

SCIENCE IN HUMAN CULTURE Winter 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:

HISTORY 275-1 (24921): HISTORY OF WESTERN SCIENCE AND MEDICINE: ORIGINS IN EARLY MODERN EUROPE

Lydia Barnett | TTh 3:30-4:50 | 555 Clark B01

Overview of class

Science is a human activity, and humans are social animals. This means that science takes place in social settings, where it is profoundly affected by the cultural values and group dynamics of the people engaged in making scientific knowledge. This course explores the social spaces of science in early modern Europe during the so-called 'Scientific Revolution.' We will survey the varied and surprising spaces in which scientific knowledge was produced, from princely courts and grand cathedrals to humble artisanal workshops, Europe's overseas colonies, and the very first scientific laboratories. In so doing, we will see how science intersected with religion, politics, empire, the Printing Revolution, the Renaissance, long-distance commercial and intellectual networks, and the origins of capitalism.

PHIL 269 (23779): BIOETHICS

Mark Sheldon | TTh 3:30-4:50 | Fisk 217

Overview of class

An analysis of the ethical issues that arise as a result of developments in medicine and biotechnology. Topics considered will include cloning and stem cell transplantation, human and animal research, new reproductive technologies, the definition of death, abortion, euthanasia, and the allocation of resources.

COURSES BY VISITING SHC FACULTY:

ANTHRO 383 (27694): ENVIRONMENTAL ANTHROPOLOGY

Stefanie Graeter | MW 11:00-12:20 | Anthro Sem Rm 104, 1810 Hinman

Overview of class

In the 21st century, what we call "environment", "ecology", or "nature" in the Euro-Atlantic world consists of complex and fraught assemblages of social and material connections that have a history. While the meaning of these terms may appear static or straightforward, the significance, value, and even materiality of what falls under the designation of "environment" is under constant socio-political and scientific negotiation. Nothing makes this more evident than today's ongoing political battles over climate change, resource use, contamination, and conservation. To situate the terms that describe the more-than-human world around us, this course examines both the historical construction of the terms in the title, as well as other configurations of human-nonhuman relations of other societies and cultures. Doing so will trouble our assumed separation between "nature" and "culture" and challenge us to think through present-day environmental politics in new and different ways. As a survey-type course, we will read a variety of socio-

cultural anthropology texts, including classic studies and recent publications. A familiarity with basic concepts of sociocultural anthropology is assumed.

HISTORY 200 (25045): ENERGY AND SOCIETY: A GLOBAL HISTORY

Fredrik Meiton | TTh 12:30-1:50 | Harris L28

Overview of class

The course explores the historical relationship between human societies and energy. Consider the contemporary United States, for instance. Its citizens make up some 5 percent of the world's population but account for 25 percent of the world's energy consumption. Why? Is there something in American culture that predisposes it to high energy consumption, or has its high-intensity energy system made American culture? What is the relationship between the political, social, and cultural evolution of modern America, and the evolution of its energy systems? And what does that relationship look like in other parts of the world? Over the course of the semester, we will examine the history of energy around the world and the varied and evolving sociotechnical systems built up around it. We will grapple with the question of technological determinism, whether certain technologies make certain societies inevitable, or whether perhaps it is the other way around. Each week, we will explore one or two sources of energy, and see how they have interacted with the societies involved in their generation, distribution, and consumption. We will see how energy can shed light on topics as varied as geopolitical power relations, forms of government, war, labor organizing, gender roles, and notions of leisure.

OTHER COURSES:

ANTHROPOLOGY

ANTHRO 390-23 (25088): OBSTETRICS IN HISTORICAL PERSPECTIVE

Caroline Bledsoe | M 6:30-9:00 pm | Anthro Sem Rm 104, 1810 Hinman

Overview of class

This course examines obstetrics in historical perspective, through the lenses of sociocultural anthropology. It will exploit the cultural and historical distance that the subject provides to think beyond today's understandings, and toward broader views of fertility, the body, and science. Among the topics we will address: the contexts in which particular obstetric practices of care and intervention have arisen; variations in the personnel, instruments, and medicines involved in pregnancy and birth across time and place; the professionalization and popularization of obstetric knowledge and practice; changing views of obstetric populations and the risks they face; the evolution of particular personnel, preventions and remedies in obstetric practice; debates over naturalism vs pathology; power and inequality in obstetric care; and the relationship between the production of children and the reproduction of kin and society as a whole. Course readings and materials will come from a range of times and places: in particular, Western Europe, colonial and post-colonial Africa, and the American Midwest at the beginning of the 20th century. Readings will draw on outside disciplines (especially history, public health, medicine, and demography), but the course itself will be firmly grounded in the anthropology of reproduction.

ART HISTORY

ART HIST 101-6 (22764): FIRST-YEAR SEMINAR: ART, ANIMALS, AND ANIMAL RIGHTS

Stephen Eisenman | MW 12:30-1:50 | Locy 314

Overview of class

Recent neuro-physiological research on animals (the ones we eat, wear, experiment upon and hunt) has proven they not only feel pain, they experience suffering. Indeed, they possess more or less the same emotions we do including joy, grief, fear, desire, shame etc. The ethical implications of these discoveries are profound, and yet little has changed in human/animal relations. Will the future be different from the past and present?

