



FALL 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 in red text are open for pre-registration.**

FEATURED COURSES BY SHC AFFILIATED FACULTY:

HISTORY 300-0 - New Lectures in History 20 (13767) "Technology and Society" - Diana Kurkovsky West - MoWe 12:30PM - 1:50PM

How do new technologies emerge? Does society create technology, or does technology create a new society? What can history of technology tell us about some of the more important issues of our time? This course will trace the history of technology through some of the key social issues around innovation and the emergence of new technological forms. In exploring this dynamic, we will investigate a wide array of questions, emphasizing the themes of innovation and maturation, systems and regulation, risk and failure, and digital society. Among the specific topics to be explored are computers and digital technologies, politics of infrastructure, toxic waste, agriculture and GMOs, global distribution of risk, gender and race, and other pressing issues at the nexus of social and technological.

HISTORY 376-0 - Global Environments and World History 20 (13776) Helen Louise Tilley - TuTh 2:00PM - 3:20PM

Environmental problems have today become part and parcel of popular consciousness: resources are being depleted at a record pace, human population levels just crossed the seven billion threshold, extreme poverty defines the majority of people's daily lives, toxic contaminants affect all ecosystems, increasing numbers of species face extinction, consumerism and the commodification of nature show no signs of abating, and weapons and energy systems continue to proliferate that risk the planet's viability. This introductory lecture course is designed to help students understand the relatively recent origins of many of these problems, focusing especially on the last one hundred and fifty years. Students will have an opportunity to learn about the environmental effects of urbanization, industrialization, population growth, market economies, empire-building, intercontinental warfare, energy extraction, and new technologies. They will also explore different environmental philosophies and analytic frameworks that help us make sense of historical change, including political ecology, environmental history, science studies, and world history. Finally, the course will examine a range of transnational organizations, social movements, and state policies that have attempted to address and resolve environmental problems.

HUM 395-0 - Humanities Seminar 20 (14986) "Race/Gender/Sex & Science: Making Identities and Differences" - Steven G Epstein - TuTh 3:30PM - 4:50PM

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

medical practice; and the efforts by individuals and social movements to challenge scientific institutions and assert new claims about identity, difference, and inequality.

COURSES COUNTING TOWARD THE CORE REQUIREMENT FOR THE MAJOR:

PHIL 269-0 - Bioethics 20 (14008) Mark P Sheldon - TuTh 3:30PM - 4:50PM

An analysis of the ethical issues that arise as a result of developments in medicine and biotechnology. Topics considered will include cloning and stem cell transplantation, human and animal research, new reproductive technologies, the definition of death, abortion, euthanasia, and the allocation of resources. This course counts toward the Weinberg College Ethics and Values distribution requirement, Area V.

FIRST-YEAR SEMINARS:

ASTRON 110-6 - First-Year Seminar 1 (10617) "Perceptions of the Universe" - Michael F Smutko - TuTh 9:30AM - 10:50AM

Human perception and understanding of the universe has changed dramatically in the last few centuries. For example, astronomers used to believe that objects in the Heavens were attached to great crystalline spheres and moved about the Earth with accompanying music. Today astronomers believe that the Heavens are being pushed apart by a mysterious "dark energy" anti-gravity force that may constitute 70% of the universe. Which is stranger? You decide. We will discuss (in a non-mathematical fashion) how our worldview has evolved thanks to the work of Ptolemy, Kepler, Hubble, Einstein, and many others. We will explore not just their ideas, but also the intellectual struggles and (oftentimes) drama behind those ideas.

BIOL_SCI 106-6 - First-Year Seminar

1 (11919) "Values of Biodiversity" - Joseph S Walsh - MoWe 3:30PM - 4:50PM

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

EARTH 102-6 - First-Year Seminar 20 (11067) "Death of the Dinosaurs" - Donna M Jurdy - MoWe 2:00PM - 3:20PM

The death of the dinosaurs as well as theories and evidence for other catastrophic extinctions will be examined. Geologic time and the history of life on earth, plate tectonics, dinosaur classification and behavior, periodicities, cosmic occurrences, and the search for Nemesis, the "Death Star" will be included in the seminar. Four papers. First paper is autobiographical. Second and third papers are on assigned topics. Final paper may be fiction or research.

ENGLISH 101-6 - First-Year Seminar 20 (13417)

"Frankenstein's Hideous Progeny" - Tristram Nash Wolff - MoWe 9:30AM - 10:50AM

In 1818, *Frankenstein; or, the Modern Prometheus* was published anonymously, and quickly achieved notoriety. Begun when its author, Mary Shelley, was just 18 years old, the novel has been hailed as the first science fiction novel, a masterpiece of gothic and romantic invention, and the single most influential parable of scientific hubris. More recently, its central concerns have been reframed through the lenses of gender, bioethics, and the reproduction of life; race, revolt, and the slave narrative; wartime dystopia, disability, and posthumanism. The year 2018 marks the bicentennial of the novel's publication, even as its prescience, cultural impact, and critical prestige seem more expansive with each passing year. This freshman seminar takes one point of departure from the subtitle of a recent MIT edition of *Frankenstein*: "Annotated for Scientists, Engineers, and Creators of All Kinds." But after we have revisited the original novel and its context, we will consider a multitude of other ways to (re)frame this story. The novel was famously called by its author her "hideous progeny": this course looks back and forth between *Frankenstein* and the cultural and aesthetic progeny proliferating ever since from the text and its iterations.

ENGLISH 101-6 - First-Year Seminar 25 (13422)

"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* and Moore and Lloyd's graphic novel, *V for Vendetta*) alongside voyeuristic films like Hitchcock's *Rear Window* and Spicer's *Ingrid Goes West*. How do imaginative representations of surveillance technologies and voyeuristic pursuits urge us to reconsider the gender politics of "looking," the boundaries between private and public spheres, and the 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.

