

SHC Fall Quarter 2015 Undergraduate Course Offerings | SCIENCE IN HUMAN CULTURE

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 towards the core requirement for the major:

HISTORY 325-0 - 1 (13941) History of American Technology
Kenneth L Alder - Swift Hall 107 - MW 2:00PM - 3:20PM

SOCIOL 220-0 – 20 (17859) – Health, Biomedicine, Culture, and Society
HUM 220-0 – 20 (class #) – Health, Biomedicine, Culture, and Society
Christine Wood – Harris Hall L07 – TTh 5:00PM-6:20PM

Courses by visiting SHC faculty:

ANTHRO 390-0 - 25 (17528) Topics In Anthropology "Toxicity, Exposure Science, Metal Extractive Indus"
Stefanie Graeter – LOCATION TBA - MW 12:30PM - 1:30PM

BIOL_SCI 115-6 - 20 (10078) First-Year Seminar "Biological Thought and Action"
Nancy L Ruggeri and **Daniel Stolz** – Annenberg Hall G32 - TTh 4:00PM - 5:20PM

ENVR_POL 390-0 - 20 (12499) Special Topics in Environmental Policy and Culture: Bugs, Botanicals & British Emp
HISTORY 392-0 - 24 (13968) Topics In History: Bugs, Botany, and British Emp
HUM 370-4 - 20 (17267) Special Topics in the Humanities: Bugs and Botanicals
Sheila Two Wille - University Hall 101 - MW 12:30PM - 1:50PM

SOCIOL 376-0 - 20 (11642) Topics in Sociological Analysis "Sexuality, Biomedic & HIV/AIDS"
GNDR_ST 332-0 - 1 (12238) Gender, Sexuality, and Health "Sexuality, Bio-medicine, & HIV"
Aaron Travis Norton – LOCATION TBA - MW 9:30AM - 10:50AM

OTHER COURSES:

AFRICAN AMERICAN STUDIES

AF_AM_ST 250-0 - 20 (10852) Race, Class and Gender
Celeste Michele Watkins-Hayes - 2122 Sheridan Rd Classroom 232 - TTh 11:00AM - 12:20PM

In this course we will examine the ways in which race, class and gender have impacted and continue to impact people's lived experiences and life possibilities, social movements, and the ways in which we inhabit our bodies and our daily lives. We will begin with an introduction to the idea of intersectionality and an exploration of writers whose work critiqued racism in feminist movements and sexism and heterosexism in people of color's movements in the 1970s and 80s as well as more contemporarily. We will then use the analytical tools gained from the first unit to examine ways in which race, class, and gender play out in terms of reproduction, state violence, and in popular discourse. We will go in depth to discuss sterilization and reproduction justice, class and the idea of the "welfare queen," and gender in the prison industrial complex. (*Winter 2015 Description*)

AF_AM_ST 363-0 - 20 (10887) Racism in Western Modernity
Herman Barnor Hesse - 1801 Hinman Ave 2225 - MW 11:00AM - 12:20PM

The purpose of this course is to introduce students to a critical understanding of the meaning and impact of racism in the formation of Western modernity (the latter being broadly understood as comprising developments directly associated with European/American polities, economies, cultures and discourses from the 16th century onwards). On a global scale, Western societies have historically been largely responsible for developing economic institutions, religious identities, international laws and nation-states mobilized through 'race' and socially shaped by racism. Yet at the same time,

western cultures have globally represented themselves as exemplars of liberalism, democracy, civilization and universalism as if these ideals were devoid of race and racism. (*Fall 2013 Description*)

ANTHROPOLOGY

[ANTHRO 101-6 - 22 \(13117\) First-Year Seminar: Food & Culture](#)

[Amanda Lee Logan - Locy Hall 110 -TTh 3:30PM - 4:50PM](#)

Food is on everyone's minds these days. On the one hand, we have an unprecedented panoply of choices on supermarket shelves, while on the other, food activists call attention to issues of food politics, sustainability, and inequality. This class explores food through the lens of cultures past and present, to examine alternatives to and the roots of our modern food system. Anthropology is uniquely positioned to address the complexity of factors that define and motivate food practices. Food is at once culturally defined, biologically necessary, and historically situated. Some of the questions we will address in this class include: How do people decide what is edible, and what is not? What roles does food play in different cultures? What do our current concerns with food, from the obesity epidemic to the push for local, sustainable food sources, tell us about our own culture(s)?

[ANTHRO 101-6 - 23 \(13118\) First-Year Seminar: Going Paleo](#)

[Aaron Allen Miller - ANTHRO Sem Rm B07 - 1810 Hinman - MW 3:30PM - 4:50PM](#)

Recently ideas about the "paleo-lifestyle" have begun to be spread in popular culture, often with prescriptions about how modern humans should conduct their lives in order to achieve better health and well-being. This course will survey some of these "paleo" recommendations and popular conceptions of our ancestors. These popular conceptions will be viewed critically against the evidence for what our ancestors actually did and what, if anything, it means for people living in the modern era. Some of the included topics will include dietary recommendations, exercise/barefoot running, childcare and feeding practices, and pathogen exposure/immune function.

[ANTHRO 370-0 - 20 \(13136\) Anthropology in Historical Perspective](#)

[Robert Launay - ANTHRO Sem Rm 104 - TTh 10:00AM - 10:50AM](#)

Rather than attempting the impossible—an overview of the whole history of the discipline of anthropology—this course will focus on one particular problem: the relationship between theory and ethnographic description in cultural Anthropology. The course will attempt to survey the development of certain schools of thought in the discipline since the mid-nineteenth century: evolutionism; historical particularism; structural-functionalism; culture and personality; cultural materialism; interpretive anthropology. In order to examine the ways in which each of these theoretical approaches affects the ways in which anthropologists choose to describe what they observe, the class will read a series of ethnographies (or excerpts from larger works) written at different times from different points of view.

[ANTHRO 390-0 - 21 \(13145\) Topics In Anthropology: Food Security & Sustainability](#)

[Amanda Lee Logan - ANTHRO Sem Rm 104 - TTh 11:00AM - 12:20PM](#)

Food security is one of the wicked problems of our time, an issue so complex that it seems to defy resolution. One camp suggests that if only the world could produce more food, everyone could be fed, a perspective taken by *The Last Hunger Season*, this year's "One Book/One NU." The other camp claims that we already produce more than enough food to feed the world's growing population, and that food insecurity arises from unequal access to resources. At the crux of these perspectives are different understandings of how we might achieve social and environmental sustainability—should we produce more or consume less? In this class, we'll approach these complex issues from a social and historical perspective rooted in anthropology. The first half of class will examine how chronic and severe food shortages arise by searching for their historical roots. The second half of class will focus on the different kinds of solutions that have been proposed to ameliorate food insecurity and achieve long-term food sustainability.

