

WINTER QUARTER 2019 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

- **SOCIOL 376-0 - Topics in Sociological Analysis 20 (20791) "Money and Power" - Onur Ozgode - TuTh 12:30PM - 1:50PM** What is money? How about power? And how are they related? Using a science studies approach, this course will investigate the intimate interrelationship between these two phenomena, particularly focusing on how they shape the contemporary political order in the US and beyond. The course is divided into three parts. The first part introduces the invention of paper money as a political infrastructure and examines how this resulted in the birth of capitalism. The second part focuses on the near-collapse of this system in the 1930s in the wake of the Great Depression and the measures that were taken to prevent such a collapse again. Part three analyzes the rise of the neoliberal order in the 1970s and the 1980s. In this part, we will discuss the role of independent central banks (the Federal Reserve), international governmental institutions (World Bank and the International Monetary Fund), and credit rating agencies. We will also reflect on the global financial crisis of 2008.

- SOCIOL 304-0 - Politics of Racial Knowledge 20 (20862) Michael D Rodriguez - TuTh 3:30PM - 4:50PM On a daily basis we consume, often without notice or concern, a substantial amount of racial knowledge. We routinely ingest, for example, infographics about demographic trends, media coverage on crime and undocumented immigration, and advertisements for group-specific medicines. In complex and contextually specific ways, this diet shapes our personal and collective identities, social interactions and relationships, and political aspirations and anxieties. In this course, we endeavor to study the politics of racial knowledge that is, the ways in which categories, measurements, and other techniques of knowledge production have helped to constitute "race" as a seemingly objective, natural demarcation among human populations as well as legitimate and, in some cases, contest, forms of racial domination and inequality. Drawing on diverse historical, anthropological, sociological, and philosophical texts, this course explores of the emergence, evolution, and effects of scientific forms of racial knowledge. This exploration will begin by discussing the historical relationship between the modern concept of race and European colonialism and slavery. Subsequently, we will track several major developments in the history of racial knowledge, from Enlightenment philosophy to contemporary genomics research. In these travels, we will pose and ponder on the following questions: How have scientists independently and in conjunction with governments and corporations conceptualized, measured, and described race? What instruments have been used to demonstrate the so-called objectivity of race and racial hierarchy? How has the human body been made both an object and product of racial knowledge? How have political and intellectual movements and the media advanced or contested the production of essentialist, race-based explanations of human difference? Finally, what role can (and should) racial knowledge play in addressing racial inequality and exclusion in the present?

COURSES COUNTING TOWARD THE CORE REQUIREMENT FOR THE MAJOR

- **HISTORY 275-2 - History of Western Science and Medicine: In Modern Europe and America 20 (24760) Kenneth L Alder - MoWe 2:00PM - 3:20PM** Scientific change has profoundly reshaped human life in the past 200 years, transforming both the material world in which we live and our knowledge of how that world works. But change has worked in the opposite direction as well: social priorities and political agendas have shaped the development of scientific knowledge and medical practice.

This class invites students in the sciences and the humanities to explore the dynamic relationship between science, medicine, and our broader society. From global telecommunications to the atom bomb, and from Darwin to genomics, the emergence of modern science has been intimately tied to technological development, shifting political structures, changing conceptions of racial and sexual difference, and even our definitions of life and illness. While the geographic focus of the course will be on Europe and the United States, we will consistently explore the relationship between modern sciences and the increasingly global nature of commerce and politics since the nineteenth century. The guiding premise throughout this course is that science is an intrinsically human activity and hence an integral part of our modern world.

- HISTORY 379-0 - Biomedicine and World History 20 (25762) Helen Louise Tilley - TuTh 11:00AM - 12:20PM Global health has justifiably become a popular buzzword in the twenty-first century, but too often its multifaceted origins are allowed to remain obscure. This lecture course is designed to provide students with an historical overview of four developments pivotal to the field's consolidation: the unification of the globe by disease; the spread of biomedicine and allied disciplines around the world; the rise of institutions of transnational and global health governance; and the growth of the pharmaceutical industry. In order to place global health in its widest possible context, students will learn about the history of empires, industrialization, hot and cold wars, and transnational commerce. We will analyze the political and economic factors that have shaped human health; the ways in which bodies, minds, and reproduction have been medicalized; and the socio-cultural and intellectual struggles that have taken place at each juncture along the way. Above all, this course should give students tools to assess the benefits, dangers, and blind spots of existing global health programs and policies.

FIRST-YEAR SEMINARS

- ANTHRO 101-6 - First-Year Seminar 21 (24218) "Modern Plagues" - Adia Benton - TuTh 9:30AM - 10:50AM At the height of the 2013-2016 West African Ebola epidemic, it was often said that the fears of the disease globalized more quickly than the disease itself. These kinds of statements - and the proliferation of official efforts to control Ebola outbreak in West Africa and elsewhere - show the significance of cultural, social, political and economic dimensions of epidemics. This first-year seminar privileges a critical medical anthropology perspective on the dynamics of epidemics: from disease transmission to prevention and control. Together, we will investigate how complex interactions among social, cultural, political, economic, and environmental factors influence the natural history of infectious disease and public health efforts to understand and address them. The seminar focuses on contemporary problems and issues with the explicit purpose of addressing questions of equity and justice.

BIOL SCI 105-6 - First-Year Seminar 1 (23073) "Chocolate: From the Biochemical to the Geopolitical" - Tracy M Hodgson - MoWe 3:30PM - 4:50PM Topics for discussion and exploration will include (but not necessarily be limited to): The history, ecology and sociopolitical impact of cacao cultivation and chocolate production; the biology and psychology of gustation and olfaction (taste and smell); the biochemistry of the components of chocolate, and their physiological and neurological effects; chocolate in fiction/literature.

