

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:

SOCIOL 319-0-20 - Sociology of Science

"Experts and Society" - Mariana Craciun - University Hall 121 - TTh 5:00 - 6:20

Experts command a great deal of authority in our society, a seemingly natural consequence of their knowledge. This course will seek to denaturalize expert authority, by examining its institutional and practical bases. We will draw on works from sociology, history, anthropology, and science and technology studies to understand how experts are organized into professions, how they go about establishing facts, and how they engage in the process of democratic decision making.

Other Courses:

FRESHMEN SEMINARS:

BIOL_SCI 104-0-20 - Plant-People Interactions

Christina T Russin - Tech Institute Lecture Room 3 - MW 3:30 - 4:50

Description tba

BIOL_SCI 104-6-20 - First-Year Seminar

"Origins of American Obesity" - Michele M McDonough - Tech F279 - TTh 2:00 - 3:20

In the late 1970s, approximately 15% of US Americans aged 20 - 74 were obese. These rates have been gradually increasing and last year that figure was over 34.9% of Americans are obese! Many efforts have been made to decrease the number of Americans that are obese. Discussions in this course will focus on factors influencing weight. We will briefly review historical trends, touch upon biological influences on weight, and evaluate how psychology and economics may contribute to our eating behaviors and affect public health policy. Questions that will be explored include: What factors influence obesity? What realistically, can be/should be done to reduce the "obesity epidemic"? Have recent actions been effective in regulating weight? Is there a simple "cure" for obesity? There are no textbooks required for this course but there will be assigned PDFs posted on Blackboard.

CHEM 105-6-20 - First-Year Seminar

"USA: Saudi of Tomorrow" - Omar k Farha - Tech F279 - TTh 11:00 - 12:20

The course will examine energy supply and consumption in the United States, and how these activities impact the environment, with a focus on understanding the potential technology, market structure and policy implications. Students will gain a solid understanding of the science, economics, environmental impact associated with various technologies, including, but not limited to natural gas, nuclear, wind, etc. Climate change and the potential impact and mitigation will be considered throughout the course.

CHEM 105-6-21 – First-Year Seminar

"Hope & Hype of Nanotechnology" - Teri Wang Odom - Tech F279 - TTh 12:30 - 1:50

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

CHEM 105-6-23 – First-Year Seminar

"Better Living Thru Chemistry?" - Leah Suzanne Witus - Tech L168 - TTh 11:00 - 12:20

Chemistry has played a central role in developing our modern society. Specific classes of compounds have saved countless lives through modern medicine, created technologies and materials that make up our everyday lives, and significantly altered the environment. This course will examine case studies of chemicals that have changed the course of human history such as chlorofluorocarbons (CFCs), dichlorodiphenyltrichloroethane (DDT), and antibiotics. We will explore how scientific research and greater understanding of chemical properties enables new advances and illuminates the unintended consequences of formerly lauded

AFRICAN-AMERICAN STUDIES:

AF_AM_ST 320-0-20 - Social Meaning of Race

John David Marquez - University Hall 101 - TTh 11:00 - 12:20

Description tba

ANTHROPOLOGY:

ANTHRO 354-0-20 - Gender and Anthropology

Micaela di Leonardo - ANTHRO Sem Rm 104 - 1810 Hinmn - T 5:00 - 8:00

Feminist anthropology is now four decades old. In this course we will consider the ways in which attending to gender alters and enriches anthropological knowledge, with particular emphasis on the domains of gendered labor, kinship, sexuality, and reproduction in the contemporary neoliberal globalizing context. Course readings, lectures, and discussions will focus on the history of feminist scholarship on gender, on the embeddedness of gender relations in larger social relations/political economy including race/ethnicity and nationalism-on the embeddedness of anthropology itself in the histories of Western colonialism and capitalist development, and on the ways in which anthropology is troped in the public sphere with what entailments for gender/race politics? We will also discuss American and global political-economic shifts of the past few decades and their connections to shifts in the ways both scholars and the public construe gender relations.