[ANTHRO 390-0 - 25 \(17528\) Topics In Anthropology: Toxicity, Exposure Science, Metal Extractive Indus](#)

[Stefanie Graeter – LOCATION TBA - MW 12:30PM - 1:30PM](#)

Metals surround us in the world we live in: from our cars, pots and pans, jewelry, batteries, computers, and mobile phones to massive industrial infrastructure. Where do these essential elements of modern life come from? Whose hands bring minerals up from the earth? How are lives shaped by processes of metal extraction, refinement, and production? Mining is nearly as old as human existence, but today's methods of extraction and refinement cause massive physical alteration of landscapes and extensive pollution of air, water, earth, and living beings like never before. While legislation

against pollution and environmental destruction have tightened in Anglo-America and Europe, much of today's mining is carried out in parts of the world where environmental and health laws are laxer, nonfunctional, or nonexistent. For that reason, mining contamination by powerful transnational corporations has generated volatile political resistance the world over. Because contamination can often not be seen by the eye, especially in plants, animals, and humans, the science of toxicity and exposure occupies an essential role in the politics of mining and resistance to it. In this course we will examine the commodity chains, political controversies, social movements, and scientific evidence connected to the metals we live with. The politics of mining and toxicity offers an excellent case to think about how science and knowledge intersect with power relationships, guiding the decisions which shape our planet and the distribution of health and harm in the world today.

ART

[ART 101-6 - 20 \(11521\) First-Year Seminar: AIDS on Tape and Film: Artists Rage and Mourn](#)
Stephen P Reinke - Annenberg Hall G28 - MW 2:00PM - 3:20PM

No Description

[ART 390-0 - 20 \(11534\) Special Topics in Art: Artists & Engineers Collaborate](#)
Malcolm Angus MacIver, Michael J Rakowitz - 640 Lincoln St Room 135 - MW 9:00AM - 11:50AM

Water is an elemental substance but we also know it is composed of two molecules. Likewise, this course on water is a merger of two approaches, one scientific and one artistic, to the subject. The goal of the class will be for groups (each group evenly split between engineering and art students), to work on collaborative projects that merge pragmatic and poetic approaches to water.

At the more pragmatic end, an anchoring example would be the LifeStraw, a personal water filter that enables people to obtain water even when all surrounding water is contaminated. Water is drawn up through by way of a straw through a series of filters removing contaminants. An example of a more poetic, yet still pragmatic approach that engages with circumvention, art, design and activism is Women on Waves (WoW). Established in 1999 by Dutch physician, artist and activist Rebecca Gomperts, the non-profit organization collaborated with Atelier van Lieshout to design a portable gynecological unit that can be installed on rented ships. When WoW visits a country where abortion is illegal, women make appointments, and are taken aboard the ship, which then sails out to international waters where the staff is able to perform non-surgical medical abortions.

At the heart of this class is an opportunity for students to engage with the subject and material of water on physical, aesthetic, metaphoric, political and practical levels to produce work that might be anchored in, yet also depart from, the confinements of how we understand "water." Related terms such as liquid, waves, flow, ripple, and solution will also be dissected, interrogated and rearranged to create a dynamic, rigorous and intellectual workspace.

ASIAN AMERICAN STUDIES

[ASIAN_AM 360-0 - 1 \(14508\) Studies in Race, Gender, and Sexuality](#)
Laura Fugikawa – LOCATION TBA - MW 11:00AM - 12:20PM

This course is a cross-disciplinary examination of issues related to genders and sexualities among Asian Americans, with critical attention paid to diverse experiences across various social and political contexts. This class will discuss queer and LGBT issues, ethno-sexualization, interracial relationships, Asian American masculinities and femininities, and representation in popular culture. We will engage with historical contexts, critical theories of race and gender and sexuality frameworks, and sociological studies, as well as critically interrogate a diverse range of Asian American narratives regarding genders and sexualities.

ASTRONOMY

[ASTRON 110-6 - 22 \(13520\) First-Year Seminar: Searching for ET: Science & Strategies](#)

David M Meyer -Dearborn Observatory 23- MWF 11:00AM - 11:50AM

No Description

BIOLOGICAL SCIENCES

[BIOL_SCI 101-6 - 20 \(10053\) First-Year Seminar: Understanding Evolution, from Seaweed to Salad](#)

[Norman J Wickett - Elder Hall 030 Seminar Room - TTh 3:30PM - 4:50PM](#)

This course will use examples from popular and primary scientific literature to develop a better understanding of evolution, with equal focus on plants and animals. Topics will range from the origin of photosynthetic life and the biodiversity of marine plants (seaweed), to the evolution of economically important crops (salad). We will discuss how natural variation has led to the diversity of life we see today (for example, the evolution of whales), and how artificial variation (genetic modification) might affect that diversity. Emphasis will be on the development of critical reading and interpretation, and writing for the Sciences. Primary scientific literature will be used alongside scientific non-fiction to gain a better understanding of the scientific method and how it relates to evolutionary biology. *(Fall 2014 description)*

[BIOL_SCI 102-6 - 20 \(10054\) First-Year Seminar: Medical Marijuana](#)

[Christina T Russin - Technological Institute M128 - MW 3:30PM - 4:50PM](#)

As use of medicinal plants has increased in the West, there has been heightened interest in the possible beneficial effects of marijuana. In this course we will explore this subject largely from a biological point of view, but also touch on the legal and societal ramifications of legalizing marijuana for medicinal use in the US. Topics covered include historical medicinal uses of marijuana, the efficacy of marijuana for various conditions and diseases, and societal impact of medical marijuana.

[BIOL_SCI 105-6 - 20 \(10056\) First-Year Seminar: Chocolate: From the Biochemical to the Geopolitical](#)

[Tracy M Hodgson - Technological Institute LG62 - TTh 3:30PM - 4:50PM](#)

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. *(Fall 2014 description)*

[BIOL_SCI 106-6 - 21 \(10057\) First-Year Seminar: Values of Biodiversity](#)

[Joseph S Walsh - Annenberg Hall G29 - MW 3:30PM - 4:50PM](#)

One of the major challenges of our changing world is the loss of biological diversity. An overwhelming majority of people agree that we should work to save biodiversity, but their views are largely based on vague, positive feelings about nature rather than concrete justifications. This course investigates those concrete justifications. The first half of the course sketches out the argument for preserving biodiversity (i.e., "thinking globally"). The second half of the course focuses on the practice of ecological restoration in forest preserves a few miles from campus (i.e., "acting locally") not merely as a way to preserve biodiversity, but as a path to redefining a sustainable relationship between nature and culture. The readings for the course range from classics of environmental writing to recent research papers in the primary scientific literature. Biodiversity also needs to be experienced directly, so we will take a field trip to a local forest preserve where we will roll up our sleeves and help restore a native habitat and see how much biodiversity means to the people with whom we live and work.

