

**SPRING QUARTER 2016 UNDERGRADUATE COURSE OFFERINGS**

Available from <http://www.shc.northwestern.edu/undergraduate/courses.html>

The following is a list of courses that may be counted toward the SHC adjunct major or minor. You may also petition the SHC Director to count a course not listed here.

COURSES COUNTING TOWARD THE CORE REQUIREMENT FOR THE MAJOR:**PHIL 268 (31592): Ethics and the Environment**

Richard Kraut | TTh 12:30-1:50 | UH 122

PHIL 326 (31497): Philosophy of Medicine

Mark Sheldon | T 2:00-4:50 | Locy 106

COURSES BY VISITING SHC FACULTY:**ANTHRO 390-0-24 (31958): Topics in Anthropology: Toxicity, Politics, & Slow Violence**

Stefanie Graeter | TTh 2:00-3:20 | 1810 Hinman Rm B07

HISTORY 300-0-40 (33431): New Lectures in History: Islam, Science, and Modernity

Daniel Stolz | TTh 12:30-1:50 | Annenberg G32

HISTORY 392-0-26 (33397): Topics in History: Non-Western Science and Technology

Fredrik Meiton | TTh 3:30-4:50 | University Library 5746

OTHER COURSES:**ANTHROPOLOGY****ANTHRO 390-0-22 (31958): Topics in Anthropology: Evolutionary Medicine**

Christopher Kuzawa | TTh 11:00-12:20 | 1810 Hinman Rm 104

Overview of class

Humans display great variation in many aspects of their biology, particularly in terms of physical growth and development, nutrition, and disease patterns. These differences are produced by both current ecological and environmental factors as well as underlying genetic differences shaped by our evolutionary past. It appears that many diseases of modern society, such as obesity, diabetes, cardiovascular disease, and various cancers, have resulted from change to a lifestyle that is quite different from that of our ancestors. These diseases thus reflect an imbalance between modern life conditions and those which shaped most of our evolutionary history. This course will explore the evolutionary dimensions of variation in health and disease pattern among humans. We will first review key concepts in evolutionary biology, and their application to human evolution. We will then examine bio-cultural and evolutionary models for explaining variation in specific human diseases.

ANTHRO 390-0-23 (31953): Topics in Anthropology: The Human Microbiome and Health

Katherine Amato | MW 12:30-1:50 | 1810 Hinman Rm 104

Overview of class

Did you know that all the microbes on and in your body weigh as much as your brain? And they can influence your body almost as much as your brain? They can determine how much weight you gain on a certain diet or whether you develop the symptoms of an autoimmune disease, and they can even affect your mood and behavior. Although we have long known the importance of microbes in the context of disease, recent advances in technology have opened up an entirely new field of research that is transforming perspectives on human health. In this course, we will explore the human microbiome beginning with an overview of different types of microbes and the

methods we use to study them. Following that, the majority of the course will be dedicated to exploring new research on the microbes of the skin, mouth, gut, and uro-genital tract and their impacts on human health. We will also consider the influence of geography, politics, social structures, and culture on global patterns in the human microbiome and health.

ANTHRO 390-0-24 (31958): Topics in Anthropology: Toxicity, Politics, & Slow Violence

Stefanie Graeter |TTh 2:00-3:20 | 1810 Hinman Rm B07

Overview of class

From Chernobyl to Bhopal to Deep Water Horizon and Flint, Michigan, history shows that toxicity looms as a persistent hazard of the industrial world. Since modern industrialization, the production and use of infrastructure, warfare, energy, agriculture, as well as everyday commodities has posed the potential for both massive chemical disasters, as well as daily, long-term toxic exposure, what scholars now call "slow violence." This course investigates the political responses to toxicity. We will examine the commodity chains, political controversies, social movements, and fraught science connected to the toxins we live with. While we will look into how some of the world's most polluting industries now exist in parts of the world where environmental laws are lax, nonfunctional, or nonexistent, cases like lead exposure in Flint, Michigan (and Chicago) remind us that the uneven distribution of toxic harm persists in more affluent nations among the politically marginalized. Drawing from ethnographic analytics, including a brief foray into classic anthropological discussions of pollution and the profane, our case studies will cover diverse historical and concurrent cases including: Mining in Latin America, the Bhopal and Chernobyl disasters, global nuclear energy and warfare, oil extraction and fracking, pollution in the Great Lakes, pesticides in the Caribbean, industrial and nuclear runoff in Japan and more.

ANTHRO 390-0-26 (31956): Topics in Anthropology: Native American Health

*co-listed as GBL_HLTH 390-0-23

Margaret Pollak |TTh 3:00-5:50 | Harris L07

Overview of class

Native Americans experience significant disparities in health and in access to health care. This course introduces students to Native American health by exploring the social, cultural, political, and environmental determinants influencing Native health both historically and today. This course is designed as a reading intensive, discussion-based seminar, drawing upon research and contributions from a variety of disciplines including American Indian studies, anthropology, history, psychology, public health, and medicine.

ANTHRO 390-0-27 (37695): Topics in Anthropology: Topics in Ethno-Biology

*co-listed as ENVR-POL 390-0-24

Eli Suzukovich III |MW 11:00-12:20 |Swift 107

Overview of class

This class will introduce and cover topics in Ethno-biology which is the scientific study of dynamic relationships among peoples, biota, and environments. As a multidisciplinary field, ethnobiology integrates archaeology, geography, systematics, population biology, ecology, mathematical biology, cultural anthropology, ethnography, pharmacology, nutrition, conservation, and sustainable development. This class will cover theory and practice, ethnobotany; ethnozoology; and culturally and community based practices and solutions to ecosystem, agriculture, and land management. We will look at case studies from across the globe ranging from mulberry groves and Sufi musicians in Central Asia; the relationships of beavers, wolves, bison, and people in Yellowstone and Chernobyl; traditional plant harvesting on Mt. Rainer in Washington State; and emerging urban and community forestry practices within Chicago American Indian community.

