

**FALL QUARTER 2016 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 COUNTING TOWARD THE CORE REQUIREMENT FOR THE MAJOR:****HISTORY 275-2 (12318): History of Modern Science and Medicine: In Modern Europe & America**

Kenneth Alder | MW 2:00-3:20 | Leverone Auditorium Owen Coon

**PHIL 269-0- 20(13882) Bioethics**

Mark Sheldon | TTH 3:30- 4:50 | Location TBA

**COURSES BY VISITING SHC FACULTY:****BIOL-SCI 115-6-20 (11490): First-Year Seminar: Biological Thought and Action**

Heather Pinkett & Daniel Stolz | TTH 3:30-4:50 | Frances Searle Building 3220 | *First-Years only*

**HISTORY 200-0-20 (12414): New Introductory Courses in History: Energy & Society: A Global History**

Fredrik Meiton | TTH 12:30-1:50 | Harris Hall LL28

**OTHER COURSES:****AFRICAN AMERICAN STUDIES****AF AM ST 363-0-1 (15966): Racism in Western Modernity**

Herman Hesse | MW 11:00-12:20 | Locy Hall 214

**Overview of class**

Contact the department for further information

**ANTHROPOLOGY****ANTHRO 101-6-21 (10069): First-Year Seminar: Making of the Fittest: Issue in Evolution**

Erin Waxenbaum | MW 11:00-12:20 | ANTHRO Lab A58- 1810 Hinman

**Overview of class**

We recently celebrated the 200th anniversary of Charles Darwin's birth. But what would he think of our world today? We have a sophisticated understanding of genes and the ability to trace our ancestry over generations. Yet despite this knowledge, conclusive and irrefutable proof that we have or are continuing to evolve has not been found. In this course we will address where we might have come from and where we might be going. We will cover some of the major "issues" in biological evolution ranging from those of originating in Darwin's time to the many questions that persist today.

**ANTHRO 101-6-22 (10070): First-Year Seminar: Food & Culture**

Amanda Logan | MW 11:00-12:20 | ANTHRO Sem Rm 104- 1810 Hinman

**Overview of class**

We recently celebrated the 200th anniversary of Charles Darwin's birth. But what would he think of our world today? We have a sophisticated understanding of genes and the ability to trace our ancestry over generations. Yet despite this knowledge, conclusive and irrefutable proof that we have or are continuing

to evolve has not been found. In this course we will address where we might have come from and where we might be going. We will cover some of the major "issues" in biological evolution ranging from those of originating in Darwin's time to the many questions that persist today.

**ANTHRO 315-0-1 (10172): Medical Anthropology**

Margaret Pollak | TTH 12:30-1:50 | TBA

**Overview of class**

Medical anthropology examines the varied ways in which humans engage with and construct understandings about health and illness. In this course we will look at the growing field of medical anthropology from its origins and methodological approaches, to the study of world medical systems and healing practices (including western biomedicine), to the investigation of the reciprocal relationship between human culture and human biology, and finally to the application of anthropological inquiry to public health and bioethical concerns.

**ANTHRO 343-0-1 (10084): Anthropology of Race**

Mark Hauser | MW 9:30-10:50 | TBA

**Overview of class**

This class will introduce and cover topics in Ethno-biology which is the scientific study of dynamic Anthropology of Race Anthropological approaches to the analysis of race, racialization and anti-racism. Human variation, space, segregation, comparative analysis, and language ideologies.

This course offers a critical approach to the analysis of race through each of anthropology's four fields. Biological Anthropology, Linguistic Anthropology, Archaeology and Cultural Anthropology. As such it highlights the strength of pursuing topics anthropologically and insists on the role of inter-disciplinary analysis of institutions such as race. Race, Racialization and Anti-Racism have played a central role in the history, development and practice of Anthropology since the mid-nineteenth century. By critically examining the discipline's history and current practices students will be provided with insights for the analysis of race, identity and inequality. This course enables students to develop a social and historical context for race, racism and anti-racism, and a framework for its analysis. Second this course will be especially helpful for majors, minors and non-majors to develop a familiarity and critical reading of several key texts in the anthropological study of race.

**ANTHRO 390-0-25 (17405): Topics in Anthropology: Native American Health**

Erin Waxenbaum | F 9:00-12:00 | TBA

**Overview of class**

Native Americans experience significant disparities in health and in access to health care. This course introduces students to Native American health by exploring the social, cultural, political, and environmental determinants influencing Native health both historically and today. This course is designed as a reading intensive, discussion-based seminar, drawing upon research and contributions from a variety of disciplines including American Indian studies, anthropology, history, psychology, public health, and medicine.

