

Spring 2014 R'Courses

*Courses are offered on a Pass/No pass (S/NC) basis. Credits are either 1 or 2 units, based on workload.

Gender Transgression and the State

Student Facilitator: Joseph Montoya

Day/Time and Location: R/4:10-5:30; INTN 2043

Department: Women's Studies (WMST 190)

Email name and SID to Cassee Barba (cassee.barba@ucr.edu) to register.

Course Description:

This course on Gender Transgression and the State has set one main goal for itself. The primary goal of this course is to complicate the way we understand gender transgression and its relationship to "The State." This goal is accomplished by looking at the historical interactions of differently gendered bodies, the state and state policy since the U.S. colonial period to the present. This class considers these histories through a critical gender race and queer lens in order to complicate normative understanding of the history of the United States as it exists today. We will also look at narratives of gender transgressive people to garner an understanding of their experience as they have written it, and some critique made by transgender and gender nonconforming people as in this course that is highly valuable. Specifically, in this class, we will look at the ways native women, migrant women and black women have interacted with the state through systems of patriarchal control, family structures, U.S. Imperialism, law, settler colonialism, citizenship, and history. Taking these understandings of gender and the state, we will apply these concepts instead to the gender transgressive subject in order to reconceptualize the relationship between gender transgression and the state. Students, throughout the course should garner skills in critical thinking and analysis as well as a more complicated understanding of gender transgression and its relationship to the state.

Walking Dead and our Underlying Culture

Student Facilitator: Colette King

Day/Time and Location: W/4:00-6:00; Campus Surge 308

Department: English (ENGL 190)

Email name and SID to Linda Nellany (linda.nellany@ucr.edu) to register.

Course Description:

This class will focus on specific screenings of *The Walking Dead* that reflects the ways in which zombies are metaphors for certain cultural anxieties. We will examine the change from our modern culture and, in the later seasons, how altruistic aspects of characters alter due to survivalist discourse. We will also look at television studies criticism to engage students in thinking critically about television. The class will read essays that examine zombies and their cultural meanings and discuss how to use these critics to understand *The Walking Dead*. Robert Kirkman, the author of the *Walking Dead* comic, wanted to "explore how people deal with extreme situations and how these events CHANGE them." So is Kirkman's message prevalent throughout the seasons, or do the comics depict something different than the show?

Issues in Disney: Race, Gender, and Sexuality

Student Facilitator: Michael Turcios

Day/Time and Location: T/1:10-3:00; INTN 4043

Department: Ethnic Studies (ETST 190)

Email name and SID to Cassee Barba (cassee.barba@ucr.edu) to register.

Course Description:

This seminar investigates the problematic characteristics in Disney films by analytically examining how the intersectionalities of race, gender and sexuality are portrayed in those popular culture works. To thoroughly comprehend the effects of Disney on consumers and spectators, this course will analyze Disney films as a source of misrepresentations that functions to create its own sanitized culture and fragmented historical accounts. Supported by theoretical material in the fields of race, gender, and sexuality, this seminar will employ an array of theories, secondary texts, and visual material to produce thought-provoking of sexuality in Disney films. By analyzing Disney cultural productions, the course will examine the historical issues of the aforementioned intersectionalities in relation to the identification processes of spectators (particularly that of children of color).

Revolution

Student Facilitator: Shreyas Doshi

Day/Time and Location: T/4:00-6:00; Watkins 1117

Department: Political Science (POSC 190)

Email name and SID to Cherrie Veriato (cherrie.veriato@ucr.edu) to register.

Course Description:

This class will study the various theories and psychological phenomena that are used to explain political revolutions and focus on 21st century revolutions, including ongoing movements, as case studies. The theories studied discuss issues such as the conditions and resources required to spark a revolution, and the psychological phenomena that motivate individuals to participate.

Business and Politics in U.S. Education

Student Facilitators: Armando Saldana and Rebecca Park

Day/Time and Location: W/11:10-12:00; HMNSS 1502

Department: CHASS (CHFV 198i)

Email name and SID to Geoff Cohen (geoff.cohen@ucr.edu) to register.