AREA OF CONCENTRATION:

Anthropology, Sociology, Environmental Science, Botany, Zoology, Agricultural Sciences, Land Management, Native American and Indigenous Studies, Forestry, Ecology,

ASIAN LANGUAGES AND CULTURE

ASIAN LC 390-0-21 (37072): Advanced Topics in Asian Languages and Cultures: Cyber-

Japan

*co-listed as [COMP_LIT 375-0-20](#)

Patrick Noonan | MW 11:00-12:20 | Garrett-Evangelic Seminary 207

Overview of class

This course explores the interaction between cybernetic technologies and cultural production in modern Japan. We focus on how visual and literary media have been used to represent such technologies (robotics, cybernetics, and the Internet) as well as how these technologies have shaped forms of cultural production in late 20th and early 21st century Japan. The notion of the "cyber" - its origins in cybernetics and ensuing proliferation of meanings - forms the conceptual core of the course. After considering early definitions of this term, we turn to how Japanese manga, animation, film, and cultural theory explore the ways in which cybernetic technologies, like cyborgs and cyberspace, have expanded our understanding of human subjectivity and agency, transformed social relations, and blurred boundaries between the human and the animal, the biological and the artificial, and the physical and non-physical.

BIOLOGICAL SCIENCES**BIOL-SCI 103 (32134): Diversity of Life**

Gary John Galbreath | MWF 3:00-3:50 | Tech L361

Overview of class

Contact the department for further information

BIOL-SCI 107-6-1 (32135): First-Year Seminar: Sleep

Eric Mosser | TTh 2:00-3:20 | Tech M120 | *First-Years only*

Overview of class

Sleep is both mysterious and essential. Essentially all multicellular animals sleep. People can reject food and abstain from sex, but cannot help falling asleep. The vital need for, and strong evolutionary conservation of sleep indicates that it meets a fundamental need, but what functions sleep serves, and how it is regulated are still open questions. Sleep deprivation and circadian rhythm disruptions like jet lag and shift work have been demonstrated to affect immune function and may be linked to obesity. Sleep disorders have become so pervasive that The Centers for Disease Control and Prevention have declared that they constitute a public health epidemic. This course will examine the neurobiological basis and societal relevance of sleep and sleep disorders.

CHICAGO FIELD STUDIES**CFS 387 (34075): Field Studies in Environment, Science, and Sustainability**

Margarita Rayzberg | T 5:30-8:20 | UH 118

Overview of class

Contact the department for further information

CFS 392 (34073): Field Studies in Public Health

Lauren Keenan-Devlin | T 5:30-8:20 | 1810 Hinman, Rm 104

Overview of class

Contact the department for further information

CIVIL ENGINEERING**CIV ENV 395-0-23 (35284): Special Topics in Civil and Environmental Engineering: Environmental Justice**

*co-listed as [ENVR_POL 390-0-20](#)

Keith Harley | W 3:30-6:20 | Tech LG66

Overview of class

This topic is titled "Environmental Justice: Environmental Protection and Social Equity. This course will begin by examining evidence that there is not equal environmental protection in this

country and by analyzing why this inequality exists. Course participants will then review initiatives by activists, regulators and regulated polluters to respond to evidence of environmental injustice, with special attention to the perspectives of grassroots organizations, the U.S. EPA and its state counterparts, and businesses that operate where the problems are most severe. The course will conclude by reviewing the most effective environmental justice strategies to achieve a safe and healthful environment for all, including initiatives emerging from the Obama Administration

COMMUNICATION STUDIES

COMM ST 246 (37708): Intro to Health Communication

Courtney Scherr |MW 3:30-4:50 | Annenberg G29

Overview of class

This course provides an introduction to the growing field of health communication in the age of scientific and digital advancement. This course will cover traditional health communication areas (i.e., provider and patient interaction, risk communication, health campaigns, etc.) it is designed with the most recent advances in healthcare and technology in mind.

COMM ST 351 (35267): Technology & Human Interaction

Darren Gergle |MW 9:30-10:50 | Frances Searle 2107 | *No First-Years*

Overview of class

We are surrounded by technologies that support our everyday social interactions. Facebook and Twitter provide persistent services for exchanging personal information, ubiquitous computing environments permit the integration of computational artifacts into the everyday world, and new technologies enable people to collaborate on projects when they are thousands of miles apart. The design of such systems, however, is not simply a technical question. In order to successfully create these systems, we need to understand how people work, play, and communicate with one another in a wide variety of situations.

This course illustrates the practice of understanding human interactions that take place both with and through technology; and it explores the design, creation and evaluation of technologies to support such interactions. Course topics include: design processes, prototype construction and evaluation techniques. Specialized topics cover social computing technologies, social software and collaborative systems, and entertainment technologies. No programming experience is necessary. There will be occasional labs to explain technical content.

COMM ST 383 (35269): Media, Communication, and Environment

Jim Schwach |MW 2:00-3:20 | Frances Searle 3220

Overview of class

This course focuses on exploring, understanding, and researching questions and issues related to the environment and climate through the study of media and communication. Topics include electronic waste and outer space debris; environmental security; the digitization of the wilderness; outdoor and recreational activities in conjunction with media technologies and electronic information networks; ways of representing and communicating environmental and climatological issues through such examples as climate change communication, weather forecasting, documentaries, and feature-length fictional film, television and similar media; and examples of environmental and climatological-themed government media and communication (particularly the White House and Presidency.) Student classwork includes lecture material, readings and audiovisual screenings, discussions, providing relevant discussion materials, and producing a research paper-project relevant to the topics and themes of the course.

COMM ST 394-0-22 (36738): Communication Studies Research Seminar: LOL's, Deconstructed

Lillian Boxman |T 3:00-5:50 | Tech L158

Attendance at 1st class mandatory; Juniors Only; Department Majors/Minors Only

Overview of class

Issues in the research of web-based humor. Can memes lead to political change? Are American jokes the "secret agents of globalization"? What can YouTube parodies teach us about gender

and identity? From the earliest days of internet use, humor played a key role in content circulation. This course examines the role web-based humor plays in contemporary society as well as the key theories, fields, challenges and opportunities underlining internet humor research. We will explore different aspects related to digital humor by looking at its position in globalization processes, marketing campaigns, social transgression, political expression, and the performance of social identities. Using a combination of readings and writing exercises, students will develop an original research project addressing a question pertaining to the use, circulation, reception or expressive characteristics of online humor.

