

## SPRING QUARTER 2018 UNDERGRADUATE COURSE OFFERINGS

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 noted with a red asterisk (\*) are open to SHC students during pre-registration

**FEATURED COURSES BY SHC AFFILIATED FACULTY:**

\* [HISTORY 392-0 - Topics In History](#) 26 (32312) "[From Cybernetics to Cyberwar](#)" - Diana Kurkovsky West - TuTh 2:00PM - 3:20PM

Recent political events have made us particularly aware of the dangers of hackers, but what other forms of warfare emerge in the progressively more digital world? How does the history of computation take us from the moment of tremendous optimism about the data future of society, to some of the darkest spaces of the darknet? This seminar will cover the trajectory from cybernetics, arguably one of the most important developments of the twentieth century, to some of the ways in which ideas of a perfect information age have become challenged and undermined in the digital world. The students will read a combination of primary and secondary materials on these subjects, spanning topics that include artificial intelligence, human-machine interaction, information theory, cryptography, cyberlibertarianism, digital citizenship, cyberterrorism, and other topics pertaining to the myriad afterlives of cybernetic thinking.

\* [SOCIOL 316-0 - Economic Sociology](#) 20 (37469) "[Capitalism and Crisis](#)" - Onur Ozgode - TuTh 11:00AM - 12:20PM

What does the global financial crisis of 2008 mean for the future of capitalism? Does it signal the end of neoliberal free market capitalism as we know it or is it the harbinger of an authoritarian political order controlled by a plutocracy of billionaires? To answer these questions, we will historicize the events of 2008 as a crisis of American political economy and economic governance. This crisis was predicated upon two key historical developments, namely, the rise of a deindustrialized service economy dominated by the financial sector and the ascent of a monetary mode of governance under the control of neoliberal economists at the Federal Reserve. We will analyze how these concurrent transformations created new patterns of inequality, racial segregation, and financial instability. We will first explore the rise and fall of the Keynesian macroeconomic state in the period between the Great Depression and the turbulent decade of the 1970s, when the US economy was hit with record unemployment and inflation in the face of global oil and commodity price shocks. Then, we will delve into how political, corporate and policy elites responded to the failure of Keynesianism to cope with the emergent political and economic instabilities of the 1970s. This part of the course will focus on the rise of neoliberalism as a new political ideology of economic governance. We will learn about how the Federal Reserve took over the responsibility for

managing the economy, how this development led to the financial deregulation and the growth of the financial sector, and how a new right-wing coalition of politicians, grassroots activists, and policy advisers instituted the infamous Reagan tax cuts. Finally, we will analyze how these developments set the stage for the global financial crisis of 2008.

**COURSES COUNTING TOWARD THE CORE REQUIREMENT FOR THE MAJOR:**

\* [HISTORY 275-1 - History of Western Science and Medicine: Origins in Early Mod Europe 1 \(32280\)](#)  
[Daniel A Stolz - MoWe 11:00AM - 12:20PM](#)

Where did modern science and medicine come from? This course investigates spaces and controversies that were crucial for the transformation of knowledge in Europe and America from the 16th to the 18th century. We will pay special attention to empire, trade, and religion as elements of the "Scientific Revolution." Topics will include the Copernican debates and Galileo's trial, translation from non-European traditions of natural knowledge, the role of women, practices of collection and experimentation, and the marketplace.

[HUM 220-0 - Health, Biomedicine, Culture, and Society 20 \(34426\)](#)  
[Steven G Epstein - TuTh 9:30AM - 10:50AM](#)

Present-day medicine and health care are flashpoints for a bewildering array of controversies—about whose interests the health care system should serve and how it should be organized; about the trustworthiness of the medical knowledge we rely on when we are confronted with the threat of illness; about the politics and ethics of biomedical research; about whether health care can be made affordable; about how the benefits of good health can be shared equitably across lines of social class, race, and gender; and about the proper roles of health professionals, scientists, patients, activists, and the state in establishing medical, political, and ethical priorities. By providing a broad introduction to the domain of health and biomedicine, this course will take up such controversies as matters of concern to all. We will analyze the cultural meanings associated with health and illness; the political controversies surrounding health care, medical knowledge production, and medical decision-making; and the structure of the social institutions that comprise the health care industry. We will examine many problems with the current state of health and health care in the United States, and we will also consider potential solutions.

[PHIL 268-0 - Ethics and the Environment 20 \(31106\)](#)  
[Joseph Anthony Karbowski, Henry Harrell Andrews - MoWe 3:30PM - 4:50PM](#)

What is the moral standing of your childhood pet? Is he or she the kind of thing to which we, human beings, have moral obligations? What about that tree in your backyard which you always used to climb? Do we have moral obligations to it and other non-sentient parts of nature? How about future generations? Can they make any moral demands upon us? They don't even exist yet. These and other, related questions pertaining to the moral

relationship between humans, the environment, and its (sentient and nonsentient) constituents will be explored in this class. We will read and carefully consider some of the classics and more recent literature in environmental philosophy. Your grade will be determined by your performance on two in-class exams and a final paper. I hope that students will leave the course with a deeper and more nuanced views about their relation to the environment and the moral standing of its constituents.

[PHIL 326-0 - Philosophy of Medicine 20 \(31013\)](#)

[Mark P Sheldon - Th 3:30PM - 5:50PM](#)

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.

**FIRST-YEAR SEMINARS:**

[CHEM FSEMINAR CHEM 105-6 - First-Year Seminar 01 \(33695\) "Sustainability Meets Environmental Justice" - Shelby Hatch - TuTh 11:00AM - 12:20PM](#)

[EARTH 102-6 - First-Year Seminar 01 \(34039\) "Sustainability and Social Justice" - Daniel Ethan Horton - TuTh 2:00PM - 3:20PM](#)

The challenge of sustainability to "meet the needs of the present without compromising the ability of future generations to meet their own needs" has evolved over the past few decades. This course will introduce fundamental concepts of sustainability, consider the application of these concepts in diverse societal, economic, and cultural settings, and explore the potential of climate science and sustainable development to act as forces for environmental and social justice.

[ENGLISH 101-6 - First-Year Seminar 24 \(32167\) "Gawkers & Squawkers: Surveillance in Lit & Film" - Meghan Daly Costa - TuTh 12:30PM - 1:50PM](#)

Why do we encourage some forms of surveillance (through participation in social media like Snapchat), while fearing and resisting other forms of monitoring and intrusion? In this course, we will examine the historical and ongoing tensions between privacy and exposure, freedom and control through close engagement with literature and film. We will analyze dystopian surveillance texts (such as Atwood's *The Handmaid's Tale*, Orwell's *1984*, and Moore and Lloyd's graphic novel, *V for Vendetta*) alongside voyeuristic films like Hitchcock's *Rear Window* and Powell's *Peeping Tom*. How do imaginative representations of surveillance technologies and voyeuristic pursuits urge us to reconsider the gender politics of "looking," boundaries between private and public spheres, and relations between individuals and broader communities? How do we-as Twitterers, Snapchatters, and Instagrammers-normalize and internalize surveillance? We will pursue these and other questions as we explore the rich literary and cinematic histories of social and political monitoring and evaluate our own personal archives of social media disclosure and self-display.

