

**SCIENCE IN HUMAN CULTURE**  
**Spring Quarter 2013 Undergraduate Course Offerings—Long Version**

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

The following is a list and description of courses that may have counted towards the SHC adjunct major or minor. You may petition the SHC Director to count a course not listed here.

**CORE COURSES:**

HISTORY 275-1-01 (34198)

**History of Early Modern Science and Medicine**

MoWe 12.30PM – 1.50PM	University Hall 122	Tania Munz
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***DETAILED LISTING BY DEPARTMENT FOLLOWS...***

**ANTHROPOLOGY**

ANTHRO 315-0-20 (37625)

**Medical Anthropology**

TTh 12.30-1.50PM	ANTHRO Seminar Room 1810 Hinman Ave., Room #204	Rebecca Seligman
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What is Medical Anthropology? How do Anthropologists understand and investigate the social and cultural contexts of health and illness? This course will examine the diverse ways in which humans use cultural resources to cope with pain, illness, suffering and healing in specific cultural contexts. In addition, we will analyze various kinds of medical practices as cultural systems, examining how disease, health, body, and mind are socially constructed, how these constructions articulate with human biology, and vice versa. The course will provide an introduction to the overall theoretical frameworks that guide anthropological approaches to studying human health-related behavior. Theory will be combined with case studies from a number of societies, from India, Japan, Brazil, and Haiti to the U.S. and Canada, enabling students to identify similarities across seemingly disparate cultural systems, while at the same time demonstrating the ways in which American health behaviors and practices are socially embedded and culturally specific. The course will emphasize the overall social, political, and economic contexts in which health behavior and health systems are shaped, and within which they must be understood.

ANTHRO 316-0-20 (34311)

**Forensic Anthropology**

TTh 12.30-1.50PM	ANTHRO Seminar Room 1810 Hinman Ave., Room #A54B	Erin Waxenbaun Dennison
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This course provides a broad overview of forensic anthropology - an applied subfield of biological anthropology. Forensic anthropology focuses traditional skeletal biology on problems of medicolegal significance, primarily in determining personal identity and assisting in the cause of death assessment from human remains. In this course we will discuss the full range of issues associated with human skeletal identification from trauma analysis to the

identification of individuals in mass disasters. These problems will serve as a model for understanding the broader aspects of applied anthropology.

**BIOLOGICAL SCIENCES**

BIOL\_SCI 105-6-20 (34025)

**Freshman Seminar: Genetically Modified Foods**

TTh 9.30-10.50AM	Technological Institute M128	Christina Russin
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This topic has become a lightning rod in recent years for biotechnologists and environmentalists alike. In this course, we will explore what it means to genetically engineer food crops and discuss the benefits and drawbacks of this technology. Our topics will include specific examples of engineered crops such as golden rice, StarLink corn, and Terminator seeds, as well as an exploration of individual opinion on labeling laws and the risks associated with this technology.

**COMMUNICATION STUDIES**

COMM\_ST 298-0-20 (37037)

**Freshman Seminar: Digital Boom or Doom?**

Tu 2.00-4.50PM	Frances Searle Building 1483	Eszter Hargittai
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Course description TBA

Registration Requirements: Open to SoC freshmen only at first and then if space is available, open to SoC sophomores; Attendance at 1st class mandatory

**COMPARATIVE LITERARY STUDIES**

COMP\_LIT 312-0-20 (37281) // SPANISH 344-0-20 (37138)

**Authors and Their Readers: Jorge Luis Borges**

TTh 11.00-12.20PM	McMillen Crowe Hall 1-125	Maria Uslenghi
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In this course we will focus on the poetry, essays and short fiction of Jorge Luis Borges. We will explore the connections to the Latin American literary tradition that saw his figure emerged and also to the many debates that his literature helped define: What constitutes a literary text? What is an author/ authority? How to write/read literature in the age of the mass media? How does literary translation inform cultural translation? What kind of cultural tradition can the Latin American writer claim as his/her own? The bibliography on Borges is vast and rich, so we will accompany our reading of Borges' fiction with secondary readings that focus on providing a historical, cultural and specifically literary context. Other readings will be suggested during the course and for the final paper. We will read from his Collected Fictions, Selected Poems and Selected Non-Fictions (Penguin editions). Students with knowledge of Spanish are encouraged to do the reading in the original language, following Obras Completas (Ediciones Emecé).