ASIAN AMERICAN STUDIES:

[ASIAN_AM 392-0-21 - Seminar in Asian American Studies](#)

(co-listed as: [ASIAN_ST 390-3-21](#) & [GNDR_ST 341-20](#))

["Thai Medical Tourism & Sex" - Jillana B Enteen - Parkes Hall 215 - TTh 12:30 - 1:50](#)

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

ASIAN STUDIES:

[ASIAN_ST 390-3-21 – Advanced Topics in Asian Studies](#) (co-listed as: [ASIAN_AM 392-21](#) & [GNDR_ST 341-20](#))

["Thai Medical Tourism & Sex" - Jillana B Enteen - Parkes Hall 215 - TTh 12:30 - 1:50](#)

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

COMMUNICATION STUDIES:

[COMM_ST 392-0-20 - Global Culture and Communication](#)

[Dilip P Gaonkar - Parkes Hall 212 - TTh 2:00 - 3:20](#)

This course will discuss the issues (problems, challenges, and opportunities) arising from the confluence of commerce, culture and politics under the current regime of globalization. While there is more to globalization than economics (integration of markets and finances) and technology (mobility and connectivity within the knowledge based and information driven wired/wireless world), one cannot proceed without attending to the techno-economic features of globalization. On the other hand, even though our world driven by technological innovations and economic imperatives is rapidly globalizing, the cross-border differences cultural, political and geographical still matter a great deal. Paying attention to and leveraging those differences is critical for the success of any individual (or any group, corporation, or nation) now compelled to cooperate and compete on the global stage. Towards that end, this course

will explore some, but not all of following topics: diaspora, hybrid identities, time-space compression, stranger sociability; the repositioning (rather than the decline) of nation-state, the rise of the multinational corporations, the emergence of the NGOs (non-governmental organizations), the flat world vs. the slum world; global sources of ethnic and religious conflicts, global media, cultural imperialism, the anti-Americanism and global terrorism.

[COMM_ST 395-0-20 - Topics in Communication Studies](#)

["Subcultures and the New Media" - Maria A Mastronardi - Frances Searle 2370 - T 3:00 - 5:50](#)

Students learn how new media formations have altered our understandings of subcultures and fringe groups as new technologies offer new opportunities for people to meet and coalesce. Over the course of the quarter, students will investigate a subculture of their own choosing with a strong and visible online presence and will monitor the rhetorical strategies members use to signify identify and manage contradictions.

[COMM_ST 395-0-21 – Topics in Communication Studies \(co-listed as: RTVF 398-0-22\)](#)

["Contemporary Television" - Aymar Christian Jean - Frances Searle 2407 - MW 2:00 - 3:20](#)

Television is dead; television is in a golden age. Can both statements be true? This course focuses on how the art and business of primetime television changed after the introduction of "new media," from cable to the Internet. Readings will explore production, storytelling, identity and distribution of TV and web entertainment. Students will watch, analyze and have the option to pitch or produce television.

This course gives students a deeper understanding of the complexity and ever-changing nature of a media business. Television is arguably the country's most powerful medium, foundational to American culture and history in the post-WWII era. At first tightly regulated and controlled, television has fragmented, its networks folded into bigger companies and its programs spread across dozens of channels. Throughout the semester students are encouraged to question how changes in television production, regulation and distribution affects programming, culture and politics at large.

ECONOMICS:

[ECON 324-0-20 - Western Economic History](#)

[Joel Mokyr - Annenberg Hall G21 - TTh 2:00 - 3:20](#)

This course will deal with the economic history of Europe in the Twentieth Century, such as growth, economic crises, unification, and the economics of war. The readings will consist of a number of books and essays.

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

[Mark P Witte - Harris Hall L07 - TTh 12:30 - 1:50](#)

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 and 281 being absolutely essential. We will learn and use some quantitative spreadsheet tools in the analysis.