EARTH FSEMINAR- EARTH 102-6 - First-Year Seminar 1 (24315) "Global Warming: Scientific Evidence" - Patricia A Beddows - TuTh 11:00AM - 12:20PM Global warming represents a massive global experiment with unknown consequences. In this course we will discuss the scientific evidence for modern-day global warming including melting ice sheets, long-term temperature records from ice cores and extreme weather events such as hurricanes. Current trends and the role of human activities will be examined in the context of the geologic record of natural climate variability and the feedbacks inherent in the climate system. Anticipated future impacts include droughts, floods, spread of infectious diseases, drinking water shortages, habitat loss and extinctions. Given these forecasts, strategies for managing the

effects of global warming will be assessed. This writing seminar specifically aims to develop effective scientific writing and visual communication for the natural and physical sciences.

- [ENGLISH FSEMINAR- ENGLISH 101-6 - First-Year Seminar 20 \(24693\) "The Art of Medicine" - Ean Christian High - MoWe 12:30PM - 1:50PM](#) In this seminar, we will look at the ways in which public writing by medical practitioners intersects with broader social and cultural concerns. What are the limits of narrative when it comes to issues like profound illness, social and moral injustice, and death? What do we gain from narrative's ability to nurture empathy and insight? The course will balance fiction and non-fiction, reading novels, poems, and short stories alongside clinical memoirs, and other forms of non-fiction storytelling. This class is curated for students considering careers in medicine, public health, or the medical humanities, but is open to anyone interested in the intersections of literature and science.

- [ENVR POL FSEMINAR- ENVR POL 101-6 - First-Year Seminar 1 \(28233\) "Chicago Environmental Justice." - Melissa Rosenzweig - TuTh 9:30AM - 10:50AM](#) The concept of environmental justice in the United States emerged in the early 1980s as African-American residents fought hazardous waste sites planned in and around their communities. Since then, the environmental justice perspective has been expanded to include the struggles of other minority groups disenfranchised on the basis of race, ethnicity, gender or class. In the first part of the course, students will learn about the history of the environmental justice movement in the US and its development. Next, the course will take a closer look at environmental justice in Chicago, both past and present. As a final project, students will be tasked with researching an environmental justice organization in the Chicago area.

- [HISTORY 102-6 - First-Year Seminar-American History 20 \(24749\) "History of Internet" - Keith Mako Woodhouse - MoWe 9:30AM - 10:50AM](#) TOPIC: History of the Internet
This Freshman seminar will consider the history of the internet from the mid-twentieth century to the present. This will NOT be a technical history of the computer science or actual infrastructure that constitute the internet, but rather a history of the social and political ideas contributing to and arising from a worldwide system of networked computers and protocols. In particular, the course will discuss the culture surrounding the internet? The ways that the Cold War, the counterculture, libertarianism, and environmentalism all helped define Silicon Valley and continue to shape companies that call for revolution while placing their trust in the market.

- [SOCIO 101-6 - First-Year Seminar 20 \(20775\) "The Elusive Right to Health" - Carol A Heimer - TuTh 3:30PM - 4:50PM](#) Rights to health and healthcare are enshrined in the Universal Declaration of Human Rights (Article 23; adopted by the UN in 1948), in the International Covenant on Economic, Social, and Cultural Rights (Article 12; adopted by the UN General Assembly in 1966), and in many national constitutions. Yet it is far from clear what these rights mean. For instance, it is sometimes a right to health that is being asserted and at other times a right to healthcare. It is also unclear how these rights can be achieved in practice. In this course, we will talk about how and why health became a right and what is accomplished by thinking of health as a right. We will be talking, among other things, about how rights to health vary from one country to another and even one disease (or condition) to another. We will also ask what institutions (such as the World Health Organization at the global level) protect and extend rights to health and whether or not they are effective. And we will consider the difference between legal rights and the de facto rights that may be created much more locally (for instance in a clinic). Grades will be based on short written assignments, class presentations, and class discussion; class attendance is required.

AFRICAN AMERICAN STUDIES

No classes.

AMERICAN STUDIES

No classes.

ANTHROPOLOGY

- [ANTHRO 101-6 - First-Year Seminar 21 \(24218\) "Modern Plagues" - Adia Benton - TuTh 9:30AM - 10:50AM](#) At the height of the 2013-2016 West African Ebola epidemic, it was often said that the fears of the disease globalized more quickly than the disease itself. These kinds of statements - and the proliferation of official efforts to control Ebola outbreak in West Africa and elsewhere - show the significance of cultural, social, political and economic dimensions of epidemics. This first-year seminar privileges a critical medical anthropology perspective on the dynamics of epidemics: from disease transmission to prevention and control. Together, we will investigate how complex interactions among social, cultural, political, economic, and environmental factors influence the natural history of infectious disease and public health efforts to understand and address them. The seminar focuses on contemporary problems and issues with the explicit purpose of addressing questions of equity and justice.

- [ANTHRO 316-0 - Forensic Anthropology 20 \(24313\) Erin Beth Waxenbaum Dennison - TuTh 9:30AM - 10:50AM](#) This course provides a broad overview of forensic anthropology - an applied subfield of biological anthropology. Forensic anthropology focuses traditional skeletal biology on problems of medico legal significance, primarily in determining personal identity and assisting in the cause of death assessment from human remains. In this course we will discuss the full range of issues associated with human skeletal identification from trauma analysis to the identification of individuals in mass disasters. These problems will serve as a model for understanding the broader aspects of applied anthropology.

- ANTHRO 390-0 - Topics In Anthropology - "Environmental Anthropology" - Melissa Rosenzweig - TuTh 12:30PM - 1:50PM Anthropology has had a long, storied relationship with questions of nature and culture, society and environment, during which time a variety of theoretical approaches have been developed. This class will review these intellectual developments and recent trends with the aim of giving students toolkits for analyzing present-day environmental concerns.