**ECONOMICS**

ECON 318-0-20 (33392)

**History of Economic Thought**

TTh 9.30-10.50 AM	Harris Hall L07	Laura Kiesling
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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.

**Registration Requirements:** Economics 201, 202, 281, 310-1, 310-2, 311 (FYI: 311 can be taken concurrently)

**Teaching Method:** 2 class periods per week, 80-minutes each; mix of lecture and in-class group work and discussion building on the readings of original material and the textbook

**Evaluation Method:** Midterm and final written exams; in-class group work and discussion

**Class Materials (Required):** TBD

ECON 323-1-20 (33393)

**Economic History of the United States Before 1865**

MW 6.30-7.50PM	University Hall 122	Benjamin Chabot
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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 movement of labor and capital from the old world to the new) and the economic causes and consequences of particular events (such as financial crises and the Civil War).

**Registration Requirements:** Economics 281, 310-1, and 311, or permission of the instructor.

**Teaching Method:** Two 80-minute lectures per week

**Evaluation Method:** There will be two examinations - a midterm over the material covered in class up to that time and a comprehensive final that will emphasize the material following the midterm - and an empirical data project based on class readings.

**Class Materials (Required):** no textbook required

ECON 324-0-20 (37441)

**Western Economic History**

MWF 3.30-4.50PM	University Hall 102	Regina Grafe
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This course examines the process of economic growth and social change in Europe between 1750 and 1900. We will study the origins of the Industrial Revolution and its diffusion throughout the continent with a focus on changes within and across sectors and the role of technology, organizational and institutional change, as well as the impact of economic development on social structure and standards of living. We will also analyze the pattern of integration and disintegration of the economy at the national and European level. The long-run approach will be framed by the question what historical experience can teach us about modern economic questions and about the theoretical and empirical tools we use to understand them.

**Registration Requirements:** Econ 281; 310-1; 311

**Teaching Method:** The course will consist of lectures and in-class discussion

**Evaluation Method:** Grades will be based on class participation, a mandatory mid-term and a final examination.

**Class Materials (Required):** *The Lever of Riches: Technological Creativity and Economic Progress* by Joel Mokyr, 1992 (ISBN: 978-0195074772). In addition to the textbook, there will be a reader with required readings. On average students will be asked to read two chapters/articles BEFORE each class.

ECON 370-0-20 (37443)

**Environmental & Natural Resource Economics**

TTh 12.30-1.50PM	Annenberg Hall G15	Laura Kiesling
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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 polices we'll analyze in detail are air pollution and climate change.

**Registration Requirements:** Econ 201, 202, 281 and 310-1

**Teaching Method:** Two 80-minute lectures with lots of discussion and some in-class small-group work

**Evaluation Method:** TBA

**Class Materials (Required):** TBA

**ENVIRONMENTAL POLICY**

ENVR\_POL 390-0-20 (33262) // CIV\_ENV 395-0-23 (35183)

**Special Topics in Environmental Policy and Culture: Environmental Justice**

Mo 3.30-6.20PM	Technological Institute M164	Keith Harley
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The environmental justice movement came to national prominence twenty-five years ago with the publication of *Toxic Wastes and Race*, Charles Lee's groundbreaking exploration of the relationship between race, poverty and environmental protection in the United States. Subsequently, an entire new set of civil rights concerns have become part of federal, state and local environmental protection activities. This seminar will explore several aspects of the often complicated relationship between two defining progressive initiatives of our times - the civil rights and environmental movements. Students will engage the subject by exploring policy development, case studies, academic literature and practical applications of environmental justice principles in environmental protection. Students will produce and present a paper exploring an environmental justice topic of their own choosing. Note: Keith Harley is

the Director the Chicago Environmental Law Clinic and a member of the Illinois Environmental Justice Commission and the Illinois Environmental Protection Agency Environmental Justice Advisory Group.