ENGLISH:

[ENGLISH 338-0-20 - Studies in Renaissance Literature](#)

["Early Modern Utopias" - Christopher Daniel Shirley - Parkes Hall 212 - TTh 12:30 - 1:50](#)

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 Studies in Twentieth Century Literature](#) (co-listed as: [GNDR_ST 350-6-21](#) & [GNDR_ST 361-0-20](#))

["Utop & Dyst Sci-Fi of 2nd Wave" - Helen F Thompson - University Hall 102 - Th 5:00 - 7:50](#)

The founding slogan of second-wave feminism, "the personal is political," fuses the prospect of revolutionary transformation to the details of intimate life. At its peak in the 1970s, second-wave feminism unites radical politics and the challenge of reimagining how everyday life may be lived. As both utopia and dystopia, the genre of science fiction plays a vital role in second-wave feminism's visions of new world orders and new modalities of power, gender, embodiment, sensation, love, and obligation. This class will explore the literary, formal, and theoretical centrality of science fiction to second-wave feminist thought. We will begin with Sylvia Plath's *The Bell Jar*, which plots the collision of feminine normativity and the novel's realist representational form. We'll then read a series of second-wave utopian/ dystopian texts that far exceed the bounds of realism: Ursula K. Le Guin, *The Left Hand of Darkness*; Monique Wittig, *Le Corps lesbien/ The Lesbian Body*; Joanna Russ, *The Female Man*; Margaret Atwood, *The Handmaid's Tale*; Octavia Butler, *Dawn*; Marge Piercy, *He, She and It*; Nalo Hopkinson, *Brown Girl in the Ring*. We will read shorter accompanying second-wave and contemporary theory to further our exploration of embodiment, technology, feminist utopia, and/ or feminist critical methodology, including: Donna Haraway, "The Cyborg Manifesto"; Monique Wittig, *The Straight Mind*; Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex"; Malini Johar Schueller, "Analogy and (White) Feminist Theory: Thinking Race and the Color of the Cyborg Body"; Shulamith Firestone, *Dialectic of Sex*; Jane Bennett, *Vibrant Matter*; Karen Barad, "Posthumanist Performativity"; Anne Fausto-Sterling, *Sexing the Body*; Elizabeth Grosz, *Coming Undone*.

[ENGLISH 385-0-22 - Topics in Combined Studies](#) (co-listed as: [HUM 302-0-21](#))

["Oceanic Studies: Literature, Environment, & History" - Harris Feinsod - Locy 111 - TTh 11:00 - 12:20](#)

This course offers an overview to the interdisciplinary field of "oceanic studies," focusing on the great literary, scientific, and cinematic documents of modern seafaring. Writers may include Columbus, Cook, Darwin, Coleridge, Dana, Melville, Conrad, Woolf, O'Neill, Joji, Traven, Mutis, and/or Goldman. How have seas, sailors, ships and their cargoes helped to shape our imagination and understanding of major events and processes of modernity, such as the discovery of the New World, slavery, industrial capitalism, marine science, the birth of environmental consciousness, and contemporary globalization?

What part did seafaring play in the formation of international legal systems, or in epochal events such as the American and Russian Revolutions? How does the rise in contemporary piracy compare to its "golden age" forerunners? How can we discern the history of the "trackless" oceans, and how do we imagine their future now that "90% of everything" crosses an ocean, and the seas are variously described as rising or dying? Our focus in the course will be on writers listed above, but our approach will be radically interdisciplinary, so we will also watch a few films (by Jacques Cousteau, Gillo Pontecorvo and Allen Sekula), and we will read short excerpts from the disciplines of "critical theory" (Heller-Roazen, Foucault, Deleuze, Corbin), labor and economic history (Rediker, Fink, Levinson), and environmental thought (Carson, Alaimo).

ENVIRONMENTAL POLICY AND CULTURE

[ENVR_POL 390-0-21 - Special Topics in Environmental Policy and Culture](#) (co-listed as: [HISTORY 300-0-21](#))

"American Environmental History" - Keith Mako Woodhouse - 2122 Sheridan Rd, 260 - TTh 2:00 - 3:20

This course will survey American history from the colonial era to the present with two premises in mind: that the natural world is not simply a passive background to human history but rather an active participant, and that human attitudes toward nature are both shaped by and in turn shape social, political, and economic behavior. The course will cover formal schools of thought about the natural world - from transcendentalism to the conservation and environmental movements - but also discuss the many informal intersections of human activity and natural systems, from European colonialism to property regimes, migration and transportation, industry, consumer practices, war, technological innovation, political ideology, and food production.

