

SCIENCE IN HUMAN CULTURE | Spring Quarter 2015 Undergraduate Course Offerings (2015FEB16)

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

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

courses counting toward the core requirement for the major:

HISTORY 275-2 -20 (37134) History of Western Science + Medicine: In Modern Europe + America
Kenneth L Alder - Harris Hall 107 - MW 2:00PM - 3:20PM

PHIL 268-0 -1 (36761) Ethics and the Environment
Richard H Kraut - Fisk Hall 217 - TTh 12:30PM - 1:50PM

PHIL 326-0 -20 (36660) Philosophy of Medicine
Mark P Sheldon - Fisk Hall B17 - T 3:00PM - 5:50PM

courses by SHC visiting faculty:

ENVR_POL 390-0 -21 (33740) Special Topics in Environmental Policy + Culture
Apocalypse: Envrn, History + Science (co-listed as: HISTORY 392-0-23)
Sheila Two Wille - University Hall 118 - W 6:00PM - 8:50PM

HISTORY 392-0 -20 (34214) Topics in History: Technology + Society Middle East
Daniel A Stolz – University Hall 018 - T 6:00PM - 8:50PM

SOCIOL 376-0 -20 (35274) Topics in Sociological Analysis: Mental Health and Society -
Mariana Craciun - 555 Clark B01 - TTh 3:30PM - 4:50PM

other courses:

ANTHROPOLOGY

ANTHRO 101-6 -21 (33380) First-Year Seminar: Culture & The Brain
Rebecca A Seligman - ANTHRO Sem Rm B07 - 1810 Hinmn - TTh 2:00PM - 3:20PM

There is no question about it: the brain is hot right now. Massive numbers of research dollars are being spent on neuroscience, but interest in the brain goes well beyond the scholarly. From magazines and TV news shows to popular non-fiction and self-help books, the brain has captured the attention of the American public. This course will explore the social and cultural life of the brain. In particular, we will explore the relationship between shared ideas and meanings related to the brain and contemporary neuroscience research, examining how new areas of research both reflect and reshape social attitudes and agendas. We will ask how ideas and understandings of the brain influence and are influenced by the way we understand self- and personhood, nature and culture, health and well-being, and ethics and morality. Topics include brain imaging and popular media; neuroscience of empathy, trust, and moral reasoning; new fields of neuroeconomics and neuromarketing; ethics of neurotechnologies like cognitive enhancement pharmaceuticals; neuroscience in the courtroom; and neuroscience of social problems such as addiction and violence. In addition, the course will closely explore the implications of research and

findings in the burgeoning field of cultural neuroscience: an area of study devoted to investigating how the structure and function of brains are influenced by culture.

[ANTHRO 221-0 -20 \(36035\) Social + Health Inequalities](#) (co-listed as: [SOCIOL 221-0-20](#))

Thomas McDade, Leslie J McCall - Locy Hall 111 -TTh 2:00PM - 3:20PM

Income inequality in the U.S is expanding, while social inequalities in health remain large, and represent longstanding challenges to public health. This course will investigate trends in social and health inequality in the U.S., and their intersection, with attention to the broader global context as well. It will examine how social stratification by race/ethnicity, gender, marital status, national origin, sexual orientation, education, and/or other dimensions influence the health status of individuals, families, and populations; and, conversely, how health itself is thought to be a fundamental determinant of key social outcomes such as educational achievement and economic status. The course will draw on research from anthropology, sociology, psychology, economics, political science, social epidemiology, biomedicine, and evolutionary biology in an effort to promote innovative, integrative approaches to understanding the origins and consequences of social and health disparities.

[ANTHRO 390-0 -21 \(33379\) Topics in Anthropology: Food Security & Sustainability](#)

Amanda Lee Logan - ANTHRO Sem Rm 104 - 1810 Hinmn - 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. 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 -24 \(38700\) Topics In Anthropology: Native American Health](#)

MW 11:00AM - 12:20PM

Native Americans experience significant disparities in health and in access to health care. This course introduces students to Native American health by exploring the social, cultural, political, and environmental determinants influencing Native health both historically and today. This course is a reading intensive, discussion-based seminar, drawing upon research and contributions from a variety of disciplines including anthropology, sociology, history, American Indian studies, population and public health, and medicine. Some seminar topics will include Native medicine, infectious diseases and the Columbian Exchange, Federal obligations to Native communities, substance abuse, intergenerational/historic trauma, environmental health, and indigenous health globally. **class notes:** If you'd like to take this course, please send [Chelsea Ducharme](#) an e-mail with a short description about why you are interested. Freshman may apply, but seniors will have priority.