ENGLISH 101-6 - First-Year Seminar 26 (13423)

"*Handmaid's Tale*: Wmn, Spec Fic & Dyst" - Helen F Thompson - TuTh 10:30AM - 11:50AM

This first-year seminar will center on the 2018 - 19 One Book, One Northwestern selection, Margaret Atwood's *The Handmaid's Tale*. Published in 1985, *The Handmaid's Tale* envisions a near-future American dystopia in which a dwindling population of fertile women are forced into reproductive service for the ruling cadre of men. As you are no doubt aware, lately we have witnessed a resurgence of interest in *The Handmaid's Tale*, from the currently streaming Hulu series to real-life feminist activists wearing the nightmarish Handmaid uniform of red robes and white bonnets. Why, we will ask, has Atwood's speculative fiction?her term for her imaginative rendition of catastrophic near futurity?proved so meaningful for us? How does *The Handmaid's Tale* invite us to think about the status of women, in history and today, as a critical index of societal function and dysfunction? What might Atwood's book teach us about our own capacities as agents of acceptance and resistance?

We'll read Atwood's book closely, with attention to the political and cultural climate in 1985, the year of its publication. Then we'll turn to other dystopian visions which imagine women's key role in social, ecological, ethical, and species catastrophe and possible regeneration. Along with *The Handmaid's Tale*, our reading list includes: Margaret Atwood's later dystopia *The Year of the Flood*; Octavia Butler, *Fledgling*; Naomi Alderman, *The Power*; Aliya Whiteley, *The Beauty*. We will also add one or two items to the syllabus based on class consensus?another dystopian fiction, novella, or story; and/ or a dystopian feminist film (for example, "Mad Max: Fury Road"); and/ or a female-centered fantasy comic (for example, *Saga* or *Monstress*). In conjunction with a parallel seminar dedicated to podcasting, students in this seminar will contribute content to student-produced podcasts about *The Handmaid's Tale*. For required writing in this class, you will have the opportunity to generate short analytic essays as well as your own creative visions of near-future dystopia.

FRENCH 105-6 - First-Year Seminar 20 (13140) "The Fiction of Climate Change" - Jane Bradley Winston - TuTh 9:30AM - 10:50AM

Rising seas, extreme temperature variations, and life-threatening storms: these are among the building blocks of Climate Fiction (Cli-Fi), a new literary genre that takes up the challenge of climate change in the Anthropocene, the proposed epoch in which human beings significantly impact the geological and ecological systems of the planet, to imagine the future to which climate change might give rise and the human beings who will confront it. Climate change novels ask: how might climate change transform the world in which we live? What will the world be like in the future, and what will it mean to the human beings who live in it? The alternative visions of the future elaborated in the works of climate change fiction often combine characteristics of science fiction with elements of other genres, including the romance, the thriller, and the adventure tale. In addition to inquiring into the literary issue of how and with what literary means these novels manage to imagine the future, we will seek to understand: if and how literature manages to imagine a process as widely taken to be "unimaginable" as is climate change, whether fiction might further human knowledge or awareness or if it might modify human actions in the world. We will engage in close and detailed reading and discussion of some of the most compelling contemporary Cli-Fi novels and in writing about them critically. This seminar requires active and engaged student participation.

MATH 105-6 - First-Year Seminar 91 (10954) "Rubik's Cubes, Square Dancing & Mathematics" Michael Brian Maltenfort - MoWeFr 9:00AM - 9:50AM

What are the similarities between the Rubik's cube, a popular puzzle toy, and square dancing, an offshoot of American folk dancing? Both involve scrambling things using a small number of operations. In one case, plastic pieces are rotated by turning faces of a cube. In the other case, people move from one place to another by executing dance actions. In both cases, it is important to be able to restore the objects to their original unscrambled state. How can we understand this process? In a scrambled state, what patterns persist? In this class, we use mathematical permutation groups to tie together Rubik's cubes and square dancing. Mathematical thinking will allow us to devise and critique both unscrambling strategies and also the ways in which the strategies can be effectively communicated. Prior knowledge is not expected.

POLI_SCI 101-6 - First-Year Seminar 21 (14465) "Global Environmental Politics" - Kimberly Ruggles & Marion Suiseeya - TuTh 11:00AM - 12:20PM

Environmental problems like deforestation, biodiversity loss, climate change, and ocean and marine resource degradation have emerged as some of the most intractable problems that society faces. They transcend international borders, are scientifically complex, and engage large sets of diverse actors, power dynamics, and institutions from global to local scales. For more than five decades the global community has sought to address these problems to varying degrees of success. In this first-year seminar, we will explore the ways in which the global community has sought to address these problems. We will direct our attention to institutions - the rules, norms, principles, and laws - the global community has established in order to understanding how these institutions shape the landscape of possibilities for more effective and equitable global environmental governance.

RELIGION FSEMINAR- RELIGION 101-6 - First-Year Seminar 21 (14037) "Utopias and Dystopias" - Cristina L.H. Traina - TuTh 9:30AM - 10:50AM

Dystopian fiction like *The Hunger Games* and *A Handmaid's Tale* describes human survival and subversion in horrible-worlds-gone-wrong. In some ways it's the opposite of utopian fiction that-often on religious premises, like Thomas More's 16th-century novel *Utopia*-spins out a picture of a perfect society. As we explore examples of utopias and dystopias, we'll explore the line between them. Is one person's utopia another person's dystopia? Is religion the saving grace or arch-nemesis of human happiness? Why do people

write and read this work and even try their own hands at creating religious utopian communities? Our quarter will involve reading novels, viewing films, and learning about some actual utopian communities that have left their imprint on American society in everything from our music to our kitchen appliances. The focus of the course is writing and discussion.

STAT 101-6 - First-Year Seminar 1 (14113) "Cryptology" - Sandy L Zabell - MoWeFr 2:00PM - 2:50PM

Cryptology is the study of secret writing, or more generally secure communication. We will discuss classical methods of cryptography, followed by the use of the German Enigma machine during World War II, and end by discussing modern cryptosystems such as RSA and PGP, digital signatures, and their use in internet security.