Though current animal rights advocates tend to believe their generation was the first to recognize animal consciousness, in fact the intuition has existed for millennia. Works of art from the cave paintings of Lascaux to the photographs of Gary Winograd in the 1960s have revealed animal emotion and exposed the desire of some humans to re-order human/animal relations. The seminar will explore the history and theory of animal rights from antiquity to now, and examine key monuments of art that have exposed the inner, emotional and intellectual life of animals.

Readings will consist of two books and a number of articles.

ASIAN AMERICAN STUDIES

ASIAN AM 360 (23145): MEDICAL TOURISM AND TRANSNATIONAL SEXUALITY

***co-listed as GNDR_ST 341**

Jillana Enteen | TTh 12:30-1:50 | Parkes 215

Overview of class

This course is situated at the intersection of theoretical, cultural, and medical, and commercial online discourses concerning the burgeoning Sexual Reassignment Surgery (SRS) medical surgeries presented on the world wide web and practiced in Thailand. Using "Trans" theories: transgender, transnational, translation, spatio/temporal, we will discuss the intersections, dialogues, refusals and adoptions when thinking about medical tourism to Thailand. We will examine Thai cultural/historical conceptions of sex and genders, debates concerning bodies and diagnosis that took place during the drafting of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), International SRS Standards of Care (to be drafted in BKK during the WPATH meeting in February 2014), and changes in presentations of sex/gender related surgeries offered online. Comparative cultural studies, medical discourses, and an archive of web images offering SRS surgeries to Thailand produced by Thais for western clientele will serve as axes for investigating this topic.

BIOLOGICAL SCIENCES

BIOL-SCI 104 (20664): PLANT-PEOPLE INTERACTIONS

Christina Russin | MW 3:30-4:50 | Tech Lecture Rm 3

Overview of Class

Contact the department for further information.

BIOL-SCI 105-6-1 (20512): FIRST-YEAR SEMINAR: CHOCOLATE: FROM THE BIOCHEMICAL TO THE GEOPOLITICAL

Tracy Hodgson | TTh 3:30-4:50 | Tech L158

Overview of class

Topics for discussion and exploration will include (but not necessarily be limited to): The history, ecology and sociopolitical impact of cacao cultivation and chocolate production; the biology and psychology of gustation and olfaction (taste and smell); the biochemistry of the components of chocolate, and their physiological and neurological effects; chocolate in fiction/literature.

CHICAGO FIELD STUDIES

CFS 387 (27410): FIELD STUDIES IN ENVIRONMENT, SCIENCE, AND SUSTAINABILITY

TBA

Overview of Class

Contact the department for further information.

CFS 392-20 (22961): FIELD STUDIES IN PUBLIC HEALTH

Lauren Keenan-Devlin | Tu 5:00-7:50 pm | CFL Seminar Rm 101, 1813 Hinman

Overview of Class

Contact the department for further information.

CHEMISTRY

CHEM 105-6-21 (24208): FIRST-YEAR SEMINAR: HOPE AND HYPE OF NANOTECHNOLOGY

Teri Wang Odom | TTh 12:30-1:50 | Tech LG62

Overview of class

Nanotechnology involves the creation and use of small structures at the nanometer scale. This length is around a thousand times less than the diameter of a human hair. The potential of new materials with superior properties has captured the imagination of popular science culture, which has resulted in books that described the use of carbon nanotubes for tethering a space elevator to earth as well as nano-bots repairing damaged human tissue. Currently, nanotechnology is part of a wide range of consumer products, from sunscreen to tennis balls to stain-resistant clothing. This seminar will cover all aspects of nanotechnology, from the science involved to ethics and safety considerations to potential applications. Students will have opportunities to explain an idea in nanoscience to a general audience, assess whether the interest and investment in nanoscience is justified, and propose future prospects for nanoscience based on the present state of research at Northwestern.

CLASSICS

CLASSICS 110-A (27458): A STUDY OF SCIENTIFIC VOCABULARY THROUGH CLASSICAL ROOTS

Graziela Byros | MW 3:30-4:50 | Annenberg 101

Overview of class

One aim of this course is to familiarize students with a wide range of Greek- and Latin-derived terms encountered in scientific and primarily medical fields. Students will gain familiarity with the basic components and an understanding of the underlying principles of word formation. This will include acquiring a basic vocabulary of word roots, prefixes, and suffixes, much of which is a matter of applied memorization. It will also include analysis of terms, aiming at an understanding of the relationship of their various components. Once equipped with the knowledge of how such words function, the meaning of previously unapproachable specialized vocabulary may be inferred with reasonable assurance of accuracy, when encountered in context.

