

**FALL QUARTER 2017 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 -1 (14407) HISTORY OF WESTERN SCIENCE AND MEDICINE: IN MODERN EUROPE AND AMERICA**

DANIEL A STOLZ | MW 12:30 - 1:50 | LOCATION

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 -1 (13534) BIOMEDICINE AND WORLD HISTORY**

HELEN LOUISE TILLEY | TTH 11:00-12:20 | LODER HALL 023

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.

**PHIL 269-0 -20 (12525) BIOETHICS**

MARK P SHELDON | TTH 3:30-4:50 | FISK HALL 217

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.

### FEATURED COURSES BY SHC AFFILIATED FACULTY

#### **ANTHRO 390-0 -27 (14405) TOPICS IN ANTHROPOLOGY: QUEER ROBOTICS: CYBORGS & FANTASY IN POSTCOLONIAL**

MITALI THAKOR | TTH 2:00-3:20 | LOCATION

\*co-listed as GNDR\_ST 363-20

Have robots always been queer? What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about what it means to be "human?" In this class we will use critical race studies, queer and feminist theory, crip studies, and science and technology studies (STS) to analyze representations of "cyborg" bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, deep space and deep ocean research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

#### **ASIAN\_AM 303-0 -1 (10148) ADVANCED TOPICS IN SOCIAL AND CULTURAL ANALYSIS: RACE AND INDIGENEITY IN THE PACIFIC**

NITASHA TAMAR SHARMA, HIILEI JULIA HOBART | TTH 2:00-3:20 | CROWE 1132

Since the so-called Age of Discovery, the Pacific has been conceptualized as a crossroads between the East and the West. By the twentieth century, places like Hawai'i came to be idealized as a harmonious multicultural society. This class examines how race and indigeneity are constructed within the Pacific using an interdisciplinary approach. Drawing from works within indigenous studies, ethnic studies, and critical race studies, students will address themes of sovereignty, settler colonialism, diaspora, and migration in order to interrogate and problematize the concept of the multicultural 'melting pot' across time. We focus on the impacts of U.S. plantation economies, militarism, and tourism in shaping the triangulation of indigenous, Black, and Asian groups in Hawai'i and across the Pacific.

This course meets for the duration of the fall quarter, and includes a mandatory class trip to Honolulu, Hawai'i the week before fall classes begin. The dates of the trip will be September 10-17, 2017, departing on the day of Sunday, September 10, and returning the following Sunday, September 17 (fall classes begin Tuesday, September 19). Please check your calendar to be sure that you are available to travel the week prior to fall classes before applying to this course!

Enrollment in this course is by application only. See Class Notes for application instructions.

#### **COMM\_ST 383-0 -20 (11460) MEDIA, COMMUNICATION, AND ENVIRONMENT**

JAMES J SCHWOCH | MW 2:00-3:20 | SWIFT 107

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.

### **SOCIOL 355-0 -20 (13925) MEDICAL SOCIOLOGY**

CAROL A HEIMER | TTH 9:30 10:50 | UNIV HALL 101

### **SOCIOL 376-0 - 21 (16549) TOPICS IN SOCIOLOGICAL ANALYSIS: SEXUALITY, SOC SCI, & LGBT**

AARON TRAVIS NORTON | MW 2:00-3:20 | UNIV HALL 101

In this course, we will draw upon literature in the social sciences and humanities to consider the central role that science (broadly conceived) has played both in categorizing people based upon sexual desires, practices, and identity, and in challenging how we have come to understand those very categories. We then consider how debates over how to define sexuality intersect with struggles for LGBT rights as well as alternative approaches to improving the lives of those who may not fit neatly within established categories. Key topics will include: the pathologization and de-pathologization of homosexuality; same-sex marriage; fixed vs. fluid sexual desire; efforts to change sexual orientation; and the relevance of disputes over the nature of sexuality to trans people's claims to legal recognition, among others.

## **FIRST-YEAR SEMINARS**

### **ANTHRO 101-6 - 21 (10058) FIRST-YEAR SEMINAR: MAKING OF THE FITTEST: ISSUES IN EVOLUTION**

ERIN BETH WAXENBAUM DENNISON | MW 11:00-12:20 | ANTHRO SEM RM A58

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 (16081) FIRST-YEAR SEMINAR: FANTASTIC ARCHAEOLOGY: SCIENCE AND PSEUDOSCIENCE I"**

MARK WILLIAM HAUSER | MW 11:00-12:20 | ANTHRO SEM RM B07

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

support nationalistic agendas, racial biases, and religious movements, all of which can have considerable influence on contemporary society.

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

### **ASTRON 110-6 -1 (13189) FIRST-YEAR SEMINAR**

MICHAEL F SMUTKO | TTH 9:30-10:50 | DEARBORN OBSERVATORY 23

Human perception and understanding of the universe has changed dramatically over the centuries. Astronomers used to believe that objects in the Heavens were attached to great crystalline spheres that moved about the Earth with accompanying music. Today, astronomers believe that the Heavens are dominated by a mysterious "dark energy" force that may ultimately tear the universe apart. On top of that, some physicists think that everything from electrons to gravity itself is made of vibrating loops of string-like energy moving through 11-dimensional space. Which is stranger? You decide. We will discuss (in a non-mathematical fashion) how our view of the cosmos has evolved thanks to the work of Galileo, Hubble, Einstein, Schrödinger and many others. We will explore not just their ideas, but also the intellectual struggles and the drama behind those ideas.

### **BIOL\_SCI 102-6 -20 (14702) FIRST-YEAR SEMINAR: MEDICAL MARIJUANA**

CHRISTINA T RUSSIN | MW 3:30-4:50 | TECH L168

As use of medicinal plants has increased in the West, there has been heightened interest in the possible beneficial effects of marijuana. In this course we will explore this subject largely from a biological point of view, but also touch on the legal and societal ramifications of legalizing marijuana for medicinal use in the US. Topics covered include historical medicinal uses of marijuana, the efficacy of marijuana for various conditions and diseases, and societal impact of medical marijuana.

### **BIOL\_SCI 103-0 -01 (14703) DIVERSITY OF LIFE**

GARY JOHN GALBREATH | MWF 3:00-3:50 | PANCOE AUDITORIUM

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

### **BIOL\_SCI 115-6 -20 (14721) FIRST-YEAR SEMINAR: BIOLOGICAL THOUGHT AND ACTION**

HEATHER W PINKETT, DANIEL A STOLZ | TTH 4:00-5:20 | COOK HALL 3118

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.

**CHEM 105-6 -03-21 (10423) FIRST-YEAR SEMINAR: THE CHEMISTRY OF FOOD**

OWEN P PRIEST | MWF 11:00-11:50 | TECH L158

In The Chemistry of Food we will explore the chemistry and science of nutrition, cooking, food preservation, flavoring, coloring, and aroma. We will explore the science of salt, sugar & high fructose corn syrup, leavening agents, microwaves, proteins, and fats. What is the science behind genetically modified foods and why is it so controversial? What is celiac disease and gluten sensitivity? Is gluten sensitivity real? What does the science say? These questions, and more, will be explored through readings that will include the textbooks listed below. Grades will be based on class participation and short writing assignments, four papers based on the readings, and a final term paper.

**EARTH 102-6 -20 (10060) FIRST-YEAR SEMINAR: DEATH OF THE DINOSAURS**

DONNA M JURDY | MW 2:00-3:20 | TECH F285

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

**ECON 101-6 -30 (12680) FIRST-YEAR SEMINAR**

RICHARD E H WALKER | MW 12:30-1:50 | ANN HALL G28

In this seminar we will survey disparate topics in politics, philosophy and economics. Exactly what we end up covering will depend a little on what most piques the interest of the group, but provisional topics include include the median voter theorem, the Condorcet paradox, Arrow's impossibility theorem, the trolley problem, Rawls' theory of justice, Peter Singer and speciesism, the ethics of nationalism, the economic effects of immigration, the simulation hypothesis, how economists and regular people think about risk and uncertainty, prediction markets and the wisdom of crowds, the pros and cons of a basic income policy.