ART HISTORY

- [ART HIST 390-0 - Undergraduate Seminar 3 \(25939\) "Art & Technology in the Renaissance" - Lia Markey - Tu 2:00PM - 4:50PM](#) The impact of the printing press in the Renaissance is often compared with the internet today. But how did other technological and artistic innovations transform early modern culture? This course will use the renowned sixteenth-century print series entitled the Nova Reperta (New Discoveries) to explore and question innovation and novelty in the Renaissance. Topics represented in the series include syphilis and its cure, the Americas, distillation, eyeglasses, and the iron clock. To study the prints requires engagement with the history of art, science, medicine, and technology. The course will be taught primarily in the rare book room of the Newberry Library and will include class visits to the Art Institute of Chicago and the Adler Planetarium to examine related works on paper, paintings, printed books, and objects. Students will aid with the preparations for a Newberry exhibition and contribute to a forthcoming related publication.

ART THEORY AND PRACTICE

No classes.

ASIAN AMERICAN STUDIES

No classes.

ASIAN LANGUAGES AND CULTURES

No classes.

BIOLOGICAL SCIENCES

- [BIOL SCI 105-6 - First-Year Seminar 1 \(23073\)](#) "[Chocolate: From the Biochemical to the Geopolitical](#)" - [Tracy M Hodgson](#) - [MoWe 3:30PM - 4:50PM](#) Topics for discussion and exploration will include (but not necessarily be limited to): The history, ecology and sociopolitical impact of cacao cultivation and chocolate production; the biology and psychology of gustation and olfaction (taste and smell); the biochemistry of the components of chocolate, and their physiological and neurological effects; chocolate in fiction/literature

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.

- [CFS 387-0 - Field Studies in Environment, Science, and Sustainability 1 \(23704\)](#) [Sean Parulian Harvey](#) - [We 6:00PM - 9:00PM](#) With Chicago as the field, FSESS will focus in particular on questions of science and sustainability within urban landscapes and beyond. We will explore how conflicting political, economic, and social interests and values contend for influence and exert power in the realm of environmental governance. We will look at how the local, regional, national, and international institutions, non-governmental organizations, experts, interest groups, and the public interact in defining environmental problems, and formulating and implementing solutions. Drawing on students' internship experiences, we will also discuss how concepts such the environment, sustainability, and green technology are defined and constructed in practice. Field Studies in Environment, Science, and Sustainability should be especially appealing to anyone interested in exploring the big issues facing the environment, understanding the environmental policy process, and doing something about the planet's changing environments.

- [CFS 392-0 - Field Studies in Public Health 20 \(23702\)](#) [Hannah Jahnine Badal](#) - [Th 6:00PM - 8:50PM](#) Field Studies in Public Health was developed for students interested in health-related fields, including public health, medicine, and health policy. In this course, students will explore the field of public health and its history, both domestically and globally. Students will unpack the complexities of this field by examining current public health issues as they relate to student internships and interests. The course will provide students an opportunity to consider how public health theory and ideology align with practice and are implemented in the real world.

CIVIL ENGINEERING

- [CIV ENV 361-2 - Public & Environmental Health 20 \(22932\)](#) [Luisa A Marcelino](#) - [TuTh 11:00AM - 12:20PM](#)

- [CIV ENV 364-0 - Sustainable Water Systems 20 \(22821\)](#) [George Wells](#) - [MoWeFr 9:00AM - 9:50AM](#)

CLASSICS

No classes.

COMMUNICATION STUDIES

- [COMM ST 335-0 - Philosophy of Language & Communication](#) 20 (21074) [Maria A Mastronardi](#) - [Mo 2:00PM - 4:50PM](#) In this course, students implement tools of philosophical analysis to interrogate basic, taken-for-granted premises about human language and communication. We explore ethical questions posed by animal communication, new modes of communication, and cultural norms. Students will learn how to identify and systematically dissect these unacknowledged precepts and beliefs, with the ultimate goal of reconstituting them into your own well-reasoned, personally satisfying philosophy of communication.

- [COMM ST 351-0 - Technology & Human Interaction](#) 20 (21268) [Darren Robert Gergle](#) - [TuTh 9:30AM - 10:50AM](#) We are surrounded by technologies that support our everyday interactions. Facebook and Twitter provide persistent services for exchanging personal information, Snaps can be compiled into stories that provide insight about your last 24 hours, 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 375-0 - The Sociology of Online News](#) 20 (21083) [Pablo J Boczkowski](#) - [Mo 3:00PM - 5:50PM](#) The goal of this upper-level undergraduate seminar is to survey sociological research on online news. This is an area of inquiry that examines the interpersonal, organizational, institutional, technological, political and cultural factors that shape the production and consumption of news online. This is a new and emerging area that draws from sociological studies of traditional (print and broadcast) media to understand the construction and use of online news. However, in comparison to the slow-moving sociology of news in traditional media, with its relatively established theories and objects of inquiry, scholarship about online news is a fast-moving area because both the phenomena under consideration and the ways of making sense of them have been in ongoing transformation since its inception. The content and organization of this seminar reflect the fast-moving character of the sociology of online news, emphasizing relatively recent texts but grounding their interpretation in longstanding debates in the sociology of traditional media.

- [COMM ST 394-0 - Communication Studies Research Seminar](#) 20 (21213) ["Looking for Climate Change"](#) - [James J Schwoch](#) - [We 2:00PM - 4:50PM](#) This course explores various trajectories and developments in the general area of media, communication and the environment, with a particular focus on climate change images. Almost everyone is familiar with a bank, store, or shopping mall that has a time and temperature display. However, I have never seen a display showing the time and the current atmospheric CO₂ level. TV weather segments show us temperatures, winds, precipitation, and the movement of weather fronts, but do not display a map filled with numbers showing us soil moisture levels. We have a basic understanding of weather instruments, such as thermometers, rain gauges, and anemometers (or if you prefer, seeing the wind strength by looking at a flag.) We rarely if ever see public displays of CO₂, arctic sea ice melt, glacier melt, tree rings or ice core samples. As such, we have many daily visual cues in everyday life about short-term surface-level weather activities, but virtually no similar daily visual cues in everyday life for climate change. Our organizing question is the following: what does climate change look like in everyday life? Does "short-term weather look the same" as long-term climate change? why or why not? What do we see, what do we not see, when we go looking for visual clues of climate change in everyday life and

culture, and how can we account for this? Students will complete a research project equivalent to a 20-page written paper, as is consistent with the CS 394 requirement. The seminar will focus on visual representations of climate change, both past and present. This includes looking at various media campaigns, advertising strategies, corporate campaigns and logos, weather reports, collectibles and antiques (such as thermometers that advertised products and brands), and similar issues. The instructor will work with each student to develop a research topic. The class will also provide an introduction and overview to ways in which environmental and climate change concepts can be approached and understood from the perspectives of media and communication studies.