**Learning Objectives:** Students will understand the reasons why the environmental justice movement developed, how policy makers and other stakeholders have responded to this movement and the practical implications of environmental justice principles in achieving environmental protection and social equality.

**Class Materials (Required):** Textbook: Power, Justice and the Environment - A Critical Appraisal of the Env. Justice Movement, Author: David Naguib Pellow and Robert J. Brulle, Publisher: The MIT Press, ISBN: 0-262-66193-4

ENVR\_POL 390-0-21 (37280)

**Special Topics in Environmental Policy and Culture: Cultural Resource Management and Environmental Policy**

Mo 11.00AM-12.20PM	Fisk Hall 114	Eli Suzukovich III
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Why is it important that we save significant cultural places, landscapes, practices, and artifacts? This will be the focal question of this class. This course will explore cultural aspects of environmental resource policy, covering the history of cultural resource management in the United States including the National Historic Preservation Act, language and cultural preservation, Native American sovereignty, mitigating natural resources, cultural patrimony, and Traditional Cultural Properties. We will also discuss ethical issues that arise from multiple perspectives of culturally significant landscapes, places, beliefs and practices. The course will examine the main debates around protecting and preserving cultural and natural resources. Note: Dr. Eli Suzukovich III is a researcher and post doctorate fellow in Northwestern Psychology Department.

**Teaching Method:** Field trips. Readings. Case studies.

**Evaluation Method:** Attendance: 10%; Class participation: 45%; Papers: 45%

**Other (see below):** There will be a final essay instead of a final in this class.

**Class Materials (Required):** Class handouts

ENVR\_POL 394-0-20 (34030)

**Professional Linkage Seminar: Government, Business and the Environment**

Tu 3.00-5.00PM	Parkes Hall 213	Scott Nadler
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This course will examine the interaction of public environmental policy and corporate environmental performance. Using real-world case studies, the course will explore how government policy affects corporate environmental strategies - and vice-versa. How do corporations shape environmental strategy, and what role does public policy play in that process? To what extent do corporations improve environmental performance because of - or despite - public policy? To better understand the interaction of public policy and private strategy, the seminar will consider cross-cutting issues such as how companies view environmental compliance, as well as more specific policy issues such as climate change, contaminated site reuse (brownfields), corporate reporting/transparency and product environmental impacts. While long-term perspective is important, the rapidly changing political and economic marketplace will also

be discussed. Recent developments in globalization, the "Great Recession", more volatile high-cost weather events, and US and European elections will be considered for their impacts on environmental public policies and private strategies. Note: Scott Nadler is a Senior Partner with Environmental Resources Management (ERM), a leading global provider of environmental, health, safety, risk, and social consulting services. He currently serves on the Executive Committee of the US Business Council for Sustainable Development.

**Teaching Method:** Lecture, discussion of assigned topics and readings, student presentations, and guest speakers

**Evaluation Method:** Active, constructive participation in class discussions (30%) An initial small writing assignment (5%) A 4 slide presentation in class session (25%) One memo, two pages in length, during the quarter (15%) A final 3 page memo (25%). This will be due at the final class (tentatively). There will be no final examination.

**GENDER STUDIES**

GNDR\_ST 332-0-20 (33200)

**Gender, Sexuality and Health: The Women’s Health Movement**

Th 2.00-3.20PM	Kresge Centennial Hall 2-359	Amy Partridge
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The 1970s women's health movement demanded everything from safe birth control on demand to an end to for-profit healthcare. Some participants formed research collectives and published D-I-Y guides to medical knowledge such as the Boston Women's Health Collective's Women and Their Bodies or Carol Downer's A New View of a Woman's Body. Some movement members established battered women's shelters, underground abortion referral services, and feminist health clinics. Others formed local committees and national networks, such as the Committee for Abortion Rights and Against Sterilization Abuse (CARASA) and the National Women's Health Network (NWHN), with the goal of transforming contemporary medical protocols and scientific research agendas. Because many of these local and national groups are still in existence, original movement goals continue to define the parameters of a "women's health" agenda in the present moment. On the other hand, the women's health movement was (and is) a heterogeneous movement. Then, as now, groups with competing ideas about the healthcare needs of women as a group identified as part of same movement. Thus, an examination of historical and current debates over "women's health" is also a means of assessing several distinct, often competing, paradigms of health and disease. Moreover, as more recent efforts to forge a global women's health movement suggest, how we articulate a "women's health agenda" depends on our (often taken-for-granted) ideas about gender, sexuality, and embodiment itself. Course requirements include several short response papers and a final research project based on the holdings in Special Collections at Northwestern.