**ENGLISH 105-6 -21 (12644) FIRST-YEAR SEMINAR: TRUTH IN REPRESENTATION: HOAXES, COPIES, & REMIXES**

ELIZABETH ANNE LENAGHAN | TTH 11:00-12:20 | UNIVERSITY HALL 112

Media hoaxes, copies, and remixes have existed for centuries. But is anything different about these phenomena in our digital age? For instance, since it's so easy to copy and remix digital data, do we do so more often? Do technology and its crowd-sourcing capabilities render lies and thefts easier to uncover? Are social media responsible for the current onslaught of "fake news" and "alternative facts"? In this course, we will explore answers to these questions as we examine several historic and contemporary examples of hoaxes, copies, and remixes. We'll ask questions about both the positive and negative aspects of such examples with the ultimate aim of discovering what they can show us about broader concepts such as individuality, uniqueness, and authenticity. Students will

also have the opportunity to engage in independent research on a hoax, theft, or remix of their choosing.

**FRENCH 105-6 -20 (11768) FIRST-YEAR SEMINAR: CLIMATE FICTION**

JANE BRADLEY WINSTON | TTH 2:00-3:20 | UNIV LIB 5746

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

**GNDR\_ST 101-6 -1 (10530) FIRST-YEAR SEMINAR: OUR BODIES OURSELVES: THE WOMEN'S HEALTH MOVEMENT**

AMY RUTH PARTRIDGE | TTH 11:00-12:20 | KRESGE 2331

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.

**POLI\_SCI 101-6 -21 (13536) FIRST-YEAR SEMINAR: GLOBAL ENVIRONMENTAL POLITICS**

KIMBERLY RUGGLES MARION SUISEEYA | MW 2:00-3:20 | UNIV LIB 4670

Environmental problems like deforestation, biodiversity loss, climate change, and ocean and marine resource degradation have emerged as some of the most intractable problems that society faces. They transcend international borders, are scientifically complex, and generally involve large sets of diverse actors and power dynamics from global to local scales. In this first year seminar we will examine how policies, actions, and behaviors impact the environment and how these politics of the environment play out on a global scale.

This collaborative seminar will introduce students to the diverse ways in which different social science disciplines, epistemologies, and methodologies shape the ways in which we understand global environmental problems and solutions. While our primary assigned reading materials approach the topics through a political science lens, through individual research assignments and integrated peer assessments, students will be exposed to variety of approaches that will help us think about other ways of understanding a problem. By the end of the course, students will have a broad understanding of the nature of global environmental politics as well as specific knowledge related to a topic of their choosing.

## **AFRICAN AMERICAN STUDIES**

### **AF\_AM\_ST 363-0 - 20 (10137) RACISM IN WESTERN MODERNITY**

HERMAN BARNOR HESSE | MW 11:00-12:20 | LOCAY HALL 301

Impact of racism in the formation of Western modernity. Critical conceptual and historical analyses of the social formation of “race” and the historical implications of racism in the contemporary West.

### **AF\_AM\_ST 380-0 -21 (10085) TOPICS IN AFRICAN-AMERICAN STUDIES: RACE AND INDIGENEITY IN THE PACIFIC**

NITASHA TAMAR SHARMA, HIILEI JULIA HOBART | TTH 2:00-3:20 | KRESGE 2350

\*co-listed as ASIAN\_AM 303-1 + HUM 370-3

Since the so-called Age of Discovery, the Pacific has been conceptualized as a crossroads between the East and the West. By the twentieth century, places like Hawai'i came to be idealized as a harmonious multicultural society. This class examines how race and indigeneity are constructed within the Pacific using an interdisciplinary approach. Drawing from works within indigenous studies, ethnic studies, and critical race studies, students will address themes of sovereignty, settler colonialism, diaspora, and migration in order to interrogate and problematize the concept of the multicultural 'melting pot' across time. We focus on the impacts of U.S. plantation economies, militarism, and tourism in shaping the triangulation of indigenous, Black, and Asian groups in Hawai'i and across the Pacific.

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## AMERICAN STUDIES

### **AMER\_ST 310-0 -1 (17341) STUDIES IN AMERICAN CULTURE: DIGITIZING FOLK MUSIC HISTORY**

MICHAEL J KRAMER | MW 3:30-4:50 | UNIVERSITY HALL 312

\*co-listed as HISTORY 395-22 + HUM 325-4-20

In this research seminar, we examine the history of the US folk music revival through both conventional and digital modes of inquiry to probe what was at stake in the folk revival in relation to: American culture and politics; questions of race, class, gender, age, and region; and the strange workings of music-making, memory, and power. No previous digital or musical training is required for the course, just a willingness to engage with the material. Each student will be evaluated based on class participation, weekly digital mini-project experiments, presentations, and a final multimedia interpretive digital history project that is the multimedia equivalent of a 15-20 page analytic essay based on original research.

## ANTHROPOLOGY

### **ANTHRO 101-6 - 21 (10058) FIRST-YEAR SEMINAR: MAKING OF THE FITTEST: ISSUES IN EVOLUTION**

ERIN BETH WAXENBAUM DENNISON | MW 11:00-12:20 | ANTHRO SEM RM A58

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.

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MARK WILLIAM HAUSER | MW 11:00-12:20 | ANTHRO SEM RM B07

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**ANTHRO 315-0 -1 (12109) MEDICAL ANTHROPOLOGY**

REBECCA A SELIGMAN | TTH 12:30-1:50 | ANTHRO SEM RM B07

How do Anthropologists understand and investigate the social and cultural contexts of health and illness? This course will examine the diverse ways in which humans use cultural resources to cope with pain, illness, suffering and healing in diverse cultural contexts. In addition, we will analyze various kinds of medical practices as cultural systems, examining how disease, health, body, and mind are socially constructed, how these constructions articulate with human biology, and vice versa. The course will provide an introduction to the major theoretical frameworks that guide anthropological approaches to studying human health-related behavior. Theory will be combined with case studies from a number of societies, from India, Japan, Brazil, and Haiti to the U.S. and Canada, enabling students to identify similarities across seemingly disparate cultural systems, while at the same time demonstrating the ways in which American health behaviors and practices are socially embedded and culturally specific. The course will emphasize the overall social, political, and economic contexts in which health behavior and health systems are shaped, and within which they must be understood.

**ANTHRO 334-0 -1 (12110) THE ANTHROPOLOGY OF HIV/AIDS: ETHOGRAPHIES**

ADIA BENTON | MWF 11:00-11:50 | AN HALL G15

*\*co-listed as GBL\_HLTH 390-25 + GNDR\_ST 332-20*

This course examines HIV/AIDS from an anthropological perspective, looking critically at the history of anthropology's involvement with the AIDS crisis from the disease's discovery to the present day. It offers a broad overview of the social, cultural, political and economic factors shaping the global HIV/AIDS epidemic, and of the policy responses that the epidemic has generated in different settings. Specific topics include the shifting terrain and shape of the epidemic in different parts of the world (and perceptions of it); the factors influencing HIV vulnerability cross-culturally; and the ways in which governmental and non-governmental organizations have sought to respond to AIDS in a range of different country settings. In addition, we address international and multilateral responses to HIV/AIDS, using them as a case study that illuminates both the promises and perils of international response to health crises.

**ANTHRO 370-0 -20 (10523) ANTHROPOLOGY IN HISTORICAL PERSPECTIVE**

ROBERT LAUNAY | TTH 10:00-11:00 | ANTHRO SEM RM 104

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

### **ANTHRO 390-0 -24 (16098) TOPICS IN ANTHROPOLOGY: METHODS IN ANTHROPOLOGY/GLOBAL HEALTH**

SERA LEWIS YOUNG | T 2:00-4:50 | ANTHRO SEM RM B07

\*co-listed as GBL\_HLTH 390-22

This class will provide rigorous guidance on how one moves through the scientific process, from articulating scientific questions to answering them in a way that your audience can really relate to. We will do this using data from my ongoing pregnancy cohort in western Kenya that focuses on the consequences of exposure to HIV, food insecurity, and water insecurity for women and their young children (clinicaltrials.gov NCT02974972 & NCT02979418). Specific skills to be developed include human subjects training, formal literature review, hypothesis generation, developing analytic plans, data cleaning, performing descriptive statistics, creation of figures and tables, writing up results, and oral presentation of results. This course will be a terrific foundation for writing scientific manuscripts, theses, and dissertations.

