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HONORS PROGRAMS  
HONORS & UNDERGRADUATE PROGRAMS  
A-311 MURPHY HALL  
405 HILGARD AVE BOX 951414  
LOS ANGELES, CALIFORNIA 90095-1414

January 24, 2013

Scott Chandler, Chair  
General Education Governance Committee  
A265 Murphy Hall  
157101

Attention: Myrna Dee F. Castillo, Program Representative

Dear Professor Chandler:

Please review the course *Plague Culture*, taught by Professor James Goodwin, for two general education foundations: Foundations of the Arts and Humanities, and/or Foundations of Society and Culture.

Sincerely,

A handwritten signature in cursive script that reads "G. Jennifer Wilson".

G. Jennifer Wilson, Ph.D.  
Assist. Vice Provost for Honors  
UCLA  
[gjwilson@college.ucla.edu](mailto:gjwilson@college.ucla.edu)  
(310) 825-1752

\*\*\*HONORS COLLEGIUM\*\*\*HONORS COLLEGIUM\*\*\*

**General Education Course Information Sheet**

*Please submit this sheet for each proposed course*

Department & Course Number HONORS COLLEGIUM 1  
 Course Title Plague Culture  
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

- Foundations of the Arts and Humanities** X  
 • Literary and Cultural Analysis X  
 • Philosophic and Linguistic Analysis \_\_\_\_\_  
 • Visual and Performance Arts Analysis and Practice X
- Foundations of Society and Culture** X  
 • Historical Analysis X  
 • Social Analysis X
- Foundations of Scientific Inquiry** \_\_\_\_\_  
 • Physical Science \_\_\_\_\_  
     *With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_  
 • Life Science \_\_\_\_\_  
     *With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This is an interdisciplinary Honors seminar that examines episodes and metaphors of plague in the Western culture through the prisms of literature, historical document, film, theater, scripture, and politics.

3. "List faculty member(s) who will serve as instructor (give academic rank):

James Goodwin, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes \_\_\_\_\_ No X

If yes, please indicate the number of TAs \_\_\_\_\_

4. Indicate when do you anticipate teaching this course over the next three years:

2012-2013	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>15-20</u>
2013-2014	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>15-20</u>
2014-2015	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>15-20</u>

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes \_\_\_ No X

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

\_\_\_\_\_

Present Number of Units: \_\_\_\_\_ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

X General Knowledge	This is a course that includes a discursive look at society and culture in a way that enhances general knowledge of historical/present episodes and metaphors of plague in Western culture.
X Integrative Learning	The course is interdisciplinary including arts and literature, history, social sciences, and the medical sciences.
X Ethical Implications	Some parts of the course examine ways family, religious belief, politics, and secular thought have changed from episodes of plague.
X Cultural Diversity	Many cultural viewpoints from within the western culture and throughout history are addressed (eg. postwar European cinema, contemporary American theater).
X Critical Thinking	Students required to think critically about complex concepts of culture, history, and the vast effects of plague throughout a culture
X Rhetorical Effectiveness	Writing required and assessed
X Problem-solving	Course raises issues of “how?” (eg. How does the term plague designate both historical events and deeply-structure cultural tropes?) and exhorts students to seek answers.
X Library & Information Literacy	Course requires library/web research

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- |   |                   |         |
|---|-------------------|---------|
| 1. Lecture:   | <u>3</u>          | (hours) |
| 2. Discussion Section:                                  | <u>          </u> | (hours) |
| 3. Labs:  | <u>          </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>          </u> | (hours) |
| 5. Field Trips:   | <u>          </u> | (hours) |

**(A) TOTAL Student Contact Per Week** **3** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- |  |                   |         |
|--|-------------------|---------|
| 1. General Review & Preparation:           | <u>1</u>          | (hours) |
| 2. Reading                                 | <u>4</u>          | (hours) |
| 3. Group Projects:                         | <u>          </u> | (hours) |
| 4. Preparation for Quizzes & Exams:        | <u>          </u> | (hours) |
| 5. Information Literacy Exercises:         | <u>1</u>          | (hours) |
| 6. Written Assignments: <b>(Amortized)</b> | <u>4</u>          | (hours) |
| 7. Research Activity: <b>(Amortized)</b>   | <u>2</u>          | (hours) |

**(B) TOTAL Out-of-class time per week** **12** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** **(HOURS)**

*seminar proposal for Honors Collegium, 2010-2011*

Professor James Goodwin  
Department of English  
149 Humanities  
Campus 153005  
[jamesg@humnet.ucla.edu](mailto:jamesg@humnet.ucla.edu)

## **Plague Culture**

No aspect of life remains untouched when plague strikes a culture. Family, religious belief, science and medicine, politics, law, arts, secular thought, literature — these and other realms of culture are directly affected in time of plague. This Honors course will study episodes and metaphors of plague in Western culture from the ancients into the age of AIDS.