GNDR\_ST 332-0-21 (37562)

**Gender, Sexuality and Health: Gender, Sexuality & Medicine**

TTh 11.00AM-12.20PM	Kresge Centennial Hall 2-359	Teri Chettiar
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In this course, we will consider the modern histories of sex and sexuality as subjects of biomedical knowledge and practice. Exploring a diverse range of key events and controversial issues in the modern history of Western medicine, we will examine how medicine has shaped understandings and experiences of bodily sex difference, gender, race, and sexuality over time. At the same time, this course will explore how social, cultural, and political expressions and problems of gender have influenced biomedical and public health knowledge and practices. We will interrogate how modern western medical traditions have differently understood male and female bodies and minds, and how western

medicine has defined and often policed erotic relationships. Drawing on a variety of readings from science studies, social and cultural history, feminist theory, and sociology, as well as a range of primary historical documents; including medical case studies, patient memoirs, and posters used in public health campaigns; we will examine how medicine, gender, and sexuality have crucially intersected and have been mutually shaped through the complex interaction of scientific, social, political, economic and cultural factors. Key thematic areas for discussion will include the medical invention of sex difference; the rise of sexology and the scientific study of homosexuality; prostitution, sexually transmitted diseases, and feminist health politics; the gendered politics of psychiatric diagnosis; eugenics, race, and sex; contraceptives and reproductive technologies; gender reassignment practices; the AIDS crisis; and family planning strategies in "third world" aid programs.

**Teaching Method:** Seminar/Discussion

**Evaluation Method:** Seminar participation: 15% Five short response essays (2-3pp): 25% Draft Paper (5-7pp): 15% "Peer Review" of colleague's draft (2-3pp): 5% Final Paper (12-15 pages): 40%

**Class Materials (Required):** Michel Foucault, *The History of Sexuality* Philippa Levine, *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire* Elaine Showalter, *The Female Malady: Women, Madness, and English Culture, 1830-1980* Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* Charis Thompson, *Making Parents: The Ontological Choreography of Reproductive Technologies* Steven Epstein, *Impure Science: AIDS, Activism, and the Politics of Knowledge* Short selections from Richard von Krafft-Ebing, *Psychopathia Sexualis* (1886); Sigmund Freud, *Fragment of An Analysis of a Case of Hysteria* (1905); Karl Pearson, *The Scope and Importance to the State of the Science of National Eugenics* (1909); Mary Barnes, *Two Accounts of a Journey Through Madness* (1971); Boston Women's Health Book Collective, *Our Bodies, Ourselves* (1973)

**Class Notes:** ATTENDANCE AT THE FIRST CLASS IS COMPULSORY

**HISTORY**

HISTORY 275-1-01 (34198)

**History of Western Science and Medicine: Origins in Early Mod Europe**

TTh 11.00-12.20PM		Tania Munz
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Course description TBA

HISTORY 300-0-44 (33266)

**NEW LECTURES IN HISTORY: American Environmental History**

TuTh 12.30PM-1.50PM	Harris Hall L06	Lukas Rieppel
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Environmental history examines the changing relationship between human beings and their physical surroundings over time. In this course, we will actively question the boundary between nature and culture, showing how America's social and natural history mutually inform one another. We will do so by asking three distinct but interrelated questions. First, how has the material context in which American history unfolded impacted the development of its culture, society, and economy? Second, how and why did people's ideas and representations of the natural world change over time? Finally, in what ways and to what ends have human beings actively though not always intentionally altered their physical surroundings? Chronologically, the course will begin at the moment Europeans arrived on the

shores of the North American continent, examining what happened as the Native American way of life was slowly replaced by commercial farming. From there, we will move on to explore the coevolution of the American wilderness ideal with the emergence of a new and increasingly confident republic whose abundant natural resources eventually launched it into a position as the world's largest producer of goods and services. Finally, we will end by tracing the emergence of conservationism and the modern environmental movement in the twentieth century. Through it all, we will pay careful attention the ways in which people imagined and represented the natural world.