[BIOL_SCI 115-6 - 20 \(10078\) First-Year Seminar: Biological Thought and Action](#)

[Nancy L Ruggeri and Daniel Stolz – Annenberg Hall G32 - TTh 4:00PM - 5:20PM](#)

Science is a process by which people make sense of the world. Scientists examine evidence from the past, work to understand the present, and make predictions about the future. Integral to this process are the methods they use to collect and analyze data, as well as the ways in which scientists work together as a community to interpret evidence and draw conclusions. In this class, we will take a multidisciplinary approach to examining biological thought and action and their social ramifications. We will seek to understand science as a social pursuit: the work of human beings with individual, disciplinary, and cultural differences, and requiring tremendous investments in training and equipment. Does it matter that participation in science is more accessible to some than to others? How do biases, assumptions, uncertainty, and error manifest in scientific work? What is the history of scientific values such as objectivity and reproducibility? The course will conclude by investigating current topics of public debate, including stem cell research and global climate change.

CHEMISTRY

[CHEM 105-6 - 02 \(10618\) First-Year Seminar: Chemistry of Art: Color, Forgery& Effects on Society](#)

[Frederick J Northrup -Technological Institute L170 - TTh 9:30AM - 10:50AM](#)

A casual consideration of the fields of fine arts and science might suggest that they are completely unrelated disciplines. However if one looks more closely one discovers that art and science have developed in parallel fashion throughout history. Capabilities in the art world have changed dramatically due to scientific invention. Perhaps more surprisingly some aspects of scientific research have been driven by the need for new capabilities originally expressed from the art world. This seminar will consider the intimate relationship between chemistry and fine arts from the point of view of the evolution of capabilities through history, the evolution (or degradation) of individual works of art with time, the importance of chemistry in detecting art forgery, and the adverse effects of the link between art and science on economy and personal and environmental health.

[CHEM 105-6 - 03 \(10619\) First-Year Seminar: The Chemistry of Food](#)

[Owen P Priest - Technological Institute M166 - MWF 11:00AM - 11:50AM](#)

In The Chemistry of Food we will explore the chemistry and science of nutrition, cooking, food preservation, flavoring, coloring, and aroma. We will explore the science of salt, sugar & high fructose corn syrup, leavening agents, microwaves, proteins, and fats. What is the science behind genetically modified foods and why is it so controversial? What is celiac disease and gluten sensitivity? Is gluten sensitivity real? What does the science say? These questions, and more, will be explored through readings that will include the textbooks listed below. Grades will be based on class participation and short writing assignments, four papers based on the readings, and a final term paper.

CHEMICAL ENGINEERING

[CHEM_ENG 365-0 - 20 \(12351\) Sustainability, Technology, and Society](#)

[Harold H Kung - Technological Institute F279 - MWF 3:00 PM - 3:50PM](#)

Technical discussion of sustainability, sustainable development, global warming, natural and renewal resources and utilization, industrial ecology, eco-efficiency, technology related to sustainability, and risk assessment.

[CHEM_ENG 395-0 - 22 \(12326\) Special Topics in Chemical Engineering: Biotechnology and Global Health](#)

[Keith Edward Jaggard Tyo - Technological Institute LG72 - MWF 3:00PM - 3:50PM](#)

No Description

CIVIL AND ENVIRONMENTAL ENGINEERING

[CIV_ENV 303-0 - 20 \(11963\) Environmental Law and Policy](#)

[Keith I Harley - Technological Institute F281 - Th 3:30PM - 6:20PM](#)

This course provides an introduction to central aspects of U.S. environmental law and policy. It covers a wide range of environmental topics focusing on the regulatory programs that address air and water pollution, waste disposal, site remediation, habitat and species preservation, and climate change. We will focus on national environmental policy as implemented through major federal environmental statutes. In order to cover a variety of topics, the course will include lectures, skill sharing sessions, discussions and case studies. The course is designed for students with a personal or professional interest in the environment, policy development, law, business, science and/or engineering. This course counts toward the Weinberg College social and behavioral sciences distribution requirement, Area III. *Fall 2014*

Description

[CIV_ENV 368-0 - 20 \(11873\) Sustainability: Issues & Actions, Near and Far](#)

[Kimberly A Gray - Technological Institute A110 - Tu 3:30PM - 6:30PM](#)

Exploration of the issues that motivate the design and engineering of sustainable resource use and development. *Fall 2013 Description*

CLASSICS

[CLASSICS 110-0 - 20 \(11758\) A Study of Scientific Vocabulary Through Classical Roots: Classical Roots](#)
[Graziela Marieta Byros - University Hall 101 - TTh 3:30PM - 4:50PM](#)

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 227-0 - 20 \(12486\) Communication & Technology](#)
[Aaron David Shaw, Jeremy P Birnholtz – Fisk Hall 217 - TTh 12:30PM - 1:50PM](#)

This course presents three approaches to understanding technology and its role in human behavior and society. The course will begin by discussing the factors that inform and shape the design of everyday objects and our virtual world. Next the course will examine the psychological aspects of computer-mediated communication and virtual collaboration, including impression relations, groups dynamics and social networks. Finally, the course will explore the ways in which human communication is situated inside of social and institutional structures. Note that this course is a prerequisite for the Digital Media undergraduate curriculum module.

[COMM_ST 335-0 - 20 \(12373\) Philosophy of Language & Communication](#)
[Maria A Mastronardi - Technological Institute L168 - Th 3:00PM - 5:50PM](#)

In this course, students implement tools of philosophical analysis to interrogate basic, taken-for-granted premises about human language and communication. Students learn how to identify and systematically dissect, or deconstruct, these beliefs, with the ultimate goal of reconstituting them into their own well-reasoned, personally satisfying philosophy of communication. The philosophically derived questions organizing our investigation of language and communication include the following:

- Are there absolute truths concerning human communication?
- Should moral absolutes guide human interactions and relationships?
- How can a person make ethical communicative choices when confronted with language or material he or she finds personally offensive?

What is the ethical communicative responsibility of an individual in a social environment?

Since ancient times, philosophers such as Aristotle, Plato, Descartes and Kant have pondered many of the same questions - without reaching definitive answers. As such, this class is not intended to offer final answers or correct solutions. Instead, we privilege the rigorous modes of inquiry and expression that engaging with these questions demand.

ECONOMICS

[ECON 101-6 - 30 \(13715\) First-Year Seminar: Regulating New Technologies](#)

[James Andrew Hornsten - Locy Hall 314 - TTh 2:00PM - 3:20PM](#)

The rapid development of new technologies forces us to frequently revisit two age-old questions. First, how should we decide whether to adopt a cutting edge product for which the benefits and costs (perhaps in terms of compromised privacy, autonomy, security and ethics) are somewhat unknown? Second, to what degree should government regulators protect consumers of new goods and services? In this seminar, we will consider a range of government interventions - including laissez faire, paternalistic nudges, and the Nanny State - and explore ways various economic actors try to influence policy and adapt to an ever-changing economic environment. Our discussions will focus on sharing economy apps (Uber, Airbnb, TaskRabbit, Roadie), drones and driverless vehicles, smart appliances and the Internet of Things, e-cigarettes, police body cameras and wearables, space tourism and exploration, nanobots, and other sci-fi ideas that have become reality.