[ENVR_POL 390-0-22 – Special Topics in Environmental Policy and Culture](#) (co-listed as: [HISTORY 392-0-20](#))

"Wilderness in American History" - Keith Mako Woodhouse - Swift Hall 107 - MW 3:30 - 4:50

This seminar will review the history of wilderness in America, both in the broad sense of wilderness as a general term meaning "pristine" or "uninhabited" nature and in the specific sense of wilderness as the highest level of protection for public lands managed by the federal government. We will consider the role that the concept of wilderness has played in the conservation and environmental movements, and the ways that it both grounds those movements and pushes them in problematic directions, especially as it relates to the underrepresented wilderness experiences of particular social groups. Finally, we will consider the abstract issues of wilderness in terms of specific wilderness areas in the late-twentieth-century United States.

[ENVR_POL 390-0-23 – Special Topics in Environmental Policy and Culture](#) (co-listed as: [RELIGION 369-0-20](#))

"Native American Perspective on Env Justice" - Sarah Taylor - University Hall 121 - Th 2:00 - 4:30

This is a case study based seminar that explores sites of eco-racism and complex struggles for eco-justice in Native American communities. Course material focuses on Native American perspectives on environmental justice. Case studies will include sites of mining, deforestation, water pollution, nuclear waste, and other toxic waste dumping. Issues of genocide, survival, self-determination, and links between environmental degradation and the impact on religio-cultural practices will be discussed. Students will be asked to conduct original research and to produce a case study of their own as the seminar's final project.

[ENVR_POL 390-0-24 – Special Topics in Environmental Policy and Culture](#) (co-listed as: [SOCIOLOG 212-0-20](#))
"Environment and Society" - Susan L Thistle - Swift Hall 107 - MW 11:00 - 12:20

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 390-0-25 – Special Topics in Environmental Policy and Culture](#) (co-listed as: [SOCIOLOG 311-0-20](#))
"Food, Politics and Society" - Susan L Thistle - University Hall 102 - TTh 12:30 - 1:50

This course looks closely at how different social groups, institutions and policies shape the ways food is produced, distributed and consumed in different parts of the world, especially the United States, and the social and environmental consequences of such a process. We look at the dramatic growth of factory farming and the social and political factors lying behind such rise, and alternatives such as sustainable farming, Farmers' Markets, and local food. aspects of the food systems we examine, and the social actors and policies giving rise to such alternatives.

[ENVR_POL 390-0-26 Special Topics in Environmental Policy and Culture](#)
"Bugs, Botany, and British Emp" - Sheila Two Wille - University Library 4722 - MW 3:00 - 4:20

From silkworms to breadfruit and wheat pests to sugar cane, insects and plants were at the foundation of much of the profit extracted from the British Empire. Knowledge about nature, then, became crucial to effective imperial governance. In this course, we will trace the path of natural knowledge as it transformed from the Aristotelian tradition into a "natural theology" which contained elements of both observational science and protestant theology. Later still, it changed again as late eighteenth-century patriots focused ever harder on "public" utility. As natural history evolved, it became heavily reliant both on the patronage of the state and, crucially, on the expansiveness of the global empire. Participation skyrocketed and networks of correspondence spread across the globe as the century progressed. Eventually, some practitioners would aspire to real and global political power. As a result, entomology and botany became imbricated in a range of important political, religious and cultural debates about imperial and monarchical power, nationalism, national wealth, and personal prestige.