### **ANTHRO 390-0 - 27 (14405) TOPICS IN ANTHROPOLOGY: QUEER ROBOTICS: CYBORGS & FANTASY IN POSTCOLONIAL**

MITALI THAKOR | TTH 2:00-3:20 | LOCATION

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Have robots always been queer? What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about what it means to be "human?"

In this class we will use critical race studies, queer and feminist theory, crip studies, and science and technology studies (STS) to analyze representations of "cyborg" bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, deep space and deep ocean research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

## **ART THEORY AND PRACTICE**

## **ASIAN AMERICAN STUDIES**

### **ASIAN\_AM 303-0 -1 (10148) ADVANCED TOPICS IN SOCIAL AND CULTURAL ANALYSIS: RACE AND INDIGENITY IN THE PACIFIC**

NITASHA TAMAR SHARMA, HIILEI JULIA HOBART | TTH 2:00-3:20 | CROWE HALL 1132

Since the so-called Age of Discovery, the Pacific has been conceptualized as a crossroads between the East and the West. By the twentieth century, places like Hawai'i came to be idealized as a harmonious multicultural society. This class examines how race and indigeneity are constructed within the Pacific using an interdisciplinary approach. Drawing from works within indigenous studies, ethnic studies, and critical race studies, students will address themes of sovereignty, settler colonialism, diaspora, and migration in order to interrogate and problematize the concept of the multicultural 'melting pot' across time. We focus on the impacts of U.S. plantation economies, militarism, and tourism in shaping the triangulation of indigenous, Black, and Asian groups in Hawai'i and across the Pacific.

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**ASIAN\_AM 360-0 - 1 (10146) STUDIES IN RACE, GENDER, AND SEXUALITY: MED TOURISM & TRANSN'L SEX'LTY**

JILLANA B ENTEEN | TTH 3:30-4:50 | KRESGE 2380

**ASIAN\_AM 376-0 -1 (10149) ADVANCED TOPICS IN LITERARY AND CULTURAL STUDIES: TECHNO-ORIENTALISM**

INSTRUCTOR | MW 2:00-3:20 | UNIVERSITY HALL 102

\*co-listed as ENGLISH 375-20

Techno-Orientalism names a variant of Orientalism that associates Asians with a technological future. This seminar will explore how Techno-Orientalist tropes are used by, played with, and rewritten by Asian American authors. We will study how twentieth-century and contemporary issues of technology, globalization, and financial speculation collide with a history of yellow peril and Asian Invasion discourse, as well as how these tensions manifest in figures and tropes such as robots, aliens, and cybernetics. Texts will drawn from drama, poetry, novels, short stories, comics, and film.

## ASTRONOMY

**ASTRON 110-6 -1 (13189) FIRST-YEAR SEMINAR**

MICHAEL F SMUTKO | TTH 9:30-10:50 | DEARBORN OBSERVATORY 23

Human perception and understanding of the universe has changed dramatically over the centuries. Astronomers used to believe that objects in the Heavens were attached to great crystalline spheres that moved about the Earth with accompanying music. Today, astronomers believe that the Heavens are dominated by a mysterious "dark energy" force that may ultimately tear the universe apart. On top of that, some physicists think that everything from electrons to gravity itself is made of vibrating loops of string-like energy moving through 11-dimensional space. Which is stranger? You decide. We will discuss (in a non-mathematical fashion) how our view of the cosmos has evolved thanks to the work of Galileo, Hubble, Einstein, Schrödinger and many others. We will explore not just their ideas, but also the intellectual struggles and the drama behind those ideas.

## BIOLOGICAL SCIENCES

### **BIOL\_SCI 102-6 -20 (14702) FIRST-YEAR SEMINAR: MEDICAL MARIJUANA**

CHRISTINA T RUSSIN | MW 3:30-4:50 | TECH L168

As use of medicinal plants has increased in the West, there has been heightened interest in the possible beneficial effects of marijuana. In this course we will explore this subject largely from a biological point of view, but also touch on the legal and societal ramifications of legalizing marijuana for medicinal use in the US. Topics covered include historical medicinal uses of marijuana, the efficacy of marijuana for various conditions and diseases, and societal impact of medical marijuana.

### **BIOL\_SCI 103-0 -01 (14703) DIVERSITY OF LIFE**

GARY JOHN GALBREATH | MWF 3:00-3:50 | PANCOE AUDITORIUM

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

### **BIOL\_SCI 115-6 -20 (14721) FIRST-YEAR SEMINAR: BIOLOGICAL THOUGHT AND ACTION**

HEATHER W PINKETT, DANIEL A STOLZ | TTH 4:00-5:20 | COOK HALL 3118

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.

## CHEMISTRY

### **CHEM 105-6 -03-21 (10423) FIRST-YEAR SEMINAR: THE CHEMISTRY OF FOOD**

OWEN P PRIEST | MWF 11:00-11:50 | TECH L158

In The Chemistry of Food we will explore the chemistry and science of nutrition, cooking, food preservation, flavoring, coloring, and aroma. We will explore the science of salt, sugar & high fructose corn syrup, leavening agents, microwaves, proteins, and fats. What is the science behind genetically modified foods and why is it so controversial? What is celiac disease and gluten sensitivity? Is gluten sensitivity real? What does the science say? These questions, and more, will be explored through readings that will include the textbooks listed below. Grades will be based on class participation and short writing assignments, four papers based on the readings, and a final term paper.

## CHICAGO FIELD STUDIES

### **CFS 392-0 -20 (10010) FIELD STUDIES IN HEALTH**

LAUREN SLUBOWSKI KEENAN-DEVLIN | TH 6:00-9:00 | UNIVERSITY HALL 118

## CIVIL ENGINEERING

### **CIV\_ENV 203-0 -20 (11676) ENERGY AND THE ENVIRONMENT**

NEAL E BLAIR | TTH 2:00-3:20 | TECH M120

\*co-listed as ENVR\_SCI 203-20

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.

### **CIV\_ENV 303-0 -20 (11675) ENVIRONMENTAL LAW AND POLICY**

KEITH I HARLEY | TH 5:00-7:50 | TECH M177

This course will examine the development and implementation of nine U.S. environmental policy initiatives.

1. Conserve ecologically valuable places.
2. Incorporate environmental considerations into government decisions to fund, approve and conduct projects.
3. Save plant and animal species threatened with extinction.
4. Achieve healthful air quality.
5. Ensure a stable atmosphere and climate.
6. Establish unobstructed, fishable and swimmable waters.
7. Prevent the contamination of land and groundwater caused by waste disposal by reducing, reusing and recycling wastes and regulating waste disposal practices.
8. Remediate historically contaminated sites.
9. Provide opportunities for public participation in the development, implementation and enforcement of environmental laws.

### **CIV\_ENV 361-1 -20 (11567) ENVIRONMENTAL MICROBIOLOGY**

LUISA A MARCELINO | MW 2:00-3:50 | TECH M164

This course explores current problems in public and environmental health, such as the worldwide burden of major infectious diseases; the emergence and re-emergence of new pathogens, environmental reservoirs of infectious organisms, transport of microorganisms in the environment, and evaluating the combined effects of land use modification, water abstraction, and global climate change on ecosystems.

### **CIV\_ENV 368-0 - 20 (11571) SUSTAINABILITY: THE CITY**

KIMBERLY A GRAY | T 3:30-6:30 | TECH L221

Exploration of the issues that motivate the design and engineering of sustainable resource use and development.

## COMMUNICATION STUDIES

### **COMM\_ST 227-0 -20 (11458) COMMUNICATION & TECHNOLOGY**

JEREMY P BIRNHOLTZ | TTH 2:00-3:20 | FISK HALL 217

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, groups 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 -20 (11455) FIRST-YEAR SEMINAR: CLIMATE CHANGE COMMUNICATION**

JAMES J SCHWOCH | T 2:00-4:50 | TECH L170

This First Year Seminar introduces students to studying, analyzing, and researching environmental and climatological 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, 3 creating PowerPoint slides, posting discussion items and participating in discussions, 3 short papers of 2-5 pages on various relevant topics, and a final paper of about 10 pages exploring an aspect of climate change communication and media texts or technologies.