Another aim of the course is to acquaint students with the ancient Greek and Roman roots of scientific (specifically medical) inquiry: what were the ancients' ideas and understanding of the workings of the human body and mind? How did they view health, healing and disease patterns? What was the connection between medicine and religion? How did Hippocrates, Plato, Aristotle, Galen, Soranus, or the Roman army doctors contribute to the Western medical/scientific tradition?

Important: This course is NOT an independent study. It has regular class meetings (twice weekly), as well as in-class tests (quizzes, midterm and final examination).

COMMUNICATION STUDIES

COMM ST 383 (27586): MEDIA, COMMUNICATION, AND ENVIRONMENT

Jim Schwoch | MW 2:00-3:20 | 2122 Sheridan, Rm. 232

Overview of Class

Contact the department for further information.

COMM ST 395-0-23 (26388): HEALTH, COMMUNICATION, AND PRECISION MEDICINE

Courtney Scherr | MW 3:30-4:50 | Frances Searle 2407

Overview of class

The objective of this course is to understand the intersection of health communication and the new precision medicine initiative. Precision medicine is a tailored approach to healthcare promoting prevention behaviors and the treatment of patients based on individual genetics, environments, and lifestyles with the goal of improving outcomes. This course will focus on each of the aforementioned areas and explore ways in which current health communication theory in areas such as: patient-provider interactions, social disparities, risk communication, and health campaigns may facilitate the provision of precision medicine.

ECONOMICS

ECON 318 (21238): HISTORY OF ECONOMIC THOUGHT

Laura Kiesling | TTh 12:30-1:50 | Annenberg G21

Overview of class

Development of economic thought and economic methodology from the advent of the mercantilists to the formation of current schools of economics. The course will focus on the evolution of economics as a body of thought, with strong emphasis the movement from classical economics to neoclassical economics as a foundation for modern economic theory. This course is intended to be a capstone to your economics major, to be taken senior year, after the completion of the major's core classes and several electives.

ENGLISH

ENGLISH 105-6-21 (23150): FIRST-YEAR SEMINAR: LITERATURES OF ADDICTION

Kathleen Carmichael | MW 2:00-3:20 | Locy 314

Overview of class

Ever since Pentheus' fatal decision to spy on the revels of Dionysus, audiences have had a guilty fascination with the spectacle of addiction—a fascination which crosses not only centuries but disciplines, captivating scientists, policymakers, philosophers, artists, and laypeople alike. This class will trace the evolution of literary representations of addiction across several centuries, from classical depictions of god-induced madness, through the Gothic narratives of Poe and Stevenson, temperance classics such as *Ten Nights in a Barroom* (whose impact has often been compared to that of *Uncle Tom's Cabin*), to the twentieth- and twenty-first century comedies and confessionals that make the bestseller lists today. Through these readings and related critical texts, we will examine the ways that such literature provides a staging ground for public controversy and emerging theories about the artistic, cultural, ethical, and scientific significance and ramifications of addiction.

Course discussions will also consider how recent literature—both popular and scientific—expands the definition of addiction to include an ever-increasing array of behaviors (such as eating disorders, gambling, and compulsive shopping), in ways that may point to both patterns in contemporary culture and new directions for scientific research into the perennial problem of "disrupted free will."

Course readings/viewing will include works of fiction and non-fiction as well as popular films. We will also consider practical topics such as how University library resources and experts can help students locate and evaluate key sources and develop authoritative arguments.

ENGLISH 368-0-21 (25463): UTOPIAN AND DYSTOPIAN SCI-FI OF SECOND WAVE FEMINISM

*co-listed as GNRD_ST 361

Helen Thompson | MW 3:30-4:50 | University Hall 122

Overview of class

The founding slogan of second-wave feminism, "the personal is political," fuses the prospect of revolutionary transformation to the details of intimate life. At its peak in the 1970s, second-wave feminism unites radical politics and the challenge of reimagining how everyday life may be lived. As both utopia and dystopia, the genre of science fiction plays a vital role in second-wave feminism's visions of new world orders and new modalities of power, gender, embodiment, sensation, love, and obligation. This class will explore the literary, formal, and theoretical centrality of science fiction to second-wave feminist thought. We will begin with Sylvia Plath's *The Bell Jar*, which plots the collision of feminine normativity and the novel's realist representational form. We'll then read a series of second-wave utopian/ dystopian texts that far exceed the bounds of realism: Ursula K. Le Guin, *The Left Hand of Darkness*; Monique Wittig, *Les Guérillères*; Joanna Russ, *The Female Man*; Margaret Atwood, *The Handmaid's Tale*; Octavia Butler, *Dawn*; Marge Piercy, *He, She and It*; Nalo Hopkinson, *Brown Girl in the Ring*.

We will read shorter accompanying second-wave and contemporary theory to further our exploration of embodiment, technology, feminist utopia, and/ or feminist critical methodology, including: Donna Haraway, "The Cyborg Manifesto"; Monique Wittig, *The Straight Mind*; Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex"; Malini Johar Schueller, "Analogy and (White) Feminist Theory: Thinking Race and the Color of the Cyborg Body"; Shulamith Firestone, *Dialectic of Sex*; Jane Bennett, *Vibrant Matter*; Karen Barad, "Posthumanist Performativity"; Anne Fausto-Sterling, *Sexing the Body*; Elizabeth Grosz, *Coming Undone*.