**ANTHRO 390-0-26 (17528): Topics in Anthropology: Cultural Resource Management & Evn Pol**

Eli Suzukovich III | MW 11:00-12:20 | TBA

**Overview of class**

This course will explore cultural resource protection and its relationship to environmental policy through various lenses. Cultural resources include architecture, archeological sites, language, cultural landscapes, ethno-ecosystems, cultural traditions and practices, sacred sites, oral history and community voice. The class will cover 1) the history of cultural resource management theory in the United States and how that has, and still, affects policy making and enforcement 2) the relationships between Federal, State, and American Indian Tribal governments regarding the enactment of cultural resource policies 4) various laws and acts including the National Historic Preservation Act, Native American Graves Protection and Repatriation Act, Antiquities Act, and Archaeological Resource Protection Act and 5) ethical issues that

arise from multiple perspectives of culturally significant landscapes, places, beliefs and practices. Selected case studies will be utilized as both a focus for, and to facilitate, class discussions. Readings will include books and selected articles relevant to the course.

## **BIOLOGICAL SCIENCES**

### **BIOL-SCI 101-6-1 (11472): First-Year Seminar: Sleep**

Eric Mosser | TTH 3:30-4:50 | Tech L168 | *First-Years only*

#### **Overview of class**

Sleep is both mysterious and essential. Essentially all multicellular animals sleep. People can reject food and abstain from sex, but cannot help falling asleep. The vital need for, and strong evolutionary conservation of sleep indicates that it meets a fundamental need, but what functions sleep serves, and how it is regulated are still open questions. Sleep deprivation and circadian rhythm disruptions like jet lag and shift work have been demonstrated to affect immune function and may be linked to obesity. Sleep disorders have become so pervasive that The Centers for Disease Control and Prevention have declared that they constitute a public health epidemic. This course will examine the neurobiological basis and societal relevance of sleep and sleep disorders.

### **BIOL-SCI 102-6-20 (11473): First-Year Seminar: Medical Marijuana**

Christina Russin | MW 3:30-4:50 | Tech F279 | *First-Years only*

#### **Overview of class**

Contact the department for further information

### **BIOL-SCI 103-0-01 (11474): Diversity of Life**

Gary Galbreath | MWF 3:00-3:50 | Tech Lecture Room 2 | *Attendance at 1st class mandatory*

#### **Overview of class**

Contact the department for further information

### **BIOL-SCI 106-6-1 (11475): First-Year Seminar: Values of Biodiversity**

Joseph Walsh | MW 3:30-4:50 | Tech L160 | *First-Years only*

#### **Overview of class**

Contact the department for further information

### **BIOL-SCI 115-6-20 (11490): First-Year Seminar: Biological Thought and Action**

Heather Pinkett & Daniel Stolz | TTH 3:30-4:50 | Frances Searle Building 3220 | *First-Years only*

#### **Overview of class**

Science is a process by which people make sense of the world. Scientists examine evidence from the past, work to understand the present, and make predictions about the future. Integral to this process are the methods they use to collect and analyze data, as well as the ways in which scientists work together as a community to interpret evidence and draw conclusions. In this class, we will take a multidisciplinary approach to examining biological thought and action and their social ramifications. We will seek to understand science as a social pursuit: the work of human beings with individual, disciplinary, and cultural differences, and requiring tremendous investments in training and equipment. Does it matter that participation in science is more accessible to some than to others? How do biases, assumptions, uncertainty, and error manifest in scientific work? What is the history of scientific values such as objectivity and reproducibility? The course will conclude by investigating current topics of public debate, including stem cell research and global climate change.

**CHICAGO FIELD STUDIES****CFS 392-0-20 (10924): Field Studies in Public Health**

Lauren Keenan-Devlin | W 5:00-7:50 | University Hall 318

**Overview of class**

Contact the department for further information

**CIVIL ENGINEERING****CIV ENV 203-0-20 (10543): Energy and the Environment**

\* co-listed as ENVR\_SCI 203-0

Neal Blair | TTH 2:00-3:20 | Tech LR4

**Overview of class**

Contact the department for further information

**CIV ENV 303-0-20 (10542): Environmental Law and Policy**

\* co-listed as ENVR\_POL 390-0-22

Keith Haley | TH 5:00- 7:50 | Tech LG76

**Overview of class**

Contact the department for further information

**COMMUNICATION STUDIES****COMM ST 227-0-20 (16348): Communication & Technology**

Jeremy Birnholtz | TTH 2:00-3:20 | Pancoe Building Abbott Aud

**Overview of class**

This course presents three approaches to understanding technology and its role in human behavior and society. The course will begin by discussing the factors that inform and shape the design of everyday objects and our virtual world. Next the course will examine the psychological aspects of computer-mediated communication and virtual collaboration, including impression relations, group's dynamics and social networks. Finally, the course will explore the ways in which human communication is situated inside of social and institutional structures. Note that this course is a prerequisite for the Digital Media undergraduate curriculum module.