ASIAN LANGUAGES + CULTURES

[ASIAN_LC 290-0 - 23 \(35582\) Special Topics in Asian Languages and Cultures: Cyber-Japan](#)

Patrick James Noonan – Frances Searle Building 2407 - MW 2:00PM - 3:20PM

This course explores the interaction between digital technologies and cultural production in modern Japan. We focus on how various media have represented digital technologies (the Internet, robotics, and cybernetics) as well as how such technologies have shaped forms of cultural production (web fiction, cell phone novels, and otaku culture) in late 20th and early 21st century Japan. The notion of the "cyber" - its origins in cybernetics and ensuing proliferation of meanings - forms the conceptual core of the course.

After considering early definitions of this term, we turn to how Japanese literature, film, animation, manga, and cultural theory explore the ways in which digital technologies have expanded our understanding of human subjectivity and agency, transformed social relations, and blurred boundaries between the human and the animal, natural and artificial, and the physical and non-physical.

CLASSICS

[CLASSICS 110-0 -20 \(33627\) A Study of Scientific Vocab Through Classical Roots: Classical Roots](#)
[Graziela Marieta Byros - 555 Clark 230 - MW 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).

COMPARATIVE LITERATURE

[COMP_LIT 383-0 -21 \(36324\) Special Topics in Theory: Natural Lang. & Green Worlds](#)
[Tristram Nash Wolff – University Hall 122 - MW 2:00PM - 3:20PM](#)

How have literary forms caused some language to appear natural or claimed language as what precisely separates its users from "nature"? How do our ideas about language draw lines that carve up the world between humans, animals, and the natural world, whether language itself is imagined as natural faculty, cultural convention, or something else altogether? How does language consolidate differences that license segregation by idiom, ethnicity, gender or class, on the basic pattern of native vs. barbarian? By reading theories of language alongside literary forms that will likely range from the pastoral to Romantic and contemporary lyric poetry, and from ethnographic accounts to sci-fi, this course takes up some of the unexamined premises of "natural language" as these appear in their literary environments and in mass media or the popular imagination. Alongside our literary and linguistic texts, the class introduces students to the growing field of "ecocriticism," while also focusing on its limitations. Our goal will be to grow familiar with the literatures and languages of nature 1) so that we come to recognize the various ideologies served by retreating into new forms of pastoral, or by inventing new "green worlds" and other heterocosms, and 2) in order to consider together how a broader ethics of speech might alter our daily encounters with the world, its inhabitants, and ourselves. Some background in literary or critical theory strongly recommended.

ECONOMICS

[ECON 307-0 -20 \(36366\) Economics of Medical Care](#)

[Frank Limbrock - Annenberg Hall G21 - MWF 11:00AM - 12:20PM](#)

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

[ECON 318-0 -20 \(36395\) History of Economic Thought](#)

[Laura Lynne Kiesling - Technological Institute M345 - TTh 12:30PM - 1:50PM](#)

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

[ECON 323-1 -20 \(36396\) Economic History of the United States Before 1865](#)

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

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

[ECON 370-0 -20 \(37119\) Environmental & Natural Resource Economics](#)

[Mark P Witte - Annenberg Hall G21 - MWF 12:30PM - 1:50PM](#)

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 will course define and examine "environmental problems" in terms of economic efficiency. Then we will study the three major reasons for such problems (and their solutions) in the context of the environment - externalities, public goods, and common property. Next, we will 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"). Then we will apply these tools to look at special cases in the environment such as air pollution, water pollution, endangered species, and renewable and non-renewable resources. The course will draw upon material taught in Economics 310-1, 310-2, and 281, with the tools from Econ 310-1 being absolutely essential. We will learn and use some quantitative spreadsheet tools in the analysis.