**Registration Requirements:** Attendance at first class is mandatory (applicable to enrolled, waitlisted, and all potential students)

**Teaching Method:** Lecture

**Evaluation Method:** Participation, two short essays of 5-7 pages, three one-page reading response papers, and one take home final exam.

**Class Materials (Required):** Selections from John Locke, The Second Treatise of Government Thomas Jefferson, Notes on the State of Virginia Theodore Roosevelt, An Autobiography Aldo Leopold, The Sand County Almanac Rachel Carson, Silent Spring Roderick Nash, Wilderness and the American Mind William Cronon, Changes in the Land William Cronon, Nature's Metropolis

**Class Notes:** AREA OF CONCENTRATION: Americas

HISTORY 300-0-47 (37079)

**NEW LECTURES IN HISTORY: Biomedicine and World History**

MoWe 2.00PM-3.20PM	Harris Hall L06	Helen Tilley
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Global health has justifiably become a popular buzzword in the twenty-first century, but too often its multifaceted origins are allowed to remain obscure. This lecture course is designed to provide students with an historical overview of four subject areas pivotal to the field's consolidation: the unification of the globe by disease; the spread of biomedicine and allied disciplines around the world; the growth of the pharmaceutical industry; and the legal and institutional frameworks that have helped to define human and planetary well-being. In order to place global health in its widest possible context, students will learn about the history of empires, industrialization, hot and cold wars, and global governance. We will analyze the political and economic factors that have shaped human health; the ways in which bodies, minds, and reproduction have been medicalized; and the socio-cultural and intellectual struggles that have taken place at each juncture along the way. Above all, this course should give students tools to assess the benefits, dangers, and blind spots of existing global health programs and policies.

**Registration Requirements:** No P/N option (ANC grading only)

**Teaching Method:** The lectures will be complemented by general and specialized readings relating to the themes for each week. Discussions will be an integral part of the lectures.

**Evaluation Method:** Students will be asked to complete three writing assignments of five pages each. They will also have a map quiz.



**Class Materials (Required):** The course will have a reading packet. Sample titles include, Nancy Stepan, *Eradication! Ridding the World of Disease*; Matthew Connelly, *Fatal Misconceptions: the Struggle to Control World Population*; Adriana Petryna et al, *Global Pharmaceuticals: Ethics, Markets, Practices*; Waltraud Ernst, *Plural Medicine: Tradition and Modernity, 1800-2000*.

**Class Notes:** AREA OF CONCENTRATION: Europe, Americas, Africa/ME, OR Asia/ME

## HUMANITIES

HUM 265-0-20 (37145)

### **Introductory Topics in the Humanities: Einstein and the 20<sup>th</sup> Century**

MoWe 9:30AM-10:50AM	Annenberg Hall G15	Heidi Schellman, Matthew Grayson, Peter Fenves
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This class rests on the premise that we live in a world that is deeply affected by Einstein's discoveries and that we are continually grappling with the consequences of his work. The aim of the class is to give students an introduction to the full range of his insights and accomplishments. In addition to studying the basic principles and consequences of his scientific work, including the special and general theories of relativity as well as his contributions to quantum theory, students are exposed to many other aspects of his life and thought, including his theory of his science, his ethical writings in favor of pacifism, his reflections on Judaism and the idea of a Jewish state, his letter-exchange with Sigmund Freud concerning the question "why war?" and his famous letter to Roosevelt, in which he reversed himself and, confronted with the Nazi threat, proposed the construction of a nuclear weapon. For Einstein, the most authentic scientific achievements are akin to major works of art, since both science and art attempt to produce rigorous models of the world. As students reflect on the aesthetic dimension of his theories, it discusses some of the earliest works of art in which the figure of Einstein appeared. Organized chronologically, the course moves from Einstein's years as a high-school student in Germany to his famous sojourn in Switzerland, through his brief professorship in Prague, to his years in Berlin, where he achieved world-wide fame and witnessed the beginnings of the anti-Semitic terror that would ultimately force him to leave Europe and settle in the United States. Alternating between expositions of Einstein's science and descriptions of the cultural and political worlds in which he found himself, the course continually asks students to reflect on the tense relation between science and the social world.