**COMM ST 294-0-21 (16344): First Year Seminar: Climate Change Communication**

James Schwoch | T 2:00- 4:50 | Tech M128

**Overview of class**

This First Year Seminar introduces students to studying, analyzing, and researching environment 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, and a final paper of about 10 pages exploring an aspect of climate change communication and media texts or technologies.

**COMM ST 294-0-22 (16345): First Year Seminar: Living with Communication Technology**

Annie Piper | TTH 11:00-12:20 | Frances Searle Building 2378

**Overview of class**

Communication technology is an integral part of our daily lives. This seminar examines how we live with communication technology: how we understand the properties of mobile and web-based technologies; the myriad contexts in which we make use of communication technologies; and how we use technology

to form, manage, and negotiate a variety of relationships throughout the lifespan. Writing assignments will focus on analyzing students' own and other people's interaction with communication technology.

**COMM ST 375-0-20 (16215): The Sociology of Online News**

Pablo Boczkowski | M 9:00-11:50 | Parkes Hall 215

**Overview of class**

The goal of this upper-level undergraduate seminar is to survey sociological research on online news.

**COMM ST 378-0-20 (16216): Online Communities & Crowds**

Aaron Shaw | MW 2:00-3:20 | Frances Searle Building 2107

**Overview of class**

Online communities and crowds are among the most innovative organizations today. Distributed groups collaborate over the Internet to write free encyclopedias, launch social movements, create software, share music and films, develop new products, and conduct advanced scientific research. When and why do these efforts succeed? What motivates participants to join, contribute, and sustain these communities? How can online communities' and crowds' successes be harnessed and reproduced? What can be learned from their shortcomings? This course presents an intensive and interdisciplinary introduction to the study of online communities and crowds, with a particular emphasis on how and why some of these systems mobilize and organize people in ways that seem to have been impossible a few decades ago. Throughout the quarter, we will analyze these and other conceptual puzzles, studying many different communities in the process. Readings and assignments will draw on current research in the social sciences (Communication, Sociology, Economics) and Human Computer Interaction.

**COMM ST 383 (16350): Media, Communication, and Environment**

Jim Schwoch | MW 2:00-3:20 | Tech M128

**Overview of class**

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 climatological 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 climatological-themed government media and communication (particularly the White House and Presidency.) 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.

**ECONOMICS**

**ECON 307 (33266): Economics of Medical Care**

Frank Limbrock | TTH 2:00-3:20 | Swift Hall 107

**Overview of class**

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

**ECON 318-0-20 (11335): Environmental & Natural Resource Economics**

Laura Kiesling | TTh 12:30-1:50 | Harris Hall L07

**Overview of class**

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

**ECON 323-1 (11336): Economic History of the United States Before 1865**

Joseph Ferrie | MWF 12:30-1:50 | Swift Hall 107

**Overview of class**

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

**ECON 323-2 (11337): Economic History of the United States Before 1865**

Benjamin Chabot | MW 6:30-7:50 PM | Location TBA

**Overview of class**

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 370 (11344): Environmental & Natural Resource Economics**

Kutzman | MWF 2:00-3:20 | Location TBA

**Overview of class**

Contact the department for further information

**ENGLISH**

**ENGLISH 365-0 (11978): Studies in Postcolonial Literature: Postcolonial Ecologies**

Evan Mwangi | MW 9:30-10:50 | Location TBA

**Overview of class**

This course reads a variety of theoretical and literary texts to examine the interface of post-colonialism, post-humanism, and ecological thought. Using work by such scholars as Byron Caminero-Santangelo, Cajetan Iheka, and Laura Wright, we will particularly critique Western theories of the environment (e.g. Lawrence Buell, Bruno Latour, etc.) from a postcolonial perspective as well as read postcolonial texts from ecocritical standpoints, including ecofeminism. We will also examine how at the root of perennial postcolonial debates (e.g., the language debate) is the question of nature. Paying attention to the formal properties the texts use to represent nature, our discussions will include the structural and thematic agency the writers give to other-than-human elements of the cosmos while depicting postcolonial societies' struggle against colonial domination and the over-exploitation of the environment at the hands of global capitalism.