ENVIRONMENTAL POLICY

[ENVR_POL 390-0 -20 \(33739\) Special Topics in Environmental Policy + Culture: Environ Justice](#)

[Keith I Harley - Technological Institute M349 - W 3:30PM - 6:20PM](#)

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

environmental justice strategies to achieve a safe and healthful environment for all, including initiatives emerging from the Obama Administration

[ENVR_POL 390-0 -21 \(33740\) Special Topics in Environmental Policy + Culture](#)

[Apocalypse: Envrn, History + Science \(co-listed as: HISTORY 392-0-23\)](#)

[Sheila Two Wille - University Hall 118 - W 6:00PM - 8:50PM](#)

The theme of the "end of days" in popular media threatens to overwhelm us; even the United States government is capitalizing on obsessions with the "zombie" apocalypse to encourage emergency preparedness. Apocalypse narratives are not just exciting stories, have long roots in the Western tradition, particularly in Christianity, science, and the Enlightenment. They can narrate a great victory for the righteous and the vigilant in the form of judgment day or become a foil for a critique of enlightenment or industrial progress. In this class we will investigate apocalyptic narratives both providential and dystopian, in periods including biblical times, the middle ages, the enlightenment, and the twentieth century. Readings will range widely from the Bible to scientific works on climate change and nuclear winter, with a special focus on the natural world and historical method. The apocalypse holds within it a regenerative moment when humanity (or some select part of it) could either return to its unsullied origins or finally get things right, and it therefore makes a revelatory category of historical analysis. Readings will include a mix of primary and secondary sources.

GLOBAL HEALTH

[GBL_HLTH 301-0 -20 \(33789\) Introduction to International Public Health](#)

[William Leonard - Meets in Non-General PurposeRm - M 6:00PM - 9:00PM](#)

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 \(33792\) Global Bioethics](#)

[Sarah B Rodriguez - University Hall 318 - 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 \(38217\) Global Health & Indigenous Medicine](#)

[Noelle Sullivan - Harris Hall L05 - T 1:00PM - 3:50PM](#)

Contact the department for further information

[GBL_HLTH 307-0 -20 \(38229\) International Perspectives on Mental Health](#)

[Rebecca A Seligman - Locy Hall 106 - W 2:00PM - 4:30PM](#)

Contact the department for further information

[GBL_HLTH 390-0 -20 \(36009\) Special Topics in Global Health: Gbl Health from Policy to Practice](#)
[Noelle Sullivan - 555 Clark 230 - Th 1:00PM - 3:50PM](#)

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

No freshmen allowed. Pre-registration for Global Health Studies Minor only. Registration open to other students after pre-registration.

[GBL_HLTH 390-0 - 22 \(36010\) Special Topics in Global Health: War and Public Health](#)
[Peter Andrew Locke - Fisk Hall B17 - Th 1:00PM - 3:50PM](#)

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

No freshmen allowed. Pre-registration for Global Health Studies Minor only. Registration open to other students after pre-registration.

[GBL_HLTH 390-0 -23 \(38699\) Special Topics in Global Health: Native American Health –](#)
[STAFF - location TBA - MW 11:00AM - 12:20PM](#)

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.

No freshmen allowed. Pre-registration for Global Health Studies Minor only. Registration open to other students after pre-registration.

GENERAL LIBERAL ARTS

[GEN_LA 280-3 -20 \(36643\) Residence-Linked Seminar - III \(Social & Behavioral Sciences\)](#)
[The Economics and Politics of Mental Health Diagnosis and Treatment](#)
[Benjamin J Gorvine - Ayers Residential College Rm 1 - TBA](#)

Purpose: 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 particularly 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, as well as the history of state hospitals and the political forces that drove the de-institutionalization movement of the late 1970s/early 1980s.

[GEN_LA 280-6 -23 \(33820\) Residence-Linked Seminar - VI \(Literature and Fine Arts\)](#)

[Drugs, Drama, and Disrupted Free Will: Interpreting the Literatures of Addiction](#)

[Kathleen Carmichael - Meets in Non-General PurposeRm – TBA - Mo 6:00PM - 9:00PM](#)

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.

We will also discuss 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 broader critiques of contemporary culture at large.

The Area VI requirement states that such courses must "help [students] understand how the attitudes, ideas, and values of individuals, groups, societies, or cultures are represented in their literature, arts, and other creative activities." This course will not only fulfill that requirement but also show students how literary texts themselves may serve as key agents of social change.