### **COMM\_ST 294-0 -21 (11456) FIRST-YEAR SEMINAR: LIVING WITH COMM TECHNOLOGY**

ANNE MARIE PIPER | M 2:00-4:50 | PARKES HALL 213

Freshman seminar

### **COMM\_ST 376-0 -20 (11462) CONTEMPORARY TELEVISION**

AYMAR CHRISTIAN JEAN | W 3:00-5:50 | TECH M128

Television is dead; television is in a golden age. Can both statements be true? This course focuses on how the art and business of primetime television changed after the introduction of "new media," from cable to the Internet. Readings will explore production, storytelling, identity and distribution of TV and web entertainment. Students will watch, analyze and have the option to pitch or produce television. The goal of this course is to give students a deeper understanding of the complexity and ever-changing nature of a media business. Television is arguably the country's most powerful medium, foundational to American culture and history in the post-WWII era. At first tightly regulated and controlled, television has fragmented, its networks folded into conglomerations and its programs spread across dozens of channels. Throughout the semester students are encouraged to question how changes in television production, regulation and distribution affects programming, culture and politics at large.

**COMM\_ST 383-0 -20 (11460) MEDIA, COMMUNICATION, AND ENVIRONMENT**

JAMES J SCHWOCH | MW 2:00-3:20 | SWIFT HALL 107

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.

**COMM\_ST 394-0 -21 (16699) COMMUNICATION STUDIES RESEARCH SEMINAR: TECHNOPANIC!**

FASHINA MIRA ALADE | TTH 11:00-12:20 | FRANCIS SEARLE 3220

Technopanic! The alleged corruption and destruction of society by "new" technology. Hacking and trolling, mass murders and bullying, ADHD and antisocial behavior - What do these have in common? They are all social behaviors, occurring both online and off, which have, according to some, been brought about or exacerbated by our new media environment. Such deviant behaviors give some people ample reason to fear digital and social media. But is technology to blame? We will grapple with this question as we investigate how our understanding of new technologies and media is socially shaped and, in turn, how new media might influence our social behavior. By examining empirical evidence, students will develop their own informed opinions on whether technology is good or evil, or somewhere in between.

**COMPARATIVE LITERARY STUDIES****COMP\_LIT 390-0 -20 (12888) TOPICS IN COMPARATIVE LITERATURE: OCEANIC STUDIES: LIT & ENVIRO**

HARRIS MATTHEW FEINSOD | MW 11:00-12:20 | 555 CLARK B03

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



read short excerpts from the disciplines of "critical theory" (Heller-Roazen, Foucault, Deleuze, Corbin), labor and economic history (Rediker, Fink, Levinson), and environmental thought (Carson, Alaimo).

## EARTH

### **EARTH 102-6 -20 (10060) FIRST-YEAR SEMINAR: DEATH OF THE DINOSAURS**

DONNA M JURDY | MW 2:00-3:20 | TECH F285

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

## ECONOMICS

### **ECON 101-6 -30 (12680) FIRST-YEAR SEMINAR**

RICHARD E H WALKER | MW 12:30-1:50 | ANN HALL G28

In this seminar we will survey disparate topics in politics, philosophy and economics. Exactly what we end up covering will depend a little on what most piques the interest of the group, but provisional topics include include the median voter theorem, the Condorcet paradox, Arrow's impossibility theorem, the trolley problem, Rawls' theory of justice, Peter Singer and speciesism, the ethics of nationalism, the economic effects of immigration, the simulation hypothesis, how economists and regular people think about risk and uncertainty, prediction markets and the wisdom of crowds, the pros and cons of a basic income policy.

### **ECON 307-0 -20 (12716) ECONOMICS OF MEDICAL CARE**

FRANK LIMBROCK | TTH 2:00-3:20 | TECH LEC RM 5

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

### **ECON 315-0 -20 (12743) TOPICS IN ECONOMIC HISTORY**

INSTRUCTOR | TTH 12:30-1:50 | TECH LEC RM 5

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

**ECON 323-2 -20 (12744) ECONOMIC HISTORY OF THE UNITED STATES 1865 TO PRESENT**

BENJAMIN REMY CHABOT | MW 6:30-7:50 | HARRIS HALL L07

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

**ECON 372-0 -20 (12780) ENVIRONMENTAL ECONOMICS**

MARK P WITTE | MWF 12:30-1:50 | TECH LEC RM 5

The environment and our natural resources are scarce yet their values are quite hard to determine. Furthermore, there are a variety of problems with the incentives to use them well. Using the tools of microeconomic analysis and some econometrics, this course will define and examine "environmental problems" in terms of economic efficiency. We will also discuss the methods (and shortcomings of these methods) used by economists and policymakers to place dollar values on environmental amenities (since such valuations will determine what policy options are deemed "efficient"), such as benefit-cost analysis. Then we will apply these tools to look at a particular set of environmental problems caused by negative externalities transmitted through naturally occurring amenities, and the effects of the policies we construct in response to these problems.

NOTE: This class is not open to students who have taken Economics 370: Environmental & Natural Resource Economics.

**ENGLISH****ENGLISH 105-6 -21 (12644) FIRST-YEAR SEMINAR: TRUTH IN REPRESENTATION: HOAXES, COPIES, & REMIXES**

ELIZABETH ANNE LENAGHAN | TTH 11:00-12:20 | UNIVERSITY HALL 112

Media hoaxes, copies, and remixes have existed for centuries. But is anything different about these phenomena in our digital age? For instance, since it's so easy to copy and remix digital data, do we do so more often? Do technology and its crowd-sourcing capabilities render lies and thefts easier to uncover? Are social media responsible for the current onslaught of "fake news" and "alternative facts"? In this course, we will explore answers to these questions as we examine several historic and contemporary examples of hoaxes, copies, and remixes. We'll ask questions about both the positive and negative aspects of such examples with the ultimate aim of discovering what they can show us about broader concepts such as individuality, uniqueness, and authenticity. Students will also have the opportunity to engage in independent research on a hoax, theft, or remix of their choosing.

**ENGLISH 375-0 - 20 (11754) TOPICS IN ASIAN AMERICAN LITERATURE: TECHNO-ORIENTALISM**

INSTRUCTOR | MW 2:00-3:20 | UNIVERSITY HALL 102

\*co-listed as ASIAN\_AM 376-1

Techno-Orientalism names a variant of Orientalism that associates Asians with a technological future. This seminar will explore how Techno-Orientalist tropes are used by, played with, and rewritten by Asian American authors. We will study how twentieth-century and contemporary issues of technology, globalization, and financial speculation

collide with a history of yellow peril and Asian Invasion discourse, as well as how these tensions manifest in figures and tropes such as robots, aliens, and cybernetics. Texts are drawn from drama, poetry, novels, short stories, comics, and film.

**ENGLISH 385-0 - 20 (11745) TOPICS IN COMBINED STUDIES: OCEANIC STUD: LIT, ENVIR. HIST**  
**HARRIS MATTHEW FEINSOD | MW 11:00-12:20 | 555 CLARK B03**

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

**ENGLISH 385-0 -21 (16387) TOPICS IN COMBINED STUDIES: REPRODUCTION, GENDER, AND MEDICINE**

**SARAH ELIZABETH ROTH | MW 11:00-12:20 | PARKES HALL 223**

Debates surrounding reproductive justice endlessly parse the meanings and consequences of abortion. Much less attention has been paid to the rhetoric, politics, and ideologies surrounding the other choice in the pro-choice dyad: participation in acts of reproduction, particularly pregnancy and childbirth. Students will be challenged to consider the gendered rhetoric surrounding ideas such as the biological clock, the pregnancy glow, and drug-free natural childbirth. We will investigate the way reproducing bodies are represented culturally, using media coverage of issues like Serena Williams' 2017 Australian Open win and Beyonce's baby bump "reveals," as well as the homebirth movement, transgender pregnancies, "breast-feeding Nazis," parental leave policies, and the CDC's 2016 recommendation that women of reproductive age refrain from drinking alcohol unless they are using contraception. Such case studies will help us ask how these discourses affect not only feminist ideas and activism, but also medical care and the medical system. Students will be encouraged to apply critical thinking to some of the most fundamental and long-standing assumptions of our public culture. Two central questions will guide the course: What assumptions are made about reproductive bodies? What are the social consequences of these assumptions?