**ENGLISH 368-0-20 (17392): Studies in 20th Century Literature: Our Monsters, Ourselves**

Whitney Blair | TTH 12:30-1:50 | Location TBA

**Overview of class**

Spell-casting witches, blood-sucking vampires, mindless zombies, evil robots, and invading aliens. What do our obsessions with specific supernatural, technological, or extraterrestrial threats to humanity tell us about cultural investments at a specific time and place? In this course, we will examine popular culture's preoccupation with supernatural or extra-worldly "villains" in literature, nonfiction, films, and other media. This course will contextualize those trends in the historical, cultural, and political anxieties or interests of the time, including contemporaneous ideas of national identity, gender and sexuality, and developments in science and technology. For instance, the recent popularity of zombies has been linked to fears about increasing globalization, and alien invasion was a particularly popular theme in movies and

literature at the intersection of the Cold War and humans' exploration of space. Course material will also include satires of these crazes, which often expose the fears or desires underlying our fascination with particular literary figures or genres. We will investigate existing academic and nonfiction theses about why certain threats to humanity are popular in certain cultural moments; we will also develop our own hypotheses about why particular "monsters" or narratives captivate the popular imagination. Since this class has a wide scope, students will have the opportunity to pursue the topic that interests them most in a final paper/presentation.

**ENGLISH 397-0-20 (12098): Research Seminar for Literature Majors: Medicine, Disease & Colonialism**

Kelly Wisecup | TTH 9:30-10:50 | Location TBA

**Overview of class**

This seminar will explore the connections among colonialism, the global spread of disease, and the medical theories and practices that emerged in response. Many scholars have attributed Europeans' conquest of America to their sometimes unwitting and sometimes knowing communication of diseases to which Native Americans had no immunity, while scholars such as Cindy Patton have explored the ways that approaches to describing AIDS have also produced conceptions of Africa and the tropics as colonial spaces. We will explore the scholarly, imaginative, and nonfiction responses to colonial illnesses, in order to investigate the relations between medicine and literature and to develop research and writing strategies for interdisciplinary studies and for considering disease and its cures from multiple cultural perspectives. Working closely with the instructor, students will develop the research tools needed to navigate scholarly databases and archives; to frame critical research questions; to evaluate articles from multiple disciplines; and to produce an annotated bibliography; project proposal; and final 12-15 page research paper.

**ENVIRONMENTAL POLICY**

**ENVR POL 212-0-1 (12116): Environment and Society**

\*co-listed as SOCIOL 212-0

Susan Thistle | TTH 12:30-1:50 | Fisk Hall 217

**Overview of class**

Overview of the interactions between societies and the natural environment. Examines both key environmental problems, like climate change and oil spills, and possible solutions, and the roles played by different social structures and groups in shaping both issues.

**ENVR POL 332-0-1 (12114): Native Americans and Environmental Decision Making**

\*co-listed as PSYCH 332-0

Douglas Medin | TTH 11:00-12:20 | Swift Hall 210

**Overview of class**

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

**ENVR POL 336-0-1 (17506): Climate Change, Policy, + Society**

\*co-listed as SOCIOL 336-0

Susan Thistle | TTH 3:30-4:50 | Locy Hall 111

**Overview of class**

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.

**ENVR POL 390-0-21 (17507): Special Topics in Environmental Policy and Culture: Cultural Resource Management and Env Pol**

\*co-listed as ANTHRO 390-0-26

Eli Suzukovich III | MW 11:00-12:20 | University Hall 118

**Overview of class**

This course will explore cultural resource protection and its relationship to environmental policy through various lenses. Cultural resources include architecture, archeological sites, language, cultural landscapes, ethno-ecosystems, cultural traditions and practices, sacred sites, oral history and community voice. The class will cover; 1) the history of cultural resource management theory in the United States and how that has, and still, affects policy making and enforcement; 2) the relationships between Federal, State, and American Indian Tribal governments regarding the enactment of cultural resource policies; 4) various laws and acts including the National Historic Preservation Act, Native American Graves Protection and Repatriation Act, Antiquities Act, and Archaeological Resource Protection Act; and 5) ethical issues that arise from multiple perspectives of culturally significant landscapes, places, beliefs and practices. Selected case studies will be utilized as both a focus for, and to facilitate, class discussions. Readings will include books and selected articles relevant to the course.

**ENVR POL 390-0-22 (12115): Special Topics in Environmental Policy and Culture: U.S. Environmental Law and Policy**

\*co-listed as CIV\_ENV 303-0

Keith Harley | TH 5:00-7:50 | Tech LG76

**Overview of class**

This course provides an introduction to central aspects of U.S. environmental law and policy. It covers a wide range of environmental topics including water, air pollution, and bio-diversity. We will focus on national environmental policy as implemented through major federal environmental statutes. In order to cover a variety of topics, the course will include lectures, skill sharing sessions, discussions and case studies. The course is designed for students with a personal or professional interest in the environment, policy development, law, business, science and/or engineering. This course counts toward the Weinberg College social and behavioral sciences distribution requirement, Area III.

**ENVIRONMENTAL SCIENCE****ENVR SCI 203-0-20 (12118): Energy and the Environment**

\*co-listed as CIV\_ENV 203-0

Neal Blair | TTH 2:00-3:20 | Tech Lecture Rm 4

**Overview of class**

We are faced with major global challenges involving the sustainable use of resources and stewardship of the environment. These include sustainable energy production and its impacts on other resources. This

course will be an introduction to this topic, focusing on the science behind it and approaches to engineering relevant solutions.