The term plague designates both historical events, recorded and re-imagined, and deeply-structured cultural tropes. The contexts for our plague study start with scripture and ancient tragedy and from there range onto the Black Death, the realist novel, high aesthetic metaphors of plague, Nazi propaganda, existential and absurdist thought, postwar European cinema, contemporary American theater, and modern science and medicine.

The course is relevant to several disciplines: arts and literature, history, social sciences, and the medical sciences. I am proposing the course as a lower division seminar (15-20 students) that meets once weekly in a three-hour session for 5 units of student credit. My preferred quarter is Spring 2011. No TA support is required.

The course is organized and conducted as a seminar in which the preparation and presentation of the assignments are shared among members. Weekly preparation, attendance, and participation are required components of the seminar. Graded requirements include an essay (12-15 pages), a written account of an assigned secondary reading, and formal contributions to seminar discussion.

*Goodwin, seminar proposal, page 2 of 4*

Course Schedule (the films are streamed online over Video Furnace)

- Week 1 Introduction: Plague as Event and as Metaphor
- Week 2 Readings from the Old and New Testaments, Homer, Procopius, and Thucydides  
Sophocles, Oedipus Rex (5<sup>th</sup> century, BCE)
- Week 3 Sophocles, Oedipus at Colonus  
Readings in science and medicine on the plague  
Visual iconography of the plague
- Week 4 Boccaccio, Author's Preface to The Decameron (1350s)  
readings in history of the Black Death  
the Ingmar Bergman film The Seventh Seal (1956)
- Week 5 Daniel Defoe, A Journal of the Plague Year (1722)
- Week 6 Thomas Mann, Death in Venice (1913)
- Week 7 the Nazi propaganda film The Eternal Jew (1940)  
Albert Camus, "The Myth of Sisyphus" and selections from  
The Plague (1948)
- Week 8 Eugene Ionesco, prison scene in Killing Game (1970)  
Susan Sontag, AIDS and its Metaphors (1989)  
readings on AIDS
- Week 9 Tony Kushner, Angels in America: A Gay Fantasia on National Themes, Part I: Millennium Approaches (1990)
- Week 10 Presentations of seminar projects and conclusions

*Goodwin, seminar proposal, page 3 of 4*

## Seminar Requirements

### Respondent

As explained during the first meeting, there will be two or three respondents each week for the assigned material. Each respondent will write out a sheet of ideas and prompts for seminar discussion. A respondent is not expected to lecture on the material but rather to stimulate and guide discussion of it.

### Report

Over the quarter there will also be one report by each student on related outside material, as listed on a separate handout. The report is intended to be a coherent distillation and summary no more than 10 minutes in duration. On a 1-2 page handout prepared for each seminar member the reporter indicates the approach and key ideas in the outside material.

### Seminar Essay (12-15 typewritten pages)

The student should develop a topic that merits treatment in a paper this length. I will suggest a number of possibilities, but I encourage independent definitions of cultural issues relevant to the seminar's subject. A general requirement is that more than half the primary material in the essay be new (that is, not the same readings assigned on the syllabus). Each student will consult with me on the topic before committing completely to the writing process.

The Course Grade is based on the following distribution:

Participation/Respondent/Report	50%
(I expect consistent preparation, and participation)	
Seminar Essay	50%

*Goodwin, seminar proposal, page 4 of 4*

**JAMES GOODWIN**  
one-page Curriculum Vitae

Department of English, UCLA  
e-mail: jamesg@humnet.ucla.edu

Education

B.A.           Stanford University 1968  
M.A.           Rutgers University 1970  
Ph.D.          Rutgers University 1973

Positions

Professor of English, UCLA, 1993-  
Associate Professor of English, UCLA, 1981-1993  
Assistant Professor of English, UCLA, 1973-1981

Selected Publications

*Books*

Modern American Grotesque: Literature and Photography. Columbus: Ohio State University Press, 2009.

Akira Kurosawa and Intertextual Cinema. Baltimore: Johns Hopkins University Press, 1994.

Autobiography: The Self Made Text. New York: Twayne, 1993.

Eisenstein, Cinema, and History. Urbana: University of Illinois Press, 1993.

Editor. Perspectives on Akira Kurosawa. New York: G. K. Hall, 1994.

*Chapters in Books*

"Eisenstein: Lessons with Hollywood," 2001.

"Akira Kurosawa and the Atomic Age," 1996.

"Henry Miller, American Autobiographer," 1992.

"Conrad and Hitchcock: Secret Sharers," 1981.