## ENVIRONMENTAL POLICY AND CULTURE

### **ENVR\_POL 212-0 -1 (16641) ENVIRONMENT AND SOCIETY**

SUSAN L THISTLE | TTH 3:30-4:50 | LOCATION

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 311-0 -1 (16632) FOOD, POLITICS AND SOCIETY**

SUSAN L THISTLE | TTH 11:00-12:20 | UNIVERSITY HALL 101

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

### **ENVR\_POL 390-0 -21 (16634) SPECIAL TOPICS IN ENVIRONMENTAL POLICY AND CULTURE: ENVIRONMENTAL POLITICS AND POLICY**

KIMBERLY RUGGLES MARION SUISEEYA | MW 11:00-12:20 | LOCATION

Designing and implementing effective environmental policies demands detailed attention to the complex nature of environmental challenges as well as a commitment to reflexivity and adaptation. This course considers the political, economic, ethical, legal, and institutional issues involved in environmental decision-making. We begin with an introduction to the foundations of environmental politics and policy We then examine the political and institutional landscapes that shape the emergence and uptake of environmental agendas. Next, drawing from US cases, we will consider the formation and implementation of different environmental policies across a range of topics, which may include natural resources, coastal and marine resources, endangered species, air and water pollution, energy, climate change, public lands, endangered species, hazardous waste, toxics, and fisheries, among others. We conclude with a look towards the future of environmental policy. This is an introductory level course designed to give students an understanding of important conceptual issues in environmental policy-making, as well as an overview of core policies related to the US.

## ENVIRONMENTAL SCIENCE

### **ENVR\_SCI 203-0 - 20 (10326) ENERGY AND THE ENVIRONMENT**

NEAL E BLAIR | TTH 2:00-3:20 | TECH M120

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.

## FRENCH

### **FRENCH 105-6 -20 (11768) FIRST-YEAR SEMINAR: CLIMATE FICTION**

JANE BRADLEY WINSTON | TTH 2:00-3:20 | UNIV LIB 5746

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

## GLOBAL HEALTH

### **GBL\_HLTH 301-0 -20 (11887) INTRODUCTION TO INTERNATIONAL PUBLIC HEALTH**

NOELLE SULLIVAN | TTH 11:00-12:20 | UNIVERSITY HALL 102

This course introduces students to pressing disease and health care problems worldwide and examines efforts currently underway to address them. Taking an interdisciplinary approach, the course identifies the main actors, institutions, practices and forms of knowledge production characteristic of what we call "global health" today, and explores the environmental, social, political and economic factors that shape patterns and experiences of illness and healthcare across societies. We will scrutinize the value systems that underpin specific paradigms in the policy and science of global health and place present-day developments in historical perspective. Key topics will include: policies and approaches to global health governance and interventions, global economies and their impacts on public health, medical humanitarianism, global mental health, maternal and child health, pandemics (HIV/AIDS, Ebola, H1N1, Swine Flu), malaria, food insecurity, health and human rights, and global health ethics.

### **GBL\_HLTH 301-0 -25 (11888) INTRODUCTION TO INTERNATIONAL PUBLIC HEALTH**

WILLIAM LEONARD | M 6:00-8:50 | LOCATION

This advanced level course introduces NU students to the field of international public health with an emphasis on the developing world. The course orients students to the skills and sensitivities that must be mastered in order to understand the structural underpinnings and culture-specific interpretations of health and sickness in resource-poor

settings. It explores the continuum between health and sickness and emphasizes the contribution of distal, as well as proximal, chronic, as well as acute, factors on health and well-being. Students learn about the major players in international health-the multilateral and bilateral donor communities, Ministries of Health, UN agencies-and understand the key shifts in donor policies towards healthcare delivery as promulgated at Alma Ata, Mexico City, Cairo and Beijing. Students are introduced to the major health problems currently impacting the developing world, and alerted to the importance of employing a population-based vs. a purely clinical approach to solving these health problems.

### **GBL\_HLTH 302-0 -20 (11893) GLOBAL BIOETHICS**

SARAH RODRIGUEZ | MW 12:30-1:50 | PARKES HALL 215

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 307-0 -1 (11906) INTERNATIONAL PERSPECTIVES ON MENTAL HEALTH**

REBECCA A SELIGMAN | W 2:00-4:50 | HARRIS HALL L28

This course will explore issues of mental health in cross-cultural, international perspective and examine the impact of psychological illness on the global burden of disease. Students explore the following questions: how do cultural systems of meaning and behavior affect the vulnerability of individuals within the population to mental illness and the mental illnesses to which they are vulnerable? How does culture influence the way that mental illness is expressed and experienced and how does this affect our ability to measure psychological illness cross-culturally? How do cultural factors affect the way that mental illnesses are diagnosed and labeled, and the degree to which they are stigmatized? And how do such factors affect our ability to create effective public health interventions? Finally, how do healing practices and the efficacy of particular treatments vary across cultures? By examining these and related questions, in the context of specific mental illnesses including schizophrenia, depression, and PTSD students are exposed to a unique set of ideas otherwise unrepresented in the current global health curriculum. Mental health is crucially linked to physical health, and represents an enormous global health burden in its own right. It is crucial, therefore, that global health students be introduced to central issues related to epidemiology and intervention in this area.

### **GBL\_HLTH 322-0 -20 (11907) THE SOCIAL DETERMINANTS OF HEALTH**

PETER ANDREW LOCKE | TH 1:00 3:50 | HARRIS HALL L06

This upper-level seminar in medical anthropology examines the role of social markers of difference including race, class, nationality, gender, sexuality, age and religion in current debates and challenges in the theory and practice of global health. We will explore

contemporary illness experiences and therapeutic interventions in sociocultural and historical context through case studies from the US, Brazil, and South Africa. Students will be introduced to key concepts such as embodiment, medicalization, structural violence, the social determinants of health, and biopolitics. Central questions of the seminar include: How do social categories of difference determine disease and health in individuals and collectivities? How is medical science influenced by economic and political institutions and by patient mobilization? How does social and economic inclusion/exclusion govern access to treatment as well as care of the self and others? The course will provide advanced instruction in anthropological and related social scientific research methods as they apply to questions of social inequality and public health policy in both the United States and in emerging economic powers. The course draws from historical accounts, contemporary ethnographies, public health literature, media reports, and films.

**GBL\_HLTH 390-0 -20 (11897) SPECIAL TOPICS IN GLOBAL HEALTH: VOLUNTEERISM AND THE NEED TO HELP**

NOELLE SULLIVAN | W 10:00-12:50 | UNIVERSITY HALL 121

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

**GBL\_HLTH 390-0 -21 (11898) SPECIAL TOPICS IN GLOBAL HEALTH: HEALTH AND HUMANITARIANISM**

PETER ANDREW LOCKE | T 1:00-3:50 | KRESGE 3410

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



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

**GBL\_HLTH 390-0 - 22 (11899) SPECIAL TOPICS IN GLOBAL HEALTH:  
METHODS IN ANTHROPOLOGY/GLOBAL HEALTH**

SERA LEWIS YOUNG | T 2:00-4:50 | ANTHRO SEM RM B07

\*co-listed as ANTHRO 390-24

This class will provide rigorous guidance on how one moves through the scientific process, from articulating scientific questions to answering them in a way that your audience can really relate to. We will do this using data from my ongoing pregnancy cohort in western Kenya that focuses on the consequences of exposure to HIV, food insecurity, and water insecurity for women and their young children (clinicaltrials.gov NCT02974972 & NCT02979418). Specific skills to be developed include human subjects training, formal literature review, hypothesis generation, developing analytic plans, data cleaning, performing descriptive statistics, creation of figures and tables, writing up results, and oral presentation of results. This course will be a terrific foundation for writing scientific manuscripts, theses, and dissertations.

