

WINTER 2010 SHC COURSES

Anthropology

ANTHRO 378-0-20: Law and Culture: Justice, Health, and Human Rights

Lindsay Smith

T/TH 9:30-10:50, Anthro Seminar Room 104

Description:

What is the role of humanitarian programs and international institutions in responding to violence, natural disaster, and health epidemics? Through a series of case studies, this course explores key questions in medical anthropology and global health like access to pharmaceuticals, violence and mental health, and poverty and infectious disease with a special attention to questions of social justice and international law.

ANTHRO 390-0-24: Topics in Anthropology: Plagues and Peoples

Kearsley Stewart

M/W/F 2:00-2:50, Kresge Hall 2410

Description:

Plagues and Peoples: Global Health and Anthropology Global health is an emerging field of interdisciplinary study which focuses on the global dimensions of health with special attention to improving the health of the world's poorest and most vulnerable citizens. It is quite distinct from international health, public health, and biomedicine; and the field is developing its own theories and methods for understanding the local to global link in health inequities. This lecture course will draw on an interdisciplinary and international body of work by scholars and practitioners to explore global health priority-setting, policy, governance, practice, and research. Specific case studies from Africa, Europe, Asia, and the Americas will focus on the vital contributions of anthropologists to solving some of the world's most intractable global health problems: malaria, polio, TB, HIV/AIDS, ebola, cholera, and violence against women. The course also examines the role of humanitarianism and student volunteerism and asks what anthropologists can contribute to reducing global health inequities.

ANTHRO 390-0-25: Topics in Anthropology: HIV/AIDS in Global Perspective

Kearsley Stewart

TH 6:00-8:50, Anthro Seminar Room B07

Description:

Why is the human cultural experience of the HIV virus so different for a heterosexual woman in west Africa, for an African-American youth in New York City, for a single mother in rural Georgia, for a gay man in San Francisco, for a commercial sex worker in rural China, for young people in Brazil, for a college-student in Evanston? Why do a few people survive well with HIV/AIDS and why do so many suffer? Through the ethnographic work of anthropologists, this course will examine the experiences of HIV-positive patients, the people who care for them, and the local and global policies that shape access to treatment. We start with the classic ethnographic study of HIV/AIDS (Paul Farmer's AIDS and Accusations) and continue to read up to the most current ethnographic studies. The class will choose the texts from among those on the list below, or make further recommendations. We will explore how anthropologists use

ethnography to reveal unique aspects of HIV/AIDS and assess the contributions of anthropologists to global efforts to prevent and treat HIV/AIDS.

Communication Studies

COMM_ST 395-0-20: Topics in Communication Studies: Sociology of Online News

Pablo Boczkowski

T/TH 9:30-10:50, Frances Searle 1483

Economics

ECON 370-0-20 Environmental and Natural Resource Economics

Laura Kiesling

T/TH 9:30-10:50, Kresge 2415

English

ENGLISH 391-0-20 Professional Linkage Seminar: Explaining Science to Peers and the Public

Jennifer Cline

T 6:00-9:00, Kresge 2315

Description:

Explaining Science to Peers and the Public:

A Professional Linkage Seminar about Writing and Speaking Skills

Designed for undergraduates interested in science, this professional linkage seminar aims to help juniors and seniors become better at writing, reading, and speaking about science, while introducing careers in addition to academia and medicine that value these skills.

Students will learn the principles of clear writing and effective public speaking. Using critical reading and analysis, as well as a process of planning, drafting, revising and editing, we will examine the role communication plays in the scientific process and how improving communication helps improve thinking. We will also explore the role science plays in shaping decisions, from influencing individual health-related choices to informing local, national, and global policies.

Students are encouraged to use their own research data as part of the material for course assignments, which will include exercises to experiment with specific writing forms and both traditional and informal public speaking projects -- from grant proposals to blog postings.

Students will select a final project for the course, either presenting at a Science Cafe for other NU students or at a mock scientific conference for guest faculty. In addition, guests during the quarter will represent a range of professions that value individuals who can deftly communicate scientific concepts.