COMM ST 394-0-23 (36739): Communication Studies Research Seminar: Technopanic!

Fashina Alade |TTh 12:30-1:50 |Tech M128

Attendance at 1st class mandatory; Juniors Only; Department Majors/Minors Only

Overview of class

The alleged corruption and destruction of society by "new" technology. Materialism and obesity, mass murders and bullying, ADHD and aggressive behavior - What do these have in common? They are all social behaviors that, according to some, have been brought about or exacerbated by our new media environment. Such deviant behaviors give some people ample reason to fear digital and social media. But is technology to blame? We will grapple with this question as we use a historical perspective to investigate how our understanding of new media is socially shaped and, in turn, how new media might influence our social behavior. By examining empirical evidence, students will develop their own research-based argument about whether technology is good or evil, or somewhere in between.

COMM ST 398-0-20 (35189): Undergraduate Seminar: 7 Ways Algorithms Ctrl Ur Life

Eszter Hargittai |W 2:00-4:50 | Frances Searle 2378

Reserved for Communication Studies majors who are Sophomores, Juniors, or Seniors.

Attendance at 1st class mandatory.

Overview of class

From search engine rankings to product recommendations, from news feeds to loan considerations, from romantic prospects to job prospects, behind-the-scenes processes whose details are rarely known to the user are increasingly influencing people's and organizations' actions. This course explores the social implications of this phenomenon in the digital age.

COMPARATIVE LITERARY STUDIES

COMP LIT 375-0-20 (30997): Literature and its Others: Cyber-Japan

*co-listed as [ASIAN_LC 390-0-21](#)

Patrick Noonan |MW 11:00-12:20 | Garrett-Evangelic Seminary 207

Overview of class

This course explores the interaction between cybernetic technologies and cultural production in modern Japan. We focus on how visual and literary media have been used to represent such technologies (robotics, cybernetics, and the Internet) as well as how these technologies have shaped forms of cultural production in late 20th and early 21st century Japan. The notion of the "cyber" - its origins in cybernetics and ensuing proliferation of meanings - forms the conceptual core of the course. After considering early definitions of this term, we turn to how Japanese manga, animation, film, and cultural theory explore the ways in which cybernetic technologies, like cyborgs and cyberspace, have expanded our understanding of human subjectivity and agency, transformed social relations, and blurred boundaries between the human and the animal, the biological and the artificial, and the physical and non-physical.

ECONOMICS

ECON 101-6-20 (33227): First-Year Seminar: Healthcare, Education, & Nonprofits: An Economist's Perspectives

Burton Allan Weisbrod | MW 2:00-3:20 | Annenberg G28

Overview of class

Health care and higher education illustrate "mixed" industries, in which private for-profit firms coexist and compete with nonprofit and governmental providers. This seminar focuses on how an economist can help to understand such matters as why such "mixed" industries exist, why the debate over health care and its insurance has been so protracted and divisive, why the cost of college education, and of health care, are so great and increasing so rapidly, why private nonprofit organizations, now over 1.3 million, are growing so rapidly in number and as a share of the U.S. economy, and why they are subsidized and in particular ways.

ECON 307 (33266): Economics of Medical Care

Frank Limbrock | TTh 2:00-3:20 | Tech Lecture Rm 5

Overview of class

This class will help students understand the key economic forces that have shaped the US health care and health insurance industry. What role do the particularities of health care and health insurance as economic goods play in explaining the size and growth rate of the health care sector? What's the effect of private incentives, adverse selection, moral hazard, and regulation? What's the effect of different organizational structures of health care provision? What can we learn from comparing the US health care / health insurance system to other countries' systems? Students will learn that these issues are important in the current public policy discussion.

ECON 323-1 (33298): Economic History of the United States Before 1865

Benjamin Chabot | MW 6:30-7:50 PM | Location TBA

Overview of class

The course examines the economic growth and development of the United States from colonial times to the Civil War. It focuses on both long-term economic trends (such as the development of financial markets and the movement of labor and capital from the old world to the new) and particular events (such as financial crises).

ECON 370 (33309): Environmental & Natural Resource Economics

Laura Kiesling | TTh 12:30-1:50 | Tech Lecture Rm 4

Overview of class

The environment and our natural resources are scarce yet their values are quite hard to determine. Furthermore, there are a variety of problems with the incentives to use them well. This course will define and examine "environmental problems" in terms of economic efficiency. We will also discuss the methods (and shortcomings of these methods) used by economists and policy-makers to place dollar values on environmental amenities (since such valuations will determine what policy options are deemed "efficient"), such as benefit-cost analysis. Then we will apply these tools to look at a particular set of environmental problems - common-pool resource allocation problems. The common-pool resource problems and policies we'll analyze in detail are air pollution and climate change. The course will focus specifically on environmental and economic regulation in the electric power industry, and will develop the models and tools of environmental policy analysis through an exploration of the role of the electric power industry in the economy, its environmental impacts (including renewable sources), and how the environmental and economic regulation of the industry interact.

ECON 371 (33343): Economics of Energy

Mar Reguant Rido | MWF 12:30-1:50 | Harris L07

Overview of class

The goal of this course is to understand the functioning and regulation of energy markets. The energy sector is a vital input to the economy. It is often highly concentrated, generating concerns about competition, and a big emitter of greenhouse gases and other pollutants, generating concerns about the environment. As a consequence, the energy sector is subject to substantial economic and environmental regulation. We will use economic theory and empirical evidence to analyze the real-world operation of electricity, oil, and natural gas markets. These tools will allow us to critically understand how these markets are regulated. We will examine policies in a range

of current topics. For example: Why has the performance of electricity markets been debated? Who pays the bill of carbon regulation? What are the pros and cons of renewable energy policies? What are the prospects for energy efficiency improvements? The course will draw upon material taught in Economics 310-1, 310-2, and 281, with the tools from Econ 310-1 and 281 being absolutely essential.