[PHIL 109-6 - First-Year Seminar 22 \(37365\)](#)

[William Bruce McBean Cochran - MoWe 11:00AM - 12:20PM](#)

It seems there is some new technological advancement every day. Self-driving cars are already on the roads. AlphaGo (a Go-playing AI) recently devised a new strategy to defeat the world's best (human) Go player. Using CRISPR, scientists have begun to edit the DNA of human embryos. China's government recently created a "Social Credit System" which will track a citizen's trustworthiness and broadcast their score to others. In light of these developments, now is the right time to ask two questions: (1) What are the ethical implications of such technological developments? (2) If left unchecked, what kind of future will these emerging technologies produce? In order to address the first question, we will turn to philosophers of the past and present. For at the heart of a question like "can a machine be human?" is "what does it mean to be human in the first place?" Philosophers have come up with several responses to the latter question, and we can use their past answers to address the ethical issues of future technologies. In order to address the second question above, we will compose codes of ethics intended to offer practical moral guidance for the development of the different technologies we discuss.

[PHYSICS 110-6 - First-Year Seminar 1 \(32881\)](#)  
[Kamal K Seth - TuTh 2:00PM - 3:20PM](#)

This seminar course is intended to enhance the first-year WCAS student's ability as critical thinker and effective writer by following challenging books and ideas, participating in classroom discussions and writing short reports. The required primary book, "A Brief History of Time" by Stephen Hawking of which the course is centered.

[PSYCH 101-6 - First-Year Seminar 21 \(33190\) "Psychology and 'Weird' Beliefs" - Sara Cantonia Broaders - TuTh 11:00AM - 12:20PM](#)

Lots of people have beliefs that other people think are just plain weird. Why do people have these beliefs? We'll look at "weird" beliefs within our culture as well as some cross-cultural examples, and try to understand what leads people to develop and maintain these beliefs. Another issue is that one person's "weird" belief may be another person's firmly held conviction. From this perspective, we'll also try to understand which beliefs are rational. Among the topics we may cover are: superstition, parapsychology, ghosts, witchcraft, alien abduction, evolution vs. creationism, repressed memories of abuse, and dissociative identity disorder. Students will use a wide variety of academic and popular media resources (including empirical research articles, ethnographic descriptions, philosophical arguments, popular press books, and documentary films) to explore the bases for these beliefs and practices.

#### **AFRICAN AMERICAN STUDIES:**

[AF\\_AM\\_ST 339-0 - Unsettling Whiteness 20 \(31191\) Herman Barnor Hesse - MoWe 11:00AM - 12:20PM](#)

#### **AMERICAN STUDIES:**

#### **ANTHROPOLOGY:**

[ANTHRO 390-0 - Topics In Anthropology 22 \(31212\) "Archaeology of Food & Drink" - Amanda Lee Logan - TuTh 12:30PM - 1:50PM](#)

Food is a universal requirement for humans to survive, yet different cultures have developed radically divergent cuisines. In this course, we will use archaeology to explore the diversity of human foodways throughout time, and the role of food in human evolution and culture. You will learn about the origins of cooking over 1 million years ago, the 'real' Paleodiet, how the Incas used beer at parties to build social alliances, and how Columbus's discovery of the Americas spurred global scale shifts in food and agriculture. The course begins with an overview of how anthropologists and archaeologists study food, and then moves through time, beginning with our early hominid ancestors and ending with colonialism.

[ANTHRO 390-0 - Topics In Anthropology 25 \(31214\) "Sex & Surveillance" - Mitali Thakor - TuTh 9:30AM - 10:50AM](#)

Scopophilia is the derivation of pleasure from looking. What pleasures does the surveillance state gain from looking at us? From feeling and documenting us? How do privacy activists fight back against such surveillance, and what might be wrong with privacy rights discourse? Which groups are always already surveilled? In this class, students will play with notions of surveillance, including sousveillance, lateral surveillance, and counter surveillance, as engaged by queer and feminist studies, the cultural anthropology of expertise, and social studies of science and technology. We will draw on case studies ranging from police technologies, facial recognition software, Pornhub's data collection projects, TSA airport body scanners, Facebook ads, science fiction like Black Mirror, and more to understand how bodies, races, genders, and sexualities are made known and contested by activists, artists, corporations, and governments. Students will also collect data for a creative personal surveillance project culminating at the end of the quarter.

[ANTHRO 390-0 - Topics In Anthropology 26 \(31215\) "Ancient Health and Migration: Shaping Patterns of" - Elizabeth Kirk Mallott - MoWe 11:00AM - 12:20PM](#)

Why are different modern populations more or less susceptible to certain diseases? Does the "Paleo Diet" actually mimic early human diets? Do differences in rates of lactose intolerance and sensitivity to bitter tastes reflect past diets? How have behaviors, such as cooking and domestication of livestock, influenced co-evolutionary relationships with parasites, such as tapeworms? What genetic material did we acquire through interbreeding with other species of Homo (Neanderthals and Denisovans)? In this course, we will examine how the paleogenomic revolution in biological anthropology is transforming both how we ask questions about early humans and what questions are possible to ask. We will begin the course with an overview of methodologies used to study ancient DNA, paleopathology, and paleoecology, with an emphasis on recent advances in paleogenomics. We will then examine new research where evidence from ancient DNA is supplementing or transforming theories about early human health, diet, and migration, and discuss how these new theories improve our understanding of how our

population histories have influenced modern human health, adaptation, and diversity today.

[ANTHRO 390-0 - Topics In Anthropology 27 \(31216\) "Native American Health" - Beatriz Oralia Reyes - TuTh 12:30PM - 1:50PM](#)

This course introduces students to the social determinants of health that influence the broader health status and access to health care for Native American populations in the United States. Students will engage in a reading-intensive, discussion-based seminar, drawing upon research and contributions from a variety of disciplines including public health, Native American and Indigenous Studies, anthropology, sociology, history, nursing, and medicine. Some seminar topics will include infectious diseases and the Columbian Exchange, federal obligations to Native American people, community-based participatory research, intergenerational/historical trauma, and indigenous health globally.

[ANTHRO 390-0 - Topics In Anthropology 29 \(31218\) "Dietary Decolonization" - Hiilei Julia Hobart - TuTh 9:30AM - 10:50AM](#)

In response to the negative social effects of globalization and industrialization on the contemporary food system, there has developed increased attention to questions of sustainability, food justice, and food sovereignty. While such concepts are useful for thinking about liberatory food futures more generally, they often draw upon foundational Indigenous concepts without directly naming them as such. This course, then, focuses on new discourses about food sovereignty by highlighting (rather than obscuring) the linkages between decolonial or sovereign food futures and histories of erasure and dispossession of Native peoples. Taking an interdisciplinary approach, course readings draw from the fields of Food Studies, Indigenous Studies, and Pacific Island Studies in the form of academic articles, cookbooks, short film, and poetry. Throughout, we will question the potentialities of food sovereignty within the settler state, whether dietary decolonization is possible in the so-called age of the Anthropocene, and the limits of working within and against today's legacies of the colonial food system.