**GBL\_HLTH 390-0 -23 (11900) SPECIAL TOPICS IN GLOBAL HEALTH: COMMUNITY BASED PARTICIPATORY RESEARCH**

BEATRIZ ORALIA REYES | TTH 12:30-1:50 | 555 CLARK 230

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

**GBL\_HLTH 390-0 -25 (11902) SPECIAL TOPICS IN GLOBAL HEALTH:  
ANTHROPOLOGY OF HIV/AIDS**

ADIA BENTON | MWF 11:00-11:50 | ANNENBERG G15

\*co-listed as ANTHRO 334 + GNDR\_ST 332-20

This course examines HIV/AIDS from an anthropological perspective, looking critically at the history of anthropology's involvement with the AIDS crisis from the disease's discovery to the present day. It offers a broad overview of the social, cultural, political and economic factors shaping the global HIV/AIDS epidemic, and of the policy responses that the epidemic has generated in different settings. Specific topics include the shifting terrain and shape of the epidemic in different parts of the world (and perceptions of it); the

factors influencing HIV vulnerability cross-culturally; and the ways in which governmental and non-governmental organizations have sought to respond to AIDS in a range of different country settings. In addition, we address international and multilateral responses to HIV/AIDS, using them as a case study that illuminates both the promises and perils of international response to health crises.

## GENERAL

## GERMAN

## GENDER STUDIES

### **GNDR\_ST 101-6 -1 (10530) FIRST-YEAR SEMINAR: OUR BODIES OURSELVES: THE WOMEN'S HEALTH MOVEMENT**

AMY RUTH PARTRIDGE | TTH 11:00-12:20 | KRESGE 2331

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 220-0 -20 (10544) SEXUAL SUBJECTS: INTRODUCTION TO SEXUALITY STUDIES**

PAOLA ZAMPERINI | TTH 12:30-1:50 | HARRIS HALL 107

What does it mean to study sex and sexuality within humanities and social science traditions in Western and non-Western contexts? What constitutes knowledge or evidence in this field? What kinds of categories and arguments simultaneously produce and challenge conventional wisdom about sex? How have fields and movements like area studies, history, feminism, psychoanalysis, biology, critical race studies, anthropology, sociology, and cinema fostered a multi-disciplinary scholarly tradition that today we call "sexuality studies" in the US as well as other non-Western cultures? What "natural,"

"obvious," or "timeless" ideas about sex or sexuality turn out to be none of those things? This lecture course will address these and other questions, by introducing major ideas in the study of sexuality over time, from a variety of disciplines; by helping students to think critically about the standpoints, methods, omissions, and possible uses of each study; and, last but not least, by fostering writing and conversation about these complicated topics.

**GNDR\_ST 332-0 -20 (10817) GENDER, SEXUALITY, AND HEALTH: ANTHROPOLOGY OF HIV/AIDS**  
ADIA BENTON | MWF 11:00-11:50 | ANNENBERG G15

This course examines HIV/AIDS from an anthropological perspective, looking critically at the history of anthropology's involvement with the AIDS crisis from the disease's discovery to the present day. It offers a broad overview of the social, cultural, political and economic factors shaping the global HIV/AIDS epidemic, and of the policy responses that the epidemic has generated in different settings. Specific topics include the shifting terrain and shape of the epidemic in different parts of the world (and perceptions of it); the factors influencing HIV vulnerability cross-culturally; and the ways in which governmental and non-governmental organizations have sought to respond to AIDS in a range of different country settings. In addition, we address international and multilateral responses to HIV/AIDS, using them as a case study that illuminates both the promises and perils of international response to health crises.

**GNDR\_ST 332-0 -21 (16106) GENDER, SEXUALITY, AND HEALTH: GENDER, SEXUALITY, AND DISABILITY STUDIES**

ABRAM J LEWIS | TTH 2:00-3:20 | PARKES HALL 212

This class surveys queer and feminist perspectives on disability. We will take up disability broadly, understood to include not just physical "impairment," but also psychiatric difference and neuroatypicality, chronic illness, forms of substance use, pathologized affects, and other deviations from mental and bodily norms. Echoing basic arguments of gender and sexuality studies, scholars have long emphasized that disability be understood not as a natural or biological condition, but a social and political category constructed through institutions of medicine, law, and culture. Accordingly, activists and scholars have challenged medical models that conceptualize disability as an individual defect in need of elimination; they have also critiqued the idea that disability is strictly a minority experience or identity?to the contrary, it is a status that most humans will occupy at some point in their lives. In this class, we'll trace some of the intersections of issues of disability, gender, and sexuality, along with an eye towards work in related fields like ethnic studies, transgender studies, fat studies, and animal studies. Foci will include: the politics of health (understood not as a self-evident ideal but a social norm); historical and contemporary disability activism; issues of institutionalization, incarceration, and policing; theories of embodiment (including work in "somatechnics"); madness and mad studies; and work in the emergent field of crip theory. Along with scholarly writing, the class will also include selections of fiction and memoir, such as Audre Lorde's *Cancer Journals* and Christina Crosby's *A Body, Undone*.

**GNDR\_ST 363-0 -20 (10541) POSTCOLONIAL STUDIES AND GENDER AND SEXUALITY: QUEER ROBOTICS: CYBORGS & FANTASY IN POSTCOLONIAL**

MITALI THAKOR | TTH 2:00-3:20 | FISK HALL 114

\*co-listed as ANTHRO 390-27

Have robots always been queer? What do representations of robots and cyborgs in

popular film, sci-fi literature, and cultural anthropology tell us about what it means to be "human?"

In this class we will use critical race studies, queer and feminist theory, crip studies, and science and technology studies (STS) to analyze representations of "cyborg" bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, deep space and deep ocean research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

### **GNDR\_ST 382-0 - 20 (10543) RACE, GENDER, AND SEXUALITY: GENDER, RACE, & THE HOLOCAUST**

SARAH MARSHALL CUSHMAN | MW 9:30-10:50 | UNIVERSITY LIBRARY 4670

\*co-listed as HISTORY 393-26

The aim of this seminar is to introduce students to the history and historiography of race and gender during the Holocaust. As in many historical contexts, race and gender interacted dynamically and created the particular context of Nazi-occupied Europe, which was a place where Jewish men and women suffered in particular ways, German men and women participated in particular ways, and other racial groups - men and women alike - were targeted, collaborated, resisted and rescued. We will read a variety of texts that explore the influences that shaped the behavior and response of an array of people during the Holocaust. Racism sat directly in the center of the Nazi world view. Once the Nazis got into power, they sought to translate ideology into policy. Still, their racial policies evolved over time, spurred by opportunism, innovation, and war. And too, Jewish men and women responded in ways similar and divergent to the Nazi onslaught. Sexism was also seemingly an important aspect of the Nazi perspective. While they indeed embraced an anti-feminist stance, the Nazis nevertheless sought to incorporate "German" women into the national community and women participated actively in the implementation of Nazi racism.

### **GNDR\_ST 382-0 - 21 (10553) RACE, GENDER, AND SEXUALITY: POLITICS OF BEAUTY**

TESSIE P LIU | MW 11:00-12:20 | FISK HALL 114

Is beauty a site of political struggle? Applying the critical frameworks developed by writers and theorists as different as Naomi Wolf, Kathy Davis, bell hooks, Michele Wallace, and Judith Butler, this course asks why has there been such heated disputes among feminists over whether beauty culture is oppressive or liberatory? Is beauty the source of delusion and false values or the source of self-expression and empowerment? Could it be a site of critical destabilizing practices? To better understand the deeper stakes in this debate, the class sets these questions historically, tracing them from 17th and 18th century moral philosophy and aesthetics to 19th century physiognomics, anthropology, medicine, phrenology, and comparative anatomy. A crucial component of this project is to uncover how elites as spectators, philosophers, connoisseurs, and scientists have constituted racial and sexual hierarchies through their aesthetic judgments of others.

