflict"

Conflict is common not only between but within societies. It comes in many forms, not just violence and war, but everyday conflicts of interest, ideology, and belief. As such, conflict may be necessary for civilization to evolve and progress. This module will consider the full spectrum of conflict—from global war to terrorism and debates over protection of the environment—to explore how and why conflicts occur, how they might be avoided or managed, and how, traditionally, they have been resolved.

Objectives (instructors will):
• Present historical and ethical contexts for contemporary conflicts
• Explore local and global implications of political issues
• Suggest means of managing or ameliorating current conflicts
• Examine science behind historical developments

Outcomes (students will be able to):
• Apply ethical frameworks to modern conflicts
• Summarize and critique a current political conflict
• Elaborate historical, ethical and scientific contexts for contemporary conflicts
• Assess primary and secondary sources for characterizations of contemporary conflicts

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Module 7, "The Future"

The final module will revisit the major themes of the course, from the perspective of how they might be affected by changes already underway, or predicted in the foreseeable future. Both threats and prospects will be examined, from the possibility of a global pandemic to the implications of genetic engineering and nanotechnology. The course will conclude with reflection on what we've learned over the semester and addresses our ongoing hopes and fears for the future, speculating on what we can do with this knowledge.

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Objectives (instructors will):
• Survey costs and benefits of scientific and/or technological innovation
• Examine ethical considerations in contemporary scientific research
• Identify problems of and solutions to current scientific debates
• Explore implications of technological innovation for personal identity

Outcomes (students will be able to):
• Apply concepts of evolution and ethics to current scientific debates
• Elaborate unforeseen consequences of innovation
• Assess role of technology in everyday life
• Synthesize course material by applying it to future concerns

CORE 1 COURSE SCHEDULE

(Readings are to be completed in preparation for the week they are listed. *However*, because our discussion section meets MW and attends lecture R, scheduled readings will likely not be discussed until Wednesday of each week, with that discussion continuing the following Monday. ¶ Assignment due dates appear in [brackets].)

(Unless otherwise noted, all readings can be accessed or downloaded from the "Resources" section of the S09-CORE 001 LEC UCMCROPS page, via https://ucmcrops.ucmerced.edu/portal)

Week 1 (19-23 January)

Lecture: Christopher Viney, Wil van Breugel, Martha Conklin, Gregg Herken, and Tom Hothem, "Introduction to Core 1: Points of Engagement"

Reading:
• Sagan, "Can We Know the Universe?" <http://www.stephenjaygould.org/ctrl/sagan_science.html>

• Descartes, Part One from *A Discourse on Method* <http://www.gutenberg.org/files/59/59-h/59-h.htm>

Discussion: Introductions, Course Overview, and On the Nature of Knowledge

Core Friday: Tom Hothem, "What Do We Know?" (interactive lecture about knowledge and CoreOne, with tips for how to manage information in the course)

MODULE 1: "Origins of the Universe"

Week 2 (26-30 January)

Lecture: Wil van Breugel, "Masks of the Universe: Cosmologies Since the Beginning of Time"

Reading: • Hawking, "Our Picture of the Universe"

• From Maidu creation myths: "The Creation" (pp. 18-30)

• Harrison, "Creation of the Universe" (pp. 515-28)

Discussion: On Models of the Universe

Due: **Skills Assignment 1 ("Reading") [W]**

Core Friday: Merced Symphony, "The Music of the Spheres" (classical concert)

Week 3 (2-6 February)

Lecture: Christopher Viney, "Shifting the Origin: The Legacy of Copernicus, Galileo and Newton"

Reading: • Freedman, "When is a Planet Not a Planet?"
Two web pages, starting on: <http://theatlantic.com/doc/199802/pluto>

• Perlman, "Pluto Demoted—From 9th Planet to Just a Dwarf"
<http://www.sfgate.com/cgi-bin/article.cgi?f:/c/a/2006/08/25/MNGCJKP5T01.DTL&hw:pluto&sn:005&sc:675>