AFRICAN AMERICAN STUDIES:

No classes.

AMERICAN STUDIES:

No classes.

ANTHROPOLOGY:

ANTHRO 101-6 - First-Year Seminar 22 (10317) "Fantastic Archaeology: Science and Pseudoscience" - Mark William Hauser - TuTh 11:00AM - 12:20PM

Did astronauts from another planet establish ancient civilizations on Earth? Were the Americas discovered by Columbus, a Ming dynasty fleet or by Vikings much earlier? Did the Maya Aztec build their pyramids to resemble those of dynastic Egypt? Television is replete with stories of ancient aliens and archaeological mysteries. The impact of such alternative realities on society and history cannot be discounted. They have been used to support nationalistic agendas, racial biases, and religious movements, all of which can have considerable influence on contemporary society.

In this course, we will study "fantastic" stories, puzzles, hoaxes, imaginative worlds and alternative theories. We will learn when, how and what kinds of evidence these alternative theories have used to fascinate the public and illustrate their hoaxes. We will question such theories by using critical thinking and analytical tools to diagnose what is fact and fiction. We will utilize the surviving evidence that archaeologists find to understand cultural contact and interactions.

ANTHRO 332-0 - The Anthropology of Reproduction 1 (10327) Caroline H Bledsoe - Mo 6:00PM - 8:50PM

The goal of sociocultural anthropology, the largest subfield of anthropology and the core of the discipline, is to understand the dynamics of human variation in social action and cultural thought. A key question is how these variations are produced and reproduced, whether we speak of society (subsistence, ideas) or individuals (biology, psychology, social identity). Conversely, what happens when reproduction fails to occur, or does so when and how it should not. Because reproduction is so strongly associated with biology in our society, viewing it through a cultural lens poses significant challenges to some of our most basic tenets. Tensions arise in questions of agency vs. control, nature vs. culture, identity construction, reproducing under varying conditions, and so on. The study of reproduction, therefore, offers a window into the heart of anthropology itself. The goals of this course are (1) to expose students to just a few of the many sociocultural approaches to reproduction by ranging broadly across topics, time, and place; and (2) to identify and evaluate concepts and theories embedded in writings on the dynamics of reproduction. While the concept of "reproduction" can refer to societal reproduction, emphasis will be on the reproduction of children. To this

end, possible topics may include fostering/adoption, AIDS orphans, fatherhood, technologies of fertility control, assisted reproduction, obstetrics, gender imbalances in Asia, debates over abortion, etc.

ANTHRO 370-0 - Anthropology in Historical Perspective 20 (10328) Robert Launay - TuTh
10:00AM - 11:20AM

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

ANTHRO 390-0 - Topics In Anthropology 23 (17576) "Methods in Anthropology/Global Health"
- Sera Lewise Young - Tu 2:00PM - 3:30PM, Tu 3:30PM - 4:50PM

This class will provide rigorous guidance on how one moves through the scientific process, from articulating scientific questions to answering them in a way that your audience can really relate to. We will do this using data from our ongoing study about if a participatory agricultural intervention can improve maternal and child nutrition in central Tanzania (Clinical trials.gov #: NCT02761876). Specific skills to be developed include human subjects training, formal literature review, hypothesis generation, developing analytic plans, data cleaning, performing descriptive statistics, creation of figures and tables, writing up results, and oral presentation of results. This course will be a terrific foundation for writing scientific manuscripts, theses, and dissertations. Prior experience with qualitative or quantitative analysis is preferred, but not required.

ART HISTORY

No classes.

ART THEORY AND PRACTICE:

No classes.

ASIAN AMERICAN STUDIES

ASIAN_AM 360-0 - Studies in Race, Gender, and Sexuality
1 (11804) "Transgender Surgeries in Transnational Contexts" - Jillana B Enteen - MoWe
11:00AM - 12:20PM

Transgender Surgeries in Transnational Contexts: This course is situated at the intersection of theoretical, cultural, medical, and commercial online discourses concerning the burgeoning GCS-related surgeries (Gender Confirmation Surgery) presented online and conducted in Bangkok, Thailand. Using "Trans," and Critical Race Theories, we will discuss the cross-cultural intersections, dialogues, refusals, and adaptations when thinking about medical travel to Thailand for gender/sex related surgeries. We will examine Thai cultural/historical conceptions of sex and gender, debates concerning bodies and diagnoses, and changes in presentations of sex/gender related surgeries offered online. Asian American 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 LANGUAGES AND CULTURES

ASIAN_LC 390-0 - Advanced Topics in Asian Languages and Cultures

20 (16982) "Religion and the Body in China" - - TuTh 9:30AM - 10:50AM

Religion and the Body in China. This seminar explores the place of the body in Chinese religion, from the ancient period to the present day. We open with a question that animates the entire course: what is "the body," and how do we know? In the first two weeks, we grapple with the dramatically different ways ancient Chinese and Greek medical traditions (respectively) viewed, touched, and diagnosed the body, seeking to understand how the body has been differently "constructed" as an object of knowledge in different parts of the world. Then we broaden our purview to examine how, over the course of Chinese history, the body was closely bound up with ethics; the aspiration to immortality; governance and cosmology; and human interactions with gods and demons (while also looping back to medicine several times). We conclude with two case studies of religion and the body in contemporary China, one situated on the southwestern periphery of the PRC, the other in the capital city of Beijing. Throughout the quarter our attention will move between Buddhist, Daoist, and Confucian traditions, but we will rarely be bounded by these categories. Instead, thematic focus on the body provides a lens through which to see how religion in China routinely breaches such neatly-delineated categories. By the course's end, students will gain important resources for understanding historical and contemporary Chinese culture, and new perspectives on what it means to be religious and embodied.