Through case studies on beauty pageants, cosmetic surgeries, bar and club cultures, as well as sports and modern/postmodern concert dance, we will study the counter-discourses and self-fashioning strategies of groups and individuals. Focusing on the performative and bodies in motion, we will ask whether corporeal meaning can be remade from within and by "marked" bodies. Instead of developing simple resistance models of

opposition, we will focus on how communities establish their aesthetics to communicate their goals, hopes, and pain.

### **GNDR\_ST 390-0 -20 (13054) TOPICS IN GENDER AND SEXUALITY STUDIES**

BARRY SCOTT WIMPFHEIMER | MW 11:00-12:20 | HARRIS HALL L06

The past few years have come to be labeled a "transgender moment" because of the increasing visibility of transgendered individuals in law, the media and popular culture. One of the artistic productions that both responds to and is responsible for this moment is *Transparent*, the dramedy that airs on Amazon TV. The show's title signals its central plot point—the gender transition of Maura (originally Mort) Pfefferman, a parent of three adult children. Defying expectation, the show is not uniquely focused on its central eponymous character, but uses the transition to explore a nuclear family's complicated gender and sexual identities and behaviors. Even more surprisingly, the family is more authentically and accurately Jewish than any other characters in the history of television. At different points the show forces a provocative intersection of Jewish and trans/gender identity that both analogizes the individual subcultural experiences and even fuses them. One of the characters, Ali, is hard at work on a Gender Studies thesis that is interested in connecting Jewishness and gender fluidity.

This course is a theoretical rumination on the intersection of Jewishness and gender fluidity in terms of personal identity, cultural politics and institutional normativity. Both Jewishness and gender identity are cultural constructions with strong relationships to biological "facts." They share the experience of internal cohesion through external labeling and persecution. Modernity has transformed both gender identity and Jewish identity into somewhat autonomous self-characterizations even as the choice to transform one's identity comes with significant social judgment and cost. Jews who were familiar with the challenge of responding to normative cultural expectations sometimes sublimated this challenge into new avenues of resisting those expectations; it is not surprising that several Jews have made significant contributions to transgender theory. Magnus Hirschfeld advocated for transgender rights in 1920's Germany. Isaac Bashevis Singer's short story *Yentl the Yeshiva Boy* about a girl who cross-dresses to study in Yeshiva is far more provocatively transgendered than the better known Oscar winning film *Yentl* made by Barbara Streisand in the 1980's. Judith Butler has noted her early background in the study of Jewish ethics as a contributor to her fundamental re-imagination of gender as performance in her groundbreaking *Gender Trouble*. Further back in history, the Talmud and other works of rabbinic literature regularly treat intersex phenomena as legal categories and at times consider the possibility of three genders on this basis.

The twice weekly seminars in this course will discuss a series of theoretical texts that will allow us to reflect on Jewishness, gender and the intersection of the two. There is no expectation of prior knowledge of Judaism, Jewish history or gender theory.

## HISTORY

### **HISTORY 275-2 -1(14407) HISTORY OF WESTERN SCIENCE AND MEDICINE: IN MODERN EUROPE AND AMERICA**

DANIEL A STOLZ | MW 3:30-4:50 | LOCATION

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 -26 (13498) NEW LECTURES IN HISTORY: MAKING DRUGS IN THE AMERICAS**

LINA M BRITTO | TTH 11:00-12:20 | KRESGE 2415

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

### **HISTORY 379-0 -1 (13534) BIOMEDICINE AND WORLD HISTORY**

HELEN LOUISE TILLEY | TTH 11:00-12:20 | LODER HALL 023

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.

### **HISTORY 393-0 - 22 (13527) APPROACHES TO HISTORY: THE ATOMIC BOMB**

LAURA E HEIN | TTH 3:30-4:50 | KRESGE 2420

The Atomic Bomb is one of the most controversial topics in twentieth-century global history and has generated a staggering amount of scholarship. But what do we talk about when we talk about its history? The central facts about the bomb's use in 1945—who did what to whom and why—are not in question: The U.S. government detonated two bombs over two Japanese cities in August 1945. It did so on purpose, intending to cause major damage and loss of life. Nonetheless, the bomb's development, its use in 1945, and its legacies remain controversial 70 years later in a number of different ways. This course will take up a different sub-topic each week in order to explore many of the controversies surrounding remembrance of the atomic bomb in the United States, Japan, and globally.

### **HISTORY 393-0 - 26 (13529) APPROACHES TO HISTORY: GENDER, RACE, AND THE HOLOCAUST**

SARAH MARSHALL CUSHMAN | MW 9:30-10:50 | UNIVERSITY HALL 218

\*co-listed as [GNDR\\_ST 382-20](#)

The aim of this seminar is to introduce students to the history and historiography of race and gender during the Holocaust. As in many historical contexts, race and gender interacted dynamically and created the particular context of Nazi-occupied Europe, which was a place where Jewish men and women suffered in particular ways, German men and women participated in particular ways, and other racial groups - men and women alike - were targeted, collaborated, resisted and rescued. We will read a variety of texts that explore the influences that shaped the behavior and response of an array of people during the Holocaust. Racism sat directly in the center of the Nazi world view. Once the Nazis got into power, they sought to translate ideology into policy. Still, their racial policies evolved over time, spurred by opportunism, innovation, and war. And too, Jewish men and women responded in ways similar and divergent to the Nazi onslaught. Sexism was also seemingly an important aspect of the Nazi perspective. While they indeed embraced an anti-feminist stance, the Nazis nevertheless sought to incorporate "German" women into the national community and women participated actively in the implementation of Nazi racism.

### **HISTORY 395-0 -22 (13468) RESEARCH SEMINAR: DIGITIZING FOLK MUSIC HISTORY**

MICHAEL J KRAMER | MW 3:30-4:50 | UNIVERSITY HALL 312

\*co-listed as [AMER\\_ST 310-20](#) + [HUM 325-4-20](#)

In this research seminar, we examine the history of the US folk music revival through both conventional and digital modes of inquiry to probe what was at stake in the folk revival in relation to: American culture and politics; questions of race, class, gender, age, and region; and the strange workings of music-making, memory, and power. No previous digital or musical training is required for the course, just a willingness to engage with the material. Each student will be evaluated based on class participation, weekly digital mini-project experiments, presentations, and a final multimedia interpretive digital history project that is the multimedia equivalent of a 15-20 page analytic essay based on original research.



**HISTORY 395-0 -24 (13469) RESEARCH SEMINAR: WIKIPEDIA AND WOMEN'S HISTORY**

SUSAN PEARSON | TTH 3:30-4:50 | KRESGE HALL 2339

This is a research seminar in United States Women's History. Our goal is to make the web-based encyclopedia Wikipedia more inclusive of the experiences and contributions of American women throughout history. Students will learn how to create and edit Wikipedia entries and each student will prepare an entry on a woman from United States History. Preparation of the entry will require primary and secondary source research. Students will learn how to use online databases to conduct primary research, how to compile a record of a woman's life, and how to explain her historical significance. Subject to approval, the final product will become part of the permanent record of Wikipedia.

At present, only 10% of contributors to Wikipedia are female and studies show that in both content and personnel, women are severely underrepresented on the platform. By learning how to use the platform and bringing historical research skills to bear on its content, our course will join the effort to change how knowledge is produced. All are welcome.

**HUMANITIES****HUM 325-4 -20 (12912) HUMANITIES IN THE DIGITAL AGE: DIGITIZING FOLK MUSIC HISTORY**

MICHAEL J KRAMER | MW 3:30-4:50 | UNIVERSITY HALL 312

\*co-listed as AMER\_ST 310-20 + HISTORY 395-22

In this research seminar, we examine the history of the US folk music revival through both conventional and digital modes of inquiry to probe what was at stake in the folk revival in relation to: American culture and politics; questions of race, class, gender, age, and region; and the strange workings of music-making, memory, and power. No previous digital or musical training is required for the course, just a willingness to engage with the material. Each student will be evaluated based on class participation, weekly digital mini-project experiments, presentations, and a final multimedia interpretive digital history project that is the multimedia equivalent of a 15-20 page analytic essay based on original research.