[ANTHRO 390-0 - Topics In Anthropology 30 \(36900\) "Cultural Res Mgmt and Evn Pol" - Eli S Suzukovich III - MoWe 11:00AM - 12:20PM](#)

Why is it important that we save significant cultural places, landscapes, and structures, and intangible culture?" This will be the focal question of this class. Through the next 10 weeks we will explore this question and gain a better understanding of what makes something culturally significant and the laws and policies that govern cultural resources. Cultural Resources Management (CRM) is concerned with traditional and historic culture including archaeology; architecture; language; cultural landscapes; sacred sites; ecosystems; mortuary practices; ethno-biology; oral and intangible culture and history; intellectual property rights; enforcement and monitoring of preservation laws and policies; and can also encompass contemporary culture.

This Course will follow the development of the preservation movement and policy in the United States, with comparisons to Britain and Europe, Egypt, and Japan. We will examine the role of the industrial revolution in the creation of national preservation policies and ideas of national identities, and how the later influenced policies and enforcements. We will examine congressional acts ranging from the 1906 Antiquities Act, 1916 National Parks Act, to the 1978 Archeological Resource Protection Act and 1990 Native American Graves and Protection and Repatriation Act. We will discuss the ethics and moral decision making that goes into these laws and the issues that arise with legislation and enforcement of cultural preservation.

### **ART HISTORY**

[ART HIST 390-0 - Undergraduate Seminar 2 \(30800\) "Maps and the Early Modern Transatlantic World" - Jesus R Escobar - We 2:00PM - 4:50PM](#)

Maps represent territory. Maps claim ownership. Maps sometimes lie. Are maps works of art? This course will explore the making, use, and display of maps in the early modern period-with special attention to the Spanish Empire-and consider their intended meaning as objects at the intersection of science, art, and power. Seminar readings will trace the rise of cartography as a scientific as well as humanistic pursuit in late fifteenth-century Europe and pay particular attention to the production of maps in the context of transatlantic exchange and colonialism in the sixteenth and seventeenth centuries, taking into account indigenous mapmaking traditions in the Americas. Additionally, we will consider the role of maps in the study of early modern cities. For research topics, students will work with an original period object so as to better understand the ways in which maps were experienced by early modern viewers, whether as fold-out pages in books, single sheet prints that might be illuminated and framed, or in an array of larger formats including painted fresco cycles in galleries meant to be discussed and interpreted.

### **ART THEORY AND PRACTICE:**

### **ASIAN AMERICAN STUDIES**

### **BIOLOGICAL SCIENCES**

[BIOL SCI 103-0 - Diversity of Life 20 \(36371\) Gary John Galbreath - MoWeFr 3:00PM - 3:50PM](#)

Overview of living things (and especially of Animals), past and present, from chronological and phylogenetic perspectives.

### **CHICAGO FIELD STUDIES**

[CFS 387-0 - Field Studies in Environment, Science, and Sustainability 1 \(30017\) Sean Parulian Harvey - Tu 5:00PM - 8:00PM](#)

[CFS 392-0 - Field Studies in Health 20 \(30015\) Lauren Slubowski Keenan-Devlin - Th 6:00PM - 9:00PM](#)

**CIVIL ENGINEERING**

CIV\_ENG 220 Structural Art [http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV\\_ENV%20220.html](http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV_ENV%20220.html)

CIV\_ENG 260 Fundamentals of Environmental Engineering [http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV\\_ENV%20260-0.html](http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV_ENV%20260-0.html)

CIV\_ENG 395-0-23 Energy Law and Policy [http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV\\_ENV%20395-0-23.html](http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV_ENV%20395-0-23.html)

CIV\_ENG 395-0-25 Water in Israel and the Middle East [http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV\\_ENV%20395-0-25.html](http://www.mccormick.northwestern.edu/civil-environmental/courses/descriptions/CIV_ENV%20395-0-25.html)

**CLASSICS**

**CLASSICS 330-0 - Ancient Economy 20 (31485) Taco Tjitte Terpstra - MoWe 2:00PM - 3:20PM**

It is tempting to assume that in many ways the Romans were "just like us." TV shows and movies habitually promote this view, projecting a picture of the Romans through a conspicuously modern lens. This course highlights what was different about Roman society in order to provide a historical perspective and to provide a mirror for our modern society. It is perhaps not surprising that our own time-obsessed as it is with GDP growth, the ups and downs of the stock market, inflation rates, the state deficit-produces scholarship that studies the ancient Roman economy. This scholarship has made us increasingly aware of how different Rome was from the modern world. Our industrialized, highly technological, post-demographic transition society is a relatively new phenomenon that has been developing only over the past two centuries. This course will focus on what that difference means for the realities of everyday life, both past and present. Questions to be addressed are: What did economic growth mean for the economy of the Romans? Can we even measure it? What role did energy consumption play in economic performance? What was the role of social class in business? What was the influence on the economy of a demographic regime in which life expectancy was low? How was trade conducted over long distances without fast means of communication and transport? What was the role of technology and technological progress in the economy?

**COMMUNICATION STUDIES**

**COMM ST 246-0-20 – Intro to Health Communication (31897) Kimberly Pusateri – TuTh 2:00PM – 3:20PM**

[COMM ST 351-0 - Technology & Human Interaction](#) 20 (31893) [Darren Robert Gergle](#) - MoWe 10:00AM - 11:20AM

We are surrounded by technologies that support our everyday interactions. Facebook and Twitter provide persistent services for exchanging personal information, Yik Yak provides a geographically bounded interaction space, ubiquitous and tangible computing environments allow objects to adapt to our everyday experiences, and new collaboration technologies enable people to work together on projects when they are thousands of miles apart. The design of such systems, however, is not simply a technical question. In order to successfully create these systems, we need to understand how people work, play, and communicate with one another in a wide variety of situations. This course illustrates the practice of understanding human interactions that take place both with and through technology; and it explores the design, creation and evaluation of technologies to support such interactions. Course topics include: design processes, prototype construction and technology evaluation techniques. Specialized topics cover technologies for children, social software and collaborative systems, and agent-based technologies. No programming experience is necessary. There will be occasional labs to explain technical content. Course requirements include short hands-on exercises, two exams, and a group project.