ENGLISH

ENGLISH 311 (37733): Studies in Poetry: Poetry, Technology, Art

*co-listed as HUM 370-6-22

Daniel Snelson |TTh 3:30-4:50| 555 Clark 230

Overview of class

In 1882, Friedrich Nietzsche used his typewriter to declare: "Our writing tools are also working on our thoughts." How might we reconsider the history of art and literature in a time when our thoughts are being worked over by iPhones, YouTube, and Google? Can we rewrite this archive using tactics found in contemporary art and poetry? This class follows emerging trends in art and writing to construct new approaches to historical objects that are equally likely to appear on Soundcloud, in a PDF, through online videos, or even on Facebook. Studying the digital humanities alongside modes of contemporary art and letters, we'll reimagine historical works through today's emerging forms and formats. Through readings and class visits from artists and poets, we will explore works that translate established forms into a variety of new media formats. How might Twitter facilitate works of art? What does YouTube demand of poetry? Using a combination of seminar conversations and collaborative workshops, we'll engage in a series of weekly experiments that attempt to reconfigure the history of art and literature through the filter of contemporary writing tools. No previous training in art, poetry, or new media is required.

ENGLISH 385-0-21 (37727): Topics in Combined Studies: Critical Internet Studies

*co-listed as HUM 395-0-1

James Hodge |TTh 2:00-3:20| University Hall 121

Overview of class

This course examines the varieties of audio/visual discourse native to and sustained by the Internet and the World Wide Web. Topics may include memes, selfies, supercuts, animated .gifs, comments, search engines, trolling, casual games, etc. While "sharing" and "connection" typically rule discussions of what networks do or enable, our aim will be to analyze how web-based genres promote affects that diverge from conventional accounts but nonetheless constitute much of networked life, e.g. boredom, cuteness, disinhibition, etc. We will proceed by pairing readings in critical theory and new media studies alongside artworks.

ENVIRONMENTAL POLICY

ENVR POL 309-0 (31041): American Environmental History

*co-listed as HISTORY 309-0-1

Keith Woodhouse |TTh 11:00-12:20|Tech M345

Overview of class

This course will survey American history from the colonial era to the present with two premises in mind: that the natural world is not simply a passive background to human history but rather an active participant, and that human attitudes toward nature are both shaped by and in turn shape social, political, and economic behavior. The course will cover formal schools of thought about the natural world - from transcendentalism to the conservation and environmental movements - but also discuss the many informal intersections of human activity and natural systems, from European colonialism to property regimes, migration and transportation, industry, consumer practices, war, technological innovation, political ideology, and food production.

ENVR POL 390-0-20 (31036): Special Topics in Environmental Policy and Culture: Environmental Justice

*co-listed as CIV_ENV 395-0-23

Keith Harley |W 3:30-6:20| Tech LG66

Overview of class

This topic is titled "Environmental Justice: Environmental Protection and Social Equity. This course will begin by examining evidence that there is not equal environmental protection in this country and by analyzing why this inequality exists. Course participants will then review initiatives by activists, regulators and regulated polluters to respond to evidence of environmental injustice, with special attention to the perspectives of grassroots organizations, the U.S. EPA and its state counterparts, and businesses that operate where the problems are most severe. The course will conclude by reviewing the most effective environmental justice strategies to achieve a safe and healthful environment for all, including initiatives emerging from the Obama Administration.

ENVR POL 390-0-22 (31037): Special Topics in Environmental Policy and Culture: Wilderness in American History

*co-listed as HISTORY 393-0-24

Keith Woodhouse |TTh 3:30-4:50| Tech LG72

Overview of class

This seminar will review the history of wilderness in America, both in the broad sense of wilderness as a general term meaning "pristine" or "uninhabited" nature and in the specific sense of wilderness as the highest level of protection for public lands managed by the federal government. We will consider the role that the concept of wilderness has played in the conservation and environmental movements, and the ways that it both grounds those movements and pushes them in problematic directions, especially as it relates to the underrepresented wilderness experiences of particular social groups. Finally, we will consider the abstract issues of wilderness in terms of specific wilderness areas in the late-twentieth-century United States.

ENVR POL 390-0-23 (31038): Special Topics in Environmental Policy and Culture: Apocalypse: Environment, History, Science

*co-listed as HISTORY 392-0-30 and as HUM 370-4-22

Sheila Wille |MW 9:30-10:50| Annenberg G28

Overview of class

The theme of the "end of days" threatens to overwhelm us in popular media; even the United States government is capitalizing on the obsession with the "zombie" apocalypse to encourage emergency preparedness. Apocalypses are not just exciting stories, they have long roots in the Western tradition, particularly in Christianity, science, and the Enlightenment, and they have many uses. They can narrate a great victory for the morally righteous, become a foil for a critique of enlightenment or industrial progress, and unveil the gateway to utopia. Apocalyptic stories also often reinforce previously held assumptions about humans, nature, and human nature, holding within them a regenerative moment when humanity (or some select part of it) could finally get things right. As a result, the end of days makes an excellent category of historical analysis. In this class, we will take a long view on the history of Western apocalypse stories both providential and dystopian. Our guiding query will be always to ask: what work did these narratives do for people in different historical contexts? What can the examination these narratives tell us about history in these various times and places? Our reading will focus heavily on the histories of empire, science, religion, and nature/environment in Europe (particularly Britain) and America. Specific themes will include the link between the revolutionary and the apocalyptic, human and divine agency, limits/scarcity and growth/abundance, utopias, concepts of time, and history.

ENVR-POL 390-0-24 (37693): Special Topics in Environmental Policy and Culture: Topics in Ethno-Biology

*co-listed as ANTHRO 390-0-27

Eli Suzukovich III |MW 11:00-12:20|Swift 107

Overview of class

This class will introduce and cover topics in Ethno-biology which is the scientific study of dynamic relationships among peoples, biota, and environments. As a multidisciplinary field, ethnobiology integrates archaeology, geography, systematics, population biology, ecology, mathematical biology, cultural anthropology, ethnography, pharmacology, nutrition, conservation, and sustainable development. This class will cover theory and practice, ethnobotany; ethnozoology; and culturally and community based practices and solutions to ecosystem, agriculture, and land management. We will look at case studies from across the globe ranging from mulberry groves and Sufi musicians in Central Asia; the relationships of beavers, wolves, bison, and people in Yellowstone and Chernobyl; traditional plant harvesting on Mt. Rainer in Washington State; and emerging urban and community forestry practices within Chicago American Indian community.