BIOLOGICAL SCIENCES

BIOL_SCI 106-6 - First-Year Seminar 1 (11919) "Values of Biodiversity" - Joseph S Walsh -

MoWe 3:30PM - 4:50PM

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

CHICAGO FIELD STUDIES

Science in Human Culture adjunct majors and minors can petition to have 1 course credit if they do a course/internship in public health or environment/sustainability.

CIVIL ENGINEERING

No classes.

CLASSICS

[CLASSICS 330-0 - Ancient Economy 1 \(15807\) Taco Tjitte Terpstra - TuTh 11:00AM - 12:20PM](#)

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 to provide both a historical perspective and a mirror for our modern society.

It is perhaps unsurprising 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 294-0 - First-Year Seminar 20 \(14691\) "Communication, Environment, Climate" - James J Schwoch - Tu 2:00PM - 4:50PM](#)

This First Year Seminar introduces students to studying, analyzing, and researching environmental and climatology issues from the perspectives of media and communication studies. Climate change presents interesting, and important, challenges for communication. How and why climate change is presented as a topic in political communication, film and television, social media, news and documentaries, and scholarly studies will be explored. Readings are drawn from a combination of research articles, news coverage, websites, government sources, and research institutions specializing in climate change communication. Assignments include attendance, readings and screenings, creating PowerPoint slides, posting discussion items and participating in discussions, 3 short papers of 2-5 pages on various relevant topics, and a final paper of about 10 pages exploring an aspect of climate change communication and media texts or technologies.

[COMM ST 383-0 - Media, Communication, and Environment 20 \(16113\) James J Schwoch - MoWe 2:00PM - 3:20PM](#)

This course focuses on exploring, understanding, and researching questions and issues related to the environment and climate through the study of media and communication. Topics include electronic waste and outer space debris; environmental security; the digitization of the wilderness; outdoor and recreational activities in conjunction with media technologies and electronic information networks; ways of representing and communicating environmental and climatology issues through such examples as climate change communication, weather forecasting, documentaries, and feature-length fictional film, television and similar media; and examples of environmental and climatology-themed government media and communication. Student classwork includes lecture material, readings and audiovisual screenings, discussions,

providing relevant discussion materials, and producing a research paper-project relevant to the topics and themes of the course.

COMPARATIVE LITERARY STUDIES

COMP LIT 390-0 - Special Topics in Comparative Literature

20 (13319) "Sexual Dissidence & Activism in Latin Am" - - Mo 2:00PM - 4:50PM

The AIDS epidemic in the 1980s and 1990s produced a new body and subjectivity. While the Global North experienced loss, mourning and activism for retroviral therapy, in the Global South too there was an emergency for viral knowledge and political recognition/inclusion. This course looks to situate the AIDS epidemic in the Latin American historical context while, at the same time, introducing its aesthetic manifestations.

EARTH AND PLANETARY SCIENCES:

EARTH 102-6 - First-Year Seminar

20 (11067) "Death of the Dinosaurs" - Donna M Jurdy - MoWe 2:00PM - 3:20PM

The death of the dinosaurs as well as theories and evidence for other catastrophic extinctions will be examined. Geologic time and the history of life on earth, plate tectonics, dinosaur classification and behavior, periodicities, cosmic occurrences, and the search for Nemesis, the "Death Star" will be included in the seminar. Four papers. First paper is autobiographical. Second and third papers are on assigned topics. Final paper may be fiction or research.

EARTH 342-0 - Contemporary Energy and Climate Change 01 (11121) Yarrow Larue Axford - TuTh 11:00AM - 12:20PM

The increasing worldwide demand for energy presents a number of complex interdisciplinary challenges, from resource depletion to climate change. This class will challenge students to answer the question, How shall we power the world in the 21st century? We will examine the history and geography of energy use; links between energy and climate change; challenge of sustainability; and the fundamental science of climate change.

ECONOMICS:

ECON 307-0 - Economics of Medical Care 20 (10164) Frank Limbrock - TuTh 2:00PM - 3:20PM

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 315-0 - Topics in Economic History 20 (11721) "Economic History of China" - Meng Xue - TuTh 12:30PM - 1:50PM

This course will deal with the economic history of China from a comparative perspective. It mainly tackles Chinese economic history from the late imperial period to the modern period, but also aims to provide a historical perspective for understanding the strength and limitation of the contemporary Chinese economy.

ECON 323-2 - Economic History of the United States 1865 to Present 20 (10189) Benjamin Remy Chabot - MoWe 6:30PM - 7:50PM

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

ECON 372-0 - Environmental Economics 20 (10315) Mark P Witte - MoWeFr 2:00PM - 3:20PM

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. Using the tools of microeconomic analysis and some econometrics, this course will define and examine "environmental problems" in terms of economic efficiency. We will also discuss the methods (and shortcomings of these methods) used by economists and policymakers to place dollar values on environmental amenities (since such valuations will determine what policy options are deemed "efficient"), such as benefit-cost analysis. Then we will apply these tools to look at a particular set of environmental problems caused by negative externalities transmitted through naturally occurring amenities, and the effects of the policies we construct in response to these problems. NOTE: This class is not open to students who have taken Economics 370: Environmental & Natural Resource Economics.

ENGLISH:

ENGLISH 101-6 - First-Year Seminar

20 (13417) "Frankenstein's Hideous Progeny" - Tristram Nash Wolff - MoWe 9:30AM - 10:50AM

In 1818, *Frankenstein: or, the Modern Prometheus* was published anonymously, and quickly achieved notoriety. Begun when its author, Mary Shelley, was just 18 years old, the novel has been hailed as the first science fiction novel, a masterpiece of gothic and romantic invention, and the single most influential parable of scientific hubris. More recently, its central concerns have been reframed through the lenses of gender, bioethics, and the reproduction of life; race, revolt, and the slave narrative; wartime dystopia, disability, and posthumanism. The year 2018 marks the bicentennial of the novel's publication, even as its prescience, cultural impact, and critical prestige seem more expansive with each passing year. This freshman seminar takes one point of departure from the subtitle of a recent MIT edition of *Frankenstein*: "Annotated for Scientists, Engineers, and Creators of All Kinds." But after we have revisited the original novel and its context, we will consider a multitude of other ways to (re)frame this story. The novel was famously called by its author her "hideous progeny": this course looks back and forth between *Frankenstein* and the cultural and aesthetic progeny proliferating ever since from the text and its iterations.