Articles in Critical Inquiry, Dreamworks, ESQ: A Journal of the American Renaissance, Criticism, Genre, Biography, Quarterly Review of Film Studies, and College Literature.

Courses I have taught in Honors Collegium: "Literature and Photography" and "The Vietnam War and American Culture."

required reading and viewing includes:

readings in science and medicine on the plague

iconography of the plague

readings in ancient and biblical descriptions of the plague

Sophocles, Oedipus the King and Oedipus at Colonus

Daniel Defoe, A Journal of the Plague Year

Thomas Mann, Death in Venice

the Nazi propaganda film The Eternal Jew

the Ingmar Bergman film The Seventh Seal

Tony Kushner, Angels in America: A Gay Fantasia on

National Themes. Part 1: Millennium Approaches

Susan Sontag, AIDS and Its Metaphors





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## New Course Proposal

	<b>Honors Collegium 1 Plague Culture</b>
<u>Course Number</u>	Honors Collegium 1
<u>Title</u>	Plague Culture
<u>Short Title</u>	PLAGUE CULTURE
<u>Units</u>	Fixed: 5
<u>Grading Basis</u>	Letter grade or Passed/Not Passed
<u>Instructional Format</u>	Seminar - 3 hours per week
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]
<u>GE Requirement</u>	Yes
<u>Major or Minor Requirement</u>	No
<u>Requisites</u>	None
<u>Course Description</u>	Seminar, three hours. Study of episodes and metaphors of plague in Western culture from ancients into age of AIDS. Topics include scripture, ancient tragedy, Black Death, realist novel, high aesthetic metaphors of plague, Nazi propoganda, existential and absurdist thought, postwar cinema, contemporary American theater, and modern science and medicine. P/NP or letter grading.
<u>Justification</u>	This is a course to be offered in the Honors Collegium, the interdisciplinary series of Honors courses designed for students enrolled in the College Honors Program. CH students must take some of these courses as part of their honors curriculum to graduate with College Honors. The course has been approved by the Honors Faculty Advisory Committee, whose members come from all disciplines, and by its Chair.
<u>Syllabus</u>	File <a href="#">010GoodwinHonorsPlagueProposal.doc</a> was previously uploaded. You may view the file by clicking on the file name.
<u>Supplemental Information</u>	
<u>Grading Structure</u>	<p>Respondent responsibilities including handout of ideas and prompts for seminar discussion and discussion guidance: 15%</p> <p>Report on related outside material (2 pages) and 10 minute presentation: 20%</p> <p>Class participation: 15%</p> <p>Seminar essay of 15 pages, with expectation of at least 50% of material in essay be from primary material (i.e.</p>

	<b>not the same readings as the assigned syllabus: 50%</b>	
<b><u>Effective Date</u></b>	<b>Winter 2011</b>	
<b><u>Instructor</u></b>	Name	Title
	<b>James Goodwin</b>	<b>Professor</b>
<b><u>Quarters Taught</u></b>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
<b><u>Department</u></b>	<b>Honors Collegium</b>	
<b><u>Contact</u></b>	Name	E-mail
	<b>G JENNIFER WILSON</b>	<b>gjwilson@college.ucla.edu</b>
<b><u>Routing Help</u></b>		

## ROUTING STATUS

<b>Role:</b>	Registrar's Office
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<b>Status:</b>	Added to SRS on 7/10/2010 1:42:41 PM
<b>Changes:</b>	Description
<b>Comments:</b>	Edited course description into official version.
<b>Role:</b>	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
<b>Status:</b>	Added to SRS on 6/30/2010 9:25:10 PM
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<b>Comments:</b>	No Comments
<b>Role:</b>	FEC School Coordinator - Soh, Michael Young (N/A)
<b>Status:</b>	Returned for Additional Info on 6/30/2010 10:40:44 AM
<b>Changes:</b>	No Changes Made
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<b>Role:</b>	FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918
<b>Status:</b>	Approved on 6/29/2010 1:13:16 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	No Comments
<b>Role:</b>	L&S FEC Coordinator - Soh, Michael Young (N/A)
<b>Status:</b>	Returned for Additional Info on 6/23/2010 6:41:57 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	Approved as designee for Dean Judi Smith (6/23/10). Routing to Vice Chair Muriel McClendon

	for FEC approval
<b>Role:</b>	Department Chair or Designee - Gurval, Robert A (gurval@humnet.ucla.edu) - 56744
<b>Status:</b>	Approved on 5/20/2010 10:21:02 AM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	No Comments
<b>Role:</b>	Initiator/Submitter - Wilson, G Jennifer (gjwilson@college.ucla.edu) - 51752
<b>Status:</b>	Submitted on 5/19/2010 4:46:13 PM
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