GLOBAL HEALTH**GBL HLTH 301 (31167): Introduction to International Public Health**

William Leonard |M 6:00-9:00 pm | Location TBA

Overview of class

This advanced level course introduces NU students to the field of international public health with an emphasis on the developing world. The course orients students to the skills and sensitivities that must be mastered in order to understand the structural underpinnings and culture-specific interpretations of health and sickness in resource-poor settings. It explores the continuum between health and sickness and emphasizes the contribution of distal, as well as proximal, chronic, as well as acute, factors on health and well-being. Students learn about the major players in international health-the multilateral and bilateral donor communities, Ministries of Health, UN agencies-and understand the key shifts in donor policies towards healthcare delivery as promulgated at Alma Ata, Mexico City, Cairo and Beijing. Students are introduced to the major health problems currently impacting the developing world, and alerted to the importance of employing a population-based vs. a purely clinical approach to solving these health problems.

GBL HLTH 302 (31168): Global Bioethics

Sarah Rodriguez |MW 12:30-1:50 |Harris L06

Overview of class

Global health is a popular field of work and study for Americans, with an increasing number of medical trainees and practitioners, as well as people without medical training, going abroad to volunteer in areas where there are few health care practitioners. In addition, college undergraduates, as well as medical trainees and practitioners, are going abroad in increasing numbers to conduct research in areas with few health care resources. But all of these endeavors, though entered into with the best of intentions, are beset with ethical questions, concerns, and dilemmas. In this course, students will assess these ethical challenges, and be provided with some tools in order to ethically analyze global health practices. In so doing, students will examine core ethical codes, guidelines, and principals - such as solidarity and social justice - so they will be able to ethically assess global health practices in a way that places an emphasis on the core goal of global health: reducing health inequity.

GBL HLTH 390-0-20 (31172): Special Topics in Global Health: Global Health from Policy to Practice

Noelle Sullivan |Th 12:30-3:20| 555 Clark 230 | *No First-Years*

Overview of class

This seminar explores global health and development policy ethnographically, from the politics of policy-making to the impacts of policy on global health practice, and on local realities. Going beyond the intentions underlying policy, this course highlights the histories and material, political, and social realities of policy and its application. Drawing on case studies of policy makers, government officials, health care workers, and aid recipients, the course asks: what politics inform which issues become prioritized or codified in global health and development policy, and which do not? How do policies impact global health governance, and to what effect? In what ways are

policies adapted, adopted, innovatively engaged, or outright rejected by various global health actors, and what does this mean for the challenges that such policies aim to address? Ultimately, what is the relationship between global health policies and global health disparities?

GBL HLTH 390-0-21 (31169): Special Topics in Global Health: Trauma and its Afterlives

Peter Locke | T 12:30-3:20 | Harris L05 | *No First-Years*

Overview of class

This seminar explores global health and development policy ethnographically, from the politics of policy-making to the impacts of policy on global health practice, and on local realities. Going beyond the intentions underlying policy, this course highlights the histories and material, political, and social realities of policy and its application. Drawing on case studies of policy makers, government officials, health care workers, and aid recipients, the course asks: what politics inform which issues become prioritized or codified in global health and development policy, and which do not? How do policies impact global health governance, and to what effect? In what ways are policies adapted, adopted, innovatively engaged, or outright rejected by various global health actors, and what does this mean for the challenges that such policies aim to address? Ultimately, what is the relationship between global health policies and global health disparities?

GBL HLTH 390-0-22 (31173): Special Topics in Global Health: Global Impact – Local

Engagement

Michael Diamond | T 6:00-8:50 | UH 121 | *No First-Years*

Overview of class

This course is designed for those global health students who are seeking ways to have an impact on global health issues by engaging in local programs and organizations which are addressing these global health challenges. Students taking this course will explore roles and programs of global and local public, private and civil society sectors in addressing specific health issues. Each student will be expected to identify a local organization or program prior to the start of the course, with which they would like to engage.

GBL HLTH 390-0-23 (31170): Special Topics in Global Health: Native American Health

**co-listed as ANTHRO 390-0-26*

Margaret Pollak | TTh 3:00-5:50 | Harris L07 | *No First-Years*

Overview of class

Native Americans experience significant disparities in health and in access to health care. This course introduces students to Native American health by exploring the social, cultural, political, and environmental determinants influencing Native health both historically and today. This course is a reading intensive, discussion-based seminar, drawing upon research and contributions from a variety of disciplines including anthropology, sociology, history, American Indian studies, population and public health, and medicine. Some seminar topics will include Native medicine, infectious diseases and the Columbian Exchange, Federal obligations to Native communities, substance abuse, intergenerational/historic trauma, environmental health, and indigenous health globally.

GENDER STUDIES

GNDR ST 232 (31120): Sexuality & Society

**co-listed as SOCIOL 232*

Héctor Carrillo | TTh 3:30-4:50 | Tech Lecture Rm 3

Overview of class

Sexuality is fundamental to the cultural, economic, political, and social organization of the United States. This course examines the theoretical and methodological approaches that have been used in sociological studies of sexuality?; including those that guide sexuality-related analyses of meanings and identities, practices and behaviors, power and politics, and morality and social control. Topics will include sex work, sex tourism, sexual migration, LGBT social movements, relationships, the sexual moment, sexual diversity (including diversity by race, ethnicity, and social class), censorship, and moral panics.

GNDR ST 332 (31110): Gender, Sexuality, and Health: Sexuality, Science, and LGBT Rights

*co-listed as SOCIOL 376-0-20

Aaron Norton |MW 11:00-12:20| Tech L170

Overview of class

Contact the department for further information

HISTORY**HISTORY 300-0-24 (33426): New Lectures in History: Making Drugs in the Americas**

Lina Britto |TTh 11:00-12:20| Harris L28

Overview of class

To understand how and why narcotrafficking became one of the most profitable and violent industries in the hemisphere, this course examines the history of production, commercialization, consumption and criminalization of mind-altering drugs in the Americas. We consider the late colonial history of the export of tropical commodities as stimulants; the repression of domestic consumption and its connection to the formation of national identities; the correlation between liberal reforms and the emergence of transnational illegal networks; the construction of the "drug problem" during the period after World War II; the rise of the cartels along circuits of immigration; the implementation of the "war on drugs" as an essential component of Cold War in Latin America; the role of violence and masculinity in the drug trade; and the most recent debates on decriminalization and legalization in North and South America. We address these topics in an interdisciplinary manner, reading history, anthropology, sociology, political science and journalism, and watching and analyzing critically featured films and documentaries.