• Rincon, "Pluto Vote 'Hijacked' in Revolt"
<http://news.bbc.co.uk/2/hi/science/nature/5283956.stm>

Discussion: **Quiz 1; +** discussion of what constitutes a "planet," what such a classification implies about knowledge, and how to calculate Pluto's mass

Due: **Reflection 1 [W]**

Core Friday: *Life of Galileo* (play by Berthold Brecht)

MODULE 2: "Origins of Life"

Week 4 (9-13 February)

Lecture: Tom Hothem & Anne Zanzucchi, "The Literature of Natural History and the Idea of Evolution"

Reading: • Foucault, from *The Order of Things*

• Thomas, "Classification"

• Darwin, selections from Chapters III, IV, and XIV of *Origin of Species*

• Linnaeus, from Introduction to *Systema Naturae*

Discussion: On the nature of classification

Due: **Quantitative Assignment 1 ("Theory") [W]**

Core Friday: *Inherit the Wind* (film about the 1925 "Scopes Monkey Trial," and the politics of evolutionary thought in twentieth-century America)

Week 5 (16-20 February)

Lecture: Laura Martin, "Evolutionary Biology: All Things Great from Small?"

Reading: • Ridley, from *Evolution* Chapter 4 (pp. 72-81, 87-89)

• Beals, Gross, and Harrell, "Hardy-Weinberg Equilibrium" <http://www.tiem.utk.edu/bioed/bealsmodules/hardy-weinberg.html>

• Gould, "What Does the Dreaded 'E' Word Mean Anyway?"

Discussion: **Quiz 2**; Essay 1 ("Argument") workshopped

Due: **Reflection 2 [M]**

Core Friday: Wil van Breugel, "What Is Life, and Where Is It?" (lecture about life in the universe)

MODULE 3: "Origins of Societies and Culture"

Week 6 (23-27 February)

Lecture: Guy Consolmagno, "Science and Religion" [T]
OR
Jeff Yoshimi, "God, Science, and the Big Questions" [R]

Reading: • Easterbrook, "The New Convergence"
Three web pages, starting on:
<http://www.wired.com/wired/archive/10.12/convergence.html?pg=1&topic=&topic_set=>
[text also available on UCMCROPS S09-CORE 001 LEC "Resources"]

Discussion: Essay 1 ("Argument") workshopped

Due: **Essay 1 ("Argument") [W]**

Core Friday: Jared Stanley, "A Portrait of the Artist as Researcher" (interactive lecture about art)

Week 7 (2-6 March)

Lecture: Simon Weffer, "Social Movements"

Reading:
- Browne, "Introducing Sociology"
- Hebdige, from *Subculture: The Meaning of Style:* "Holiday in the Sun" and "Boredom in Babylon"

Discussion: On Quantitative 2 ("Practice")

Core Friday: Brad Shaffer (UC Davis), "Why Darwinian Evolution Is So Important to Conservation Biology: A Case Study with California Tiger Salamanders and Vernal Pool Ecosystems" (lecture)

MODULE 4: "Language and Communication"

Week 8 (9-13 March)

Lecture: Yarrow Dunham, "What's in a Name: Labels and the Development of Social Knowledge"

Reading:
- Lakoff & Johnson, from *Metaphors We Live By* (1-"Concepts We Live By," 2-"The Systematicity of Metaphorical Concepts," 3-"Metaphorical Systematicity: Highlighting and Hiding," 4-"Orientational Metaphors," 5-"Metaphor and Cultural Coherence," 6-"Ontological Metaphors")
- Lipsitz, "'It's All Wrong, But It's All Right': Creative Misunderstandings in Intercultural Communication"

Discussion: **Quiz 3**

Due: **Quantitative 2 ("Practice") [W]**

Core Friday: Liz Beasley (& Writing Faculty), "Approaches to Writing the CoreOne Cumulative Essay" (interactive lecture and workshop)

Week 9 (16-20 March)