- [COMM ST 395-0 - Topics in Communication Studies 22 \(21106\) "Health Comm. and Precision Med"](#) - Courtney Elizabeth Lynam Scherr - Mo 2:00PM - 4:50PM This course will provide a general overview of health communication as situated in the "era of precision medicine." Students will learn about the shift toward precision medicine (providing health care according to individual variation in environment, lifestyle, and genes) and the associated challenges. Using traditional health communication theories and practices, we will examine the ways in which communication can facilitate the implementation of precision medicine, and alternatively, how theories and practices of health communication may need to be reconsidered.

COMPARATIVE LITERARY STUDIES

No classes.

EARTH AND PLANETARY SCIENCES

- [Earth and Planetary Sciences- EARTH 102-6 - First-Year Seminar 1 \(24315\) "Global Warming"](#) - Patricia A Beddows - TuTh 11:00AM - 12:20PM Global warming represents a massive global experiment with unknown consequences. In this course we will discuss the scientific evidence for modern-day global warming including melting ice sheets, long-term temperature records from ice cores and extreme weather events such as hurricanes. Current trends and the role of human activities will be examined in the context of the geologic record of natural climate variability and the feedbacks inherent in the climate system. Anticipated future impacts include droughts, floods, spread of infectious diseases, drinking water shortages, habitat loss and extinctions. Given these forecasts, strategies for managing the effects of global warming will be assessed. This writing seminar specifically aims to develop effective scientific writing and visual communication for the natural and physical sciences.

ECONOMICS

- [ECON 324-0 - Western Economic History 20 \(20934\) Joel Mokyr - TuTh 2:00PM - 3:20PM](#) This course will deal with the economic history of Europe in the Twentieth Century, such as growth, economic crises, unification, and the economics of war. The readings will consist of a number of books and essays.

- [ECON 373-0 - Natural Resource Economics 20 \(20970\) Daley Catherine Kutzman - TuTh 12:30PM - 1:50PM](#) 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 FSEMINAR- ENGLISH 101-6 - First-Year Seminar 20 \(24693\) "The Art of Medicine" - Ean Christian High - MoWe 12:30PM - 1:50PM](#) In this seminar, we will look at the ways in which public writing by medical practitioners intersects with broader social and cultural concerns. What are the limits of narrative when it comes to issues like profound illness, social and moral injustice, and death? What do we gain from narrative's ability to nurture empathy and insight? The course will balance fiction and non-fiction, reading novels, poems, and short stories alongside clinical memoirs, and other forms of non-fiction storytelling. This class is curated for students considering careers in medicine, public health, or the medical humanities, but is open to anyone interested in the intersections of literature and science.

+ [ENGLISH 300-0 - Seminar in Reading and Interpretation- ENGLISH 304-0 - Practical Rhetoric 22 \(24709\) "Psychoanalytic Thry, Gend & Lit" - Christopher Lane - TuTh 11:00AM - 12:20PM](#) This course serves as an introduction to several schools of psychoanalytic literary theory. It puts literature, gender, and psychoanalysis into dialogue by focusing, among other things, on the question of art of interpretation. Taking as our primary interest the scope and force of fantasy, aesthetics and meaning, sexuality, gender, and the unconscious, we'll study some of Freud's most intriguing essays on these topics while considering how similar questions and issues arise in fascinating works by Victorian and modern writers also weighing the limits of subjectivity and meaning.

- [ENGLISH 308-0 - Advanced Creative Nonfiction Writing 20 \(24742\)](#)

["The Craft of Environmental Non-Fiction" - Sarah Beth Dimick - TuTh 2:00PM - 3:20PM](#) This course approaches environmental nonfiction as a literary craft. Examining environmental essays, pieces of scientific journalism, memoirs, travelogues, op-eds, and speculative portrayals of the environmental future, we will identify the literary techniques writers use to portray the microscopic, the global, the invisible, the extinct, the beautiful, and the uncertain. In lieu of traditional papers or exams, students will produce their own environmental nonfiction, allowing us to explore environmental nonfiction not only as readers but also as practitioners. Student writing will be workshopped each week to encourage students to hone their voices and expand their narrative strategies.

- [ENGLISH 385-0 - Topics in Combined Studies](#)

20 (24727)

["GIFs, Selfies, & Memes: New Networked Genres" - James Joseph Hodge - TuTh 9:30AM - 10:50AM](#) This course examines the aesthetics and culture of always-on computing. More specifically, it surveys the varieties of audio/visual discourse native to and sustained by always-on computing, the technologies, habits, forms, and cultures emerging alongside smartphones, social media, and pervasive wireless networks in the mid-2000s. Topics may include animated GIFs, memes, selfies, supercuts, podcasts, vaporwave, ASMR videos, memes, etc. While "sharing" and "connection" typically rule discussions of what networks do or enable, our aim will be to analyze how web-based genres promote a variety of affects, e.g. boredom, anxiety, ambivalence, and cuteness but also new idiomatic expressions of LULZ, facepalming, dead, A E S T H E T I C, etc. We will proceed by pairing readings in new media studies alongside artworks.