Course description:

This course will examine the role of politics and business in the educational system in the United States. The American public makes demands upon our elected officials (politics) and businesses to contribute to the well-being of our future, our education. We will note the different types of policies that government and businesses pursue. The laws that Congress enacts, however, are not self-implementing. As a result, we have the establishment of a large wealth gap; where different areas in the United States have proven to have different standards in education offering different kinds of

opportunities. The course will examine the wealth gap in current, twenty-first century time, as well as the types of inequality that have become evident because of businesses and politics attempting to privatize the public education system. The same type of inequality that implores one to believe that one's hometown and socioeconomic status determines one's ability to succeed in such a capitalistic nation as the United States. We will also examine a large number of issues related to race, ethnicity, and social class status; such as the impact of a politicized education system in a capitalistic nation. Along the way, students will be able to examine which members should be held responsible for the quality of America's education system – Corporate America? Or our Government? One will come to see the issues related to education, the impact of a politicized education, who the key players are in the education model, the costs that are associated with business and politics in education, and a discussion on the future of our education system in the United States.

We are Powerful 001

Student Facilitators: Kareem Aref and Christopher Sanchez

Day/Time and Location: WF/11:10-12:00; ASUCR Senate

Department: Sociology (SOC 190)

Email name and SID to Monica Kays (monica.kays@ucr.edu) to register.

Course description:

We are Powerful 001 is a student taught, student led course designed to instruct undergraduate students about (1) the history of the UC system, (2) a multi-disciplinary understanding of their local, state, and national resources, and (3) a practical knowledge of current events affecting UC students. Additionally, this course emphasizes a community approach to learning and research through journal/response assignments, group research projects, and a final group presentation project that accumulates all the information learned throughout the course.

The objectives of the class is to ensure that students understand that they are powerful and learn how to use the available resources to tackle issues that are affecting them at an individual and institutional level.

Indie Cinema and Aesthetic

Student Facilitator: Geneveive Newman

Day/Time and Location: M/2:30-4:30; INTS 3154

Department: Media and Cultural Studies

Email name and SID to Brenda D Aragon (brenda.aragon@ucr.edu) to register.

Course Description:

The purpose of this course is the development of “indie” cinema from independent cinema, defining these two terms individually and in relation to each other, and analyzing the effective and affective differences between the two, especially with regard to aesthetic and creation of meaning.

First, the course will establish independent cinema within its historical context and political and economic meaning. From this, we will move to the development of how an independent aesthetic works towards representation and creation of this political and economic meaning. More specifically, we will discuss how independent cinematic aesthetics work formally and thematically within the context of alternative or subversive media.

Next we will define “indie” cinema as distinct from independent cinema formally, economically, thematically, and politically. We will discuss the specific levels of studio support and integration as defined by Michael Newman *Indie: An American Film Culture*. This segment of the class will explore how the integration of independent aesthetics into mainstream Hollywood film alters the aesthetics themselves and their effectiveness within film.

Finally, we will end the class by looking critically at how effective each set of films is at intervening economically, socially, and culturally. This will incorporate concepts of hegemony, corporatization, and narrative expectation as the basis of an argument for the effectiveness of either segment of film.

Urban Garden Seminar: Implications of our Food System

Student Facilitators: Nancy Ocon, Natalie Soto, Pavan Rami, Porsche White

Day/Time and Location: R/11:10-2:00; INTN 2043

Email name and SID to Cassee Barba (cassee.barba@ucr.edu) to register.

Course Description:

The Urban Garden Seminar: Regenerative Community is a 2unit course offered this Spring Quarter! This class is an introduction to environmental justice using an intersectional and experiential Framework that will focus on analyzing the influences, powers, and implications of our food system using both theory and practice. Together we will explore new ideas and methods that promote healthier intergenerational community engagement while discussing the social complexities in our environment. Class activities will include guest speakers, readings, discussion, field trips, and R’Garden projects experiential learning at the university and the local community.

Logic and Creativity

Student Facilitator: Michael Graham

Day/Time and Location: MW/2:10-3:00; Philosophy Library

Department: Philosophy (PHIL 190)

Email name and SID to Gerardo R Sanchez (gerardo.sanchez@ucr.edu) to register.

Course description:

We live in a world shaped by fast-paced technological advancements that continue to increase the complexity and scale of the information we need to understand in order to build the future. Logical reasoning is central to exploring this complexity if our decisions are to be guided by a careful understanding of the problems we seek to solve. Further, we need to be open-minded and creative when we reflect on how we understand the world so we can envision effective solutions to today's problems. Thus we need people who think both logically and creatively if we are to develop the philosophical perspectives and technological innovations that will make progress toward positive change.

This course is intended for students who want to use logic as a tool for reasoning about problem solving in the context of a technologically advancing world. The structure of the course is threefold. Instruction will begin with a general overview of formal and informal logic (no prior knowledge of logic is required). Discussions will then turn toward selected readings in philosophy that focus on logic, creativity and methods of analysis. We will end the course by broadly exploring the goals of

some relevant contemporary research fields in computer science, namely augmented intelligence and visual analytics.