HISTORY 300-0-32 (33429): New Lectures in History: History of the Great Lakeshore

Adam Plaiss |MW 12:30-1:50|1801 Hinman Ave 2225

Overview of class

As a region deserving particular study, America's Great Lakes do not spring to mind as readily as the South, New England, or Appalachia. This seminar will suggest, however, that the Great Lakeshore possesses a unique history that, when examined, sheds new light on larger narratives of American history, such as industrialization, immigration, and the decline of the middle class. We will find that the story of the Great Lakeshore offers a useful critique to the widely accepted cultural notions of American exceptionalism, individualism, and the beneficial progress of technology.

HISTORY 300-0-34 (33430): New Lectures in History: Industrial America: A Political History

Adam Plaiss |MW 3:30-4:50| Harris L06

Overview of class

21st century inhabitants of America are surrounded at all times by technological systems of production and distribution owned by private and governmental corporate entities. Whether we like it or not, our environment-built and otherwise-is organized to facilitate a massive consumer culture. How did American life come to be so reliant on manufactured consumer goods? We will attempt to answer that question in this class by examining the political economy regimes of the 19th- and 20th-century U.S., analyzing how those orders were co-constructed with and were undermined by large technological infrastructures of transportation and communication.

HISTORY 300-0-40 (33431): New Lectures in History: Islam, Science, and Modernity

Daniel Stolz |TTh 12:30-1:50 |Annenberg G32

Overview of class

What is, or was, "Islamic science"? This course begins a thousand years ago with the flourishing of mathematics, astronomy, medicine, and optics in the imperial capitals of Baghdad and Cairo. But we will focus on the seldom-told history of science in more recent Islamic societies, investigating the role that science has come to play in Muslim debates about modernity. How has the place of science in Islamic society changed over the last two hundred years, and what historical factors continue to shape the relationship of Islam and science today? Each week of the course will examine a specific debate in its historical context, from arguments about disease transmission amidst the plagues of the 14th century, to the recent controversy over organ transplants in Egypt. Themes will include: science and the interpretation of scripture; technology, communication, and community; gender, sexuality, and the body; and medical ethics.

HISTORY 309-0-1 (33445): American Environmental History

*co-listed as ENVR_POL 309-0

Keith Woodhouse |TTh 11:00-12:20| Tech M345

Overview of class

This course will survey American history from the colonial era to the present with two premises in mind: that the natural world is not simply a passive background to human history but rather an active participant, and that human attitudes toward nature are both shaped by and in turn shape social, political, and economic behavior. The course will cover formal schools of thought about the natural world - from transcendentalism to the conservation and environmental movements - but also discuss the many informal intersections of human activity and natural systems, from European colonialism to property regimes, migration and transportation, industry, consumer practices, war, technological innovation, political ideology, and food production.

HISTORY 392-0-22 (33395): Topics in History: Early Modern Science and Religion

Charlotte Moy |MW 3:30-4:50| Annenberg G28

Overview of class

Scholars have long recognized the scientific developments of the early modern period as important stepping stones between medieval and modern approaches to gathering knowledge about the world, hence the widespread use of the term "Scientific Revolution." This view often encompasses the idea that scientific practice became more secular, but some recent scholars have identified several problems with this account. This course will begin by examining the various ways scholars have questioned the characterization of these changes as a cohesive "revolution" and the argument that science is best understood as a collection of conventions that are historically situated and contingent on other aspects of society, such as religion, politics, economics, and art. We will then inspect more closely the relationship between science and religion in this time period and discuss how to best characterize it. Were science and religion at odds with one another, closely intertwined, or truly separate? Did the religious upheavals of the time and/or the scientific developments of the time cause their relationship to change? And how did science become so highly respected as a source of objective information?

HISTORY 392-0-26 (33397): Topics in History: Non-Western Science and Technology

Fredrik Meiton |TTh 3:30-4:50 |University Library 5746

Overview of class

According to science's own how-to handbook, the only means of critically examining science is science itself. In this course, we will take a different approach and start from the assumptions that the context of scientific inquiry influences its content, and that history provides us with essential tools for understanding science and its relation to society. This will not only shed light on the history of modern science and technology; it should also broaden our understanding of the world beyond. This is perhaps nowhere more important than in the modern histories of the non-Western world, places that have long been regarded as inferior precisely with reference to scientific and technological innovation. This course will explore how that dynamic has played itself out globally, as well as in local non-Western contexts. Among other things, we will explore the non-West's role as a "living laboratory" for western science, by sampling the rich European travel and research literature on Africa and Asia. The course will also consider local histories of science and

technology from a range of indigenous perspectives, by reading Indian, African, and Middle Eastern scientists and intellectuals.

HISTORY 392-0-30 (33398): Topics in History: Apocalypse: Environment, History, Science

*co-listed as ENVR_POL 390-0-23 and as HUM 370-4-22

Sheila Wille |MW 9:30-10:50 | Annenberg G28

Overview of class

The theme of the "end of days" threatens to overwhelm us in popular media; even the United States government is capitalizing on the obsession with the "zombie" apocalypse to encourage emergency preparedness. Apocalypses are not just exciting stories, they have long roots in the Western tradition, particularly in Christianity, science, and the Enlightenment, and they have many uses. They can narrate a great victory for the morally righteous, become a foil for a critique of enlightenment or industrial progress, and unveil the gateway to utopia. Apocalyptic stories also often reinforce previously held assumptions about humans, nature, and human nature, holding within them a regenerative moment when humanity (or some select part of it) could finally get things right. As a result, the end of days makes an excellent category of historical analysis.