Environmental Policy

ENVR_POL 394-0-20 Professional Linkage Seminar: Political Science of Environmental Restoration

Stephen Packard

W 3:00-5:50, Kresge 4420

Description:

Science and Policy of Ecosystem Conservation. This seminar will begin with a quick review of the biodiversity and ecosystem dynamics of the prairies, savannas, woodlands and wetlands of the central North American "tallgrass region." We'll then focus on the local ecological conservation strategies and efforts in "Chicago Wilderness" - including the major ecosystem restoration and management challenges. As soon as the group has generally mastered this background, we will explore opportunities to work collaboratively with ongoing projects. We will choose one or a few sites, regions and problems where our joint skills can make a substantial difference. These real world opportunities will likely include components of biology, community relations, communications, etc. Students will form one or more project teams and develop materials (written, graphic, printed, spoken, website and or video) and then test these in the real world of local conservation. NOTE: Stephen Packard is the Director of the Chicago Chapter of the Audubon Society and author of The Tallgrass Restoration Handbook for Prairies, Savannas, and Woodlands

ENVR_POL 394-0-21 Professional Linkage Seminar: Exporting Environmental Policy

Gordon Davis

TH 3:30-6:20, Kresge 4345

Description:

Various players --- including the US, other countries, the World Bank, international environmental organizations, private foundations, and even transnational corporations --- currently conduct programs that promote sound environmental policies in developing countries. Such activities include strategic planning assistance, consultations on environmental laws and government structures, civil society capacity building initiatives, and training for civil servants, environmental lawyers, industrialists, NGO officials, etc. The seminar will examine five such programs in which the instructor has participated to illustrate the diversity, scope and techniques of such activities followed by a simulated program of assistance to a developing country for the purpose of reforming that country's environmental policies and promoting its sustainable development. The seminar will give insights into how competing policy objectives can be accommodated to achieve effective environmental policies, and into the overall effectiveness of environmental policy assistance programs in developing countries. NOTE: G. Gordon Davis, a graduate of Yale (BE) and of the University of Virginia (JD), practiced environmental law in New York State from 1970 to 1997. Since 1991 he has worked in international development assistance in Russia , Mongolia , China , Vietnam , India , Cambodia , the Philippines and other Asian countries. Davis has taught courses at Northwestern University , the University of Chicago and the State University of New York at Plattsburgh . He has published and lectured in Asia, Europe and the United States on environmental law and policy, land use regulation, international development assistance, democracy building, and other topics.

Global Health

GBL_HLTH 390-0-20 Special Topics in Global Health: Public Health and Performance in Uganda

Kearsley Stewart

T 6:00-8:50, Anthro Seminar Room B07

Description:

Introduction to current issues in global and public health in Uganda today. Luganda instruction. Required for students attending Uganda Program spring 2010 ****DEPARTMENT PERMISSION REQUIRED****

GBL_HLTH 390-0-21 Special Topics in Global Health: Introduction to Public Health

Rebecca Wurtz

M/W 9:00-10:20, 555 Clark 00B03

GBL_HLTH 390-0-22 Special Topics in Global Health: Managing Global Health Challenges

Michael Diamond

M 6:00-6:50, University 121

GBL_HLTH 390-0-23 Special Topics in Global Health: Refugee and Immigrant Health

Bechara Choucair

TH 6:00-8:50

Description:

This course will introduce students to the complex interaction of migration and health. Students will gain a basic understanding of the theories surrounding the movement of people within and across political boundaries. Emphasis will be placed on the link between migration and health from the perspective of several different types of migrants. We will explore some of the difficulties that receiving communities face in addressing the health needs of migrants. Also, we will look at how emigration of a large segment of the population, either abruptly or over time, affects sending communities as well. Much of the class will consist of case studies presented by different healthcare professionals working with migrant communities. Students will learn about the control and prevention of various illnesses frequently encountered by immigrants and refugees.

GBL_HLTH 390-0-24 Special Topics in Global Health: Introduction to Community Health Planning

Elizabeth Barden

T/TH 1:00-2:20, University 112

Description:

The ability of health systems to develop relevant programs and respond to priority needs of constituents at various levels within the system is enhanced by well-informed decision making and a comprehensive planning process. We will examine the utilization of facility, community, and population-based data (both quantitative and qualitative) from various sources in providing such insight. In addition, ongoing programmatic oversight and evaluation are key components of an evidence-based needs assessment and planning process. This course will highlight needs

assessment and evaluation methodologies used in the planning and implementation of health promotion programs.