[GEN_LA 298-0 -20 \(38199\) Student Organized Seminar-P/N Required](#)

[Popular Neuroscience](#)

[Mark Sheldon - Pancoe Life Sciences 1-401 - Fr 3:00PM - 5:20PM](#)

What gets lost in the transition from scientific research to popular literature? How is brain research used to sway public opinion? How have other fields been influenced by neuroscience? Come *brainstorm* with us this spring quarter in GEN_LA 298: Popular Neuroscience! This course will introduce students to the broad field of neuroscience through reading selections from popular neuroscience books targeted toward a general audience. Students will learn how to think critically about the ways that neuroscience is reported to the public, used by the public, and what effects this has on society. Topics include: Education, Development, Perception, Behavioral Economics, Music, Emotion, Law and Society, Philosophy, Gender and Pathology. The pass/no pass class is a weekly discussion-based seminar designed for all undergraduates of any background.

Registration for this class will be on a first-come, first-served basis, beginning on Monday February 16 at 9:00 AM. Please fill out [this Google form](#) after that time to get a permission number for the course!

If you have any questions, email HelenChen2016@u.northwestern.edu.

GENDER STUDIES

[GNDR_ST 232-0 -20 \(33886\) Sexuality & Society](#)

[Hector G Carrillo - Annenberg Hall G21 - TTh 3:30PM - 4:50PM](#)

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

[GNDR_ST 332-0 -20 \(33867\) Gender, Sexuality, and Health: Gndr, Sexuality, & Technoscience](#)

[Amy Ruth Partridge - University Library 4646 - MW 2:00PM - 3:20PM](#)

How do new scientific research agendas and protocols, medical categories, and technological innovations intersect with conceptions of gender, sexuality and race? To explore these questions, we consider how biological models of sex and sexuality impact our sense of self and shape our political demands by examining the 1970s gay liberation and women's health movement's efforts to contest the medicalization of homosexuality and women's bodies. We then turn to the more recent phenomenon of biomedicalization and the emergence of new biomedical technologies to examine their "subject effects" in the case of the search for the "gay gene," the development of reproductive technologies, the emergence of the new diagnoses of erectile and female sexual dysfunction, and the marketing of race-based pharmaceutical products. In our final unit, we examine current trans, disability, and environmental activism, each of which makes strategic use of technoscience while reworking biomedical models of embodiment and identity.

[GNDR_ST 372-0 -20 \(35501\) Gender, Sexuality, and Performance: Perf. + Sexual Health](#)

[Kashif Jerome Powell - Annie May Swift Hall 103 - M 1:00PM - 3:50PM](#)

This intensive course will explore the history, theories and strategies behind activist sexual health education theatre as it has been used both locally and globally. The course will begin with an intensive training on sex, sexuality, HIV/AIDS and the powerful history of artists' interventions to open urgent dialogues on these taboo topics. We will study the work of several socially engaged theatre practitioners and examine how humor, personal narrative, and sex-positive approaches have been utilized to open empowering and educational dialogues about sexual health by and for a diverse range of communities. We will then turn theory into action and form our own theater collective. As an ensemble of artist-educators we will write, rehearse, produce, and tour an engaging and challenging piece of activist theater aimed at educating youth in the Evanston schools about HIV/AIDS.

HISTORY

[HISTORY 275-2 -20 \(37134\) History of Western Science + Medicine: In Modern Europe + America](#)

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

Scientific change has profoundly reshaped our lives in the past 200 years, transforming both the material conditions under which we live and what we know about our world. But change has worked in the opposite direction as well: social values and political agendas have shaped the development of scientific knowledge and medical practice. This class invites students in the sciences and the humanities to explore the dynamic relationship between science, medicine, and our broader society. In part one, we take up the Faustian relationship between the physical sciences and technological innovation. How has scientific knowledge been used to create technologies like global telecommunications and the atom bomb, and how have our theories of energy conservation and climate change been driven by technological change? In part two, we turn to the reciprocal relationship between the life sciences and social values. From Darwin to genomics, our knowledge of bio-medicine has developed in conjunction with public morals,

altering our understandings of race, sexual difference, and our definition of life and illness. Throughout, this course seeks to understand how the rise of specialized knowledge of nature has transformed human life in the past two centuries. Our guiding premise is that science is an intrinsically human activity and hence an integral part of our modern world.