ENGLISH 385-0-21 (27446): THOUGHT EXPERIMENTS: WAYS OF KNOWING IN NEUROSCIENCE AND THE HUMANITIES

*co-listed as HUM 370-5-20 and as NEUROSCI 385-0-1

Indira Raman and Susan Phillips | TTh 11:00-12:20 | Locy 214

Overview of class

Until a couple of centuries ago, scholars made no distinction between Science and Literature, or Science and Art. Science, scientia, was the word for knowledge in the broadest sense?all subjects of inquiry. Poets wrote scientific treatises?Chaucer was known as a master of alchemy as well as the "fadir of Englyshe poesie" and figures we think of today as hard-core scientists, like Johannes Kepler, were practitioners of the creative arts, writing science fiction as well as scientific treatises.

What would it be like to revive this older paradigm, to reintegrate these supposedly disparate ways of thinking about thinking into a single classroom? Can the varied intellectual explorations of Thought from neuroscientific, literary, and artistic perspectives be harnessed and collectively brought to bear on the core issues that interest those seeking scholarly understanding of the human experience??namely, perception, memory, emotions, ethics, knowledge and madness? As we raise these core questions, we will explore readings that present different perspectives on what constitutes thought, what free will is and isn't, and what tools we have for making sense of feelings, logic, perception, and memory.

ENVIRONMENTAL POLICY

ENVR POL 211 (23266): FOOD AND SOCIETY: AN INTRODUCTION

*co-listed as SOCIOL 211

Susan Thistle | TTh 12:30-1:50 | Fisk 217

Overview of Class

Contact the department for further information.

ENVR POL 336 (23267): CLIMATE CHANGE, POLICY, AND SOCIETY

***co-listed as SOCIOL 336**

Susan Thistle | TTh 3:30-4:50 | Harris 107

Overview of Class

Contact the department for further information.

ENVR POL 394-0-21 (23264): PROFESSIONAL LINKAGE SEMINAR: ENVIRONMENTAL NGOS

George Davis | W 3:00-6:00 | Parkes 224

Overview of Class

Contact the department for further information.

GLOBAL HEALTH

GLB HLTH 301 (24752): INTRODUCTION TO INTERNATIONAL PUBLIC HEALTH

Noelle Sullivan | TTh 2:00-3:20 | Tech L221 | **No First-Years**

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 (24753): GLOBAL BIOETHICS

Sarah Rodriguez | MW 12:30-1:50 | Tech L168

Overview of class

Most American medical students learn four core bioethical principals: autonomy, beneficence, non-maleficence, and justice. But how, or even do, these translate to global health? Students will learn why these four principals came to dominate American bioethics, and, in turn, examine how these four principals have framed contemporary understandings of what 'counts' as a bioethical issue in global health, critique how this understanding has then framed responses to global bioethical issues, and explore alternative bioethical principals regarded now by many as central to global health, in particular health as a human right, social justice, and respectful partnerships.

GBL-HLTH 390: SPECIAL TOPICS IN GLOBAL HEALTH

No First-Years

SECTION 21 (24754): MANAGING GLOBAL HEALTH CHALLENGES

Michael Diamond | M 6:00-9:00 | Annenberg G15

Overview of class

Disease knows no borders. Both pathogens and lifestyles move around the world and the people of every country share the risks. The responsibility for ensuring the public health rests with governments at local, national and international levels. Public health interventions require cooperation and partnerships at each

level and with civil society organizations, corporations, businesses and individuals. These interventions are affected by public policies, availability of resources, and theories of public health and disease. Existing health organizations are increasingly challenged by the scope and magnitude of the current and future threats to public health such as the AIDS pandemic; the emergence of new and more virulent infectious diseases; the threats of bio-terrorism; growing resistance to antibiotics; lack of basic infrastructure of water, sanitation and inadequate access to drugs in developing countries; and overabundance of foods and complications from affluence, leading to health problems such as diabetes in higher income countries. This course will examine the global epidemiology of these diseases and threats to the populations of the world, and the current organizational structures that have been established to respond. A series of diseases, and geographical regions will be analyzed to consider how the international community is organizing its response to current problems in international public health. Special attention will be given to examples of effective strategies in interventions.

The course will provide advanced instruction in anthropological and related social scientific research methods as they apply to questions of social inequality and public health policy in both the United States and in emerging economic powers. The course draws from historical accounts, contemporary ethnographies, public health literature, media reports, and films.