[COMM ST 395-0 - Topics in Communication Studies](#) 20 (31718) ["Algorithmic News Media"](#) - Nicholas Alexander Diakopoulos - We 1:00PM - 3:50PM

The increasing role that algorithms and automation are playing in the production of information is rapidly changing the ways in which journalistic news media is authored, curated, disseminated, and consumed. This seminar provides an overview of the latest developments in algorithmic news media on topics including journalistic data mining, automated content production, news bots, social media platforms, and algorithmic accountability and transparency. The design and critique of technology in the news media will be examined through assignments and projects.

**COMPARATIVE LITERARY STUDIES**

**EARTH AND PLANETARY SCIENCES:**

[EARTH 105-0 - Climate Catastrophes in Earth History](#) 01 (34097) [Matthew T Hurtgen](#) - TuTh 12:30PM - 1:50PM

The objective of this course is to introduce students to the fundamental components of the Earth system—the atmosphere, hydrosphere and solid Earth—and more importantly, examine how these components interact in response to internal and external influences to control climate. Within this Earth systems context, we will explore how climate is changing today, how it has changed (sometimes catastrophically) in the geologic past, and how it may change in the future.

**ECONOMICS:**

[ECON 307-0 - Economics of Medical Care 20 \(32156\) Frank Limbrock - MoWeFr 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 323-2 - Economic History of the United States 1865 to Present 20 \(32117\) Michael Jeffrey Andrews - TuTh 9:30AM - 10:50AM](#)

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

[ECON 373-0 - Natural Resource Economics 20 \(32152\) Daley Catherine Kutzman - MoWeFr 11:00AM - 12:20PM](#)

In the basic model of a production economy, strong social demand for a good can be met by producing more. This framework falls short when the good in question is a naturally occurring resource. Resource Economics introduces natural limits on what inputs society has at its disposal, and considers the critical role that property rights institutions and policy can play in their management, from developed countries to developing countries. How much should be used now; how much conserved for future generations? How do issues of sustainability affect our current use of resources, both renewable (food, forest, wild game, water) and non-renewable (land, fossil fuels)? The problem of managing the natural world and its endowments is further complicated by the inherent difficulty in measuring their value, particularly when issues such as "non-use" value of the resource is important. Using tools of microeconomics and some econometrics, this course will define and examine both static and dynamic resource models in terms of economic efficiency. We will also discuss the strengths and weaknesses of 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") for the purpose of benefit-cost analysis. NOTE: This class is not open to students who have taken Economics 370: Environmental & Natural Resource Economics.

**ENGLISH:**

[ENGLISH 368-0 - Studies in 20th-Century Literature 20 \(32197\) "Our Monsters, Ourselves" - Whitney Blair Taylor - MoWe 12:30PM - 1:50PM](#)

Spell-casting witches, blood-sucking vampires, mindless zombies, evil robots, and invading aliens. What do our obsessions with specific supernatural, technological, or extraterrestrial threats to humanity tell us about cultural investments at a specific time and place? In this course, we will examine popular culture's preoccupation with supernatural or extra-worldly "villains" in literature, nonfiction, films, and other media. This course will contextualize those trends in the historical, cultural, and political anxieties or interests of the time, including contemporaneous ideas of national identity, gender and sexuality, and developments in science and technology. For instance, the recent popularity of zombies has been linked to fears about increasing globalization, and alien invasion was a particularly popular theme in movies and literature at the intersection of the Cold War and humans' exploration of space. Course material will also include satires of these crazes, which often expose the fears or desires underlying our fascination with particular literary figures or genres. We will investigate existing academic and nonfiction theses about why certain threats to humanity are popular in certain cultural moments; we will also develop our own hypotheses about why particular "monsters" or narratives captivate the popular imagination.

[ENGLISH 385-0 - Topics in Combined Studies 20 \(32206\) "Oil Slicks, Ailments, and Inkwells: Lits of Env. M" - Seth Logan Swanner - MoWe 11:00AM - 12:20PM](#)

Emphysema, lead poisoning, and other pollutant-inflicted diseases demonstrate that our exploitation of the natural world endangers not just polar bears and pollinators but people, as well. This is not, however, a realization as recent as the Paris Accord or the Flint water crisis. For hundreds of years, scientists, physicians, and even poets have described the volatile, sometimes sickening interactions among pollution, the environment, and the human body. And so, in addition to modern pathologies of toxicity, students in this course will explore historical literary depictions of bubonic plague, smallpox, and even spontaneous combustion as they theorize the medical consequences of human pollution. We will see that even historically distant authors like Thomas Dekker, Charles Dickens, and Margaret Atwood all write with an eye toward environmental justice and medical access for society's most ailing members?human, animal, and botanical alike.

[ENGLISH 397-0 - Research Seminar for Literature Majors 20 \(32216\) "Tech & Landscape in 20th C Lit" - Christine Froula - TuTh 3:30PM - 4:50PM](#)

Conrad's Marlow piloting a rattletrap steamship carrying armed "pilgrims" up the Congo; industrial war machines shelling tiny, fragile human bodies in fields of red poppies in France; Hemingway driving an ambulance on the Italian front; Chaplin's Tramp cast opposite a zeppelin in a censored wartime short film; Eliot's London typist coming home at teatime to play her gramophone; the clanking newsroom presses and the printed newspapers, ads, posters, and flyers that beckon, call and cry to Dubliners in Ulysses's river-threaded cityscapes; Forster's train to the Caves and automobile accident on the Marabar Road in *A Passage to India*; Mrs Dalloway's aeroplane writing on the sky above astonished Londoners; Giles Oliver's vision of Hitler bombing the village church to smithereens on the festival day of the annual pageant in 1939 in Woolf's *Between the*

Acts; Time Magazine bringing the shocking news of the atomic bombing of Hiroshima to the American prison camp in Pisa, where it reverberates in Pound's Pisan Cantos: twentieth-century literature abounds in depictions of emergent technologies in specific landscapes shaping conditions and events of human life and thought.

In our research seminar, we'll read a selection of such works alongside essays by Benjamin, Kittler, Woolf, Leopold, Hansen, and others. Working closely with the instructor and our Humanities Bibliographer, Charlotte Cabbage, each student will zero in on a topic and design a juicy, imaginative, feasible project that combines scholarly research and literary interpretation. One for all and all for one, we'll learn to frame promising research questions; to navigate scholarly databases and archives; to evaluate sources; to explore readings in context while capturing and testing our own insights and ideas; and to give and take constructive critique. Each student will produce a work notebook, a preliminary proposal, an annotated bibliography, a working proposal and bibliography, and a 12-15 page research paper.