ENGLISH 101-6 - First-Year Seminar 25 (13422)

"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* and Moore and Lloyd's graphic novel, *V for Vendetta*) alongside voyeuristic films like Hitchcock's *Rear Window* and Spicer's *Ingrid Goes West*. How do imaginative representations of surveillance technologies and voyeuristic pursuits urge us to reconsider the gender politics of "looking," the boundaries between private and public spheres, and the 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.

ENGLISH 101-6 - First-Year Seminar 26 (13423)

"*Handmaid's Tale: Wmn, Spec Fic & Dyst*" - Helen F Thompson - TuTh 10:30AM - 11:50AM This first-year seminar will center on the 2018 - 19 One Book, One Northwestern selection, Margaret Atwood's *The Handmaid's Tale*. Published in 1985, *The Handmaid's Tale* envisions a near-future American dystopia in which a dwindling population of fertile women are forced into reproductive service for the ruling cadre of men. As you are no doubt aware, lately we have witnessed a resurgence of interest in *The Handmaid's Tale*, from the currently streaming Hulu series to real-life feminist activists wearing the nightmarish Handmaid uniform of red robes and white bonnets. Why, we will ask, has Atwood's speculative fiction?her term for her imaginative rendition of catastrophic near futurity?proved so meaningful for us? How does *The Handmaid's Tale* invite us to think about the status of women, in history and today, as a critical index of societal function and dysfunction? What might Atwood's book teach us about our own capacities as agents of acceptance and resistance?

We'll read Atwood's book closely, with attention to the political and cultural climate in 1985, the year of its publication. Then we'll turn to other dystopian visions which imagine women's key role in social, ecological, ethical, and species catastrophe and possible regeneration. Along with *The Handmaid's Tale*, our reading list includes: Margaret Atwood's later dystopia *The Year of the Flood*; Octavia Butler, *Fledgling*; Naomi Alderman, *The Power*; Aliya Whiteley, *The Beauty*. We will also add one or two items to the syllabus based on class consensus?another dystopian fiction, novella, or story; and/ or a dystopian feminist film (for example, "Mad Max: Fury Road"); and/ or a female-centered fantasy comic (for example, *Saga* or *Monstress*). In conjunction with a parallel seminar dedicated to podcasting, students in this seminar will contribute content to student-produced podcasts about *The Handmaid's Tale*. For required writing in this class, you will have the opportunity to generate short analytic essays as well as your own creative visions of near-future dystopia.

ENGLISH 353-0 - Studies in Romantic Literature 20 (13440) "Frankenstein Redux" - Mary E Finn - TuTh 9:30AM - 10:50AM

ENVIRONMENTAL POLICY AND CULTURE

ENVR_POL 212-0 - Environment and Society 1 (13472) Susan L Thistle - TuTh 11:00AM - 12:20PM

ENVR_POL 311-0 - Food, Politics and Society 1 (13464) Susan L Thistle - TuTh 12:30PM - 1:50PM

ENVR_POL 336-0 - Climate Change, Policy, and Society 1 (13473) Susan L Thistle - TuTh 3:30PM - 4:50PM

ENVR_POL 390-0 - Special Topics in Environmental Policy and Culture 21 (13465) "International Environmental Politics" - Kimberly Ruggles & Marion Suiseeya - TuTh 3:30PM - 4:50PM

ENVIRONMENTAL SCIENCE

No classes.

FRENCH

[FRENCH 105-6 - First-Year Seminar 20 \(13140\) "The Fiction of Climate Change" - Jane Bradley Winston - TuTh 9:30AM - 10:50AM](#)

Rising seas, extreme temperature variations, and life-threatening storms: these are among the building blocks of Climate Fiction (Cli-Fi), a new literary genre that takes up the challenge of climate change in the Anthropocene, the proposed epoch in which human beings significantly impact the geological and ecological systems of the planet, to imagine the future to which climate change might give rise and the human beings who will confront it. Climate change novels ask: how might climate change transform the world in which we live? What will the world be like in the future, and what will it mean to the human beings who live in it? The alternative visions of the future elaborated in the works of climate change fiction often combine characteristics of science fiction with elements of other genres, including the romance, the thriller, and the adventure tale. In addition to inquiring into the literary issue of how and with what literary means these novels manage to imagine the future, we will seek to understand: if and how literature manages to imagine a process as widely taken to be "unimaginable" as is climate change, whether fiction might further human knowledge or awareness or if it might modify human actions in the world. We will engage in close and detailed reading and discussion of some of the most compelling contemporary Cli-Fi novels and in writing about them critically. This seminar requires active and engaged student participation.

[FRENCH 309-0 - French in Commerce and Industry 20 \(13171\) "French for Medical Sciences" - Aude Raymond - TuTh 11:00AM - 12:20PM](#)

This course is designed for students interested in the Medical Sciences or planning a career in the field (Global Health and Premed). In this course, students will gain knowledge of the different models of healthcare systems in Francophone countries through increased cultural awareness. Using communicative and task-based approaches, students will learn specific vocabulary and grammatical structures to discuss current issues in the field and to respond to pragmatic situations. Class discussions and activities as well as written assignments will be based on videos, press articles, and on the reading of a short novel related to the medical field. Students will research topics and share their findings through oral presentations. They will also explore their personal area of interest in the field.

GLOBAL HEALTH

[GBL_HLTH 301-0 - Introduction to International Public Health 20 \(11041\) Noelle Sullivan - TuTh 11:00AM - 12:20PM](#)

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, global economies and their impacts on public health, medical humanitarianism, global mental health, maternal and child health, pandemics (HIV/AIDS, Ebola, H1N1, Swine Flu), malaria, food insecurity, health and human rights, and global health ethics.