ENVIRONMENTAL POLICY AND CULTURE

- [ENVR_POL 390-0 - Special Topics in Environmental Policy and Culture](#) 23 (26000)
["U.S. Environmental Politics" - Kimberly Ruggles Marion Suiseeya - TuTh 2:00PM - 3:20PM](#)

This course explores the ongoing socio-political challenges of addressing environmental problems. Drawing primarily on research in political science and political ecology, we will analyze the diverse types of social dilemmas that produce environmental problems. We begin by examining the nature of environmental problems through different theoretical frameworks, including collective action, distributive, and ideational explanations of environmental problems. We then explore three core debates in environmental politics that interrogate the role of science, ethics, and economics in shaping environmental policy solutions. In the third part of the course we shift our gaze to evaluate different policy approaches to solving environmental problems. Throughout the course, we will pay particular attention to the values conflicts that shape environmental policy and how politicians respond. This course is designed to give students an understanding of important conceptual issues in environmental politics and policy. The course is comprised of interactive lectures and discussion sections. The lectures will provide an opportunity for students to contemplate different approaches to explaining and addressing environmental challenges. Discussion sections will challenge students to delve more deeply into a particular topic by applying concepts introduced in readings and lectures to a specific US-based case, as well as seek to understand the critical variables that explain how a case evolved. Note that this course is not an environmental law class. As such, you should not expect a full survey of environmental policies in the US. Instead, our treatment of US environmental policies is designed to assist students in understanding and applying concepts so that they may independently understand and evaluate a variety of environmental problems and solutions.

- [ENVR_POL 390-0 - Special Topics in Environmental Policy and Culture](#) 25 (26001)
[Melissa Rosenzweig - TuTh 12:30PM - 1:50PM](#) Anthropology has had a long, storied relationship with questions of nature and culture, society and environment, during which time a variety of theoretical approaches have been developed. This class will review these intellectual developments and recent trends with the aim of giving students toolkits for analyzing present-day environmental concerns.

ENVIRONMENTAL SCIENCE

- [ENVR_SCI 202-0 - The Health of the Biosphere](#) 01 (27437) [Joseph S Walsh - TuTh 12:30PM - 1:50PM](#) This course focuses on the growth of populations and their impacts. Topics include the history and projections of human population growth, harvested populations and their economics, and methods of population viability analysis for endangered species. Important context for the growth of populations is developed from basic concepts in ecology and evolution, such as the ecological niche, competition, predation, disease transmission, trophic structure, and energy flow. More advanced topics will also be addressed, including the biodiversity-stability relationship, the economic values of biodiversity and ecosystem function, and the biology and management of metapopulations in fragmented habitats.

FRENCH

No classes.

GLOBAL HEALTH

- [GBL_HLTH 301-0 - Introduction to International Public Health](#) 20 (22643) [Peter Andrew Locke - 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 302-0 - Global Bioethics](#) 20 (22648) [Sarah B Rodriguez - TuTh 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 306-0 - Biomedicine and Culture](#) 1 (22654) [Noelle Sullivan - We 10:00AM - 12:50PM](#)

Biomedicine (aka "Western" or allopathic medicine) is often represented as neutral and 'scientific', the opposite of culture. In contrast, this course begins with the premise that biomedicine is produced through social processes, and therefore has its own inherent culture(s). The aim of this course is to expose students to the social and cultural aspects of biomedicine within a variety of contexts and countries throughout the world. Focusing on the interrelations between technology, medicine, science, politics, power and place, topics covered will include: colonialism and biomedicine, learning biomedical cultures at medical school, experiences of health practitioners and patients, medicine in resource rich and resource-poor health systems, and biomedicine and inequality.

[- GBL HLTH 390-0 - Special Topics in Global Health](#) 20 (22649) ["Gbl H from Policy to Practice"](#)

[- Noelle Sullivan - Tu 12:30PM - 3:20PM](#) This seminar explores global health and development policy ethnographically, from the politics of policy-making to the impacts of policy and on health practice, and on local realities both abroad and at home. Going beyond the intentions underlying policy, this course highlights the histories and material, political, and social realities of policy and its application. Drawing on case studies of policy makers, government officials, data collectors, health care workers, aid recipients, and patients, the course asks: how do politics inform which issues become prioritized or codified in health and development policy, and which do not? How do policies affect (global) health governance? In what ways are policies adapted, adopted, innovatively engaged, or outright rejected by various actors, and what does this mean for the challenges that such policies aim to address? Ultimately, what is the relationship between health policies and health disparities, abroad and at home?

[- GBL HLTH 390-0 - Special Topics in Global Health](#) 22 (22651) ["History of Reproductive Health"](#)

[- Sarah B Rodriguez - TuTh 2:00PM - 3:20PM](#) The history of reproduction is a large subject, and during this course we will touch on many, but by no means all, of what can be considered as part of this history. Our focus will be on human reproduction, considering the vantage points of both healthcare practitioners and lay women and men. We will look at ideas concerning fertility, conception, pregnancy, miscarriage, childbirth, birth control, abortion, and assisted reproduction. Because, at a fundamental level, reproduction is about power - as historian Amy Kaler (but by no means only Kaler), pointed out, "[c]ontrol over human reproduction is eternally contested, in zones ranging from the comparative privacy of the conjugal bedroom to the political platform and programs of national polities" - we will frame much of our discussion around power. And, since the distribution of power in matters of

reproduction has often been uneven and unequal - between men and women, between colonizing and Indigenous populations, between clinicians and lay people, between those in upper socioeconomic classes and those in lower socioeconomic classes - we will pay particular attention during this class to struggles over matters of reproduction as we explore historical changes and continuities in reproduction globally since 1900.

GENERAL

No classes.

GERMAN

No classes.