SECTION 22 (24755): HEALTH AND HUMANITARIANISM

Peter Locke | Th 9:30-12:20 | Fisk B17

Overview of class

This course draws on perspectives from anthropology and related social scientific fields to provide a critical overview of contemporary medical humanitarianism in historical, cultural, and socioeconomic context. Key questions that we will consider include: How and why has the health of individuals and communities adversely affected by poverty, marginalization, war, and disaster become the object of a wide range of contemporary discourses and practices of international intervention? What are the politics, historical roots, and cultural specificities of today's boom in interest in medical humanitarian work and institutions? How does medical humanitarianism relate to and diverge from other modes of international aid and development? How is it connected to today's global political economy, and what political, social, and institutional effects, for good or for ill, do medical humanitarian projects leave in their wake?

Through close readings of classic and contemporary social theory, ethnographic accounts, and research on health-focused aid and development initiatives from across the social sciences, this course will encourage you to build your own critical perspective on medical humanitarian thinking and practice anchored in the history of the field and in engagement with the complexities of real-world situations. Case studies explore the work of organizations like Doctors Without Borders; post-war/disaster interventions in Haiti and elsewhere; and the global response to the Ebola epidemic in West Africa.

SECTION 23 (24756): SOCIAL DETERMINANTS OF HEALTH

Peter Locke | Tu 9:30-12:20 | Fisk B17

Overview of class

This upper-level seminar in medical anthropology examines the role of social markers of difference including race, class, nationality, gender, sexuality, age and religion in current debates and challenges in the theory and practice of global health. We will explore contemporary illness experiences and therapeutic interventions in sociocultural and historical context through case studies from the US, Brazil, and South Africa. Students will be introduced to key concepts such as embodiment, medicalization, structural violence, the social determinants of health, and biopolitics. Central questions of the seminar include: How do social categories of difference determine disease and health in individuals and collectivities? How is medical science influenced by economic and political institutions and by patient mobilization? How does social and economic inclusion/exclusion govern access to treatment as well as care of the self and others?

The course will provide advanced instruction in anthropological and related social scientific research

methods as they apply to questions of social inequality and public health policy in both the United States and in emerging economic powers. The course draws from historical accounts, contemporary ethnographies, public health literature, media reports, and films.

SECTION 24 (27201): HIV/AIDS IN AFRICA

Noelle Sullivan | Tu 9:30-12:20 | Locy 318

Overview of class

This course takes a specifically (critical) medical anthropological approach to understandings of HIV/AIDS in Africa. It considers four major themes: the historical and contemporary methodologies and debates surrounding HIV/AIDS research and causes in Africa; the experience of living in the context of HIV/AIDS (including issues of gender, emotion, sexuality, diverse ideas about healing); the politics of HIV/AIDS; and HIV/AIDS and health infrastructures. Questions considered during the course will include: what are the trends in research methodologies relating to HIV/AIDS in Africa? What can be said to be known or well understood about HIV/AIDS in Africa, and what as yet is not well understood? What kinds of topics or subjects have been most popular for HIV/AIDS research, and what kinds of research topics are left out? What are the politics of the disease? What stakeholders have been most active in shaping HIV/AIDS interventions in Africa, and what are the motivations behind these developments? How have large externally-funded programs shaped the ways that the disease is thought about, treated, and experienced? What does it mean to live in the context of HIV/AIDS, whether afflicted or affected by it? What does it mean for the experience of HIV/AIDS when treatments are now available to many people for free? How do issues such as gender roles, love, ideas about health, desires for the future, and daily livelihood struggles shape how people think about HIV/AIDS in their daily lives? How do HIV/AIDS services fit into the health sectors, and what does it mean to work with this disease in the context of the various other challenges facing health care sectors as a whole? Overall, students will be asked to move beyond the statistics and epidemiology of the epidemic, and adopt an anthropological lens in order to understand the complexities of HIV/AIDS programs and experiences in Africa.

GENDER STUDIES

GNDR ST 332-0-1 (23341): SEXUALITY, BIOMEDICINE, AND HIV/AIDS

*co-listed as SOCIOL 376-0-23

Aaron Norton | MW 11:00-12:20 | 555 Clark B03

Overview of class

Since the appearance of a "mysterious new illness" among gay men in the u.s., hiv/aids has been closely associated with sexuality. This is true not only because a large percentage of hiv-transmission occurs via sexual contact, but also because of close associations between sexuality and morality and what "kinds" of people and practices are said to be more likely to spread hiv than others. In this course, we draw upon scholarship in the social sciences and humanities to examine the interplay between hiv/aids and sexuality, with an emphasis on the role of science and technology. How did associations between sexuality, disease and morality shape what was known about the spread of hiv early in the epidemic? How have ongoing efforts to know, treat and prevent hiv shaped sexual practices and intimacies, and vice versa? Together, will consider the complex interplay of hiv, sexuality and science across a diverse array of topics, including: the politics of hiv-risk categorization; hiv-stigma and discrimination; social movements and access to treatment; sexual practices and intimacies; and new frontiers in hiv-prevention, among others.