[HISTORY 300-0 - 22 \(34284\) New Lectures in History: Sickness & Health Latin Amer](#)

[Paul F Ramirez - University Hall 101 - TTh 11:00AM - 12:20PM](#)

In 1492 the New World became a crucible for the exchange of diseases, medications, and healing practices of American, European, and African origin. This course explores change and continuity in the healing arts and sciences in Latin America and the Caribbean in the centuries since. A key angle of inquiry will be the ways global frameworks help to make sense of local practice and how local knowledge informed national, hemispheric, and Atlantic developments in public health and medicine. Topics include Aztec medicine and conceptions of the human body; the "Columbian Exchange" of diseases, animals, and pharmaceuticals; the global commodification of American botanical knowledge (anti-syphilitics and anti-malarials such as Peruvian bark); Catholicism, shamanism, and other ritual frameworks for healing; modern disease eradication campaigns; and medical pluralism in Latin America today.

[HISTORY 300-0 -27 \(37156\) New Lectures in History: Global Hist of Death & Dying](#)

[Sean Allen Hanretta - 555 Clark B01 – TTh 9:30AM - 10:50AM](#)

Does death have a history? This course explores the changing realities of, attitudes towards and ways of coping with death drawing on examples from Europe, Africa, the Caribbean, the Middle East, Latin America and the United States. We will look in particular at the role of death in shaping the modern world via the global slave trades, imperial conquest, pandemics, wars and genocides. In addition, we will explore the more complicated issue of the changing ways people have made sense of death, both in extraordinary circumstances as well as during calmer times. We will examine long continuities and transformations in rituals relating to death, intellectual and philosophical debates about the personal and social meanings of death, and the political and intimate consequences of particular ways and patterns of dying.

[HISTORY 392-0 -20 \(34214\) Topics in History: Technology + Society Middle East](#)

[Daniel A Stolz – University Hall 018 - T 6:00PM - 8:50PM](#)

From the building of railroads and telegraphs in the nineteenth century, to the so-called "Facebook revolutions" of 2009-2011, life in the Middle East during the last two centuries has been marked by intense engagement with new technologies. This course will explore the history of such technologies from the perspective of "ordinary" people, who have used them to travel, communicate, organize, pray, dress, have children (or not), seek entertainment, and more. Which technologies have played a major role in modern Middle Eastern societies? How have gender, class, and religion shaped the production and use of technology? How have familiar objects - telephones, sewing machines, computers - worked differently in different places? Exploring such questions will enable us to further our understanding of the transformation of the Middle East since the beginning of the region's industrialization, and to think more broadly and critically about the role of technology in history.

[HISTORY 392-0 -23 \(34275\) Topics In History: Apocalypse: Envrn, Hist, Scien](#)

[\(co-listed as: ENVR_POL 390-0-21\)](#)

[Sheila Two Wille - University Hall 118 - W 6:00PM - 8:50PM](#)

The theme of the "end of days" in popular media threatens to overwhelm us; even the United States government is capitalizing on obsessions with the "zombie" apocalypse to encourage emergency preparedness. Apocalypse narratives are not just exciting stories, have long roots in the Western tradition, particularly in Christianity, science, and the Enlightenment. They can narrate a great victory for the righteous and the vigilant in the form of judgment day or become a foil for a critique of enlightenment or industrial progress. In this class we will investigate apocalyptic narratives both providential and dystopian, in periods including biblical times, the Middle Ages, the enlightenment, and the twentieth century. Readings will range widely from the Bible to scientific works on climate change and nuclear winter, with a special focus on the natural world and historical method. The apocalypse holds within it a regenerative

moment when humanity (or some select part of it) could either return to its unsullied origins or finally get things right, and it therefore makes a revelatory category of historical analysis. Readings will include a mix of primary and secondary sources.