GBL_HLTH 301-0 - Introduction to International Public Health 25 (11042) William Leonard - Mo 6:00PM - 8:50PM

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, global economies and their impacts on public health, medical humanitarianism, global mental health, maternal and child health, pandemics (HIV/AIDS, Ebola, H1N1, Swine Flu), malaria, food insecurity, health and human rights, and global health ethics.

GBL_HLTH 302-0 - Global Bioethics 20 (11047) Sarah B Rodriguez - MoWe 12:30PM - 1:50PM

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 302-0 - Global Bioethics 21 (11048) Sarah B Rodriguez - MoWe 2:00PM - 3:20PM

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 321-0 - War and Public Health 1 (17514) Peter Andrew Locke - Tu 1:00PM - 3:50PM

This course draws on perspectives from anthropology and related social scientific fields to provide a comparative overview of the impact of armed conflict on public health and health care systems worldwide. Drawing primarily on examples from recent history, including

conflicts in the Balkans, Sub-Saharan Africa, and the Middle East, we will explore warfare as a crucial sociopolitical determinant of global health disparities and consider organized efforts to respond to the health impacts of mass violence. Key topics that we will consider include variations in the relationship between warfare and public health across eras and cultures; the health and mental health impacts of forced displacement, military violence, and gender-based violence; and the roles of medical humanitarianism and humanitarian psychiatry in postwar recovery processes. Through close readings of classic and contemporary social theory, ethnographic accounts, and diverse research on war, health, and postwar humanitarian interventions, this course will encourage you to build your own critical perspective on war and public health anchored in history and the complexities of real-world situations.

[GBL_HLTH 322-0 - The Social Determinants of Health 20 \(11059\) Peter Andrew Locke - MoWe 2:00PM - 3:20PM](#)

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 20 \(11052\) "Volunteerism and the Need to Help" - Noelle Sullivan - We 10:00AM - 12:50PM](#)

Since the early 2000s, there has been an exponential increase in the number of foreigners volunteering in low-income communities, within orphanages, clinics, schools, and communities. This expansion has been echoed by locals, who are also providing voluntary labor in a variety of locales throughout their communities. This class explores the discourses and practices that make up volunteering and voluntourism, from the perspectives of volunteers, hosts, and a range of professional practitioners both promoting and critiquing this apparent rise in "the need to help". What boons and burdens occur with the boom of volunteer fervor world-wide? Why do people feel the need to volunteer, and what consequences do these voluntary exchanges have on the volunteers, and on those communities and institutions that are subject to their good intentions? What are the ethics and values that make up "making a difference" among differently-situated players who are involved in volunteering? Given that volunteers often act upon best intentions, what are the logics that justify philanthropy and the differential standards by which volunteers are judged based on where they go and how they engage in volunteering? This class seeks out some answers to these questions, highlighting the need to go beyond the adage "any help is better than no help at all", and instead bring critical thinking to best intentions.

[GBL_HLTH 390-0 - Special Topics in Global Health 22 \(11054\) "Methods in Anthropology/Global Health" - Sera Lewise Young - Tu 2:00PM - 3:30PM, Tu 3:30PM - 4:50PM](#)

This class will provide rigorous guidance on how one moves through the scientific process, from articulating scientific questions to answering them in a way that your audience can really relate to. We will do this using data from our ongoing study about if a participatory agricultural intervention can improve maternal and child nutrition in central Tanzania (Clinical trials.gov #: NCT02761876). Specific skills to be developed include human subjects training, formal literature review, hypothesis generation, developing analytic plans, data cleaning, performing

descriptive statistics, creation of figures and tables, writing up results, and oral presentation of results. This course will be a terrific foundation for writing scientific manuscripts, theses, and dissertations. Prior experience with qualitative or quantitative analysis is preferred, but not required.

Note: This course counts as an alternative to GBL_HLTH 320 towards the Global Health Studies major and minor.

[GBL_HLTH 390-0 - Special Topics in Global Health 23 \(11055\) "Community Based Participatory Research" - Beatriz Oralia Reyes - TuTh 12:30PM - 1:50PM](#)

This course is an introduction to community-based participatory research (CBPR). The W.K. Kellogg Foundation states CBPR is a collaborative research approach that "begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities." We will explore the historical and theoretical foundations, and the key principles of CBPR. Students will be introduced to methodological approaches to building community partnerships; community assessment; research planning; and data sharing. Real-world applications of CBPR in health will be studied to illustrate issues and challenges. Further, this course will address culturally appropriate interventions; working with diverse communities; and ethical considerations in CBPR.

GENERAL

No classes.

GERMAN

[GERMAN 337-0 - Science and Culture in Germany 20 \(13690\) "German Environmentalism" - Jorg Kreienbrock - TuTh 12:30PM - 1:50PM](#) Germany is often regarded as being at the forefront of European developments concerning issues such as climate change and recycling, transport and renewable energy sources. This class will trace the scientific, political, philosophical, and aesthetic history of Germany as a "green nation" from the 18th century until today. What are the roots of the ideology of environmentalism as it is represented in concepts like environment, ecology, or sustainability, which were all invented or popularized by German scientists (von Uexküll, Haeckel, von Carlowitz)?

GENDER STUDIES

[GNDR ST 341-0 - Transnational Perspectives on Gender and Sexuality 20 \(13644\) "Transgender Surgeries in Transnational Contexts" - Jillana B Enteen - MoWe 11:00AM - 12:20PM](#)

Transgender Surgeries in Transnational Contexts: This course is situated at the intersection of theoretical, cultural, medical, and commercial online discourses concerning the burgeoning GCS-related surgeries (Gender Confirmation Surgery) presented online and conducted in Bangkok, Thailand. Using "Trans," and Critical Race Theories, we will discuss the cross-cultural intersections, dialogues, refusals, and adaptations when thinking about medical travel to Thailand for gender/sex related surgeries. We will examine Thai cultural/historical conceptions of sex and gender, debates concerning bodies and diagnoses, and changes in presentations of sex/gender related surgeries offered online. Asian American 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.