[ECON 318-0 - 20 \(13783\) History of Economic Thought](#)

[Laura Lynne Kiesling – University Hall 122 - TTh 11:00AM - 12:20PM](#)

No Description

[ECON 323-2 - 20 \(13784\) Economic History of the United States 1865 to Present](#)

[Benjamin Remy Chabot - Harris Hall L07 - MW 6:30PM - 7:50PM](#)

The course examines the economic development of the United States since the Civil War to the present. It focuses on both long-term economic trends (like technological advance and industrialization) and the economic causes and consequences of particular events (like the Great Depression).

ENGLISH

[ENGL 105-6 26 \(11589\) First-Year Seminar: Literatures of Addiction](#)

[Kathleen Carmichael -Locy Hall 110 - TTh 2:00PM - 3:20PM](#)

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.

Guest lectures by faculty for Northwestern's new neuroscience major will also guide discussions 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, journalism, and writings from the natural and social sciences 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 338-0 - 20 \(13509\) Studies in Renaissance Literature: Early Modern Utopias](#)

[Christopher Daniel Shirley - Locy Hall 318 - MW 12:30PM - 1:50PM](#)

Sir Thomas More coined the term "Utopia" in 1516 to name the fictional society at the center of his work of the same name, and the utopian genre has retained significance in English literature ever since. In this course, we will consider several early modern utopian (and sometimes dystopian) works of literature in multiple genres to consider how early modern writers used the mode to address social problems in their native culture, to imagine new, scientific forms of knowledge, and to reframe theological issues to generate new insights. We will also discuss how European discovery of

the so-called New World in the Americas shaped early modern utopian thinking and, reciprocally, how utopian thinking shaped European imperialism. To conclude the course, we will consider one of the major modern meditations on early modern utopianism, Aldous Huxley's 1932 dystopian novel *Brave New World*.

[ENGLISH 368-0 - 21 \(13385\) Studies in 20th-Century Literature: Beyond Shell Shock](#)

[Carolina Hotchandani - University Hall 101 - TTh 2:00PM - 3:20PM](#)

After World War I, soldiers returned home from battle exhibiting signs of disorientation that challenged the paradigms of medicine in existence at the time. Some doctors attributed the strange symptoms they witnessed to "shell shock." This restrictive diagnosis, however, did not take into account the fact that even people who had not been exposed to exploding shells were suffering similar symptoms. In this course, we will explore the ways in which the modernist novel can be seen as an attempt to represent a broad notion of traumathat is, trauma registered not only by an individual psyche, but also by a culture that had been scarred by war. In the beginning of this course, we will familiarize ourselves with selected theories of trauma articulated by neuroscientists and psychiatrists writing after World War I, including the writings of neuroscientist Grafton Elliot Smith, psychologist Tom Pear, and texts by Sigmund Freud and his colleagues. We will then place these theories in conversation with modernist novels, exploring the ways in which modernist conceptions of consciousness, time, and memory both theorize and represent trauma. How might the formal experiments of modernist novels allow for a figuration of trauma that was previously unfathomed and unmapped?

ENVIRONMENTAL POLICY

[ENVR_POL 212-0 - 1 \(12501\) Environment and Society](#)

[Susan L Thistle - Annenberg Hall G15 - TTh 12:30PM - 1:50PM](#)

Overview of the interactions between societies and the natural environment. Examines both key environmental problems, like climate change and oil spills, and possible solutions, and the roles played by different social structures and groups in shaping both issues.

[ENVR_POL 311-0 - 1 \(12498\) Food, Politics and Society](#)

[Susan L Thistle - 555 Clark B01 - TTh 3:30PM - 4:50PM](#)

Overview of past and present food systems from a sociological perspective, examining the role of culture, government policy, and social movements in shaping such systems and future alternatives.

[ENVR_POL 390-0 - 20 \(12499\) Special Topics in Environmental Policy and Culture: Bugs, Botanicals & British Emp](#)

[HISTORY 392-0 - 24 \(13968\) Topics In History: Bugs, Botany, and British Emp](#)

[HUM 370-4 - 20 \(17267\) Special Topics in the Humanities: Bugs and Botanicals](#)

[Sheila Two Wille - University Hall 101 - MW 12:30PM - 1:50PM](#)

From silkworms to breadfruit and wheat pests to sugar cane, the governance of insects and plants was the foundation of profit and power in Britain, as well as its Empire. The prominence and visibility of botany and entomology rose steadily between 1500 and 1850 in Britain, and eventually some practitioners would aspire to real and global political power. In this class, we will trace the connection between knowledge of nature and power through the periods of the scientific revolution, the enlightenment, and the Victorian Age.

[ENVR_POL 390-0 - 22 \(12500\) Special Topics in Environmental Policy + Culture: U.S. Environmental Law + Policy](#)

[Keith I Harley - Technological Institute F281 - Th 3:30PM - 6:20PM](#)

This course provides an introduction to central aspects of U.S. environmental law and policy. It covers a wide range of environmental topics including water, air pollution, and bio-diversity. We will focus on national environmental policy as implemented through major federal environmental statutes. In order to cover a variety of topics, the course will include lectures, skill sharing sessions, discussions and case studies. The course is designed for students with a personal or professional interest in the environment, policy development, law, business, science and/or engineering. This course counts toward the Weinberg College social and behavioral sciences distribution requirement, Area III.

ENVIRONMENTAL SCIENCE

[ENVR_SCI 203-0 - 20 \(11564\) Energy and the Environment](#)

[Neal E Blair - University Hall 122 - TTh 2:00PM - 3:20PM](#)

We are faced with major global challenges involving the sustainable use of resources and stewardship of the environment. These include sustainable energy production and its impacts on other resources. This course will be an introduction to this topic, focusing on the science behind it and approaches to engineering relevant solutions.

FRENCH

[FRENCH 105-6 - 20 \(12529\) First-Year Seminar: Robots in Film & French Lit](#)

[Lam-Thao Nguyen - University Hall 101 - MW 2:00PM - 3:20PM](#)

Authors and artists have long been fascinated by machines, especially those endowed with human-like features and have asked themselves: Can we create man-like machines? Can machines think like us? Can machines feel like us? Can machines be(come) like us?

In this course we will analyze films, short stories, novels, philosophical treatise in which international directors and French authors articulated those questions and sought to answer the more essential one: "What defines us as humans?" We will explore why such questions arose at different historical periods and how they may reflect the ideals or fears of society. We will examine how the answers put forth by those authors reflect their social and cultural context. All readings and films will be in English

GLOBAL HEALTH

[GBL_HLTH 301-0 – 20 \(10822\) Introduction to International Public Health](#)

[Peter Andrew Locke - University Hall 121 – TTh 2:00PM - 3:20PM](#)

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 302-0 -20 \(10823\) Global Bioethics](#)

[Sarah B Rodriguez - Annenberg Hall 101 - MW 2:00PM - 3:20PM](#)

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 305-0 – 20 \(10831\) Global Health & Indigenous Medicine](#)

[Noelle Sullivan - Locy Hall 303 - T 9:30AM - 12:20PM](#)

Medical pluralism-therapeutic landscapes within which multiple healing forms exist simultaneously-is largely the norm throughout many places in the world, and in those places, patients may choose healers or non-biomedical therapies instead of biomedical care, or in conjunction with this care. This seminar course explores a diversity of so-called 'indigenous' medical systems and forms of healing around the world, and their significance within the places where global health initiatives are often implemented or where biomedical supremacy is assumed. Drawing on mostly contemporary

examples, this course will explore healing encounters in Africa, Latin America, Asia, and also in Europe and North America that involve so-called 'indigenous' or 'traditional' medicine. Questions we will explore include: Why do patients choose 'indigenous' medicine over biomedicine? Why do these so-called 'traditional' medical practices and healers endure despite public health and biomedical interventions? How do non-biomedical therapeutic practices approach the body, illness, health, and healing? How has globalization impacted how, where, and among whom these healing forms are practiced?