## **GLOBAL HEALTH**

### **GBL HLTH 301-0-20 (12279): Introduction to International Public Health**

Noelle Sullivan | TTH 11:00-12:20 | University Hall 102

#### **Overview of class**

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 (12284): Global Bioethics**

Sarah Rodriguez | MW 11:00-12:20 | Harris Hall L06

#### **Overview of class**

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. 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 entered into with the best of intentions, are beset with ethical questions, concerns, and dilemmas. In this course, students will assess these ethical challenges, and be provided with some tools in order to ethically analyze global health practices. In so doing, students will examine core ethical codes, guidelines, and principals - such as solidarity and social justice - 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 inequity.

### **GBL HLTH 321-0-1 (17536): War & Public Health**

Peter Locke | T 1:00-3:50 | University Hall 412

#### **Overview of class**

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 322-0-22 (17553): The Social Determinants of Health**

Peter Locke | TH 1:00-3:50 | Kresge Hall 2-343

#### **Overview of class**

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

**GBL HLTH 390-0-22 (12289): Special Topics in Global Health: Managing Global Health Challenges**

Michael Diamond | M 6:00-9:00 | Annenberg Hall G21 | *No First-Years*

**Overview of class**

Disease knows no borders. Both pathogens and lifestyles move around the world and the people of every country share the risks. The responsibility for ensuring the public health rests with governments at local, national and international levels. Public health interventions require cooperation and partnerships at each level and with civil society organizations, corporations, businesses and individuals. Advances in technology can significantly reduce the burden of disease and improve the quality of health and life. To effectively address global health challenges, technology must be integrated into health systems in ways that are both appropriate and sustainable. These interventions are affected by public policies, availability of resources and theories of public health and disease. Existing health organizations are increasingly challenged by the scope and magnitude of the current and future threats to public health such as the AIDS pandemic; the emergence of new and more virulent infectious diseases; the threats of bio-terrorism; growing resistance to antibiotics; lack of basic infrastructure of water, sanitation and inadequate access to drugs in developing countries; and overabundance of foods and complications from affluence, leading to health problems such as diabetes in higher income countries.

This course will examine the global epidemiology of these diseases and threats to the populations of the world, and the current technological and organizational strategies that have been established to respond. A series of diseases and geographical regions will be analyzed to consider how the international community uses technology and organizes its response to current problems in global public health. Special attention will be given to examples of effective technologies and intervention strategies.

**GBL HLTH 390-0-23 (12290): Special Topics in Global Health: Volunteerism and the Need to Help**

Noelle Sullivan | T 6:00-8:50 | UH 121 | *No First-Years*

**Overview of class**

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" amongst 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, and highlights why the increased concern for strangers that undergirds volunteering should also be, in itself, cause for our concern.

**GBL HLTH 390-0-23 (31170): Special Topics in Global Health: Native American Health**

\*co-listed as ANTHRO 390-0-25

Margaret Pollak | T 3:00-5:50|University Hall 121 | *No First-Years***Overview of class**

Native Americans experience significant disparities in health and in access to health care. This course introduces students to Native American health by exploring the social, cultural, political, and environmental determinants influencing Native health both historically and today. This course is a reading intensive, discussion-based seminar, drawing upon research and contributions from a variety of disciplines including anthropology, sociology, history, American Indian studies, population and public health, and medicine. Some seminar topics will include Native medicine, infectious diseases and the Columbian Exchange, Federal obligations to Native communities, substance abuse, intergenerational/historic trauma, environmental health, and indigenous health globally.

**GENDER STUDIES****GNDR ST 101-6-20 (12219): First-Year Seminar: Our Bodies Ourselves: The Women's Health Movement**

Amy Partridge | MW 11:00-12:20 | University Library 3322

**Overview of class**

The U.S. 1970s Women's Health Movement demanded everything from safe birth control on demand to an end to for-profit healthcare. Some participants formed research collectives and published D-I-Y guides to medical knowledge such as the Boston Women's Health Collective's *Women and Their Bodies* or Carol Downer's *A New View of a Woman's Body*. Some movement members established battered women's shelters, underground abortion referral services, and feminist health clinics. Others formed local committees and national networks, such as the Committee for Abortion Rights and Against Sterilization Abuse (CARASA) and the National Women's Health Network (NWHN), with the goal of transforming contemporary medical protocols and scientific research agendas. Because many of these local and national groups are still in existence, original movement goals continue to define the parameters of a "women's health" agenda in the present moment.