GNDR ST 332-0-2 (23342): GENDER, SEX, AND HEALTH ACTIVISM

*co-listed as GNDR_ST 350-3-1

Amy Partridge | MW 11:00-12:20 | Fisk B17

Overview of class

How do conceptions of "health" relate to ideological assumptions about gender, race, class, and sexuality? In this course we will explore these questions through a close examination of recent and

contemporary activist movements that have attempted to challenge contemporary conceptions of health and models of disease. Case studies will include the 1970s women's health movement(s), feminist responses to the "epidemic" of anorexia in the 1980s, and the ongoing reproductive rights/justice movement, ACT UP and AIDS activism, breast cancer, and environmental activism, and mental health activism in the era of psychopharmacology. In each case, we will consider how activists frame the problem, the tactics they use to mobilize a diverse group of social actors around the problem, and their success in creating a social movement that challenges contemporary medical models and the ideological assumptions that inform them. The course also introduces students to recent interdisciplinary scholarship on social movements.

GNDR ST 341 (23343): MEDICAL TOURISM AND TRANSNATIONAL SEXUALITY

***co-listed as ASIAN_AM 360**

Jillana Enteen | TTh 12:30-1:50 | Parkes 215

Overview of class

This course is situated at the intersection of theoretical, cultural, and medical, and commercial online discourses concerning the burgeoning Sexual Reassignment Surgery (SRS) medical surgeries presented on the world wide web and practiced in Thailand. Using "Trans" theories: transgender, transnational, translation, spatio/temporal, we will discuss the intersections, dialogues, refusals and adoptions when thinking about medical tourism to Thailand. We will examine Thai cultural/historical conceptions of sex and genders, debates concerning bodies and diagnosis that took place during the drafting of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), International SRS Standards of Care (to be drafted in BKK during the WPATH meeting in February 2014), and changes in presentations of sex/gender related surgeries offered online. Comparative cultural studies, medical discourses, and an archive of web images offering SRS surgeries to Thailand produced by Thais for western clientele will serve as axes for investigating this topic.

GNDR ST 350-3-1 (23349): GENDER, SEX, AND HEALTH ACTIVISM

***co-listed as GNDR_ST 332-0-2**

Amy Partridge | MW 11:00-12:20 | Fisk B17

Overview of Class

Contact the department for further information.

GNDR ST 361 (23344): UTOPIAN AND DYSTOPIAN SCI-FI OF SECOND WAVE FEMINISM

***co-listed as ENGLISH 368-0-21**

Helen Thompson | MW 3:30-4:50 | University Hall 122

Overview of class

The founding slogan of second-wave feminism, "the personal is political," fuses the prospect of revolutionary transformation to the details of intimate life. At its peak in the 1970s, second-wave feminism unites radical politics and the challenge of reimagining how everyday life may be lived. As both utopia and dystopia, the genre of science fiction plays a vital role in second-wave feminism's visions of new world orders and new modalities of power, gender, embodiment, sensation, love, and obligation. This class will explore the literary, formal, and theoretical centrality of science fiction to second-wave feminist thought. We will begin with Sylvia Plath's *The Bell Jar*, which plots the collision of feminine normativity and the novel's realist representational form. We'll then read a series of second-wave utopian/ dystopian texts that far exceed the bounds of realism: Ursula K. Le Guin, *The Left Hand of Darkness*; Monique Wittig, *Le Corps lesbien/ The Lesbian Body*; Joanna Russ, *The Female Man*; Margaret Atwood, *The Handmaid's Tale*; Octavia Butler, *Dawn*; Marge Piercy, *He, She and It*; Nalo Hopkinson, *Brown Girl in the Ring*.

We will read shorter accompanying second-wave and contemporary theory to further our exploration of

embodiment, technology, feminist utopia, and/ or feminist critical methodology, including: Donna Haraway, "The Cyborg Manifesto"; Monique Wittig, *The Straight Mind*; Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex"; Malini Johar Schueller, "Analogy and (White) Feminist Theory: Thinking Race and the Color of the Cyborg Body"; Shulamith Firestone, *Dialectic of Sex*; Jane Bennett, *Vibrant Matter*; Karen Barad, "Posthumanist Performativity"; Anne Fausto-Sterling, *Sexing the Body*; Elizabeth Grosz, *Coming Undone*.

HISTORY

HISTORY 102-6-22 (24898): FIRST-YEAR SEMINAR: SCIENCE AND LITERATURE: THE GOOD SOCIETY

Kenneth Alder | TTh 3:30-4:50 | Locy 305 | Attendance at first class mandatory

Overview of class

C. P. Snow famously claimed that science and literature formed two antagonistic camps. On one side was Tolstoy, who condemned science for not answering the only question that matters: "What shall we do and how shall we live?" And on the other were scientists who dismissed literature as so much fluff, irrelevant for our technological age. This course, by contrast, looks at the dialogue between science and literature in the twentieth century, from the rise of evolutionary science to the space race. We will read fiction about science (some of it, science fiction!) as well as memoirs by great twentieth-century scientists. To place these accounts in historical context, we will read essays by thinkers such as the sociologist Max Weber, the naturalist Thomas Huxley, the poet Matthew Arnold, and C. P. Snow. We will ask how science and literature have approached the question of the good society and the good life, and how their answers can align?and how they differ.