### ENVIRONMENTAL POLICY AND CULTURE

[ENVR\\_POL 390-0 - Special Topics in Environmental Policy and Culture 25 \(36788\) "Energy, Politics and Society" - Sinan Erensu - MoWe 11:00AM - 12:20PM](#)

Energy has unique qualities: it is both invisible and omnipotent; often intangible yet constantly sought after, competed over and subject to desire and anxiety. It powers up the industry, lights up homes and workplaces; makes distances shorter; provides warmth and safety. Yet, the ways in which we produce and use energy also lead to monopolies, fuel authoritarian governments, underwrite regional conflicts, produce ecological disasters and risk the future of the planet. The current crisis of energy in the context of climate change puts all these qualities of energy and our dependence on it under scrutiny. This class reflects on energy at this critical juncture, aims to demystify energy, making it understandable in its social, political and cultural contexts, and discusses the democratic possibilities that energy preferences can open-up or shut-down. Throughout the class, we focus on the relationship between energy resources and the formation of nation-state, delve into cultures of energy and the link between energy consumption and political subjectivities, examine cases of energy disputes and how energy infrastructures impact neighboring communities, and deliberate on the threat of climate change and alternative energy futures.

### ENVIRONMENTAL SCIENCE

[ENVR\\_SCI 390-0 - Special Topics in Environmental Sciences 21 \(34275\) "The Ecology of Climate Change" - Paul James Caradonna - TuTh 3:30PM - 4:50PM](#)

### FRENCH

### GLOBAL HEALTH

[GBL HLTH 301-0 - Introduction to International Public Health 21 \(32238\) Sarah B Rodriguez - MoWe 2:00PM - 3:20PM](#)

This course introduces students to pressing disease and health care problems worldwide and examines efforts currently underway to address them. Taking an interdisciplinary approach, the course identifies the main actors, institutions, practices and forms of knowledge production characteristic of what we call "global health" today, and explores the environmental, social, political and economic factors that shape patterns and experiences of illness and healthcare across societies. We will scrutinize the value systems that underpin specific paradigms in the policy and science of global health and place present-day developments in historical perspective. Key topics will include: policies and approaches to global health governance and interventions, health care funding, maternal and infant health, reproductive health, and chronic and infectious diseases.

[GBL HLTH 302-0 - Global Bioethics 20 \(32243\) Sarah B Rodriguez - MoWe 12:00PM - 1:20PM](#)

Global health is a popular field of work and study for Americans, with an increasing number of medical trainees and practitioners, as well as people without medical training, going abroad to volunteer in areas where there are few health care practitioners or resources. In addition, college undergraduates, as well as medical trainees and practitioners, are going abroad in increasing numbers to conduct research in areas with few health care resources. But all of these endeavors, though often entered into with the best of intentions, are beset with ethical questions, concerns, and dilemmas, and can have unintended consequences. In this course, students will assess these ethical challenges. In so doing, students will examine core ethical codes, guidelines, and principals - such as solidarity, social justice, and humility - so they will be able to ethically assess global health practices in a way that places an emphasis on the core goal of global health: reducing health inequities and disparities.

[GBL HLTH 320-0 - Qualitative Research Methods in Global Health 3 \(32250\) Noelle Sullivan - Tu 12:30PM - 3:20PM](#)

The course tacks between understanding the theoretical underpinnings of qualitative approaches and the development of practical skills necessary to conducting rigorous qualitative research on global health topics. Students will become familiar with qualitative research not only through seminar-style discussion and workshop exercises, but also by "doing" research through a series of assignments. This course will provide an introduction to the landscape of health-related qualitative research practice, including design, data collection, analysis, and write-up. Throughout the class, we will discuss the ethical dilemmas and methodological challenges that face qualitative researchers working in global health at each step in the process. Methods students will learn include: writing ethnographic fieldnotes, qualitative semi-structured interview techniques, focus groups, life histories, coding and analysis.

[GBL HLTH 322-0 - The Social Determinants of Health 1 \(32251\) Peter Andrew Locke - Th 1:00PM - 3:50PM](#)

This upper-level seminar in medical anthropology examines the role of social markers of difference including race, class, nationality, gender, sexuality, age and religion in current debates and challenges in the theory and practice of global health. We will explore contemporary illness experiences and therapeutic interventions in sociocultural and historical context through case studies from the US, Brazil, and South Africa. Students will be introduced to key concepts such as embodiment, medicalization, structural violence, the social determinants of health, and biopolitics. Central questions of the seminar include: How do social categories of difference determine disease and health in individuals and collectivities? How is medical science influenced by economic and political institutions and by patient mobilization? How does social and economic inclusion/exclusion govern access to treatment as well as care of the self and others? 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 - Special Topics in Global Health 21 \(32244\) "Native American Health" - Beatriz Oralia Reyes - TuTh 12:30PM - 1:50PM](#)

This course introduces students to the social determinants of health that influence the broader health status and access to health care for Native American populations in the United States. Students will engage in a reading-intensive, discussion-based seminar, drawing upon research and contributions from a variety of disciplines including public health, Native American and Indigenous Studies, anthropology, sociology, history, nursing, and medicine. Some seminar topics will include infectious diseases and the Columbian Exchange, federal obligations to Native American people, community-based participatory research, intergenerational/historical trauma, and indigenous health globally.

[GBL HLTH 390-0 - Special Topics in Global Health 23 \(32246\) "Achieving Global Impact through Local Engagement" - Michael W Diamond - Th 6:00PM - 8:50PM](#)

Reducing chronic diseases and controlling infectious diseases are no longer just the responsibility of national governments, private health care institutions, city departments of public health, or community physicians. Heart disease, strokes, cancer, chronic respiratory diseases, obesity and diabetes, substance abuse such as opioids, tobacco and alcohol, and a range of health safety issues are now the major causes of death throughout the world. In addition, especially in low resource countries and communities, people are especially vulnerable to infectious diseases such as HIV and AIDS, Zika, Ebola, Malaria, Tuberculosis, Diarrheal diseases, as well as other viruses, parasites and antibiotic resistant bacteria. With the understanding that a healthy society is also a more economically productive society, there is an increased emphasis on reducing the burden

of disease in local communities throughout the world. As a result, there is an enormous increase in the number of organizations and programs that are being implemented by the three sectors of society, public, private and civil society. This course is designed for those global health students who are seeking ways to have an impact on these global health issues by engaging in local programs and organizations which are addressing these global health challenges.

Students will study global and local mechanisms and patterns of the circulation of disease, and their relation to environmental, cultural, socio-economic and political influences. Students 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 volunteer. Students will examine the programs and the geographical regions of these organizations and identify the specific opportunities and roles that are available to them as volunteers, and as professionals. Special attention will be given to understanding due diligence, accountability and mechanisms for measuring impact.

[GBL HLTH 390-0 - Special Topics in Global Health 24 \(32247\) "Managing Global Health Challenges" - Michael W Diamond - Mo 6:00PM - 8:50PM](#)

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. Advances in technology can significantly reduce the burden of disease and improve the quality of health and life. To effectively address global health challenges, technology must be integrated into health systems in ways that are both appropriate and sustainable. 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 technological and organizational strategies that have been established to respond. A series of diseases and geographical regions will be analyzed to consider how the international community uses technology and organizes its response to current problems in global public health. Special attention will be given to examples of effective technologies and intervention strategies.