On the other hand, the Women's Health Movement was (and is) a heterogeneous movement. Then, as now, groups with competing ideas about the healthcare needs of women as a group identified as part of same movement. Thus, an examination of historical and current debates over "women's health" is also a means of assessing several distinct, often competing, paradigms of health and disease. Moreover, how we articulate a "women's health agenda" depends on our (often taken-for-granted) ideas about gender, sexuality, and embodiment itself.

**GNDR ST 232-0-20 (12236): Sexuality & Society**

\*co-listed as SOCIOL 232-0

Instructor TBA | MW 2:00-3:20 | Location TBA

**Overview of class**

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

**GNDR ST 382-0-20 (12235): Race, Gender and Sexuality: Gender, Race & the Holocaust**

Phyllis Lassner | MWF 10:00-10:50|University Library 4670

**Overview of class**

This course will introduce writing and film that represent responses to the experiences of men and women who were victims, survivors, perpetrators, and bystanders of the Holocaust. Readings, films, discussion, and written responses will be historically contextualized to chart the Holocaust as it originated in racial and gender theories that underwrote the mythic construction of a "master race." Discussion and

written responses will explore the complications of Nazi scientific racism, its cult and crisis of masculinity, and paradoxical idealization of women and misogyny. We will also consider how literature and films depict these complications in the policies and practices of Nazi Germany's Third Reich and in the suffering and mass murder of Jews, Gypsies, homosexuals, and others. Finally, we will discuss and write about the policies and practices of Nazism as challenges to all other categories and theories of race and gender even today.

## HISTORY

### **HISTORY 101-6-21 (12304): First-Year Seminar: The Wild Child: Separating Humans from Animals**

Tessie Liu | TTH 3:30-4:50 | Kresge Hall 4-410

#### **Overview of class**

Through the autumn and winter of 1799 in central France, a naked boy was seen swimming and drinking in streams, climbing trees, digging for roots and bulbs, and running at great speed on all fours. He was captured in January 1800 by local farmers and brought to Paris. This "wild boy" from Aveyron became an overnight sensation, the object of curiosity and endless speculations about the relationship between instinct and intelligence and questions about the differences between humans and animals. The young doctor Jean-Marc-Gaspard Itard, who undertook the task of socializing and educating the wild child, carefully recorded the boy's progress. Itard's work ultimately transformed the treatment of mental retardation and to a revolution in childhood education that is reflected in every preschool program in our time. This course introduces students to the philosophical and attitudinal changes regarding nature, childhood, and family life that enabled society to view the "wild boy" not as a freak or savage, but as a person inherently capable of civility, sensibility, and intelligence. The course material is designed for students interested in intellectual history, psychology and education.

### **HISTORY 200-0-20 (12414): New Introductory Courses in History: Energy & Society: A Global History**

Fredrik Meiton | TTH 12:30-1:50 | Harris Hall L28

#### **Overview of class**

The course explores the historical relationship between human societies and energy. Consider the contemporary United States, for instance. Its citizens make up some 5 percent of the world's population but account for 25 percent of the world's energy consumption. Why? Is there something in American culture that predisposes it to high energy consumption, or has its high-intensity energy system made American culture? What is the relationship between the political, social, and cultural evolution of modern America, and the evolution of its energy systems? And what does that relationship look like in other parts of the world? Over the course of the semester, we will examine the history of energy production, distribution, and consumption around the world, and the varied and evolving sociotechnical systems built up around those activities. We will grapple with the question of technological and social determinism - whether certain technologies make certain societies inevitable, or whether perhaps it is the other way around. Each week, we will explore one or two sources of energy, and look at their impact on the societies and people involved in its generation, distribution, and consumption. We will see how energy can shed light on topics as varied as geopolitical power relations, forms of government, war, labor organizing, gender roles, and notions of leisure.

### **HISTORY 255-1 (12314): Background to African Civilization & Culture: Origins to 17th C.**

David Schoenbrun | TTH 11:00-12:20 | Locy Hall 111

#### **Overview of class**

The Anthropocene defines a period of time when human activities began very broadly to affect Earth's ecosystems. When did this begin in Africa? And how did Africans respond? Are there valuable parallels we might draw on to think about current dimensions of ecological change? From the Sahara southwards, Africans combined complex agricultures, industrial quality metallurgy, and rich cultural knowledge of ecological process 3000 years ago, changing their environments, creating cities, global trade networks, and new political systems along the way. This course introduces you to these stories and helps you

distinguish cause from consequence in the African Anthropocene. No prior knowledge of Africa or Environmental History needed.

**HISTORY 275-2 (12318): History of Modern Science and Medicine: In Modern Europe & America**

Kenneth Alder | MW 2:00-3:20 | Leverone Auditorium Owen Coon

**Overview of class**

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. In part one, we take up the Faustian relationship between the physical sciences and technological innovation. How has scientific knowledge been used to create technologies like global telecommunications and the atom bomb, and how have our theories of energy conservation and climate change been driven by technological change? In part two, we turn to the reciprocal relationship between the life sciences and social values. From Darwin to genomics, our knowledge of bio-medicine has developed in conjunction with public morals, altering our understandings of inheritance, race, and sexual difference, as well as our definitions of life and illness. The guiding premise throughout this course is that science is an intrinsically human activity and hence an integral part of our modern world.