HISTORY 322-2 (29421): DEVELOPMENT OF THE MODERN AMERICAN CITY, 1870-PRESENT

Henry Binford | MWF 9:00-9:50 | University Hall 101

Overview of class

This is the second half of a two-quarter course dealing with urbanization and urban communities in America from the period of first European settlement to the present. The second quarter deals with the period from 1870 onward. Topics include the role of cities in the formation of an industrial society, the influence of immigration and rural-urban migration, political machines, professional planning, the automobile, electronic media, and the expansion of the federal role in city government.

HISTORY 392-0-20 (24962): DRUGS AND TRADE IN AMERICAN HISTORY

Matthew June | MW 3:30-4:50 | Locy 318

Overview of class

Perhaps the ultimate sign of the promises and perils of modernity, drugs (broadly defined to include tobacco, alcohol, caffeine, marijuana, heroin, cocaine, LSD, amphetamines, this list could go on forever) have a complex history that spans far more than even the three centuries covered in this course. We will explore the history of drugs in America from John Rolfe's first attempts to make English tobacco compete with Spanish gold through the paradoxical war on illegal drugs and boom of pharmaceuticals in our current culture. This complex history of substances will be used to highlight general trends in U.S. history and to explore the complex intersections of legality and illegality, medicine, trade, and law. Revealing the importance of changes in economic patterns for the history of the United States and the inextricable relationship between drugs and trade, the course will also explore the general complexities, contingencies, and continuities of history; for example, a panic about university students using amphetamines as a study aid? in 1938.

HISTORY 392-0-28 (24966): DEMOCRACY, CAPITALISM, AND TECHNOLOGY IN PROGRESSIVE-ERA AMERICA

Adam Plaiss | MW 3:30-4:50 | University Library 4646

Overview of class

Should society regard corporations as persons? Is the government truly representative of the people's will? American voters are currently asking themselves these questions?but not for the first time. This course will examine the period from the 1870s to the 1930s to see how previous generations of Americans asked and answered these same questions. We will pay particular attention to the ways in which activists sought to control utility companies?the largest corporations of that time?through ambitious and innovative state regulatory commissions. We will see how the rhetoric developed by progressive reformers and their opponents during these decades continue to inform American politics today. This seminar will provide students the opportunity to examine primary sources from the Progressive Era, in addition to scholarly histories of that time.

HISTORY 392-0-32 (242969): CREATIONISM: A GLOBAL HISTORY

Daniel Stolz | TTh 12:30-1:50 | University Hall 118

Overview of class

The battle between advocates of Darwinian evolution and "creationists" has helped define the way we think about the relationship between science, religion, public policy, and the law. For many of us, however, when we think of such controversies, we think of a single religion? Protestant? Christianity? In specific places, most famously the Tennessee courtroom immortalized in *Inherit the Wind*. Yet, creationism has a global history that reaches far beyond the American "Bible Belt." This history links teachers, politicians, religious activists, and scientists in the United States with counterparts across the world, and especially in the Middle East? another place where the public role of religion has been a topic of great controversy since the 19th century. This course will explore the global history of creationism as a way of understanding how science and religion have come to be in conflict in specific times and places rather than others, and how modern forms of politics and education have shaped, and been shaped by, these controversies.

HUMANITIES

HUM 370-5-20 (27638): THOUGHT EXPERIMENTS: WAYS OF KNOWING IN NEUROSCIENCE AND THE HUMANITIES

***co-listed as ENGLISH 385-0-21 and as NEUROSCI 385-0-1**

Indira Raman and Susan Phillips | TTh 11:00-12:20 | Locy 214

Overview of class

Thought Experiments: Ways of Knowing in Neuroscience and the Humanities

Until a couple of centuries ago, scholars made no distinction between Science and Literature, or Science and Art. Science, "scientia," was the word for knowledge in the broadest sense?all subjects of inquiry. Poets wrote scientific treatises, Chaucer was known as a master of alchemy as well as the "fadir of Englyshe poesie" and figures we think of today as hard-core scientists, like Johannes Kepler, were practitioners of the creative arts, writing science fiction as well as scientific treatises.

What would it be like to revive this older paradigm, to reintegrate these supposedly disparate ways of thinking about thinking into a single classroom? Can the varied intellectual explorations of Thought from neuroscientific, literary, and artistic perspectives be harnessed and brought to bear on core issues that interest those seeking scholarly understanding of the human experience?namely, perception, memory, emotions, ethics, knowledge and madness? In this class, we will read literary texts, including Shakespeare's "Hamlet," Jane Austen's "Sense and Sensibility," and William Faulkner's "The Sound and the Fury," as well as writings by neuroscientists, including chapters from David Linden's "The Accidental Mind"

and Antonio Damasio's "The Feeling of What Happens" and short scientific articles on animal behavior, to explore different perspectives on what constitutes thought; what free will is and isn't; and what tools we have for making sense of feelings, logic, perception, and memory.