HISTORY

HISTORY 300-0 - New Lectures in History 20 (13767) "Technology and Society" - Diana Kurkovsky West - MoWe 12:30PM - 1:50PM

How do new technologies emerge? Does society create technology, or does technology create a new society? What can history of technology tell us about some of the more important issues of our time? This course will trace the history of technology through some of the key social issues around innovation and the emergence of new technological forms. In exploring this dynamic, we will investigate a wide array of questions, emphasizing the themes of innovation and maturation, systems and regulation, risk and failure, and digital society. Among the specific topics to be explored are computers and digital technologies, politics of infrastructure, toxic waste, agriculture and GMOs, global distribution of risk, gender and race, and other pressing issues at the nexus of social and technological.

HISTORY 376-0 - Global Environments and World History 20 (13776) Helen Louise Tilley - TuTh 2:00PM - 3:20PM

Environmental problems have today become part and parcel of popular consciousness: resources are being depleted at a record pace, human population levels just crossed the seven billion threshold, extreme poverty defines the majority of people's daily lives, toxic contaminants affect all ecosystems, increasing numbers of species face extinction, consumerism and the commodification of nature show no signs of abating, and weapons and energy systems continue to proliferate that risk the planet's viability. This introductory lecture course is designed to help students understand the relatively recent origins of many of these problems, focusing especially on the last one hundred and fifty years. Students will have an opportunity to learn about the environmental effects of urbanization, industrialization, population growth, market economies, empire-building, intercontinental warfare, energy extraction, and new technologies. They will also explore different environmental philosophies and analytic frameworks that help us make sense of historical change, including political ecology, environmental history, science studies, and world history. Finally, the course will examine a range of transnational organizations, social movements, and state policies that have attempted to address and resolve environmental problems.

HUMANITIES

HUM 210-0 - Humanities in the World I 20 (14990) "Alternate Americas: SciFi, Speculative Futures" - Emily A Maguire, Juan M Martinez, Kelly E Wisecup - MoWe 3:30PM - 4:50PM

Note: This course is only open to first-year students accepted into the Kaplan Humanities Scholars Program.

As a genre that posits a reality beyond what we currently know or experience, science fiction allows us to imagine alternate ways of being, forms of technology and knowledge, and human futures—both utopian and apocalyptic. This course will trace how and why science fiction in the Americas has emerged as a mode of narration with which to confront contemporary crises. Placing science fiction texts created by Caribbean, Native American, African American, and Latin American artists into conversation with one another, we will explore how these artists turn to stories about zombies and robots, time travel, utopias, and apocalypse (among others) to confront long histories of colonialism, slavery, and racism, and to create speculative or hypothetical futures that posit alternate futures for those histories.

To understand what is at stake in imagining alternate worlds and futures for Native, African American, Caribbean, and Latin American writers, we will examine novels, stories, films, graphic novels, video games, and other media and will draw on methodologies from literary and media studies, art history, critical race studies, and more. Questions we will consider

include: How does science fiction engage the colonization of the Americas? How do science fiction genres draw on and transform contemporary science, both as a possibility of freedom and to critique a field that has been used to constrain some peoples' freedoms? What alternative Americas do these artists envision, and how do they differ from present or historical realities? This course will include visits to NU media labs to experiment with virtual reality spaces; trips to Chicago-area theater performances, art museums, and archives; and (if funded) a visit to Indigenous mounds.

[HUM 370-6 - Special Topics in the Humanities 20 \(14995\) "New Media Art" - James Joseph Hodge - MoWe 11:00AM - 12:20PM](#)

This course surveys the field of new media art, or digital art. It considers Western art and artistic practices employing digital computational technologies from the room-sized mainframe computer to today's mobile and ubiquitous media, from the 1960s to the present. We will attend to the work of a variety of artists working in a host of emergent genres (net art, glitch art, GIFs, etc.) in order to gauge the ways in which digital media has changed, continues to change, and has failed to change contemporary art, culture, and experience more broadly. Topics to be studied include new media art's vexed relation to the art world, networked sexuality, and Chicago and Midwestern ties to new media art. The course will include visits to fall 2018 exhibitions at the Museum of Contemporary Art, the VGA Gallery, and the Block Museum.

[HUM 395-0 - Humanities Seminar 20 \(14986\) "Race/Gender/Sex & Science: Making Identities and D" - Steven G Epstein - TuTh 3:30PM - 4:50PM](#)

RACE/GENDER/SEX and SCIENCE: MAKING IDENTITIES AND DIFFERENCES

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

INITIATIVE FOR SUSTAINABILITY AND ENERGY AT NU

[ISEN 210-0 - Introduction to Sustainability: Challenges and Solutions 20 \(11723\) Eric R Masanet - TuTh 3:30PM - 4:50PM](#)

LATINA AND LATINO STUDIES

No classes.

LINGUISTICS

No classes.

JOURNALISM

[JOUR 390-0 - Special Topics 22 \(12575\) "Native American Environmental Issues and the Media" - Patricia Ann Loew - TuTh 10:30AM - 12:20PM](#)

Native American Environmental Issues and the Media introduces students to indigenous issues, such as treaty-based hunting, fishing, and gathering rights; air and water quality issues; mining; land-to-trust issues; and sacred sites. These issues have contributed to tension between Native and non-Native communities and have become the subject of news reports, in both mainstream and tribal media. We will focus on how the media cover these issues and how that coverage contributes to the formation of public opinion and public policy. Students will read and analyze newspaper and on-line news reports and view and critique broadcast news stories and documentaries about Native environmental topics.??