GLOBAL HEALTH:

[GBL_HLTH 301-0-20 - Introduction to International Public Health](#)
Peter Andrew Locke - Frances Searle Building 1421 - TTh 2:00 - 3:20

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 - Global Bioethics](#)

[Sarah B Rodriguez - Locy Hall 106 - MW 2:00 - 3:20](#)

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 306-0-20 - Biomedicine and Culture](#)

[Noelle Sullivan - Parkes Hall 223 - T 9:30 - 12:20](#)

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 390-0-22 - Special Topics in Global Health](#)

["Managing Global Health Challenges" - Michael W Diamond - University Hall 102 - T 6:00 - 9:00](#)

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.

[GBL_HLTH 390-0-24 – Special Topics in Global Health](#)

["Medical Humanitarianism" - Peter Andrew Locke - Harris Hall L05 - W 1:00 - 4:00](#)

This course draws on perspectives from anthropology and related social scientific fields to provide a

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

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

GENDER STUDIES:

[GNDR_ST 332-0-20 - Gender, Sexuality, and Health](#) (co-listed as: [SOCIO 376-0-20](#))

"Sexuality & HIV/AIDS" - Aaron Travis Norton - University Hall 102 - MW 2:00 - 3:20

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, the course will consider the 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 341-0-20 – Transnat'l Perspectives on Gender & Sexuality](#)

(co-listed as: [ASIAN_AM 392-0-21](#) & [ASIAN_ST 390-3-21](#))

"Thai Medical Tourism & Sex" - Jillana B Enteen - Parkes Hall 215 - TTh 12:30 - 1:50

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archive of web images offering SRS surgeries to Thailand produced by Thais for western clientele will serve as axes for investigating this topic.

[GNDR_ST 350-6-21 - Research Seminar in Gender & Sexuality Studies](#)

(co-listed as: [ENGLISH 368-0-21](#) & [GNDR_ST 361-0-20](#))

["U/Dystopian Sci-Fi: 2nd Wave" - Helen F Thompson - University Hall 102 - Th 5:00 - 7:50](#)

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

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

[GNDR_ST 361-0-20 - Gender, Sexuality, and Literature](#) (co-listed as: [ENGLISH 368-0-21](#) & [GNDR_ST 350-6-21](#))

["U/Dystopian Sci-Fi: 2nd Wave" - Helen F Thompson - University Hall 102 - Th 5:00 - 7:50](#)

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

We will read shorter accompanying second-wave and contemporary theory to further our exploration of embodiment, technology, feminist utopia, and/ or feminist critical methodology, including: Donna Haraway, "The Cyborg Manifesto"; Monique Wittig, *The Straight Mind*; Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex"; Malini Johar Schueller, "Analogy and (White) Feminist Theory: Thinking Race and the Color of the Cyborg Body"; Shulamith Firestone, *Dialectic of Sex*;

Jane Bennett, *Vibrant Matter*; Karen Barad, "Posthumanist Performativity"; Anne Fausto-Sterling, *Sexing the Body*; Elizabeth Grosz, *Coming Undone*.

HISTORY:

[HISTORY 300-0-20 - New Lectures in History](#)

["Islam, Science, and Modernity" - Daniel A Stolz - University Hall 101 - TTh 12:30 - 1:50](#)

What is, or was, "Islamic science"? This course will begin a thousand years ago with the flourishing of mathematics, astronomy, medicine, and optics in the imperial capitals of Baghdad and Cairo. But we will also trace the seldom-told history of science in more recent Islamic societies, focusing on the role that science has come to play in Muslim debates about modernity. How has the place of science in Islamic society changed over the last two hundred years, and what historical factors continue to shape the relationship of Islam and science today? Themes will include: science and the interpretation of scripture; technology, communication, and community; and gender and the body.

[HISTORY 300-0-21 - New Lectures in History \(co-listed as: ENVR_POL 390-0-21\)](#)

["American Environmental History" - Keith Mako Woodhouse - 2122 Sheridan Rd, 260 - TTh 2:00 - 3:20](#)

This course will survey American history from the colonial era to the present with two premises in mind: that the natural world is not simply a passive background to human history but rather an active participant, and that human attitudes toward nature are both shaped by and in turn shape social, political, and economic behavior. The course will cover formal schools of thought about the natural world - from transcendentalism to the conservation and environmental movements - but also discuss the many informal intersections of human activity and natural systems, from European colonialism to property regimes, migration and transportation, industry, consumer practices, war, technological innovation, political ideology, and food production.