[HISTORY 393-0 -24 \(37793\) Approaches to History: The Atomic Bomb -
Laura E Hein - Harris Hall L06 - TTh 3:30PM - 4:50PM](#)

The use of the Atomic Bomb in 1945 was a key event in twentieth century global history, particularly for Japan and the United States. It remains controversial in a huge variety of ways: As science, as military strategy, as emblem of culture, as lived experience, and as source of artistic inspiration, to name only some. This course will explore these dimensions of the history of the Atomic bomb.

HUMANITIES

[HUM 395-0 -20 \(34332\) Humanities Seminar
Race/Gender/Sex & Science: Making Identities and D
Steven G Epstein - Harris Hall L07 - TTh 11:00AM - 12:20PM](#)

In this seminar, we will focus on the interplay between science, technology, and medicine, on the one hand, and race, gender, and sexuality, on the other. Taking up a series of controversies from the recent past and the present, we will consider the implications of developments in the life sciences for politics, social identity, and cultural belonging. In our readings and discussions, we will consider the roles of science, technology, and medicine in redefining race, gender, and sexuality; the ways in which cultural beliefs about race, gender, and sexuality have influenced scientific research and the development of knowledge; and the efforts by individuals and social movements to challenge scientific institutions and assert new claims about identity, difference, and inequality.

INITIATIVE for SUSTAINABILITY + ENERGY at NU

[ISEN 230-0 -20 \(34386\) Climate Change and Sustainability: Economic and Ethical Dimensions
Bradley B Sageman, Matthew Carl Kopec, Laura Lynne Kiesling - Fisk Hall 217 - TTh 3:30PM - 4:50PM](#)
Contact the department for further information.

PHILOSOPHY

[PHIL 268-0 -1 \(36761\) Ethics and the Environment
Richard H Kraut - Fisk Hall 217 - TTh 12:30PM - 1:50PM](#)

We will discuss three issues:

First, climate change. How should the burdens of addressing the problem be distributed among nations? Do you and I have a moral duty to reduce our carbon emissions? Is cost-benefit analysis an appropriate and workable tool for addressing the ethical issues? What sacrifices can future generations demand of us? - in fact, what standing do they have to make any demands, since they do not exist? Are we morally required to bring them into existence and to work for them? Should we care about the effects of climate change on other species, including plants? Why does it matter that many species are expected to become extinct? What about the possibility that the human species might itself be destroyed - isn't this bound to happen eventually?

Our next two topics concern the relationship of human beings to the rest of the world - in particular to animals and to the environment. Do animals have a lower moral status than human beings, and if so, why? Is "speciesism" (a bias in favor of our own species) just as objectionable as sexism and racism? Do we owe it to animals, as a matter of justice, to treat them properly? Do they have rights, and should these

be recognized in the courts? Is it permissible to kill them for our own purposes, so long as we do not make them suffer? If the only way to keep rodents out of our homes is to kill them, can we permissibly do so?

Finally, our third issue concerns the aesthetic value of the environment. Is the beauty of the natural world, like all beauty, in the eyes of the beholder, and if so, why would it matter if the natural beauty some people respond to is no longer available to future generations? Is there something objectively valuable in nature and landscapes? Are there better and worse ways to orient ourselves to the world around us? Should we value natural beauty in the same way and for the same reasons that we value paintings and drawings?

[PHIL 310-0 -20 \(36658\) Studies in Ancient Philosophy](#)
[David Buckley Ebrey - Crowe Hall Room 1-140 - TTh 12:30PM - 1:50PM](#)

Topic: Plato on Knowledge

In this course, we will start by reading Plato's Meno and part of Republic V, but spend most of our time reading his Theaetetus, which focuses on the question "What is Knowledge?" Topics in the course include: What is required to have knowledge? Is it possible to acquire knowledge? Why is knowledge valuable? What are the proper objects of knowledge? Why does Plato think that true knowledge is of the forms? How is knowledge connected to perception, judgment, and belief?

[PHIL 315-0 -20 \(36753\) Studies in French Philosophy](#)
[Penelope L Deutscher - Fisk Hall 217 - MW 6:00PM - 7:20PM](#)

This course offers an overview of the work of one of the most important late twentieth century French philosophers, Michel Foucault. Focussing on his studies of madness, the medical gaze, incarceration, prisons and other institutions, gendered, sexed and confessing subjects, subjects seeking truth, knowledge, freedom or liberation, students will have the opportunity to consolidate their understanding of Foucault's use of the terms: archaeology, power, biopower, discipline, interiority, resistance, strategy, dispositif, governmentality, genealogy, truth, knowledge, ethics and aesthetics of existence, through close reading of his main texts. The course is reading intensive: you should plan to read several of Foucault's major texts throughout the quarter.