In this class, we will take a long view on the history of Western apocalypse stories both providential and dystopian. Our guiding query will be always to ask: what work did these narratives do for people in different historical contexts? What can the examination these narratives tell us about history in these various times and places? Our reading will focus heavily on the histories of empire, science, religion, and nature/environment in Europe (particularly Britain) and America. Specific themes will include the link between the revolutionary and the apocalyptic, human and divine agency, limits/scarcity and growth/abundance, utopias, concepts of time, and history.

HISTORY 393-0-24 (33436): Approaches to History: Wilderness in American History

*co-listed as ENVR_POL 390-0-22

Keith Woodhouse |TTh 3:30-4:50 | Tech LG72

Overview of class

This seminar will review the history of wilderness in America, both in the broad sense of wilderness as a general term meaning "pristine" or "uninhabited" nature and in the specific sense of wilderness as the highest level of protection for public lands managed by the federal government. We will consider the role that the concept of wilderness has played in the conservation and environmental movements, and the ways that it both grounds those movements and pushes them in problematic directions, especially as it relates to the underrepresented wilderness experiences of particular social groups. Finally, we will consider the abstract issues of wilderness in terms of specific wilderness areas in the late-twentieth-century United States.

HUMANITIES

HUM 370-4-22 (31181): Special Topics in Humanities: Apocalypse: Environment, History, Science

*co-listed as ENVR_POL 390-0-23 and as HISTORY 392-0-30

Sheila Wille |MW 9:30-10:50 | Annenberg G28

Overview of class

The theme of the "end of days" threatens to overwhelm us in popular media; even the United States government is capitalizing on the obsession with the "zombie" apocalypse to encourage emergency preparedness. Apocalypses are not just exciting stories, they have long roots in the Western tradition, particularly in Christianity, science, and the Enlightenment, and they have many uses. They can narrate a great victory for the morally righteous, become a foil for a critique of enlightenment or industrial progress, and unveil the gateway to utopia. Apocalyptic stories also often reinforce previously held assumptions about humans, nature, and human nature, holding within them a regenerative moment when humanity (or some select part of it) could finally get things right. As a result, the end of days makes an excellent category of historical analysis.

In this class, we will take a long view on the history of Western apocalypse stories both

providential and dystopian. Our guiding query will be always to ask: what work did these narratives do for people in different historical contexts? What can the examination these narratives tell us about history in these various times and places? Our reading will focus heavily on the histories of empire, science, religion, and nature/environment in Europe (particularly Britain) and America. Specific themes will include the link between the revolutionary and the apocalyptic, human and divine agency, limits/scarcity and growth/abundance, utopias, concepts of time, and history.

HUM 370-6-22 (36623): Special Topics in Humanities: Art, Writing, Technology

*co-listed as ENGLISH 311

Daniel Snelson |TTh 3:30-4:50| 555 Clark 230

Overview of class

In 1882, Friedrich Nietzsche used his typewriter to declare: "Our writing tools are also working on our thoughts." How might we reconsider the history of art and literature in a time when our thoughts are being worked over by iPhones, YouTube, and Google? Can we rewrite this archive using tactics found in contemporary art and poetry? This class follows emerging trends in art and writing to construct new approaches to historical objects that are equally likely to appear on Soundcloud, in a PDF, through online videos, or even on Facebook. Studying the digital humanities alongside modes of contemporary art and letters, we'll reimagine historical works through today's emerging forms and formats. Through readings and class visits from artists and poets, we will explore works that translate established forms into a variety of new media formats. How might Twitter facilitate works of art? What does YouTube demand of poetry? Using a combination of seminar conversations and collaborative workshops, we'll engage in a series of weekly experiments that attempt to reconfigure the history of art and literature through the filter of contemporary writing tools. No previous training in art, poetry, or new media is required.

HUM 395-0-1 (31177): Humanities Seminar: Critical Internet Studies

*co-listed as ENGLISH 385-0-21

James Hodge |TTh 2:00-3:20 | University Hall 121

Overview of class

This course examines the varieties of audio/visual discourse native to and sustained by the Internet and the World Wide Web. Topics may include memes, selfies, supercuts, animated .gifs, comments, search engines, trolling, casual games, etc. While "sharing" and "connection" typically rule discussions of what networks do or enable, our aim will be to analyze how web-based genres promote affects that diverge from conventional accounts but nonetheless constitute much of networked life, e.g. boredom, cuteness, disinhibition, etc. We will proceed by pairing readings in critical theory and new media studies alongside artworks. Readings by Kant, Cavell, Ngai, Warner, Cohen, Dibbell, Nakamura, Jagoda, Hansen, Starosielski, Richmond, and others. Artworks to be analyzed include a novel (Dennis Cooper's *The Sluts*), a film (Frances Stark's *My Best Thing*), and web-based art and data visualization (Thomson and Craighead's *Beacon*, Kamvar & Harris' *We Feel Fine*), and a game (David O'Reilly's *Mountain*).

INSTITUTE FOR SUSTAINABILITY AND ENERGY AT NORTHWESTERN

ISEN 230 (37058): Climate Change and Sustainability: Economic and Ethical Dimensions

*co-listed as PHIL 270

Bradley Sageman, Laura Kiesling |TTh 3:30-4:50 | Annenberg G21

Overview of class

Interdisciplinary analysis of the political, economic and ethical questions underlying the modern climate crisis, including discussion of sustainability concepts, a review of the evidence for human-induced climate change, political and economic analysis of mitigation scenarios, and an exploration of the ethics of resource use, conservation practices, and environmentalism.

JOURNALISM

JOUR 301-0-22 (31337): Journalism in Practice: What's at Stake for the Environment?

Abigail Foerstner |F 9:00-1:50 | Meets in Non-General Purpose Rm

Overview of class

What's at stake as our communities confront climate change, diminishing water supplies, fracking, flooding and increased health risks from widely used chemicals? This class will focus on these and other issues as they impact the Chicago region. Experiential work in the field, discussions with experts, interviews in communities and a deep dive into primary research will ground the reporting for this class. Multimedia reporting will enable students to share critical issues and solid science with general audiences. In addition to the science, storytelling will reflect the political, economic and human interest frames for environmental stories.