[GBL_HLTH 306-0 -20 \(10830\) Biomedicine and Culture](#)

[Noelle Sullivan - Locy Hall 303 – Th 9:30AM - 12:20PM](#)

Biomedicine (aka "Western" or allopathic medicine) is often represented as neutral and 'scientific', the opposite of culture. In contrast, this course begins with the premise that biomedicine is produced through social processes, and therefore has its own inherent culture(s). The aim of this course is to expose students to the social and cultural aspects of biomedicine within a variety of contexts and countries throughout the world: the United States, Malawi, China, Japan, India, Mexico, the UK, and others. Focusing on the interrelations between technology, medicine, science, politics, power and place, topics covered will include: colonialism and biomedicine, learning biomedical cultures at medical school, technology and identity, biomedicine's tourisms (medical tourism, reproductive tourism, clinical tourism), organs trafficking and the commodification of the body, and others.

[GBL_HLTH 390-0 - 20 \(10827\) Special Topics in Global Health: War and Public Health](#)

[Peter Andrew Locke - Annenberg Hall G31 - W 10:00AM - 12:50PM](#)

This course draws on perspectives from anthropology and related social scientific fields to provide a comparative overview of the impact of armed conflict on public health and health care systems worldwide. Drawing primarily on examples from recent history, including conflicts in the Balkans, Sub-Saharan Africa, Southeast Asia, and Latin America, we will explore warfare as a crucial sociopolitical determinant of global health disparities and consider organized efforts to respond to the health impacts of mass violence. Key topics that we will consider include variations in the relationship between warfare and public health across eras and cultures; the health and mental health impacts of forced displacement, military violence, and gender-based violence; and the role of medical humanitarianism and humanitarian psychiatry in postwar recovery processes. Through close readings of classic and contemporary social theory, ethnographic accounts, and diverse research on war, health, and postwar humanitarian interventions, this course will encourage you to build your own critical perspective on war and public health anchored in history and the complexities of real-world situations.

[GBL_HLTH 390-0 - 21 \(10828\) Special Topics in Global Health: Disability and Global Health](#)

[Debjani Mukherjee – LOCATION TBA - T 3:00PM - 6:00PM](#)

Disability and Global Health will address the biopsychosocial impact of disability in locations around the world. The course provides an overview of theoretical models of disability, including medical and social models, and explores the nature of complex phenomena including identity, stigma, marginalization, and empowerment. The course will take a critical stance on dominant perceptions of disability and raise questions about how societies deal with biological diversity.

[GBL_HLTH 390-0 - 22 \(10829\) Special Topics in Global Health: Managing Global Health Challenges](#)

[Michael W Diamond - University Hall 121- M 6:00PM - 9:00PM](#)

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.

GENDER STUDIES

[GNDR_ST 101-6 - 20 \(10810\) First-Year Seminar Our Bodies Ourselves: The Women's Health Movement](#)

[Amy Ruth Partridge - Locy Hall 213 - MW 2:00PM - 3:20PM](#)

The U.S. 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. *(Fall 2014 Description)*

[GNDR_ST 220-0 - 20 \(10820\) Sexual Subjects: Introduction to Sexuality Studies](#)

[Lane Fenrich - Harris Hall 107 - TTh 12:30PM - 1:50PM](#)

This is an introductory lecture/discussion course surveying the ways in which scholars in different disciplines ask questions and attempt to draw conclusions about sexuality. As you will quickly discover, not only do scholars ask very different kinds of questions about sexuality but they also disagree wildly about what it is, how it works, and, hence, how its origins, effects, and significance can be measured. Our task is to explore those differences and the possibilities for productive interdisciplinary inquiry.

[GNDR_ST 321-0 - 1 \(12226\) Gender, Sexuality and History](#)

[Amy Ruth Partridge - Locy Hall 214 - MW 11:00AM - 12:20PM](#)

In this course we will read key sexological texts, each of which articulates a position on female pleasure as part of a more comprehensive theory of female (& male) sexualities, including work by Havelock Ellis (1890s-1920s), Sigmund Freud (1905-1930s), Alfred Kinsey (1953) *Masters & Johnson* (1966), Shere Hite (1976), Helen Singer Kaplan (1974 -1980s) and the Berman sisters (2001). We will read these alongside contemporaneous feminist statements, position papers, and manifestos that articulate (or link) female pleasure to explicitly feminist political positions and liberation projects, such as Emma Goldman's treatises on 'free love' (1911), Anne Koedt's "The Myth of the Vaginal Orgasm" (1970), Rubin's "Thinking Sex" (1984), or Pendleton's meditation on 'queering heterosexuality' (2010).

Our goal will be threefold. We will work to distinguish between multiple theories on the 'nature' of female pleasure and the assumptions about gender and sexuality that inform each. Feminist statements on female pleasure will aid us in assessing the political stakes and effects of contemporaneous scientific theories of female sexuality as we consider how particular conceptions of "good sex" get hitched to visions of "liberation." We will consider these positions on female pleasure in their historical context in relation to several trajectories: the durability of some formulations and the relative evanescence of others, the unsettled rapport between sexological and feminist projects, and ongoing debates over the "nature" of sexuality itself.

[GNDR_ST 332-0 - 1 \(12238\) Gender, Sexuality, and Health Sexuality, Bio-medicine, & HIV](#)

[SOCIOLOG 376-0 - 20 \(11642\) Topics in Sociological Analysis: Sexuality, Biomedic & HIV/AIDS](#)

[Aaron Travis Norton - Frances Searle Building 2407 - MW 9:30AM - 10:50AM](#)

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 374-0 - 20 \(10817\) Gender, Sexuality, and Digital Technologies "Imagining the Internet](#)

[Jillana B Enteen - Harris Hall L04 - TTh 2:00PM - 3:20PM](#)

Much recent fiction, film and theory are concerned with representing the Internet and the World Wide Web. Sometimes cyberspace is depicted as a continuation of previous media such as television, cinema or telephone, but often it is envisioned as a new frontier. This course will examine the ways in which virtual media appears in cultural discourses. With a focus on gender, race and sexuality, we will read authors such as William Gibson, Neal Stephenson and Nalo Hopkinson, see films including *Ghost in the Shell* and *The Matrix*, and read media theory that considers the what dominant US perceptions of the internet are reflected in its construction and in the circulation of popular media images. Our guiding questions will include the following: In what ways are these narratives shaping collective perceptions of the Internet? How have virtual technologies challenged experiences of language, gender, community and identity?