GBL HLTH 390-0-25 Special Topics in Global Health: Anthro and Public Health: An Integrated Approach

Elizabeth Barden

T 5:00-7:20, Kresge 2430

Description:

Medical anthropology and epidemiology have the common goal of describing the health of human populations, although methodological and theoretical differences between the disciplines have at times been substantial and interdisciplinary cooperation has been limited. This course will consider the commonalities and differences between the perspectives of medical anthropology and public health, especially epidemiology, in both past and present approaches to global health problems. We will start by considering the view that health is a quality constructed from individual behaviors which occur within a physiological, environmental, and cultural context, and how this concept has evolved over time. We will examine the role of social determinants of health, and how this perspective has been employed within public health practice. We will review public health cases where an interdisciplinary approach was used, and compare those with cases where anthropological viewpoints were not included. We will conclude by examining how views of social responsibility in matters of public health have influenced medical anthropology in terms of moving away from a strictly descriptive stance and adopting a position of using anthropological techniques and perspectives to improve health services delivery.

History

HISTORY 300-0-30 New Lectures in History: Law and Science: The History of an Encounter

Ken Alder

T/TH 2:00-3:20, University 102

Description:

For the past four centuries, the law and modern science have developed in tandem, and in tension. Both law and science claim to get at "the truth of matter," by means of reasoned argument, empirical evidence, and a self-correcting method of investigation. Yet law and science have often been at odds: with scientists complaining about "junk" science in the courtroom; and lawyers complaining that experts do not appreciate the role of citizens in achieving just verdicts. This course asks: What does the evolving relationship between law and science tell us about our changing standards of truth-finding and our sense of justice? Our course will begin in the era of witchcraft trials and judicial torture; and it will end in the era of DNA-typing and CSI. We will consider such topics as changing standards of evidence, new understandings of intellectual property, and how new forms of forensic identification (from fingerprinting to DNA paternity suits) have altered our sense of who we are as individuals and as members of social/racial groups. Western culture offers us two principal theaters of proof: the courtroom and the laboratory; this course examines their similarities, differences, and interactions.

HISTORY 392-0-20 Special Topics in History: Universities

Peter Hayes, Michael Loriaux

T/TH 3:30-4:50, Kresge 2415

Description:

What is the purpose of the university? How does it balance research and teaching, selection and social cohesion, professional training and general education? Who does it serve, the student, the scholar, society at large? Who should pay for it? What challenges does it face in an age of globalization? What's all the ranking about? Most importantly, you the student have now suffered through several years of university education - what would you change? Such questions have assumed pressing political importance around the world. In the United States the cost of education has become a growing political concern. In France efforts to reform the university system have spawned innovative experiments and loud and fervent political opposition. In Germany, reforms designed to foster internationally ranked poles of excellence have informed much soul-searching about the ultimate purpose of the university. In this course we will explore these questions comparatively, by looking at the history of the university, as well as at challenges universities currently confront, in three countries, the United States, Germany, and France.

Registration Requirements

This two-quarter course is offered through four departments: Political Science, History, French, and German. Students may register through any of these four departments. Students, however, must register in the same department in Winter and Spring. Students will meet together on Tuesdays for lectures and discussions on readings in English. French- and German-language students will meet separately on Thursdays to discuss readings in French and German.

Fluency in French or German and permission of the instructors are required. Students should write Prof. Loriaux at m-loriaux@northwestern.edu or Prof. Hayes at p-hayes@northwestern.edu to arrange an interview.

Evaluation Method

Students are enrolled in two consecutive quarters of work. For the Winter, they will receive a grade of K, which will be turned into a letter grade at the end of the Spring Quarter. The final grade for both quarters will be assessed on the basis of class participation in the winter (33%) and the completion of a research paper (20-30 pp.) during the spring on a topic agreed upon by the student and the instructor of the appropriate language track.

Class Materials (Required)

IN ENGLISH FOR ALL STUDENTS: *John Thelin, *History of American Higher Education*

*Derek Bok, *Our Underachieving Colleges*

*Clark Kerr, *The Uses of the University*

*Sheila Slaughter, *Academic Capitalism and the New Economy*

*Harry Lewis, *Excellence Without a Soul*

***FOR THE GERMAN TRACK**

*Wolfgang Weber, *Geschichte der Europäischen Universität*

*Anton Hügli, *Die Universität der Zukunft*

***FOR THE FRENCH TRACK**

*Marie-Laure Le Foulon, L'Europe des universités

*Jean-Paul Pollin, ed., Universités: Nouvelle Donne

*Alain Renaut, Quel avenir pour nos universités?