GENERALGERMANGENDER STUDIES

\* GNDR\_ST 321-0-20 – Mapping Sexuality in 19<sup>th</sup> Century Paris – Tessie Liu

Date/Time: TBD – Can be taken as GSS 350

This class explores the dynamic relationship between urban spaces and sexual practices/identities. based on readings in feminist and queer theory, urban geography, sociology, art history, literature, and social history, we will analyze a number of modern cities in Europe and the United States before turning to our main laboratory: 19th century Paris. Beginning at mid-century, massive engineering projects under Baron Haussmann demolished the twisted winding streets of old Paris to create the modern city of wide boulevards, commerce, and leisure. A new daily life built around department stores, apartment buildings, the café-concerts, open-air promenades, and parks emerged from these new footprints. Using three of Emile Zola's novels based on Haussmann's Paris as our common source-base, we will examine how changes in the physical structure altered the old connections between illicit sexualities and nonconforming gender practices and the reproduction of bourgeois gender norms and sexual identities. In turn, we will ask how the changing economy, with its new opportunities, encouraged new subjectivities that ultimately reshaped both public and intimate spaces as well as notions of pleasure and criminality. With the guidance of the instructor and using Zola's novels, students will design and write a research paper (12 to 15 pages) reflecting on these themes.

\* GNDR\_ST 232-0 - Sexuality & Society 20 (34363) Hector G Carrillo - TuTh 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 - Gender, Sexuality, and Health 20 (34352) "Health Activism" - Amy Ruth Partridge - MoWe 11:00AM - 12:20PM

How do conceptions of "health" relate to ideological assumptions about gender, race, class, and sexuality? In this course, we will explore these questions through a close examination of activist movements that have attempted to challenge contemporary conceptions of health and models of disease. Case studies will include the 19th century

birth control and eugenics movements, the 1970s women's health movement(s) and the ongoing "pro-life" and reproductive rights/justice movements, ACT UP and AIDS activism, breast cancer and environmental activism, and mental health activism in the era of psychopharmacology. In each case, we will consider how activists frame the problem, the tactics they use to mobilize a diverse group of social actors around the problem, and their success in creating a social movement that challenges contemporary medical models and the ideological assumptions that inform them. The course also introduces students to recent interdisciplinary scholarship on social movements.

\* [GNDR ST 353-0 - Gender and Citizenship 20 \(34357\) "Sex and Surveillance" - Mitali Thakor - TuTh 9:30AM - 10:50AM](#)

Scopophilia is the derivation of pleasure from looking. What pleasures does the surveillance state gain from looking at us? From feeling and documenting us? How do privacy activists fight back against such surveillance, and what might be wrong with privacy rights discourse? Which groups are always already surveilled? In this class, students will play with notions of surveillance, including sousveillance, lateral surveillance, and counter surveillance as engaged by queer and feminist studies, the cultural anthropology of expertise, and social studies of science and technology. We will draw on case studies ranging from police technologies, facial recognition software, Pornhub's data collection projects, TSA airport body scanners, Facebook ads, science fiction like Black Mirror, and more to understand how bodies, races, genders, and sexualities are made known and contested by activists, artists, corporations, and governments. Students will also collect data for a creative personal surveillance project culminating at the end of the quarter.

## HISTORY

\* [HISTORY 275-1 - History of Western Science and Medicine: Origins in Early Mod Europe 1 \(32280\) Daniel A Stolz - MoWe 11:00AM - 12:20PM](#)

Where did modern science and medicine come from? This course investigates spaces and controversies that were crucial for the transformation of knowledge in Europe and America from the 16th to the 18th century. We will pay special attention to empire, trade, and religion as elements of the "Scientific Revolution." Topics will include the Copernican debates and Galileo's trial, translation from non-European traditions of natural knowledge, the role of women, practices of collection and experimentation, and the marketplace.

\* [HISTORY 300-0 - New Lectures in History 26 \(32438\) "Sickness & Health Latin Amer" - Paul F Ramirez - TuTh 2:00PM - 3:20PM](#)

In 1492 the New World became a crucible for the exchange of disease, 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 that global frameworks help 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 pathogens, animals, and people; the global commodification of American botanical knowledge (anti-malarials such as Peruvian bark); Catholic, shamanic, and lay healing frameworks; the politics of modern disease eradication campaigns; and medical pluralism today.

[HISTORY 300-0 - New Lectures in History](#)28 (32439) ["Making Drugs in the Americas"](#)  
– Lina Britto - MoWe 12:30PM - 1:50PM

This class explores the dynamic relationship between urban spaces and sexual practices/identities. Based on readings in feminist and queer theory, urban geography, sociology, art history, literature, and social history, we will analyze a number of modern cities in Europe and the United States before turning to our main laboratory: 19th century Paris. Beginning at mid-century, massive engineering projects under Baron Haussmann demolished the twisted winding streets of old Paris to create the modern city of wide boulevards, commerce, and leisure. A new daily life built around department stores, apartment buildings, the café-concerts, open-air promenades, and parks emerged from these new footprints. Using three of Emile Zola's novels based on Haussmann's Paris as our common source-base, we will examine how changes in the physical structure altered the old connections between illicit sexualities and nonconforming gender practices and the reproduction of bourgeois gender norms and sexual identities. In turn, we will ask how the changing economy, with its new opportunities, encouraged new subjectivities that ultimately reshaped both public and intimate spaces as well as notions of pleasure and criminality. With the guidance of the instructor and using Zola's novels, students will design and write a research paper (12 to 15 pages) reflecting on these themes.

\*[HISTORY 392-0 - Topics In History](#) 26 (32312) ["From Cybernetics to Cyberwar"](#) -  
Diana Kurkovsky West - TuTh 2:00PM - 3:20PM

Recent political events have made us particularly aware of the dangers of hackers, but what other forms of warfare emerge in the progressively more digital world? How does the history of computation take us from the moment of tremendous optimism about the data future of society, to some of the darkest spaces of the darknet? This seminar will cover the trajectory from cybernetics, arguably one of the most important developments of the twentieth century, to some of the ways in which ideas of a perfect information age have become challenged and undermined in the digital world. The students will read a combination of primary and secondary materials on these subjects, spanning topics that include artificial intelligence, human-machine interaction, information theory, cryptography, cyberlibertarianism, digital citizenship, cyberterrorism, and other topics pertaining to the myriad afterlives of cybernetic thinking.

\* [HISTORY 393-0-20 – “Indigenous Resistance to U.S. Colonialism” – Doug Keil – MoWe 3:30PM - 4:50PM](#)

\* [HISTORY 395-0 - Research Seminar 28 \(32321\) "Creationism: A Global History" - Daniel A Stolz - TuTh 3:30PM - 4:50PM](#)

The battle between advocates of Darwinian evolution and "creationists" has helped define the way we think about the relationship between science, religion, public policy, and the law. For many of us, however, when we think of such controversies, we think of a single religion? Protestant? Christianity? In specific places, most famously the Tennessee courtroom immortalized in *Inherit the Wind*. Yet, creationism has a global history that reaches far beyond the American "Bible Belt." This history links teachers, politicians, religious activists, and scientists in the United States with counterparts across the world, and especially in the Middle East? another place where the public role of religion has been a topic of great controversy since the 19th century. This course will explore the global history of creationism as a way of understanding how science and religion have come to be in conflict in specific times and places rather than others, and how modern forms of politics and education have shaped, and been shaped by, these controversies.