[GNDR_ST 382-0 - 20 \(10819\) Race, Gender, and Sexuality: Gender, Race, & the Holocaust](#)

[Phyllis B Lassner - University Hall 118 - MWF 11:00AM - 11:50AM](#)

This course will introduce writing and film that represent responses to the experiences of men and women who were victims, survivors, perpetrators, and bystanders of the Holocaust. Readings, films, discussion, and written responses will be historically contextualized to chart the Holocaust as it originated in racial and gender theories that underwrote the mythic construction of a "master race." Discussion and written responses will explore the complications of Nazi scientific racism, its cult and crisis of masculinity, and paradoxical idealization of women and misogyny. We will also consider how literature and films depict these complications in the policies and practices of Nazi Germany's Third Reich and in the suffering and mass murder of Jews, Gypsies, homosexuals, and others. Finally, we will discuss and write about the policies and practices of Nazism as challenges to all other categories and theories of race and gender even today.

[GNDR_ST 390-0 - 1 \(12227\) Topics in Gender and Sexuality Studies:Psychology of Gender](#)

[Alice H Eagly - University Hall 102 - TTh 9:30AM - 10:50AM](#)

This course provides an overview and critical analysis of psychological research on gender. One emphasis is sex differences and similarities in cognition, attitudes, personality, and social behavior and the causes of these differences and similarities. Other topics include close relationships, leadership, career success, and mental health and happiness. Various theories of gender are considered.

HISTORY

[HISTORY 103-6 - 20 \(13914\) First-Year Seminar: A Beginner's Guide to Forgery](#)

[Paul James Gillingham - University Hall 412 - MW 3:30PM - 4:50PM](#)

Societies forge the objects they value most. This seminar examines forgery as a window onto the cultural values, economies and geography of knowledge of assorted countries in the nineteenth and twentieth centuries, exploring frauds such as the evolutionary "missing link" of Piltdown Man, the tomb of the last Aztec emperor and the Hitler diaries. These historical detective stories are juxtaposed with social histories to analyze why people go to the trouble of making fakes; why other people buy them; and what their efforts tell us about societies ranging from Imperial China to revolutionary Mexico.

[HISTORY 300-0 - 26 \(14135\) New Lectures in History: The Comp Soc: Tech & Soc in the US since 1945](#)

[Michael J Kramer - University Hall 101 - TTh 12:30PM - 1:50PM](#)

From the invention of the modern computer to Google and social media, how might we better historicize the social significance of digital technologies in what the French theorist of postmodernism Jean-Francois Lyotard called "the computerized society"? This lecture course probes the history of "the digital" in the United States since World War II, approaching the topic from multiple angles: political, cultural, technological, legal, and in terms of questions of gender, race, ethnicity, class, region, and ideology. Students will attend lectures, read broadly and deeply about the topic, participate in discussion sections, and write a number of essays for the course.

[HISTORY 325-0 - 1 \(13941\) History of American Technology](#)

[Kenneth L Alder - Swift Hall 107 - MW 2:00PM - 3:20PM](#)

One often hears that we are in the midst of a technological revolution that is redefining who we are as individuals and how we relate to one another. In fact, Americans have always defined themselves and their nation through the material things they make, own, and use. This class examines the two-century debate over what America is and ought to be by studying its material artifacts, the changing ways they have been made and sold, and the meanings we have ascribed to them. From the pony express to on-line social media, from the tea-pot to the washing machine, from the bicycle to the Apollo missions, Americans have identified technology as central to their personal and national destiny. What have some Americans meant by technological progress, and why have others been so suspicious of it? How have state regulations and intellectual property law shaped technological development? We will consider the views of engineers, factory workers, slaves, housewives, managers, intellectuals, consumers, and hackers. And we will develop a set of tools for analyzing technological change: evolutionary theory, systems theory, network analysis, social constructionism, and technological determinism. At the center of our course will be this question: Is technology a neutral tool or does it express our social values?

[HISTORY 392-0 - 24 \(13968\) Topics In History: Bugs, Botany, and British Emp](#)

[ENVR_POL 390-0 - 20 \(12499\) Special Topics in Environmental Policy and Culture: Bugs, Botanicals & British Emp](#)

[HUM 370-4 - 20 \(17267\) Special Topics in the Humanities: Bugs and Botanicals](#)

[Sheila Two Wille - University Hall 101 - MW 12:30PM - 1:50PM](#)

From silkworms to breadfruit and wheat pests to sugar cane, the governance of insects and plants was the foundation of profit and power in Britain, as well as its Empire. The prominence and visibility of botany and entomology rose steadily between 1500 and 1850 in Britain, and eventually some practitioners would aspire to real and global political power. In this class, we will trace the connection between knowledge of nature and power through the periods of the scientific revolution, the enlightenment, and the Victorian Age.

[HISTORY 393-0 -22 \(14168\) Approaches to History: Digital History](#)

[Michael J Kramer - Parkes Hall 213 -TTh 3:30PM - 4:50PM](#)

How are digital technologies altering the study of history? What are the new possibilities for digital history? What are the new problems? In this seminar, we will explore new methods, theories, and practices of digital history. Students will probe the field through readings, seminar discussions, and online blogging. The course concludes with a larger digital project based on either original or historiographic research. No computer programming skills are prerequisites for this course, just an eagerness to dive in and explore where the digital and the historical meet. The course is open to both graduate and undergraduate students.

HUMANITIES

[HUM 210-0 - 20 \(14385\) Humanities in the World I: The Measure of All Things](#)

[Jules D Law, Wendy N Espeland, Claudia E Swan - University Hall 102 -MW 3:30PM - 4:50PM](#)

In the popular view, the sciences are the domain of "quantitative" reasoning and the humanities are the realm of "qualitative" thought. Yet numbers and space have from time immemorial played an inescapable and essential role in the arts and in humanistic thinking. In forms as elevated as art and philosophy, and as prosaic as accounting and standardized tests, we know and express ourselves through numbers. In this course we will investigate the human fascination with making, using, and contemplating numbers, and together we will consider the unexpected role of art, literature, and social thought in the "measure" we make of our world.

Our materials will be as varied and as fascinating as the arts of measurement themselves: novels, paintings, plays,

philosophical texts, film, historiography, sociology, and political science. Some questions we will ponder: How does measurement structure and condition our experience of the world, of artworks, and of human relations? Is artistic beauty mathematically derived? Are values necessarily quantifiable? How do passions and the market interact? This course brings together a wide range of fascinating materials central to the humanities and offers a new perspective on the ways in which those experiences are structured and evaluated. The course will also include field trips to the Chicago Shakespeare Theater, the Art Institute of Chicago, and Field Museum of Natural History.