PHILOSOPHY**PHIL 151 (31604): Scientific Reasoning**

Axel Mueller | MWF 3:00-3:50 | Locy 318

Overview of class

In scientific as much as in ordinary life, inferences and arguments that are not merely deductive are common. When we draw a conclusion from a given basis so that the contrary of the conclusion might also hold in light of the same basis, our inference is non-deductive or inductive. Generalizations, classifying rules, predictions from experience, learning from experience, speculations about the past from present evidence (like in detective's or historian's hypotheses), all of these presuppose not only the data or experience we have but also rules of inference that make some ways of concluding from given evidence better arguments than others. Such rules of appropriate inductive reasoning are subject of this course. We will study the foundations of and philosophical questions about reasoning based on probability-assignments as well as such arising from reasoning from effects to causes.

PHIL 268-0 – 20(31592) Ethics and the Environment

Richard Kraut | TTh 12:30-1:50 | University Hall 122

Overview of class

We will discuss three issues: First, climate change. How should the burdens of addressing the problem be distributed among nations? Do you and I have a moral duty to reduce our carbon emissions? Is cost-benefit analysis an appropriate and workable tool for addressing the ethical issues? What sacrifices can future generations demand of us? - in fact, what standing do they have to make any demands, since they do not exist? Are we morally required to bring them into existence and to work for them? Should we care about the effects of climate change on other species, including plants? Why does it matter that many species are expected to become extinct? What about the possibility that the human species might itself be destroyed - isn't this bound to happen eventually? Our next two topics concern the relationship of human beings to the rest of the world - in particular to animals and to the environment. Do animals have a lower moral status than human beings, and if so, why? Is "speciesism" (a bias in favor of our own species) just as objectionable as sexism and racism? Do we owe it to animals, as a matter of justice, to treat them properly? Do they have rights, and should these be recognized in the courts? Is it permissible to kill them for our own purposes, so long as we do not make them suffer? If the only way to keep rodents out of our homes is to kill them, can we permissibly do so? Finally, our third issue concerns the aesthetic value of the environment. Is the beauty of the natural world, like all beauty, in the eyes of the beholder, and if so, why would it matter if the natural beauty some people respond to is no longer available to future generations? Is there something objectively valuable in nature and landscapes? Are there better and worse ways to orient ourselves to the world around us? Should we value natural beauty in the same way and for the same reasons that we value paintings and drawings?

PHIL 270 (37813): Climate Change and Sustainability: Economic and Ethical Dimensions

*co-listed as ISEN 230

Bradley Sageman, Laura Kiesling | TTh 3:30-4:50 | Annenberg G21

Overview of class

Interdisciplinary analysis of the political, economic and ethical questions underlying the modern climate crisis, including discussion of sustainability concepts, a review of the evidence for human-induced climate change, political and economic analysis of mitigation scenarios, and an exploration of the ethics of resource use, conservation practices, and environmentalism.

PHIL 326 (31497): Philosophy of Medicine

Mark Sheldon |T 2:00-4:50 | Locy Hall 106

Overview of class

An exploration of a variety of issues that have arisen in medical practice and biological research and development, focusing particularly on the physician/patient relationship through a focus on a series of clinical cases. A central question involves the nature and objectives of medicine, and how the physician engages with that nature and pursues those objectives.

SOCIOLOGY**SOCIOL 232 (34509): Sexuality & Society**

*co-listed as GNDR_ST 232

Héctor Carrillo |TTh 3:30-4:50 | Tech Lecture Rm 3

Overview of class

Sexuality is fundamental to the cultural, economic, political, and social organization of the United States. This course examines the theoretical and methodological approaches that have been used in sociological studies of sexuality-including those that guide sexuality-related analyses of meanings and identities, practices and behaviors, power and politics, and morality and social control. Topics will include sex work, sex tourism, sexual migration, LGBT social movements, relationships, the sexual moment, sexual diversity (including diversity by race, ethnicity, and social class), censorship, and moral panics.

SOCIOL 305 (34420): Population Dynamics

Christine Percheski |MoWe 9:30-10:50 |UH 122

Overview of class

This course is designed to provide students with an overview of the field of population studies, also known as demography. Demography covers all of the factors related to changes in the size and characteristics of a human population. The topics that will be covered in the course include health disparities in the United States, the impact of AIDS on family life and longevity in Africa, migration patterns within and from Latin America, the reasons behind sex-selective abortions in Asia, and the implications of the current low birthrates in Europe.

SOCIOL 376-0-20 (34425): Topics in Sociological Analysis: Sexuality, Science, and LGBT Rights

*co-listed as GNDR_ST 332

Aaron Norton |MW 11:00-12:20 |Tech L170

Overview of class

In this course, we will draw upon literature in the social sciences and humanities to consider the central role that science (broadly conceived) has played both in categorizing people based upon sexual desires, practices, and identity, and in challenging how we have come to understand those very categories. We then consider how debates over how to define sexuality intersect with struggles for LGBT rights as well as alternative approaches to improving the lives of those who may not fit neatly within established categories. Key topics will include: the pathologization and de-pathologization of homosexuality; same-sex marriage; fixed vs. fluid sexual desire; efforts to change sexual orientation; and the relevance of disputes over the nature of sexuality to trans people's claims to legal recognition, among others.

SOCIOL 376-0-25 (34430): Topics in Sociological Analysis: Environment, Politics, and Society

Maria Akchurin |TTh 11:00-12:20 | Garrett Evangelic Seminary 107

Overview of class

The course aims to give Northwestern undergraduates a foundation of knowledge and critical reasoning skills that will enable them to develop and refine their own understanding of how and why social and economic policy in the United States has developed historically in the ways that it has?and not in other ways it might have developed. It will focus on a period of time that begins with the New Deal and ends with the Great Recession. The main readings for the course will consist of selected biographies of major social and political figures. These biographies are meant to provide a uniquely valuable window into the policy-making process. Among other graded assignments, students will be asked to write a term paper on a significant topic in American political development using biographical materials as a primary source or taking a biographical approach.

SOCIAL POLICY**SOC POL 311 (36796): Social Policy and the United States Healthcare System**

Michael Gelder | M 6:00-8:50 pm | Annenberg G02

Overview of class

Contact the department for further information