### HUMANITIES

[HUM 220-0 - Health, Biomedicine, Culture, and Society 20 \(34426\) Steven G Epstein - TuTh 9:30AM - 10:50AM](#)

Present-day medicine and health care are flashpoints for a bewildering array of controversies—about whose interests the health care system should serve and how it should be organized; about the trustworthiness of the medical knowledge we rely on when we are confronted with the threat of illness; about the politics and ethics of biomedical research; about whether health care can be made affordable; about how the benefits of good health can be shared equitably across lines of social class, race, and gender; and about the proper roles of health professionals, scientists, patients, activists, and the state in establishing medical, political, and ethical priorities. By providing a broad introduction to the domain of health and biomedicine, this course will take up such controversies as matters of concern to all. We will analyze the cultural meanings associated with health and illness; the political controversies surrounding health care, medical knowledge production, and medical decision-making; and the structure of the social institutions that comprise the health care industry. We will examine many problems with the current state of health and health care in the United States, and we will also consider potential solutions.

[HUM 370-5 - Special Topics in the Humanities 20 \(34435\) "Dietary Decolonization" - Hiilei Julia Hobart - TuTh 9:30AM - 10:50AM](#)

In response to the negative social effects of globalization and industrialization on the contemporary food system, there has developed increased attention to questions of

sustainability, food justice, and food sovereignty. While such concepts are useful for thinking about liberatory food futures more generally, they often draw upon foundational Indigenous concepts without directly naming them as such. This course, then, focuses on new discourses about food sovereignty by highlighting (rather than obscuring) the linkages between decolonial or sovereign food futures and histories of erasure and dispossession of Native peoples. Taking an interdisciplinary approach, course readings draw from the fields of Food Studies, Indigenous Studies, and Pacific Island Studies in the form of academic articles, cookbooks, short film, and poetry. Throughout, we will question the potentialities of food sovereignty within the settler state, whether dietary decolonization is possible in the so-called age of the Anthropocene, and the limits of working within and against today's legacies of the colonial food system.

### INITIATIVE FOR SUSTAINABILITY AND ENERGY AT NU

[ISEN Initiative for Sustainability & Energy at NU- ISEN 230-0 - Climate Change and Sustainability: Economic and Ethical Dimensions](#) – Jeffrey Strauss - 20 (37568) TuTh 3:30PM - 4:50PM

Interdisciplinary analysis of the political, economic and ethical questions underlying the modern climate crisis, including discussion of sustainability concepts, a review of the evidence for human-induced climate change, political and economic analysis of mitigation scenarios, and an exploration of the ethics of resource use, conservation practices, and environmentalism.

### LATINA AND LATINO STUDIES

[LATINO 392-0 - Topics in Latina and Latino Social and Political Issues 2 \(36204\) "Decolonial Research Methodologies"](#) - Elvia Mendoza - TuTh 2:00PM - 3:20PM

The objective of this course is to explore the process of inquiry from the critical standpoints of peoples seeking to decenter dominant research models. In discussing different forms of knowledge, practices of producing knowledge, knowledge construction, and ways of sharing knowledge we will examine the (neo)colonial underpinnings of dominant research models to understand the ramifications of the influence they have in what is considered legitimate knowledge. We will put this analysis in conversation with communities/activists/scholars/artists who make critical interventions in how, why, and for whom processes of inquiry are carried out. Recognizing the tensions that emerge when politically engaged or activist-based research meets academic rigor, we will explore and discuss the ways and extent to which an academic scholar may engage with decolonizing research methods.

### LINGUISTICS

[LING 300-0 - Topics in Linguistics 21 \(34516\) "Big Data and Sound Structure"](#) - Matthew A Goldrick, Jennifer Sandra Cole - TuTh 12:30PM - 1:50PM

A human child or adult who learns a language, as well as speech and language technologies that learn from data, will be exposed to an enormous variety of speech from speakers with diverse voices and personalities, in different environmental and social contexts. A full scientific understanding of the human experience of spoken language, as well as the development of comprehensive machine learning approaches, requires access to a very large amount of speech and language data. In this class you will learn about new Big Data approaches in the study of sound structure in spoken language. Through a series of case studies you will learn techniques for creating, analyzing, and maintaining large speech datasets. You will then construct a new crowd-sourced dataset to address novel questions in sound structure.

### JOURNALISM

### PHILOSOPHY

\* [PHIL 225-0 - Minds and Machines 20 \(31118\)](#) Joseph Anthony Karbowski, Alex Papulis, Whitney Lauren Lilly - MoWe 9:30AM - 10:50AM

\* [PHIL 268-0 - Ethics and the Environment 20 \(31106\)](#) Joseph Anthony Karbowski, Henry Harrell Andrews - MoWe 3:30PM - 4:50PM

What is the moral standing of your childhood pet? Is he or she the kind of thing to which we, human beings, have moral obligations? What about that tree in your backyard which you always used to climb? Do we have moral obligations to it and other non-sentient parts of nature? How about future generations? Can they make any moral demands upon us? They don't even exist yet. These and other, related questions pertaining to the moral relationship between humans, the environment, and its (sentient and nonsentient) constituents will be explored in this class. We will read and carefully consider some of the classics and more recent literature in environmental philosophy. Your grade will be determined by your performance on two in-class exams and a final paper. I hope that students will leave the course with a deeper and more nuanced views about their relation to the environment and the moral standing of its constituents.

\* [PHIL 326-0 - Philosophy of Medicine 20 \(31013\)](#) [Mark P Sheldon - Th 3:30PM - 5:50PM](#)

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.

### POLITICAL SCIENCE

### PSYCHOLOGY

**PSYCH 340-0 - Psychology and Law 20 (33264) Sara Cantonia Broaders - Tu 1:00PM - 3:50PM**

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?

**PSYCH 357-0 - Advanced Seminar in Personality, Clinical, or Social Psychology 20 (33266) "Science controversies in psych" - Galen V Bodenhausen - MoWe 9:30AM - 10:50AM**

This is an advanced social psychology course designed to examine a variety of controversial topics in social psychology. Topics to be addressed include: Is there really such a thing as unconscious racism? Are stereotypes accurate? Does high self-esteem cause a variety of social problems? Are positive illusions about oneself beneficial or harmful? Is subliminal persuasion real? Are video games harmful to individuals and to society? Is parapsychology at all legitimate? Exploration of questions like these will form the basis for our class meetings.