HUM 220-0 – 20 (class #) – Health, Biomedicine, Culture, and Society
[SOCIOLOGY 220-0 – 20 \(17859\) – Health, Biomedicine, Culture, and Society](#)
[Christine Wood – University Hall 122 – TTh 5:00PM-6:20PM](#)

Medicine and health care systems are sources of political contention and controversy. Current debates within the field of medicine and health care provision include focus on whose interests the health care system should serve and how health resources should be distributed; the trustworthiness and reliability of medical knowledge in the face of the threat of illness; the ethics of biomedical research and conduct in clinical trials; how health benefits and care should be distributed across social groups delineated by social class, race, gender, and sexual orientation; and about the role of the state in establishing, intervening in, and defining health priorities. This course will examine the cultural domain of health and medicine, beginning with a focus on the cultural and historical meanings of health, illness, and medicine; the structure and organization of the health care industry; the practices of biomedical research and knowledge production; the practices and rules surrounding preventative care and medical decision-making; the processes of measuring and drawing conclusions about health outcomes; diversity among the ranks of biomedical researchers and its implications for medical knowledge and innovation; and the politics surrounding difference, as increasingly more focus is paid to social and cultural diversity and its potential implications for health.

[HUM 370-4 - 20 \(17267\) Special Topics in the Humanities: Bugs and Botanicals](#)
[HISTORY 392-24 \(13968\) – Topics in History: Bugs and Botanicals](#)
[ENV_POL 370-4-20 \(17267\) – Special Topics in the Humanities: Bugs and Botanicals](#)
[Sheila Two Wille - University Hall 101 - MW 12:30PM - 1:50PM](#)

From silkworms to breadfruit and wheat pests to sugar cane, the governance of insects and plants was the foundation of profit and power in Britain, as well as its Empire. The prominence and visibility of botany and entomology rose steadily between 1500 and 1850 in Britain, and eventually some practitioners would aspire to real and global political power. In this class, we will trace the connection between knowledge of nature and power through the periods of the scientific revolution, the enlightenment, and the Victorian Age.

ISEN

[ISEN 210-0 - 20 \(15913\) Introduction to Sustainability: Challenges and Solutions](#)
[Eric R Masanet -Annenberg Hall G21 TTh 3:30PM - 4:50PM](#)

This course provides an introduction to the importance of life-cycle systems perspectives in understanding major challenges and solutions to achieving more sustainable societies. Students will first learn about sustainability challenges in the context of energy and resource use, consumption and development, and environmental constraints. Next, basic methods for life-cycle assessment of human consumption patterns (i.e., the generally-accepted methods for quantifying the sustainability of products and processes) are introduced and applied. Finally, the life-cycle perspective is used to develop an understanding of potential solution pathways for reducing society's impact on the environment, including technology innovation and deployment, behavioral and societal changes, and policies, standards, and regulations. *Fall 2013 Description*

MATH

[MATH 105-6 - 91 \(11055\) First-Year Seminar: Theories of Mind & Mathematics](#)
[Theodore Paul Johnson-Freyd - University Library 3370 - TTh 3:30PM - 4:50PM](#)

What is it that mathematicians accomplish? Does mathematics accurately describe the world? Is mathematics consistent? Is science consistent? How can mere humans comprehend and communicate mathematics? How can mere humans comprehend human thought?

One feature of human consciousness is our ability to make choices and to create art; are these abilities consistent with a materialist scientific understanding of the universe? Another feature of human consciousness is our ability to think about ourselves; is a computer conscious if it can report on its own status? Mathematics can be used to study the structure of mathematics, and humans can think about the structure of thought; how are these forms of self-reference related, and does this relation shed light on the aforementioned questions? (*Spring 2014 Description*)

PHILOSOPHY

[PHIL 210-1 - 20 \(12816\) History of Philosophy - Ancient](#)

[John P F Wynne -Fisk Hall 217 - TTh 2:00PM - 3:20PM](#)

Philosophia, the truly thoughtful 'love of wisdom', began in ancient Greece, and was decisively formed by Socrates, Plato, Aristotle, and their successors. We will read selections from the (sometimes beautiful) literary monuments of these brilliant and entertaining founder figures, and, using the philosophical methods they pioneered, we will assess their answers to some of the questions they pose to us: How much can we know and what, if anything, must we know to be wise? Can this physical world be all there is? What is the soul and how does it relate to the body? What do we owe to the state? What is a good person, or a good life? What then, in the end, is good?

About one third of the quarter will be devoted to selections from each of: (1) Plato, (2) Aristotle, (3) sources for ancient thinkers after Aristotle, specifically sources for Epicurus, the Stoics, and the skeptics. Prof. Wynne notes that this will be an all-new syllabus.

[PHIL 254-0 - 20 \(12821\) Introduction to Philosophy of the Natural Sciences](#)

[Axel Mueller - Locy Hall 109 - MW 9:30AM - 10:50AM](#)

The course will introduce students to deep philosophical issues raised by modern natural science of metaphysical and epistemological nature. From a reflection on methodological questions, it will approach the question of realism. We will be guided by nested "what does it take"-questions. For example: What does it take for a system of sentences to count as a good scientific theory? What does it take for a scientific theory to be testable by observational and experimental data (and, by the way: what does it take for certain series of experiences to count as data or observations)? What does it take for a given theory to be better supported by the available evidence than its competitors? What does it take for a given theory to explain the known phenomena in an area of knowledge? What does it take for an explanatory scientific theory to be credited with reference to underlying structures of reality? We will begin with a brief overview of the scientific revolution of the 16th and 17th century, and then turn to the treatment of certain problems in the contemporary literature, like the problem of induction, the problem of the underdetermination of theory choice by the available data, the problem of rationality and conceptual change, the problem of realism

[PHIL 255-0 - 20 \(12822\) Theory of Knowledge](#)

[Sanford C Goldberg -Harris Hall 107 - MW 3:30PM - 4:50PM](#)

No Description

[PHIL 312-0 - 20 \(12832\) Studies in Modern Philosophy: Descartes and Spinoza](#)

[Baron Wayne Reed -Norris Center Big Ten Room 104 - TTh 11:00AM - 12:20PM](#)

Descartes and Spinoza are two of the pivotal figures in the Western tradition of philosophy. We will examine their views on the nature of God, causation, substance, mind, knowledge, the passions of the soul, the material world, and our place in the universe. We will also consider the ways in which Descartes and Spinoza both drew upon and broke with the orthodox theories of their time.

[PHIL 327-0 - 20 \(12834\) Philosophy of Psychology](#)

[Michael John Glanzberg - 555 Clark B01 - TTh 11:00AM - 12:20PM](#)

This course will explore the nature of the mind and its relation to the brain, focusing on issues of foundational significance for psychology and cognitive science. It will be organized around group of fundamental questions. First, is the mind like a computer program? If so, what kind? Is it organized like a symbolic computation system, or like a complex network of associations? What does this tell us about how the mind relates to the brain? Second, to what extent is the mind organized around separate 'modules', as opposed to being one single general intelligence engine? Third, to what extent

are our cognitive abilities innate, and to what extent are they acquired through learning? Readings will be drawn from classic and contemporary papers in philosophy, psychology, and neuroscience.