**HISTORY 300-0-1-24 (12416): New Lectures in History: U.S. Digital Culture Since WWII**

Michael Kramer | TTH 12:30-1:50 | University Hall 101

**Overview of class**

Do you know why the modern computer was invented during World War II? To kill more people more accurately. How did it get from this militarized origin to its contemporary setting of social media, online shopping, algorithmic culture, and the "Internet of things"? This course probes the history of the "computerized society" and digital culture in the United States since 1945, approaching the topic from multiple angles: not only technological, but also legal, economic, political, and in terms of questions of gender, race, ethnicity, class, region, and ideology. Together, we will examine both the civilizing and the barbaric sides of computers in modern America. Students attend interactive lectures, read broadly and deeply about the topic, view films, participate in discussion, and complete three short and one longer essay for the course.

**HISTORY 300-0-30 (1790): New Lectures in History: Apocalypse: Environment, History, Science, & Religion**

Sheila Wille | MW 3:30-4:50 | Annenberg Hall G32

**Overview of class**

The theme of the "end of days" threatens to overwhelm us in popular media; even the United States government is capitalizing on the obsession with the "zombie" apocalypse to encourage emergency preparedness. Apocalypses are not just exciting stories, they have long roots in the Western tradition, particularly in Christianity, science, and the Enlightenment, and they have many uses. They can narrate a great victory for the morally righteous, become a foil for a critique of enlightenment or industrial progress, and unveil the gateway to utopia. Apocalyptic stories also often reinforce previously held assumptions about humans, nature, and human nature, holding within them a regenerative moment when humanity (or some select part of it) could finally get things right. As a result, the end of days not only makes an excellent category of historical analysis, but can help us think through an ominous and looming apocalypse in our own time - global climate change.

**HUMANITIES**

**HUM 225-0-20 (12933): Media Theory**

James Hodge | MW 2:00-3:20 | Kresge Hall 2-410

**Overview of class**

This course introduces students to the field of new media studies in the humanities. What's new about new media? How do digital computational media differ from older forms such as mass media (television, cinema, radio) and print media (the book, the newspaper)? With these questions in mind, we will analyze a host of topics, possibly including predictive analytics, video games, social media, mobile computing, the quantitative self, data visualization, and networks, among others. Throughout the course we will attend to the ways in which the emergence of such media forms and practices challenges us to recalibrate our sense of such fundamental concepts as social life, personhood, and aesthetics.

**HUM 370-6-20 (12940): Special Topics in Humanities: New Media Art**

James Hodge | MW 9:30-10:50 | Kresge Hall 2-430

**Overview of class**

This course surveys the field of what is variously referred to as "new media" 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, roughly 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, interactive art, bio art, 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. Possible topics include new media art's vexed relation to the art world, networks and networked sociality; sexuality and digital art; and the changing meanings of abstraction and figuration. The course will include a visit to the Block Museum to view their collection of computer-generated prints. Artists to be studied may include Frances Stark, Cory Arcangel, Jason Salavon, Lillian Schwartz, Paul Chan, Jon Satrom, Lynn Hershman Leeson, Vuk Cosic, and others.

**INSTITUTE FOR SUSTAINABILITY AND ENERGY AT NORTHWESTERN****ISEN 210-0-20 (16437): Introduction to Sustainability: Challenges & Solutions**

Seth Snyder | TTh 3:30-4:50 | Annenberg G15

**Overview of class**

Contact the department for further information

**JOURNALISM****JOUR 390-0-21 (17407): Special Topics: Covering Cybersecurity & Surveillance**

Mary Shearer | TH 9:00-11:50 | Meets in Non-General Purpose Rm

**Overview of class**

This course will examine issues relating to the organization of the Internet and the response by the US government and private industry to cyber threats. Students will be introduced to legal concepts relating to the private sector and civilian government engagement in cyberspace. The course will also include an examination of the application of traditional laws of armed conflict to the new cyber domain and the differing approach to cyber issues in other countries.

**JOUR 390-0-22 (17408): Special Topics: Native American Environmental Issues & the Media**

Patty Loew | TTh 10:00-11:50 | Location TBA

**Overview of class**

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.

**PHILOSOPHY****PHIL 254-0-20 (13762): Introduction to the Philosophy of Natural Sciences**

Axel Mueller | MW 9:30-10:50 | Location TBA

**Overview of class**

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 under determination of theory choice by the available data, the problem of rationality and conceptual change, the problem of realism.