**RELIGION**

**RELIGION 369-0 - Topics in American Religion 20 (34897) "Media, Earth and Making a Difference" - Sarah McFarland Taylor - Fr 2:00PM - 4:30PM**

The central question of this course is: **What Makes a Difference?** Analyzing a variety of works of environmental-themed media, including works drawn from advertising and marketing, we will consider different types of environmental messaging and attempts to mobilize moral engagement. Specifically, we will be looking at strategies of media intervention. Discussion taken up in this class will include evaluating the comparative value of media messaging that emphasizes individual action and personal responsibility, versus messaging that promotes collective action, policy, and structural changes. Students will debate what constitutes authentic "green" messaging versus mere corporate "greenwashing." Throughout, we will ask what kind of media we need in what has been called the "Anthropocene" (a time when humans are now a major geologic force affecting the future of the planet). When motivating public moral engagement in climate crisis, are the solutions being offered those that the planet will actually "register" or "notice" on a global scale? If not, what kinds of "media interventions" do we need to be making and how? Course content will include discussion of media interventions as moral interventions, media activism for social change, participatory digital culture, and the

challenges of the distraction economy. Students will have the opportunity to propose and craft their own environmental media interventions as the course's final project.

## SOCIOLOGY

\* [SOCIOL 220-0 - Health, Biomedicine, Culture, and Society 20 \(35062\) Steven G Epstein - TuTh 9:30AM - 10:50AM](#)

Present-day medicine and health care are flashpoints for a bewildering array of controversies—about whose interests the health care system should serve and how it should be organized; about the trustworthiness of the medical knowledge we rely on when we are confronted with the threat of illness; about the politics and ethics of biomedical research; about whether health care can be made affordable; about how the benefits of good health can be shared equitably across lines of social class, race, and gender; and about the proper roles of health professionals, scientists, patients, activists, and the state in establishing medical, political, and ethical priorities. By providing a broad introduction to the domain of health and biomedicine, this course will take up such controversies as matters of concern to all. We will analyze the cultural meanings associated with health and illness; the political controversies surrounding health care, medical knowledge production, and medical decision-making; and the structure of the social institutions that comprise the health care industry. We will examine many problems with the current state of health and health care in the United States, and we will also consider potential solutions.

\* [SOCIOL 232-0 - Sexuality and Society 20 \(35069\) Hector G Carrillo - TuTh 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), sexual violence, censorship, and moral panics. The course is divided in three parts. Part I provides some important conceptual foundations for us to understand the various approaches that have been used to study sexuality, as well as the contributions of sociology to the field of sexuality studies. In this section we will discuss the work and influence of Freud, Kinsey, and Foucault, as well as understandings that emerged from social constructionist approaches in sociology and anthropology. In Part II we will discuss the links and tensions between individuals' own interpretations and those that are made available to them within the sociocultural contexts in which they live. Among other topics, we will examine how people use and question existing categories of sexual identity, the connections and disconnections between notions of sexual identity and gender expectations, how sociocultural expectations emerge in the interpretations that people

make while having sex, and the ways in which collective identities and sexuality-related social movements are formed. We will also pay close attention to forms of social inequality. Finally, in Part III, we will explore how and why sexuality is a heavily regulated social activity and one that is deeply connected with morality in contemporary society. We will pay close attention to topics such as the emergence of moral panics, the age of consent and the regulation of teen sexuality, sexual violence, and the criminalization of sex work and HIV.

\* [SOCIOL 305-0 - Population Dynamics](#) 20 (34978) [Christine Marie Percheski - TuTh 3:30PM - 4:50PM](#)

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.

\* [SOCIOL 316-0 - Economic Sociology](#) 20 (37469) ["Capitalism and Crisis" - Onur Ozgode - TuTh 11:00AM - 12:20PM](#)

What does the global financial crisis of 2008 mean for the future of capitalism? Does it signal the end of neoliberal free market capitalism as we know it or is it the harbinger of an authoritarian political order controlled by a plutocracy of billionaires? To answer these questions, we will historicize the events of 2008 as a crisis of American political economy and economic governance. This crisis was predicated upon two key historical developments, namely, the rise of a deindustrialized service economy dominated by the financial sector and the ascent of a monetary mode of governance under the control of neoliberal economists at the Federal Reserve. We will analyze how these concurrent transformations created new patterns of inequality, racial segregation, and financial instability. We will first explore the rise and fall of the Keynesian macroeconomic state in the period between the Great Depression and the turbulent decade of the 1970s, when the US economy was hit with record unemployment and inflation in the face of global oil and commodity price shocks. Then, we will delve into how political, corporate and policy elites responded to the failure of Keynesianism to cope with the emergent political and economic instabilities of the 1970s. This part of the course will focus on the rise of neoliberalism as a new political ideology of economic governance. We will learn about how the Federal Reserve took over the responsibility for managing the economy, how this development led to the financial deregulation and the growth of the financial sector, and how a new right-wing coalition of politicians, grassroots activists, and policy advisers instituted the infamous Reagan tax cuts. Finally, we will analyze how these developments set the stage for the global financial crisis of 2008.

\* [SOCIOL 376-0 - Topics in Sociological Analysis 21 \(34984\) "Energy, Politics, and Society"](#) - Sinan Erensu - MoWe 11:00AM - 12:20PM

Energy has unique qualities: it is both invisible and omnipotent; often intangible yet constantly sought after, competed over and subject to desire and anxiety. It powers up the industry, lights up homes and workplaces; makes distances shorter; provides warmth and safety. Yet, the ways in which we produce and use energy also lead to monopolies, fuel authoritarian governments, underwrite regional conflicts, produce ecological disasters and risk the future of the planet. The current crisis of energy in the context of climate change puts all these qualities of energy and our dependence on it under scrutiny. This class reflects on energy at this critical juncture, aims to demystify energy, making it understandable in its social, political and cultural contexts, and discusses the democratic possibilities that energy preferences can open-up or shut-down. Throughout the class, we focus on the relationship between energy resources and the formation of nation-state, delve into cultures of energy and the link between energy consumption and political subjectivities, examine cases of energy disputes and how energy infrastructures impact neighboring communities, and deliberate on the threat of climate change and alternative energy futures.

\* [SOCIOL 379-0 – Understanding Genocide – Robert Braun – MoWe 3:30-4:50PM](#)

In this course we will examine one of the most destructive, evil and perplexing phenomena haunting society: genocide - i.e. , the on a large scale organized exclusion and killing of populations defined by race, ethnicity, nationality or religion. In the first section of this course students will be introduced to ideational, rational and psychological explanations of genocide. Causes of genocide can be found at different levels of analysis. We will focus on theories at three different levels. First, we will look at how national and international processes such as modernization and political leadership cause genocide (macro level). Second, we will look at why individuals decide to participate in or condone mass killings (micro level). Third, we will look at what role subnational groups such as religious communities play (meso level). In the second part of this course, we will assess the validity of different explanations through the comparative study of three particular cases: the Holocaust, the Armenian Genocide and Rwanda. Students will explore a fourth case on their own. We will end the course with a discussion on foreign intervention.