PSYCHOLOGY

[PSYCH 101-6 - 20 \(11283\) First-Year Seminar: The Economics and Politics of Mental Health Diagno](#)

[Benjamin J Gorvine](#) - Swift Hall 231 - MWF 11:00AM - 11:50AM

While those going in to the field of mental health typically think about it as a "helping profession", there is much more than meets the eye when it comes to the economics and politics that have defined the development of the field. The purpose of this course is to explore some of the historical and economic forces that have shaped the field as it exists today. The course will begin with an exploration of the role of state mental hospitals in the U.S. in the early to mid-20th century, and examine the political forces that drove the de-institutionalization movement of the 1970s and 1980s. The course will also focus on the evolution of the Diagnostic and Statistical Manual of Mental Disorders (now in its 5th edition), and some of the problems that have emerged from the disease-based framework utilized in the manual. The aggressive way in which the DSM has been marketed internationally will be discussed. Finally, the course will explore critiques of the pharmaceutical industry and modern psychiatry. Some of these themes will also be explored through analysis of popular films and other media.

[PSYCH 101-6 - 21 \(11284\) First-Year Seminar: Music and the Mind](#)

[Harry David Smith](#) - Swift Hall 231 - TTh 9:30AM - 10:50AM

For many, music serves a valuable function in everyday life. Music can serve as a mode of artistic expression, a method of relaxation, a means of influencing mood, and an avenue toward transcendence. This course will focus on the human experience of music by integrating research and theory from cognitive, social, and developmental psychology. Special attention will be given to topics such as the perception of music, the development of musical expertise and creativity, the effect of music on cognition, the emotional impact of music, and effective musical instruction.

[PSYCH 101-6 - 23 \(11286\) First-Year Seminar: Psychology and "Weird" Beliefs](#)

[Sara Cantonia Broaders](#) - Swift Hall 231 - TTh 3:30PM - 4:50PM

Lots of people have beliefs that other people think are just plain weird. Why do people have these beliefs? We'll look at "weird" beliefs within our culture as well as some cross-cultural examples, and try to understand what leads people to develop and maintain these beliefs. Another issue is that one person's "weird" belief may be another person's firmly held conviction. From this perspective, we'll also try to understand which beliefs are rational. Among the topics we may cover are: witchcraft, alien abduction, superstition, parapsychology, ghosts, evolution vs. creationism, repressed memories of abuse, multiple personality disorder, and spirit possession. Students will learn to use a wide variety of academic and not-so-academic resources (including empirical research articles, ethnographic descriptions, philosophical arguments, popular press books, and documentary films) to explore the bases for these beliefs and practices.

RTVF

[RTVF 379-0 - 20 \(12631\) Topics in Film/Video/Audio Production: Science Fiction](#)

[Laura Kipnis](#) - Louis Hall 118 - Th 10:00AM - 12:50PM

No Description

RELIGION

[RELIGION 173-0 - 20 \(12791\) Religion, Medicine & Suffering in the West](#)

[Robert A Orsi](#) - Fisk Hall 217 -TTh 9:30AM - 10:50AM

Physical suffering-pain in the body-is an unavoidable fact of life. All humans must encounter the dreadful reality of pain in their own bodies and in the bodies of people they love. And whatever else religions are and do, all religions offer humans ways of understanding and coping with-and sometimes even healing-the body in pain. Religions are also responsible for causing pain in bodies. This course examines religion and pain in modern Western culture. In sequence we take up the

questions: What is culture? What is pain? What is religion? Then we will turn to the question of how humans have used religious idioms to heal themselves as well as what it means to "heal." Readings include early Christian martyr accounts, autobiographies of people in pain, and stories of religious healing.

[RELIGION 374-0 - 20 \(12789\) Contemporary Religious Thought: Ethics and Climate Change](#)

[Laurie S Zoloth -Technological Institute L160 - MW 2:00PM - 3:20PM](#)

Many scholars and civic and religious leaders have argued that climate change global warming caused by human activity is the single most pressing moral problem of our time. This class will explore this issue in detail, beginning by listening to the science behind the problem, reflecting on the controversy as societies confront this problem, and attending to the role played by religious leaders. This fall will be a critical time in the discussion about the moral, religious and political responses to climate change. We will carefully study the responses to three public arenas of debate in 2015. The first one will occur when the Pope issues his encyclical about climate change; the second one when presidential candidates speak to this issue as the primary election cycle nears; and the final one is the meeting of world governments in Paris. Most observers of the science of climate change consider this year's Paris Meeting the world's last opportunity for coordinated action to halt the rise of carbon in the atmosphere. Can humanity make a cohesive and morally coherent plan to change how we extract and consume energy? Come study how history is made.

SCIENCE IN HUMAN CULTURE

SHC 398-1 – Science in Human Culture: Senior Seminar

20: Mark Sheldon

21: Steve Epstein

SOCIOLOGY

[SOCIOLOG 212-0 - Environment and Society](#)

[Susan L Thistle – LOCATION TBA - Annenberg Hall G15 - TTh 12:30PM - 1:50PM](#)

Overview of the interactions between societies and the natural environment. Examines both key environmental problems, like climate change and oil spills, and possible solutions, and the roles played by different social structures and groups in shaping both issues.

[SOCIOLOG 220-0 – 20 \(17859\) – Health, Biomedicine, Culture, and Society](#)

[HUM 220-0 – 20 \(class #\) – Health, Biomedicine, Culture, and Society](#)

[Christine Wood – Harris Hall L07 – TTh 5:00PM-6:20PM](#)

Medicine and health care systems are sources of political contention and controversy. Current debates within the field of medicine and health care provision include focus on whose interests the health care system should serve and how health resources should be distributed; the trustworthiness and reliability of medical knowledge in the face of the threat of illness; the ethics of biomedical research and conduct in clinical trials; how health benefits and care should be distributed across social groups delineated by social class, race, gender, and sexual orientation; and about the role of the state in establishing, intervening in, and defining health priorities. This course will examine the cultural domain of health and medicine, beginning with a focus on the cultural and historical meanings of health, illness, and medicine; the structure and organization of the health care industry; the practices of biomedical research and knowledge production; the practices and rules surrounding preventative care and medical decision-making; the processes of measuring and drawing conclusions about health outcomes; diversity among the ranks of biomedical researchers and its implications for medical knowledge and innovation; and the politics surrounding difference, as increasingly more focus is paid to social and cultural diversity and its potential implications for health.

[SOCIOLOG 376-0 - 20 \(11642\) Topics in Sociological Analysis: Sexuality, Biomedic & HIV/AIDS](#)

[GNDR_ST 332-0 - 1 \(12238\) Gender, Sexuality, and Health: Sexuality, Bio-medicine, & HIV](#)

[Aaron Travis Norton – Frances Searle Building 2407 - MW 9:30AM - 10:50AM](#)

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.