**PHIL 269-0 – 20(13882) Bioethics**

Mark Sheldon | TTH 3:30- 4:50 | Location TBA

**Overview of class**

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.

**POLITICAL SCIENCE****POLI SCI 101-6-23 (12678) First Year Seminar: Hunger Games? The Politics of Famine**

Jeffrey Rice | TTH 9:30-10:50 | Scott Hall 212

**Overview of class**

"Hunger Games": The Politics of Famine, Prof. Jeff Rice, Fall 2016, first-year seminar  
People starving is something that regularly appears on the news. Often described as a natural disaster it pulls at the hearts of people with food on their table. But what happens when it turns out that famines are not natural disasters but are the results of either incompetence or deliberate policies on the part of the state? How do we deal with this knowledge. How do we balance the concept of drought as distinct from the concept of famine? This class will address this issue beginning with the assumption that famines are not mere natural disasters about which little or nothing can be done. We will look into the mechanics of famine, the relationship between famine and war, famines and international aid (international aid and state reinforcement) as well as the 'marketing' of famines. In no way will this knowledge diminish the severity or brutality of famines but will, instead, explain them with more complexity. Examples will likely be Ireland, Ethiopia, and Bengal.

**PSYCHOLOGY****PSYCH 248-0-20 (10220): Health Psychology**

Edith Chen | TTH 2:00-3:20 | Location TBA

**Overview of class**

This course will provide an introduction to health psychology. The course will provide exposure to topics including stress and coping, personality and health, social support and health, health behaviors, and adjustment to chronic illnesses.

**PSYCH 332-0-20 (10211) Native Americans and Environmental Decision Making**

\*co-listed as ENVR\_POL 332-0

Douglas L Medin | TTh 11:00-12:20 | location TBA

**Overview of class**

This course is part of the Environmental Policy and Culture program as well as part of a potential WCAS plan to develop an American Indian Studies program. But it also has always been intended as a course in critical thinking. The focus will be on the relationship peoples have with nature, with a particular focus on Native Americans and the environment. The course will also focus on stereotypes, such as that of the "ecological Indian." Did the colonial powers find a pristine environment when they arrived in America? Did Native Americans have a special spiritual connection with nature? Do Native Americans today also have this same spiritual connection?

One of the books we will read argues that the ecological Indian is a myth. The author, Shepard Krech, suggests that the limiting factor in their impact on the environment was population (there were just too few people to do much damage) and access to technology (which helps do more damage). We'll also examine an edited book written as a response to this book. But the key work will be done by you as you evaluate these arguments, seek additional information and bring out the contemporary relevance of ways of relating to nature.

The course will involve reading, responding to the readings and conducting various mini-research projects bearing on various facets of Native Americans and the Environment. Your final project will consist of a paper consisting of your analysis of these issues which may either take the form of an overview or a focused analysis of one facet or component of these issues.

**RADIO/ TELEVISION/ FILM****RTVF 360-0-24 (14263): Topics in Media Writing: Writing the Sci-Fi Script**

Brett Neveu | W 12:00-2:50 | Annie May Swift Hall 219

**Overview of class**

Contact the department for further information

**SOCIOLOGY****SOCIOL 212-0-20 (14511): Environment and Society**

\*co-listed as ENVR\_POL 212-0

Susan Thistle | TTH 12:30-1:50 | Fisk Hall 217

**Overview of class**

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 232-0-20 (17544): Sexuality & Society**

\*co-listed as GNDR\_ST 232-0

Instructor TBA | MW 2:00- 3:20 | Location TBA

**Overview of class**

Examination of the role of sexuality in the cultural, economic, political, and social organization of the United States. Sex work, sex tourism, sexual migration, LGBT social movements, and moral panics.

**SOCIOL 321-0-20 (14514): Numbers, Identity & Modernity: How Calculation Shapes Who We Are & What We Know**

Wendy Espeland | TTH 2:00- 3:20 | 1810 Hinman 2225

**Overview of class**

Our world is awash in numbers. In this class we will consider how we make and use numbers, how we know ourselves through numbers, and the particular kinds of authority we grant to numbers. Using a range of examples including the SAT, college rankings, and statistics about race and sexuality, this class

will examine what prompts people to produce numbers, what causes them to spread, how they intervene in the worlds they measure, how they inform our ethics, and how we think about ourselves and others differently as a result.

**SOCIOL 336-0-20 (14515): Climate Change, Policy, + Society**

\*co-listed as ENVR\_POL 336-0

Aaron Norton | TTH 3:30- 4:50 | Locy Hall 111

**Overview of class**

Contact the department for further information

**SOCIOL 376-0-21 (34430): Topics in Sociological Analysis: Politics of Scarcity**

Wendy Espeland | TTH 11:00-12:20 | 1810 Hinman 2225

**Overview of class**

Contact the department for further information