[HISTORY 300-0-40 - New Lectures in History](#)

["Making Drugs in America" - Lina M Britto - Harris Hall L06 - MW 3:30 - 4:50](#)

To understand how and why narcotrafficking became one of the most profitable and violent industries in the hemisphere, this course examines the history of production, commercialization, consumption and criminalization of mind-altering drugs in the Americas. We consider the late colonial history of the export of tropical commodities as stimulants; the repression of domestic consumption and its connection to the formation of national identities; the correlation between liberal reforms and the emergence of transnational illegal networks; the construction of the "drug problem" during the period after World War II; the rise of the cartels along circuits of immigration; the implementation of the "war on drugs" as an essential component of Cold War in Latin America; the role of violence and masculinity in the drug trade; and the most recent debates on decriminalization and legalization in North and South America. We address these topics in an interdisciplinary manner, reading history, anthropology, sociology, political science and journalism, and watching and analyzing critically featured films and documentaries.

[HISTORY 392-0-20 - Topics In History \(co-listed as: ENVR_POL 390-0-22\)](#)

["Wilderness in America" - Keith Mako Woodhouse - Swift Hall 107 - MW 3:30 - 4:50](#)

This seminar will review the history of wilderness in America, both in the broad sense of wilderness as a general term meaning "pristine" or "uninhabited" nature and in the specific sense of wilderness as the highest level of protection for public lands managed by the federal government. We will consider the role that the concept of wilderness has played in the conservation and environmental movements, and

the ways that it both grounds those movements and pushes them in problematic directions, especially as it relates to the underrepresented wilderness experiences of particular social groups. Finally, we will consider the abstract issues of wilderness in terms of specific wilderness areas in the late-twentieth-century United States.

[HISTORY 392-0-21 - Topics In History "Democracy, Capitalism and Technology in Prog Era" - Adam Edward Plaiss - University Library 5746 - MW 3:30PM - 4:50PM](#)

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

HUMANITIES:

[HUM 302-0-21 - New Perspectives in the Humanities \(co-listed as: English 385-0-22\)](#)

["Oceanic Studies: Literature, Environment, History" - Harris Feinsod - Locy 111 - TTh 11:00 - 12:20](#)

This course offers an overview to the interdisciplinary field of "oceanic studies," focusing on the great literary, scientific, and cinematic documents of modern seafaring. Writers may include Columbus, Cook, Darwin, Coleridge, Dana, Melville, Conrad, Woolf, O'Neill, Joji, Traven, Mutis, and/or Goldman. How have seas, sailors, ships and their cargoes helped to shape our imagination and understanding of major events and processes of modernity, such as the discovery of the New World, slavery, industrial capitalism, marine science, the birth of environmental consciousness, and contemporary globalization? What part did seafaring play in the formation of international legal systems, or in epochal events such as the American and Russian Revolutions? How does the rise in contemporary piracy compare to its "golden age" forerunners? How can we discern the history of the "trackless" oceans, and how do we imagine their future now that "90% of everything" crosses an ocean, and the seas are variously described as rising or dying? Our focus in the course will be on writers listed above, but our approach will be radically interdisciplinary, so we will also watch a few films (by Jacques Cousteau, Gillo Pontecorvo and Allen Sekula), and we will read short excerpts from the disciplines of "critical theory" (Heller-Roazen, Foucault, Deleuze, Corbin), labor and economic history (Rediker, Fink, Levinson), and environmental thought (Carson, Alaimo).