GENDER STUDIES

- [GNDR ST 332-0 - Gender, Sexuality, and Health 20 \(23515\) "Reproductive Health/Politics/Justice" - Amy Ruth Partridge - TuTh 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 350-6 - Research Seminar in Gender & Sexuality Studies 20 \(23527\) "Imagining the Internet" - Jillana B Enteen - MoWe 12:30PM - 1:50PM](#) Much recent fiction, film and theory are concerned with representing the internet and the World Wide Web. Sometimes cyberspace is depicted as a continuation of previous media such as television, cinema or telephone, but often it is envisioned as a new frontier. This course will examine the ways in which virtual media appears in cultural discourses. We consider how technological objects and tools participate in shaping elements of our culture that may appear natural, logical, or timeless. Our guiding questions will include the following: In what ways are these narratives shaping collective perceptions of the internet? How have virtual technologies challenged experiences of language, gender, community and identity? We will focus on social networking, gaming, artificial intelligence, and literary and filmic representations of these. Following a Cultural Studies model for inquiry, this course will be project-based and experiential. Your attendance and participation are mandatory. No experience needed, only a willingness to take risks and share work.

HISTORY

- [HISTORY 102-6 - First-Year Seminar-American History 20 \(24749\) "History of Internet" - Keith Mako Woodhouse - MoWe 9:30AM - 10:50AM](#) TOPIC: History of the Internet

This Freshman seminar will consider the history of the internet from the mid-twentieth century to the present. This will NOT be a technical history of the computer science or actual infrastructure that constitute the internet, but rather a history of the social and political ideas

contributing to and arising from a worldwide system of networked computers and protocols. In particular, the course will discuss the culture surrounding the internet?the ways that the Cold War, the counterculture, libertarianism, and environmentalism all helped define Silicon Valley and continue to shape companies that call for revolution while placing their trust in the market.

- HISTORY 275-2 - History of Western Science and Medicine: In Modern Europe and America

20 (24760) Kenneth L Alder - MoWe 2:00PM - 3:20PM Scientific change has profoundly reshaped human life in the past 200 years, transforming both the material world in which we live and our knowledge of how that world works. But change has worked in the opposite direction as well: social priorities and political agendas have shaped the development of scientific knowledge and medical practice. This class invites students in the sciences and the humanities to explore the dynamic relationship between science, medicine, and our broader society. From global telecommunications to the atom bomb, and from Darwin to genomics, the emergence of modern science has been intimately tied to technological development, shifting political structures, changing conceptions of racial and sexual difference, and even our definitions of life and illness. While the geographic focus of the course will be on Europe and the United States, we will consistently explore the relationship between modern sciences and the increasingly global nature of commerce and politics since the nineteenth century. The guiding premise throughout this course is that science is an intrinsically human activity and hence an integral part of our modern world.

- HISTORY 300-0 - New Lectures in History 24 (25754) "Making Drugs in the Americas" - Lina M Britto - MoWe 12:30PM - 1:50PM

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

- HISTORY 379-0 - Biomedicine and World History 20 (25762) Helen Louise Tilley - TuTh 11:00AM - 12:20PM Global health has justifiably become a popular buzzword in the twenty-first century, but too often its multifaceted origins are allowed to remain obscure. This lecture course is designed to provide students with an historical overview of four developments pivotal to the field's consolidation: the unification of the globe by disease; the spread of biomedicine and allied disciplines around the world; the rise of institutions of transnational and global health governance; and the growth of the pharmaceutical industry. In order to place global health in its widest possible context, students will learn about the history of empires, industrialization, hot and cold wars, and transnational commerce. We will analyze the political and economic factors that have shaped human health; the ways in which bodies, minds, and reproduction have been medicalized; and the socio-cultural and intellectual struggles that have taken place at each juncture along the way. Above all, this course should give students tools to assess the benefits, dangers, and blind spots of existing global health programs and policies.

HUMANITIES

- [HUM 370-6-21 - Special Topics in the Humanities- "The Craft of Environmental Nonfiction"](#) - Sarah Beth Dimick - TuTh 2:00PM - 3:20PM This course approaches environmental nonfiction as a literary craft. Examining environmental essays, pieces of scientific journalism, memoirs, travelogues, op-eds, and speculative portrayals of the environmental future, we will identify the literary techniques writers use to portray the microscopic, the global, the invisible, the extinct, the beautiful, and the uncertain. In lieu of traditional papers or exams, students will produce their own environmental nonfiction, allowing us to explore environmental nonfiction not only as readers but also as practitioners. Student writing will be workshopped each week to encourage students to hone their voices and expand their narrative strategies.

- [HUM 325-6 - Humanities in the Digital Age 22 \(25084\) "GIFs, Selfies, & Memes: New Networked Genres"](#) - James Joseph Hodge - TuTh 9:30AM - 10:50AM This course examines the varieties of audio/visual discourse native to and sustained by always-on computing the technologies, habits, forms, and cultures emerging alongside smartphones, social media, and pervasive wireless networks in the mid-2000s. Topics may include animated GIFs, memes, selfies, supercuts, podcasts, search engines, vaporwave, ASMR videos, etc. While "sharing" and "connection" typically rule discussions of what networks do or enable, our aim will be to analyze how web-based genres promote affects that diverge from popular accounts but nonetheless constitute much of networked life, e.g. boredom, anxiety, ambivalence, and cuteness but also new idiomatic expressions of LULZ, facepalming, dead, A E S T H E T I C, etc. We will proceed by pairing readings in new media studies alongside artworks. Readings by Ngai, Cohen, Scheible, Nakamura, Andrejevic, Browne, Shifman, Phillips, Cheney-Lippold, Richmond, and others. Artworks to be analyzed may include GIF works by Faith Holland, Dennis Cooper, and Lorna Mills; selfie projects by Vivian Fu and Mary Bond; supercuts by Benjamin Grosser and Jonathan Harris; and much else by Erica Scourti, Thomson and Craighead, Kevin Lee, David O'Reilly, and others.