**Learning Objectives:** Familiarity with Einstein's major contribution to twentieth-century science, including the special and general theory of relativity and the beginnings of quantum theory. Familiarity with the socio-historical context of Einstein's life, especially with regard to the condition of German-Jewry from the late nineteenth century to the beginning of the Nazi era. Knowledge of Einstein's socio-political views, especially with respect to the question of what he called "active pacifism." Knowledge of Einstein's theory of science, especially the form of realism that he promoted in the context of the debates about the interpretation of quantum theory. Reflection on the relation between scientific discoveries, innovations in technology, and major social-political decisions and developments.

**Teaching Method:** The lectures generally involve contributions from all three of the professors, who present material from their particular fields of expertise and invite students to ask questions or raise undeveloped issues. The discussion sections are led by a team of two teaching assistants, one who comes from the sciences, the other from the humanities; as with the lectures, the discussion sections seek to create conversations that combine science, technology, and the humanities.

**Evaluation Method:** A shorter 4-5 page paper (20%), two longer 5-7 page papers (25% each); and three quizzes (10% each).

**Class Materials (Required):** Art Hobson, *Physics: Concepts and Connections* (5th edition) Walter Isaacson, *Einstein: His Life and Universe* The remaining texts are posted on Blackboard.

### PHILOSOPHY

PHIL 151-0-20 (33906)

#### **Scientific Reasoning**

MoWe 9.30AM-10.50AM	Frances Searle Building 2407	Fabrizio Cariani
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Scientific and ordinary inquiry rely fundamentally on inductive inference. We perform an inductive inference every time we base a conclusion on information that makes it less than perfectly certain. For example, we make inductive inferences when we try to figure out what happened when the dinosaurs roamed the earth, who is the murderer in a mystery novel or when we attempt to predict whether a future event will happen. There are multiple theories and techniques on how to make inductive inferences, and we will learn a bit about these theories as well as about their philosophical motivation. By the end of class, we will have a much better grasp of probability and of the philosophical understanding of uncertainty. This is valuable, because, as we will learn, people's intuitions about probability are terribly prone to error.

**Registration Requirements:** none.

**Learning Objectives:** Students are expected to gain competence with the tools of probabilistic reasoning, as well as an understanding of philosophical problems that accompany inductive reasoning.

**Teaching Method:** Lectures with sections

**Evaluation Method:** Problem sets and exams, both including formal problems and very short essay questions.

**Class Materials (Required):** Ian Hacking, *An Introduction to Probability and Inductive Logic*. Ian Hacking. Cambridge University. Press. ISBN number: 9780521775014. Also, selected readings from Hume, Goodman, Jeffrey, Skyrms, Kahneman, and many others.

### PSYCHOLOGY

PSYCH 340-0-20 (34301)

#### **Psychology and Law**

Tu 2:00PM-4:50PM	Annenberg Hall G30	Sara Broaders
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This course will examine the complex issues involved in applying the science of psychology to the field of law. Among the topics we will cover are: What aspects of the current legal system could be better informed by the results of psychological research? What is forensic assessment, and how/when is it used? How is competence determined? What is the role of expert testimony in the legal process? Is psychological profiling a useful method? How are interrogations of suspects conducted, and are there risks inherent in the procedures commonly used? What factors

affect juries' perceptions and decisions? How reliable are eyewitnesses? What is the place of recovered memories in the legal system? Should juveniles be treated differently than adults by the legal system?