MATHEMATICS

[MATH 105-6 - First-Year Seminar 91 \(10954\) "Rubik's Cubes, Square Dancing & Mathematics"](#)
- Michael Brian Maltenfort - MoWeFr 9:00AM - 9:50AM

What are the similarities between the Rubik's cube, a popular puzzle toy, and square dancing, an offshoot of American folk dancing? Both involve scrambling things using a small number of operations. In one case, plastic pieces are rotated by turning faces of a cube. In the other case, people move from one place to another by executing dance actions. In both cases, it is important to be able to restore the objects to their original unscrambled state. How can we understand this process? In a scrambled state, what patterns persist? In this class, we use mathematical permutation groups to tie together Rubik's cubes and square dancing. Mathematical thinking will allow us to devise and critique both unscrambling strategies and also the ways in which the strategies can be effectively communicated. Prior knowledge is not expected.

PHILOSOPHY

PHIL 269-0 - Bioethics 20 (14008) Mark P Sheldon - TuTh 3:30PM - 4:50PM

An analysis of the ethical issues that arise as a result of developments in medicine and biotechnology. Topics considered will include cloning and stem cell transplantation, human and animal research, new reproductive technologies, the definition of death, abortion, euthanasia, and the allocation of resources. This course counts toward the Weinberg College Ethics and Values distribution requirement, Area V.

POLITICAL SCIENCE

[POLI_SCI 101-6 - First-Year Seminar 21 \(14465\) "Global Environmental Politics"](#) - Kimberly Ruggles Marion Suiseeya - TuTh 11:00AM - 12:20PM

Environmental problems like deforestation, biodiversity loss, climate change, and ocean and marine resource degradation have emerged as some of the most intractable problems that society faces. They transcend international borders, are scientifically complex, and engage large sets of diverse actors, power dynamics, and institutions from global to local scales. For more than five decades the global community has sought to address these problems to varying degrees of success. In this first-year seminar, we will explore the ways in which the global community has sought to address these problems. We will direct our attention to institutions - the rules, norms, principles, and laws - the global community has established in order to understanding how these institutions shape the landscape of possibilities for more effective and equitable global environmental governance.

[POLI_SCI 349-0 - International Environmental Politics 20 \(14646\) Kimberly Ruggles & Marion Suiseeya](#) - TuTh 3:30PM - 4:50PM

Environmental problems that transcend national borders are amongst the most intractable challenges facing our global community. Collective action problems are pervasive in

negotiations and attempts to address, monitor, and enforce international environmental agreements are often weak. Yet, despite these constraints, international actors have designed and secured agreement in a variety of policy arenas, aiming to improve global environmental governance. Through a team-based approach to learning, we will explore how, why, and when the international community is able to overcome collective action problems and effectively address global environmental challenges.

The course is divided into three parts. In the first part of the course, we will focus on the problems, institutions, and politics in global environmental governance. The second part of the course focuses on key concepts or themes in global environmental politics that shape our understanding of international cooperation in solving environmental problems, such as science, justice, markets, and security. In the third part of the course, students will participate in an extended negotiation simulation to examine the diverse actors and modes of engagement that define the politics around a particular issue.

PSYCHOLOGY

No classes.

RELIGION

**RELIGION 318-0 - Topics in East Asian Religions 20 (14099) "Religion and the Body in China" -
- TuTh 9:30AM - 10:50AM**

This seminar explores the place of the body in Chinese religion, from the ancient period to the present day. We open with a question that animates the entire course: what is "the body," and how do we know? In the first two weeks, we grapple with the dramatically different ways ancient Chinese and Greek medical traditions (respectively) viewed, touched, and diagnosed the body, seeking to understand how the body has been differently "constructed" as an object of knowledge in different parts of the world. Then we broaden our purview to examine how, over the course of Chinese history, the body was closely bound up with ethics; the aspiration to immortality; governance and cosmology; and human interactions with gods and demons (while also looping back to medicine several times). We conclude with two case studies of religion and the body in contemporary China, one situated on the southwestern periphery of the PRC, the other in the capital city of Beijing. Throughout the quarter our attention will move between Buddhist, Daoist, and Confucian traditions, but we will rarely be bounded by these categories. Instead, thematic focus on the body provides a lens through which to see how religion in China routinely breaches such neatly-demarcated categories. By the course's end, students will gain important resources for understanding historical and contemporary Chinese culture, and new perspectives on what it means to be religious and embodied.

SOCIOLOGY

**SOCIOL 212-0 - Environment and Society 20 (10581) Susan L Thistle - TuTh
11:00AM - 12:20PM**

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.

**SOCIOL 311-0 - Food, Politics and Society 20 (10575) Susan L Thistle - TuTh
12:30PM - 1:50PM**

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.

SOCIOL 336-0 - Climate Change, Policy, and Society 20 (10584) Susan L Thistle - TuTh 3:30PM - 4:50PM

Climate change is the worst environmental problem facing the earth. Sea levels will rise, glaciers are vanishing, horrific storms will hit everywhere. After looking briefly at the impacts of climate change on natural and social environments both in the present and near future, we then consider how to best reduce climate change and how to adapt to its impacts. Issues of climate justice, divides between the global North and South, social movements, steps taken in different countries and internationally, and the role of market and regulations are addressed.

Climate change is a disaster, the worst environmental problem facing the earth: sea levels will rise, glaciers are vanishing, horrific storms will hit everywhere. What can be done to reduce climate change and to adapt to its impacts? Climate justice, divides between the global North and South, social movements, climate deniers, and the role of the market and regulations are addressed.

STATISTICS

STAT 101-6 - First-Year Seminar 1 (14113) "Cryptology" - Sandy L Zabell - MoWeFr 2:00PM - 2:50PM

Cryptology is the study of secret writing, or more generally secure communication. We will discuss classical methods of cryptography, followed by the use of the German Enigma machine during World War II, and end by discussing modern cryptosystems such as RSA and PGP, digital signatures, and their use in internet security.