JOURNALISM:

[JOUR 383-0-20 - Health and Science Reporting](#)

[Patti Lynne Wolter - Fisk Hall 206 - T 9:00 - 11:50](#)

Health and Science Reporting teaches students both how to think about science writing and how to write about science and medicine. In this combination writing workshop and seminar we will read some of the best of the best science and health journalism on topics ranging from mosquitoes to the Space Shuttle. We will meet from expert scientists on campus and meet the editors and writers from leading scientific journals and publications. Students will learn what makes good science writing, how to find sources, how to evaluate information and how to sort out science from pseudo-science. Assignments

will include student debates, critiques of science coverage in newspapers, magazines, television, radio and the Web, science/health/medicine journal rewrites, news briefs an in-depth narrative story on a science topic of students' own choosing, and, possibly, an opportunity to write live copy for a science magazine or website. All writing assignments may be done across platforms and visual journalism is encouraged.

PSYCHOLOGY:

[PSYCH 332-0-20](#)

[“Native Americans & Environmental Decision Making” – Doug Medin – location TBA - MW 9:30 – 10:50](#)

Although this course satisfies a requirement in the Environmental Policy and Culture program, it also has always been intended as a course in critical thinking. The focus will be on the relationship peoples have with nature, with a particular focus on Native Americans and the environment. The course will also focus on stereotypes, such as that of the "ecological Indian." Did the colonial powers find a pristine environment when they arrived in America? Did Native Americans have a special spiritual connection with nature? Do Native Americans today also have this same spiritual connection? One of the books we will read argues that the ecological Indian is a myth. The author, Shepard Krech, suggests that the limiting factor in their impact on the environment was population (there were just too few people to do much damage) and access to technology (which helps do more damage). We'll also examine an edited book written as a response to this book. But the key work will be done by you as you evaluate these arguments, seek additional information and bring out the contemporary relevance of ways of relating to nature. The course will involve reading, responding to the readings and conducting various mini-research projects bearing on various facets of Native Americans and the Environment. Your final project will consist of a paper consisting of your analysis of these issues which may either take the form of an overview or a focused analysis of one facet or component of these issues.

[PSYCH 375-0-20 - Psychological Tests & Measures](#)

[Renee Suzanne Engeln – location TBA – time TBA](#)

What do IQ tests really measure? Do psychologists still show people inkblots? Why does my future employer want me to take a personality test? This course will address these and many other questions related to the current science of psychological tests and measures. The assessments we'll focus on will be primarily from the fields of clinical and personality psychology. We will also cover some tests relevant to social psychology and industrial-organizational psychology. Course topics include the theory behind psychological testing and assessment; the historical context for psychological testing and related legal and ethical considerations; the basics of test construction and evaluation, including reliability, validity, and standardization; and common measures of personality, psychopathology, and ability, and their psychometric properties. During the course, you will work to develop your own measure of a psychological construct and to evaluate the psychometric soundness of test scores resulting from this measure. After successful completion of this course, you should be able to demonstrate proficiency with regard to the terminology and concepts involved in psychological testing, conduct relevant statistical analyses including factor analysis, demonstrate an understanding of the purposes and applications of commonly used psychological tests, and critically evaluate the use and misuse of psychological testing, both historically and presently. This course is highly recommended for those hoping to pursue graduate study in psychology.

RADIO/TV/FILM:

SoC RTVF 398-0-22 - Symposium: Issues in RTVF (co-listed as: COMM_ST 395-0-21)

"Contemporary Television" - Aymar Christian Jean - Frances Searle 2407 - MW 2:00 - 3:20

Television is dead; television is in a golden age. Can both statements be true? This course focuses on how the art and business of primetime television changed after the introduction of "new media," from cable to the Internet. Readings will explore production, storytelling, identity and distribution of TV and web entertainment. Students will watch, analyze and have the option to pitch or produce television.

This course gives students a deeper understanding of the complexity and ever-changing nature of a media business. Television is arguably the country's most powerful medium, foundational to American culture and history in the post-WWII era. At first tightly regulated and controlled, television has fragmented, its networks folded into bigger companies and its programs spread across dozens of channels. Throughout the semester students are encouraged to question how changes in television production, regulation and distribution affects programming, culture and politics at large.