INITIATIVE FOR SUSTAINABILITY AND ENERGY AT NU

- [ISEN 220-0 - Introduction to Energy Systems for the 21st Century](#)
20 (26014)
[Yip-Wah Chung - MoWeFr 12:00PM - 12:50PM](#)

LATINA AND LATINO STUDIES

- [LATINO 392-0-31 - Topics in Latina and Latino Social and Political Issues - "Latinx Resistance to Environmental Racism"](#) - - Mo 5:00PM - 7:50PM Latinx communities are often recognized as major contributors to social movements aimed at reforming or transforming labor, immigration, housing, education, and mass incarceration systems. Often overlooked is the leadership of Latin/x grassroots organizations and leaders in environmental justice and climate justice movements. Encouraged to think beyond the logics of mainstream environmentalism and sustainability frameworks, students in this course will utilize grassroots concepts and become familiar with local and transnational histories of environmental racism in order to deepen their knowledge of Latinx experiences of racial expendability, gender violence, labor exploitation, hyper-consumerism, and urbanization. Through selected course readings, films, guest speakers, lectures and class discussions, students will work collaboratively on projects that re-center the foundational contributions of Latinx communities to ongoing efforts to protect oppressed communities and the planet from environmental hazards, extractive industries, and global warming.

LINGUISTICS

No classes.

JOURNALISM

- [JOUR 383-0 - Health and Science Reporting](#) 20 (21587) [Patti Lynne Wolter - We 9:00AM - 11:50AM](#) Health and Science Reporting teaches students both how to think about science writing and how to write about science and medicine. In this combination-writing workshop and seminar we will read some of the best of the best science and health journalism; meet with expert scientists on campus; and meet the editors and writers from leading scientific journals and publications. Students will learn what makes good science writing, how to find sources, how to evaluate information and how to sort out science from pseudo-science. Assignments will include student debates, critiques of science coverage in newspapers, magazines, television, radio and the Web, science/health/medicine journal rewrites, news briefs, an in-depth narrative story on a science topic of students' own choosing, and an opportunity to write live copy for a science magazine or website.

MATHEMATICS

No classes.

PHILOSOPHY

- [PHIL 254-0 - Introduction to Philosophy of the Natural Sciences](#) 20 (22519) [Axel Mueller - MoWe 9:30AM - 10:50AM](#) **The course will introduce students to deep philosophical issues raised by modern natural science of metaphysical and epistemological nature. From a reflection on methodological questions, it will approach the question of realism. We will be guided by nested "what does it take"-questions. For example: What does it take for a system of sentences to count as a good scientific theory? What does it take for a scientific theory to be testable by observational and experimental data (and, by the way: what does it take for certain series of experiences to count as data or observations)? What does it take for a given theory to be better supported by the available evidence than its competitors? What does it take for a given theory to explain the known phenomena in an area of knowledge? What does it take for an explanatory scientific theory to be credited with reference to underlying structures of reality? We will begin with a brief overview of the scientific revolution of the 16th and 17th century, and then turn to the treatment of certain problems in the contemporary literature, like the problem of induction, the problem of the underdetermination of theory choice by the available data, the problem of rationality and conceptual change, the problem of realism.**

- [PHIL 315-0 - Studies in French Philosophy](#) 20 (22599) ["Michel Foucault" - David Benjamin Johnson - TuTh 9:30AM - 10:50AM](#) This course offers an overview of the work of one of the most important late-twentieth-century French philosophers, Michel Foucault. Focusing on his studies of madness, the medical gaze, prisons and other institutions, gender and sex, and the search for truth, knowledge, and liberation, students will gain an understanding of Foucault's most important concepts. Concepts that over the last four decades have become central categories of inquiry and critique in the arts, humanities, and social sciences. These include archaeology, biopolitics, discipline, pleasure, power-knowledge, resistance, governmentality, and genealogy. The course is reading intensive; you should plan to read several of Foucault's major texts throughout the quarter.

- [PHIL 390-0 - Special Topics In Philosophy](#) 20 (22523) ["Science, Objectivity, and Realism" - Axel Mueller - MoWe 3:30PM - 4:50PM](#) It seems that a very robust commonsense requirement for our beliefs, knowledge claims, and conceptions to be correct and epistemically authoritative (i.e. so that if we hold the contrary, we ought to correct ourselves) is that they adequately represent a reality that is in some sense independent from these claims, their structure, and the fact that we hold them. The expectation is that this explains that we are sometimes right or wrong no matter what we believe. Likewise, the reference to a

construction-independent' reality seems helpful in tracking epistemic norms. It seems to tell us how our judgments, hunches and generalizations are under public, 'objective' constraints that are equally epistemically obligatory for anyone with a claim that their beliefs, assertions or conceptions are true and/or refer to this publicly accessible reality. The philosophical assumption of a mind-independent accessible reality is called realism'. The set of norms that bind our claims to knowledge and representational correctness to a subject-independent reality as the 'tribunal' can be called objectivity-norms', expressed in claims' being true or false, representative of fact or fiction etc. These norms are currently under politically motivated attack by the outright rejection of truth and the possibility that established theories are objectively correct, by the propagandistic rhetoric of 'fake news', by the false equivalence between established science and hyped-up pseudo-explanations, manufactured doubt and conspiracy-theories. These challenges look new (and shocking) in contemporary political culture. They make a defense of realism, science and objectivity-norms look desirable because the reference to a shared and equally epistemically obliging set of realities seems indispensable for rational collective belief fixation and thus ultimately, democratic forms of will formation, too. However, new as such challenges may seem to contemporary politics, philosophers of science (i.e. philosophers trying to understand the set of institutions concerned with establishing and scrutinizing objectivity-claims) have been discussing realism and its challengers anti-realism, social constructivism, relativism for decades after the mature sciences themselves produced theories postulating entities whose control, measurement and observation is no longer obviously 'theory-independent' (like electrons, genes, deficit trends). This course is based on these debates and aims at helping to clarify what it takes to defend of norms of scientific objectivity and reality constraints on beliefs' correctness, and what of the challenges it needs to accommodate. Many philosophers of science have drawn from these debates the lesson that the conception of objectivity and realism operative in contemporary science is best explicated in terms of indispensable pragmatic presuppositions. The course will then look at new work on the defense of climate science results and the development of social ontology that discusses the reality and social nature of conceptions of race, gender and other 'identity-markers'. Both will show that skeptical attitudes directed at each must rely on questionable and largely discredited assumptions from the philosophy of science.