Class Notes

This is a two-quarter course. The Winter Quarter course will be devoted primarily to lectures and class discussions of readings. The Spring Quarter will be devoted primarily to research and preparation for the tri-national, trilingual student conference that will be held in Nancy, France, and Saarbrücken, Germany, early in May. **Students must commit to both quarters, must commit to participating in the student conference, and must request permission to be absent from campus for about ten days in order to attend the conference.** Travel to Europe is provided by the Office franco-allemand pour la jeunesse (Deutsch-Französisch Jugendwerk)

HISTORY AREA OF CONCENTRATION: Americas or Europe

**HISTORY 392-0-34/395-0-34 Topics in History: Science on the Global Marketplace
(Combined Section)**

Daniel Margocsy

T/TH 11-12:20, Frances Searle 2370

Description:

This course tracks the historical development of commercial science from the scientific revolution to the twentieth century. We will investigate how global commerce contributed to the circulation of knowledge across the world, and transformed scientific practice within Europe. We will examine texts, images and material objects from the Age of Discoveries, the colonial and the post-colonial periods.

HISTORY 392-0-41 Topics in History: Race and WWII

Anthony Hazard

T/TH 12:30-1:50, Fisk 114

Description:

World War II stands as one of the most explosive moments in US and global history in the twentieth century, one in which race played a central part. During its military and ideological conflict against the Nazi regime in Germany, the United States struggled to cope with its own legacy of racism and growing claims of civil rights and anti-colonial activists. And after the war, when the United States emerged as the premiere global superpower, the US found itself under increased international scrutiny due to its own history of institutionalized racism. This reading seminar explores these tensions, as well as the rise of anti-racist perspectives in the anthropological and biological sciences just preceding the war. The assigned readings explore the significance of "race" in the World War II era, including such topics as: the internment of Japanese Americans, the "double victory" campaign of African Americans, and the US military presence in wartime and postwar Hawaii, Trinidad and Germany.

Initiative Sustain and Energy

ISEN 120-0-20 Energy, Science, and Society

Harold Kung, Susan Thistle
T/TH 2:00-3:20, Tech LR3

Political Science

POLI_SCI 395-0-26 Political Research Seminar: Global Climate Change: Policy and Society

Yael Wolinsky
T 2:00-4:50, University 418

Description:

The goal of this course is to examine global climate change both as a policy issue and as a phenomenon that has affected society and culture. We will compare climate change policy-making at the international, national, state, and local levels. We will examine several dimensions of climate change policies including reaction to scientific information, evaluation of costs versus benefits under uncertainty, leadership, and openness to adaptation. We will then look at how society has reacted to policy-making on climate change. We will compare trends in public attitudes on climate change and examine the relationship between public policy and civic action. We will finally look at how the issue of climate change has spread beyond politics and is finding new expressions in the arts, architecture, and other realms of culture.

Sociology

SOCIOL 312-0-20 Social Basis of Environmental Change

Susan Thistle
T/TH 12:30-1:50, Annenberg G15

Description:

The 21st century has begun with a widespread sense the natural environment is in crisis in many ways. This course examines the problems afflicting the natural environment, the possible causes of such problems, and their potential solutions. We begin by looking at the state of the natural environment around the planet. We also look closely at one area of economic crisis, the depletion of the ocean's fish, with focus on the decline of salmon. We then consider possible causes of environmental problems, from over-population to the structure of our economic system or our basic world-view itself. We then turn to what is now seen as the most pressing environmental problem, that of global warming, looking closely at the social and political aspects of this process. The course ends with consideration of a variety of possible solutions to the environmental problems we have considered. We will discuss such issues as organic farming, consumer actions, and various forms of social protest and environmental regulation. The difficulties encountered in trying to achieve effective policies are closely examined. Large-scale solutions are also discussed. Students will be expected to discuss and evaluate the argument presented in all readings and to develop their own arguments concerning environmental problems, solutions, and causes in several essays. Discussion of readings is expected (10% of grade) and class attendance is required to pass this course. There will be two exams (45% each)

involving development of students' own arguments based on close attention to assigned readings and lectures.

SOCIOL 319-0-20: Sociology of Science

Charles Camic

T/TH 11:00-12:20, Kresge 2415

Description:

An examination of science and scientific knowledge from a sociological perspective. Topics include the nature of science as a social process, the history of science as a distinct enterprise, the status of scientific knowledge, and the role of science and technology in the contemporary world.