Lecture: Arnold Kim, "Language and Mathematics"

Reading: • Devlin, "Tapping into Our Math Instinct"

• Huff, "How To Talk Back to a Statistic"

Discussion: Essay 2 ("Application") workshopped

Due: **Reflection 3 [M]**

Core Friday: *A Beautiful Mind* (film about the life of Princeton mathematician and economist John Forbes Nash)

Week 10 (23-27 March = SPRING BREAK)

MODULE 5: "Individuals and Societies"

Week 11 (30 March – 3 April)

Lecture: Anne Zanzucchi, "Humanitarianism and the Ethics of Diet"

Reading: • Teichman, "Utility and Principles"

• Pollan, "The Ethics of Eating Animals," "The Consumer," and "The Omnivore's Dilemma" (*Omnivore's Dilemma* 304-33, 100-108, 287-303)

Discussion: Essay 2 ("Application") workshopped

Due: **Essay 2 ("Application") due [W]**

Core Friday: Panel discussion of *The Omnivore's Dilemma*

Week 12 (6-10 April)

Lecture: David Ojcius, "The Book Reopened on Infectious Disease"

Reading: • Ojcius, "Can Chlamydia Be Stopped?"

• Seeman, "Herd Immunity"

Discussion: **Quiz 4; +** On Quantitative 3 ("Proposal")

Core Friday: *Twelve Monkeys* (science fiction film about going back in time to fight a virus that threatens the human race)

MODULE 6: "Conflict"

Week 13 (13-17 April)

Lecture: Gregg Herken, "The Global War on Terror"

Reading: • Weinberger, "Can You Spot the Chinese Nuclear Sub? Widely Available Satellite Imagery Is Making Governments around the World Awfully Nervous"
Five web pages starting on: <http://discovermagazine.com/2008/aug/21-can-you-spot-the-chinese-nuclear-sub/article_view?b_start:int=0&-C>
[text also available on UCMCROPS S09-CORE 001 LEC "Resources"]

• Williams, "Distance"

Discussion: discussion on war and surveillance
Due: **Quantitative Assignment 3 ("Proposal") & Skills Assignment 3 ("Researching") [W]**

Core Friday: *Copenhagen* (Michael Frayn play about nuclear physicists Niels Bohr and Werner Heisenberg and the atomic bomb)

Week 14 (20-24 April)

Lecture: Martha Conklin, "California Water and Politics"

Reading: • Mount, from *California Rivers and Streams*: "Chapter 8: Climate and the Rivers of California" and "Chapter 10: Rivers of California: The Past 200 Years"

Discussion: Essay 3 ("Synthesis") workshopped

Due: **Reflection 4 [W]**

Core Friday: Panel Discussion on the idea of "Conflict"

MODULE 7: "The Future"

Week 15 (27 April – 1 May)

Lecture: Katie Winder, "The Global Economic Recession: How Did We Get Here?"

Reading: • Krugman, "Baby-sitting the Economy"
Two web pages, starting on: <http://www.slate.com/id/2202165/>

• Stiglitz, "Capitalist Fools"
Two web pages, starting on:
<http://www.vanityfair.com/magazine/2009/01/stiglitz200901?currentPage=1>

[texts also available on UCMCROPS S09-CORE 001 LEC "Resources"]

Discussion: **Quiz 5; +** On the so-called "dismal science" (economics)

Due: **Essay 3 ("Synthesis") [W]**

Core Friday: Panel Discussion on the concept of Sustainability

Week 16 (4-8 May)

Lecture: Valerie Leppert, "The Future and Technology: Emerging Applications and Issues in Nanotechnology"

Reading: • Brumfiel, "Nanotechnology: A Little Knowledge … "

Discussion: Cumulative Essay workshopped

CoreFriday: *Blade Runner* (futuristic science fiction film about the rights of lifelike robots and the meaning of human existence)

***Week 17 (11-15 May)*:** **Cumulative Essay & Reflection 5 due**