JOURNALISM

JOUR 383 (27028): HEALTH AND SCIENCE REPORTING

Patti Wolter | W 9:00-11:50 | Fisk 206

Overview of class

Health and Science Reporting teaches students both how to think about science writing and how to write about science and medicine. In this combination writing workshop and seminar we will read some of the best of the best science and health journalism; meet with expert scientists on campus; and meet the editors and writers from leading scientific journals and publications. Students will learn what makes good science writing, how to find sources, how to evaluate information and how to sort out science from pseudo-science. Assignments will include student debates, critiques of science coverage in newspapers, magazines, television, radio and the Web, science/health/medicine journal rewrites, news briefs, an in-depth narrative story on a science topic of students' own choosing, and an opportunity to write live copy for a science magazine or website. ?

NEUROSCIENCE

NEUROSCI 385-0-1 (27523): THOUGHT EXPERIMENTS: WAYS OF KNOWING IN NEUROSCIENCE AND THE HUMANITIES

***co-listed as ENGLISH 385-0-21 and as HUM 370-5-20**

Indira Raman and Susan Phillips | TTh 11:00-12:20 | Locy 214

Class Materials (Required)

Hamlet, William Shakespeare (Folger paperback not mass market) ISBN 978-1451669411, \$10

Sense and Sensibility, Jane Austen, (Penguin Classics) ISBN 978-0141439662, \$7

The Sound and the Fury, William Faulkner, (Vintage Press) 978-0679732242 \$15

The Feeling of What Happens, Antonio Damasio, Harcourt Press, ISBN978-0156010757, \$28

PERFORMANCE STUDIES

PERF ST 301-0-1 (20509): PERFORMANCE AND ACTIVISM IN DIGITAL CULTURE

Marcela Fuentes | TTh 4:00-5:50 | Harris L06

Overview of class

This course explores the intersection between performance and digital media as tools for activism. We will analyze hacktivism, counter surveillance, mobile media activism, and social media protest to understand ways in which activists use performance to intervene in a globalized world. The course readings include histories of digital activism, media theory, and analyses of tactical media works from a performance studies perspective. For their final projects students will devise activist performances engaging with tactical media and issues of their choosing.

PSYCHOLOGY

PSYCH 248 (21031): HEALTH PSYCHOLOGY

Mary Gerend | TThu 9:30-10:50 | Annenberg G21

Overview of class

This course will provide an introduction to health psychology. Topics covered will include adherence, seeking and receiving health care, stress and coping, pain, living with chronic illness, and the role of behavior for health and disease.

SOCIOLOGY

SOCIOL 211 (23969): FOOD AND SOCIETY: AN INTRODUCTION

***co-listed as ENVR_POL 211**

Susan Thistle | TTh 12:30-1:50 | Fisk 217

Overview of class

This course provides an introduction to thinking about food from a sociological perspective. We will gain an initial understanding of how different social forces have shaped and continue to shape the way we grow, distribute and consume food, both in the United States and elsewhere around the world. We will look at the role played by culture and politics, as well as economics, in shaping our past and present food system. At the same time we will gain an initial understanding of concepts central to sociology, such as the social construction of seemingly natural choices involving the food we eat, or how social inequality affects such choices. Through looking at the issue of food, we will also become acquainted with different areas in sociology, such as the sociology of health and medicine, and development and globalization.

SOCIOL 336 (23970): CLIMATE CHANGE, POLICY, AND SOCIETY

***co-listed as ENVR_POL 336**

Susan Thistle | TTh 3:30-4:50 | Harris 107

Overview of class

Examination of main impacts of climate change and of different perspectives toward mitigation and adaptation: market-based, institutionalist, bio-environmentalist, social movement, and climate justice. Taught with ENVR POL 336; may not receive credit for both courses.

SOCIOL 376-0-23 (23885): SEXUALITY, BIOMEDICINE, AND HIV/AIDS

***co-listed as GNDR_ST 332-0-1**

Aaron Norton | MW 11:00-12:20 | 555 Clark B03

Overview of class

Since the appearance of a "mysterious new disease" among gay men in the U.S., HIV/AIDS has been closely associated with sexuality. This is true not only because a large percentage of HIV-transmission occurs via sexual contact, but also because of close associations between sexuality and morality and what "kinds" of people and practices are said to be more likely to spread HIV than others. In this course, we draw upon scholarship in the social sciences and humanities to examine the interplay between HIV/AIDS and sexuality, with an emphasis on the role of science and technology. How did associations between sexuality, disease and morality shape what was known about the spread of HIV early in the epidemic? How have ongoing efforts to know, treat and prevent HIV shaped sexual practices and intimacies, and vice versa? Together, will consider the complex interplay of HIV, sexuality and science across a diverse array of topics, including: the politics of HIV-risk categorization; HIV-stigma and discrimination; social movements and access to treatment; sexual practices and intimacies; and new frontiers in HIV-prevention, among others.