RELIGION:

RELIGION 369-0-20 – Topics in American Religion (co-listed as: ENVR_POL 390-0-23)

"Native American Perspective on Env Justice" - Sarah Taylor - University Hall 121 - Th 2:00 - 4:30

This is a case study based seminar that explores sites of eco-racism and complex struggles for eco-justice in Native American communities. Course material focuses on Native American perspectives on environmental justice. Case studies will include sites of mining, deforestation, water pollution, nuclear waste, and other toxic waste dumping. Issues of genocide, survival, self-determination, and links between environmental degradation and the impact on religio-cultural practices will be discussed. Students will be asked to conduct original research and to produce a case study of their own as the seminar's final project.

RELIGION 373-0-20 - Religion and Bioethics

Laurie S Zoloth - University Hall 121 - TTh 12:30 - 1:50

This is a lecture and discussion class that will explore how a variety of religions approach the issues and problems of bioethics. We will present a general argument for your consideration: that the arguments and the practices from faith traditions offer significant contributions that underlie our arguments in bioethics. We will use a case-based method to study how different faith traditions describe and defend differences in moral choices in contemporary bioethics. We will examine both classic cases that have shaped our understanding of the field of bioethics and cases that are newly emerging. Through them, we will ask how religious traditions both collide and cohere over such topics as embryo research, health care reform, terminal illness, and issues in genomic research.

This class will also explore how the discipline of bioethics has emerged to reflect upon such dilemmas, with particular attention to the role that theology and religious studies have played in such reflection. We will look at both how the practice of theologians historically has shaped the field of bioethics and at how religion's claims, methodology, and praxis have continued to shape and inflect bioethics. We will examine the issue of epistemic stance, of truth claims, and of how normative policies are created amid serious controversy. We will explore the nature of the relationship between religion and public policy and study how religious traditions and moral philosophy shape our view of these issues.

SCIENCE IN HUMAN CULTURE:

SHC 398-2 – Science in Human Culture: Senior Seminar

20: Mark Sheldon

22: Mariana Craciun

SOCIOLOGY:

[SOCIOLOG 212-0-20 - Environment and Society \(co-listed as: ENVR_POL 390-0-24\)](#)

[Susan L Thistle - Swift Hall 107 - MW 11:00 - 12:20](#)

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 311-0-20 - Food, Politics and Society \(co-listed as: ENVR_POL 390-0-25\)](#)

[Susan L Thistle - University Hall 102 - TTh 12:30 - 1:50](#)

This course looks closely at how different social groups, institutions and policies shape the ways food is produced, distributed and consumed in different parts of the world, especially the United States, and the social and environmental consequences of such a process. We look at the dramatic growth of factory farming and the social and political factors lying behind such rise, and alternatives such as sustainable farming, Farmers' Markets, and local food. aspects of the food systems we examine, and the social actors and policies giving rise to such alternatives.

[SOCIOLOG 319-0-20 - Sociology of Science](#)

["Experts and Society" - Mariana Craciun - University Hall 121 - TTh 5:00 - 6:20](#)

Experts command a great deal of authority in our society, a seemingly natural consequence of their knowledge. This course will seek to denaturalize expert authority, by examining its institutional and practical bases. We will draw on works from sociology, history, anthropology, and science and technology studies to understand how experts are organized into professions, how they go about establishing facts, and how they engage in the process of democratic decision making.

[SOCIOLOG 321-0-20 - Numbers, Identity & Modernity: How Calculation Shapes Who We Are & What We Know](#)

[Wendy N Espeland - 555 Clark B01 - TTh 3:30 - 4:50](#)

Our world is awash in numbers. In this class we will consider how we make and use numbers, how we know ourselves through numbers, and the particular kinds of authority we grant to numbers. Using a range of examples including the SAT, college rankings, and statistics about race and sexuality, this class will examine what prompts people to produce numbers, what causes them to spread, how they intervene in the worlds they measure, how they inform our ethics, and how we think about ourselves and others differently as a result.

[SOCIOLOG 376-0-20 - Topics in Sociological Analysis \(co-listed as: GNDR_ST 332-0-20\)](#)

["Sexuality & HIV/AIDS" - Aaron Travis Norton - University Hall 102 - MW 2:00 - 3:20](#)

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.