**Registration Requirements:** Prerequisite: Psychology 110

**Teaching Method:** Primarily discussion supplemented with videos and some brief lectures.

**Evaluation Method:** Grades will be based on quizzes, weekly written discussion questions, an independent research paper, class participation, and a presentation.

**Class Materials (Required):** Costanzo, M., & Krauss, D. (2012). Forensic and legal psychology: Psychological science applied to law. New York: Worth Publishers. ISBN: 1-4292-0578-4 Ewing, C.P., & McCann, J.T. (2006). Minds on trial: Great cases in law and psychology. New York: Oxford University Press. ISBN: 0-19-518176-X

## **SOCIOLOGY**

SOCIOL 355-0-20 (37198)

### **Medical Sociology**

TTh 2.00PM-3.20PM	University Hall 101	Carol Heimer
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This course introduces some of the main topics of medical sociology: the social construction of health and illness, inequalities in the distribution of illness and healthcare, and the organization of healthcare work, the medical profession, and the healthcare system. Students will learn about variations in who gets sick and why, how the health professions evolved in the United States and how the healthcare "turf" has been divided among professions, whether and when patients and their families participate in medical decision making, why physicians have more authority and receive higher incomes in the U.S. than elsewhere, what doctors do when interns and residents make mistakes, what the relationship is between hospitals and other healthcare organizations and how that relationship has changed over time, how the American healthcare system compares to other healthcare systems, how expenditures on preventive medicine compare with expenditures on high-tech cutting-edge medicine, and why the U.S. invests so much in high-tech medicine.

**Registration Requirements:** Students must have taken either a 100 or 200 level courses in one of the following subject areas: Sociology, Anthropology, Poli\_Sci, Economics, Psychology, or Global Health. no pass/fail.

**Teaching Method:** lectures and discussion, two sessions per week.

**Evaluation Method:** Grades will be based primarily on written materials (but see below on attendance and participation). Written assignments include a short paper summarizing core elements of one of the "data" books (10%); two papers of about 8-10 pages each (30%); and a final essay exam (30%). Descriptions of each paper assignment will be supplied at least a week before the paper is due, and exam questions will be given out in advance.

The assumption is that student will attend class and contribute to the discussion. Students should not enroll in this class if they do not plan to attend. Attendance and participation will affect grades in two ways. First, if a student misses class repeatedly or does not contribute to discussion, I reserve the right to lower the grade by up to 10%. Second, at each class students will be given the opportunity to hand in one typed sheet of reading notes. These notes

will be kept in the student's portfolio and returned for use during the in-class final essay exam.

**Class Materials (Required):** TENTATIVE reading list, Sociology 355, Sociology of Medicine, Spring 2013

**Required:**

- (1) Abraham, Laurie Kaye. 1993. *Mama Might Be Better Off Dead: The Failure of Health Care in Urban America*. Chicago: University of Chicago Press.
- (2) Bosk, Charles L. 2003 (1979). *Forgive and Remember: Managing Medical Failure*, 2nd edition. Chicago: University of Chicago Press.
- (3) Chambliss, Daniel F. 1996. *Beyond Caring: Hospitals, Nurses, and the Social Organization of Ethics*. Chicago: University of Chicago Press.
- (4) Conrad, Peter, and Valerie Leiter, eds. 2013. *The Sociology of Health and Illness: Critical Perspectives*, 9th edition. New York: Worth Publishers.
- (5) Heimer, Carol A., and Lisa R. Staffen. 1998. *For the Sake of the Children: The Social Organization of Responsibility in the Hospital and the Home*. Chicago: University of Chicago Press.
- (6) Starr, Paul. 1982. *The Social Transformation of American Medicine*. New York: Basic Books.

**Plus one of the following:**

- (7) Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus, and Giroux.
- (8) Epstein, Helen. 2008. *The Invisible Cure: Why We Are Losing the Fight Against AIDS in Africa*. Picador.
- (9) Kidder, Tracy. 2004. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*. New York: Random House.
- (10) Ravage, Barbara. 2004. *Burn Unit: Saving Lives After the Flames*. Cambridge, MA: Da Capo Press.