[PHIL 326-0 -20 \(36660\) Philosophy of Medicine](#)
[Mark P Sheldon - Fisk Hall B17 - T 3:00PM - 5:50PM](#)

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

PHYSICS

[PHYSICS 103-0 -20 \(36214\) Ideas of Physics](#)
[David E Taylor - Technological Institute L221 - MWF 1:00PM - 1:50PM](#)

This class will examine the most fundamental ideas in physics, including those from classical physics, quantum mechanics, Einstein's relativity, nuclear physics, the latest notions in cosmology, and much more. Emphasis will be placed on how these ideas fit into a historical context. We will study the subject from the "ground up" - no prior physics education is needed. Students should be comfortable with simple algebra.

PSYCHOLOGY

[PSYCH 340-0 -20 \(36092\) Psychology and Law](#)

[Sara Cantonia Broaders - Swift Hall 210 - T 2:00PM - 4:50PM](#)

This course will examine the complex issues involved in applying the science of psychology to the field of law. Among the topics we may 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?

SCIENCE IN HUMAN CULTURE:

SHC 398-3 – Science in Human Culture: Senior Seminar

20: Mark Sheldon

SOCIOLOGY

[SOCIOLOG 221-0 -20 \(36037\) Social & Health Inequalities](#) (co-listed as: [ANTHRO 221-0-20](#))

[Thomas McDade, Leslie J McCall - Locy Hall 111 - TTh 2:00PM - 3:20PM](#)

Income inequality in the U.S is expanding, while social inequalities in health remain large, and represent longstanding challenges to public health. This course will investigate trends in social and health inequality in the U.S., and their intersection, with attention to the broader global context as well. It will examine how social stratification by race/ethnicity, gender, marital status, national origin, sexual orientation, education, and/or other dimensions influence the health status of individuals, families, and populations; and, conversely, how health itself is thought to be a fundamental determinant of key social outcomes such as educational achievement and economic status. The course will draw on research from anthropology, sociology, psychology, economics, political science, social epidemiology, biomedicine, and evolutionary biology in an effort to promote innovative, integrative approaches to understanding the origins and consequences of social and health disparities.

[SOCIOLOG 305-0 -20 \(35548\) Population Dynamics](#)

[Christine Marie Percheski - Frances Searle Building 1441 - MW 2:00PM - 3:20PM](#)

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

[SOCIOLOG 376-0 -20 \(35274\) Topics in Sociological Analysis: Mental Health and Society -](#)

[Mariana Craciun - 555 Clark B01 - TTh 3:30PM - 4:50PM](#)

Mental illness and the professionals that claim jurisdiction over it command much attention and resources in today's society. This course offers a social scientific perspective on the professions and bodies of knowledge that make up the field of mental health - the "psychological sciences" - and experiences of health and illness. We will cover topics ranging from the early days of psychiatry, to psychoanalysis and its development and waning in the US, psychopharmacological approaches, questions of diagnosis and medicalization, as well as the entanglement of the psychological sciences with gender and race. In addition, we will discuss how non-Western cultures deal with mental illness. Lastly, we will

examine the wide-ranging influence of the 'therapeutic' from the clinical room, to the family, the workplace, and culture at large.

[SOCIOLOGICAL 376-0 -21 \(35549\) Topics in Sociological Analysis: Sexuality, Soc Sci, & LGBT](#)

[Aaron Travis Norton - 555 Clark B03 - MW 12:30PM - 1:50PM](#)

In this course, we will first consider how the social sciences have played an important role both in categorizing people based upon sexual desires, practices, and identity, and in challenging how we have come to understand those very categories. We then consider how debates over how to define sexuality have been taken up in struggles for LGBT rights. Key topics will include: the pathologization and de-pathologization of homosexuality; same-sex adoption and marriage; fixed vs. fluid sexual desire; sexual reorientation therapy; and the relevance of disputes over the nature of sexuality to trans people's claims to legal recognition.