POLITICAL SCIENCE

- [POLI SCI 329-0 - U.S. Environmental Politics 20 \(22338\)](#) [Kimberly Ruggles Marion Suiseeya](#) - TuTh 2:00PM - 3:20PM. This course explores the ongoing socio-political challenges of addressing environmental problems. Drawing primarily on research in political science and political ecology, we will analyze the diverse types of social dilemmas that produce environmental problems. We begin by examining the nature of environmental problems through different theoretical frameworks, including collective action, distributive, and ideational explanations of environmental problems. We then explore three core debates in environmental politics that interrogate the role of science, ethics, and economics in shaping environmental policy solutions. In the third part of the course we shift our gaze to evaluate different policy approaches to solving environmental problems. Throughout the course, we will pay particular attention to the values conflicts that shape environmental policy and how politicians respond. This course is designed to give students an understanding of important conceptual issues in environmental politics and policy.

The course is comprised of interactive lectures and discussion sections. The lectures will provide an opportunity for students to contemplate different approaches to explaining and addressing environmental challenges. Discussion sections will challenge students to delve more deeply into a particular topic by applying concepts introduced in readings and lectures to a specific US-based case, as well as seek to understand the critical variables that explain how a case evolved.

Note that this course is not an environmental law class. As such, you should not expect a full

survey of environmental policies in the US. Instead, our treatment of US environmental policies is designed to assist students in understanding and applying concepts so that they may independently understand and evaluate a variety of environmental problems and solutions.

PSYCHOLOGY

No classes.

RELIGION

- [RELIGION 379-0 - Topics in Comparative Religion 21 \(21879\) "Science Fiction & Social Justice" - Harrison Hall King - MoWe 12:30PM - 1:50PM](#) This course will examine major utopian and dystopian texts and films in relation to social justice issues in the twentieth century and beyond, while following the stories of artists, organizers, and communities that have used speculative world-building to imagine livable, sustainable futures. We will focus on how feminist, anarchist, LGBTQ, and Afrofuturist art and activism have contributed to a substantial critical discourse on the intersections of science, technology, ecology, war, race, gender, sexuality, health, and ability.

This course will further examine how artists and activists have understood religion as both impediment and partner to social justice work, while alternatively embracing, subverting, and defying religious authority. We will also attend to how religious myths and imagery are sampled and remixed by science fiction authors to plot an alternative course for world history.

SOCIOLOGY

- [SOCIOLOG 101-6 - First-Year Seminar 20 \(20775\) "The Elusive Right to Health" - Carol A Heimer - TuTh 3:30PM - 4:50PM](#) Rights to health and healthcare are enshrined in the Universal Declaration of Human Rights (Article 23; adopted by the UN in 1948), in the International Covenant on Economic, Social, and Cultural Rights (Article 12; adopted by the UN General Assembly in 1966), and in many national constitutions. Yet it is far from clear what these rights mean. For instance, it is sometimes a right to health that is being asserted and at other times a right to healthcare. It is also unclear how these rights can be achieved in practice. In this course, we will talk about how and why health became a right and what is accomplished by thinking of health as a right. We will be talking, among other things, about how rights to health vary from one country to another and even one disease (or condition) to another. We will also ask what institutions (such as the World Health Organization at the global level) protect and extend rights to health and whether or not they are effective. And we will consider the difference between legal rights and the de facto rights that may be created much more locally (for instance in a clinic). Grades will be based on short written assignments, class presentations, and class discussion; class attendance is required.

- [SOCIOLOG 277-0 - Introduction to Native American Studies 20 \(20864\) Beth Jane Ortiz Ott Red Bird - MoWe 2:00PM - 3:20PM](#) The Native American experience is complex and diverse. This course provides an introduction to the interdisciplinary field of Native American Studies, focusing on indigenous peoples north of Mexico, their traditional cultures, histories, and their present day status and conditions.

We will begin with a survey of the culture areas of North America, including adaptations to the natural environment, interactions among the various tribes, reactions to European invasion, and colonization. We will also discuss historical kinship systems, social structures, economic and political institutions, religion and ideology.

The second half of the course examines how the modern structure of Native societies is a product of these historical trajectories as well as interactions with broader American

institutions. Students will become familiar with the economic, political and legal structures of modern Native tribes, as well as the current economic and social experiences of Indians. Students will gain an understanding of sociological theory through an examination of Native America, as both a unique environment and as a representative case study of the inequality processes.

- [SOCIO 304-0 - Politics of Racial Knowledge](#) 20 (20862) [Michael D Rodriguez - TuTh 3:30PM - 4:50PM](#) On a daily basis we consume, often without notice or concern, a substantial amount of racial knowledge. We routinely ingest, for example, infographics about demographic trends, media coverage on crime and undocumented immigration, and advertisements for group-specific medicines. In complex and contextually specific ways, this diet shapes our personal and collective identities, social interactions and relationships, and political aspirations and anxieties. In this course, we endeavor to study the politics of racial knowledge, that is, the ways in which categories, measurements, and other techniques of knowledge production have helped to constitute "race" as a seemingly objective, natural demarcation among human populations as well as legitimate and, in some cases, contest, forms of racial domination and inequality. Drawing on diverse historical, anthropological, sociological, and philosophical texts, this course explores of the emergence, evolution, and effects of scientific forms of racial knowledge. This exploration will begin by discussing the historical relationship between the modern concept of race and European colonialism and slavery. Subsequently, we will track several major developments in the history of racial knowledge, from Enlightenment philosophy to contemporary genomics research. In these travels, we will pose and ponder on the following questions: How have scientists, independently and in conjunction with governments and corporations, conceptualized, measured, and described race? What instruments have been used to demonstrate the so-called objectivity of race and racial hierarchy? How has the human body been made both an object and product of racial knowledge? How have political and intellectual movements and the media advanced or contested the production of essentialist, race-based explanations of human difference? Finally, what role can (and should) racial knowledge play in addressing racial inequality and exclusion in the present?

STATISTICS

No classes.