**HUM 370-3 -1 (12916) SPECIAL TOPICS IN THE HUMANITIES: RACE AND INDIGENEITY IN THE PACIFIC**

NITASHA TAMAR SHARMA, HIILEI JULIA HOBART | TTH 2:00-3:20 | KRESGE 2350

\*co-listed as AFAM\_ST 380-21 + ASIAN\_AM 303-1

Since the so-called Age of Discovery, the Pacific has been conceptualized as a crossroads between the East and the West. By the twentieth century, places like Hawai'i came to be idealized as a harmonious multicultural society. This class examines how race and indigeneity are constructed within the Pacific using an interdisciplinary approach. Drawing from works within indigenous studies, ethnic studies, and critical race studies, students will address themes of sovereignty, settler colonialism, diaspora, and migration in order to interrogate and problematize the concept of the multicultural 'melting pot' across time. We focus on the impacts of U.S. plantation economies, militarism, and tourism in shaping the triangulation of indigenous, Black, and Asian groups in Hawai'i and across the Pacific.

This course meets for the duration of the fall quarter, and includes a mandatory class trip to Honolulu, Hawai'i the week before fall classes begin. The dates of the trip will be

September 10-17, 2017, departing on the day of Sunday, September 10, and returning the following Sunday, September 17 (fall classes begin Tuesday, September 19). Please check your calendar to be sure that you are available to travel the week prior to fall classes before applying to this course!

Enrollment in this course is by application only. See Class Notes for application instructions.

## INITIATIVE FOR SUSTAINABILITY AND ENERGY AT NU

**ISEN 210-0 -20 (16201) INTRODUCTION TO SUSTAINABILITY: CHALLENGES AND SOLUTIONS**  
ERIC R MASANET | TTH 3:30-4:50 | ANNENBERG G15

## LATINA AND LATINO STUDIES

## JOURNALISM

## PHILOSOPHY

### PHIL 255-0 -20 (12415) THEORY OF KNOWLEDGE

JENNIFER AMY LACKEY | TTH 2:00-3:20 | 555 CLARK B03

Navigating the world as epistemic agents comes with great responsibility. Our beliefs guide every aspect of our lives—from choices about our friends and lifelong partners to our votes for political leaders and our decisions about life-and-death matters. How should our belief-forming practices respond to worries about bias that are likely to impact the credibility we afford to members of marginalized groups? Should our beliefs be responsive to only truth-related features, such as evidence and reliability, or do our relationships with others also bear on the appropriateness of our beliefs? How do we discriminate between sources of information that lead us to the truth, and those that are grounded in lies, bullshit, deception, and propaganda? When are we obligated to speak out against what is false or unjustified? These are some of the questions we will take up in this class, with particular attention paid to the ways in which our places in the social world impact our status as knowers.

### PHIL 269-0 -20 (12525) BIOETHICS

MARK P SHELDON | TTH 3:30-4:50 | FISK HALL 217

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.

**PHIL 327-0 -20 (12423) PHILOSOPHY OF PSYCHOLOGY**

MICHAEL JOHN GLANZBERG | TTH 9:30-10:50 | KRESGE 2415

This course will explore the nature of the mind and its relation to the brain, focusing on issues of foundational significance for psychology and cognitive science. It will be organized around group of fundamental questions. First, is the mind like a computer program? If so, what kind? Is it organized like a symbolic computation system, or like a complex network of associations? What does this tell us about how the mind relates to the brain? Second, to what extent is the mind organized around separate 'modules', as opposed to being one single general intelligence engine? Third, to what extent are our cognitive abilities innate, and to what extent are they acquired through learning? Readings will be drawn from classic and contemporary papers in philosophy, psychology, and neuroscience.

**POLITICAL SCIENCE****POLI\_SCI 101-6 -21 (13536) FIRST-YEAR SEMINAR: GLOBAL ENVIRONMENTAL POLITICS**

KIMBERLY RUGGLES MARION SUISEEYA | MW 2:00-3:20 | UNIV LIB 4670

Environmental problems like deforestation, biodiversity loss, climate change, and ocean and marine resource degradation have emerged as some of the most intractable problems that society faces. They transcend international borders, are scientifically complex, and generally involve large sets of diverse actors and power dynamics from global to local scales. In this first year seminar we will examine how policies, actions, and behaviors impact the environment and how these politics of the environment play out on a global scale.

This collaborative seminar will introduce students to the diverse ways in which different social science disciplines, epistemologies, and methodologies shape the ways in which we understand global environmental problems and solutions. While our primary assigned reading materials approach the topics through a political science lens, through individual research assignments and integrated peer assessments, students will be exposed to variety of approaches that will help us think about other ways of understanding a problem. By the end of the course, students will have a broad understanding of the nature of global environmental politics as well as specific knowledge related to a topic of their choosing.

**POLI\_SCI 329-0 -20 (13577) U.S. ENVIRONMENTAL POLITICS**

KIMBERLY RUGGLES MARION SUISEEYA | MW 11:00-12:20 | LOCATION

"Environmental Politics and Policy" Designing and implementing effective environmental policies demands detailed attention to the complex nature of environmental challenges as well as a commitment to reflexivity and adaptation. This course considers the political, economic, ethical, legal, and institutional issues involved in environmental decision-making. We begin with an introduction to the foundations of environmental politics and policy We then examine the political and institutional landscapes that shape the emergence and uptake of environmental agendas.

Next, drawing from US cases, we will consider the formation and implementation of different environmental policies across a range of topics, which may include natural

resources, coastal and marine resources, endangered species, air and water pollution, energy, climate change, public lands, endangered species, hazardous waste, toxics, and fisheries, among others. We conclude with a look towards the future of environmental policy. This is an introductory level course designed to give students an understanding of important conceptual issues in environmental policy-making, as well as an overview of core policies related to the US.

## PSYCHOLOGY

### **PSYCH 248-0 20 (13906)- HEALTH PSYCHOLOGY**

EDITH CHEN | TTH 12:30-1:50 | ANNENBERG G21

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.

## RADIO/TV/FILM

### **RTVF 376-0 -20 (13159) TOPICS IN INTERACTIVE MEDIA: WEB CONVERGENCE**

CHARLES STEPHEN EVANS | TTH 1:00-2:50 | LOUIS HALL 118

This course is an introduction to web-based media through the practical use of web code, video, image editing, and animation. The course will explore different expressive media such as software, moving image, and performance, as well as show how these strategies can work in concert with each other online. Students will have the opportunity to conceptualize their own projects and select from a menu of approaches in order to execute them. Projects can include works created for the screen, the web, participation with web media at a specific site, or an event-based web work in public. Students will be evaluated through active participation, individual exercises, reading responses, presentations, and unit projects in group critique. The course is designed for students with no prior experience creating web media, although students with experience are welcome to enroll.

### **RTVF 376-0 -22 (13161) TOPICS IN INTERACTIVE MEDIA: COMPUTER CODE AS EXPRESSIVE MEDIUM**

OZGE SAMANCI | T 10:00-12:50 | LOUIS HALL 118

This course is specifically designed for beginners (participants who have no background in programming) and it introduces the expressiveness of computing to visual artists. We will learn the basics of procedural thinking and create interactive dynamic compositions, applets, and games by using an open source environment, Processing. The course will enable participants to create their own tools for interaction, movement, and form. Participants who do not plan to pursue programming will have the essential knowledge about procedural thinking and gain tools to communicate efficiently with programmers and establish interdisciplinary collaborations. In addition to weekly design assignments, we will explore interactive games and art works via presentations of participants along with assigned readings.

**RELIGION****SOCIOLOGY****SOCIOL 212-0 -20 (14021) ENVIRONMENT AND SOCIETY**

SUSAN L THISTLE | TTH 3:30-4:50 | LOCATION

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

**SOCIOL 311-0 -20 (14016) FOOD, POLITICS AND SOCIETY**

SUSAN L THISTLE | TTH 11:00-12:20 | UNIVERSITY HALL 101

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

**SOCIOL 355-0 -20 (13925) MEDICAL SOCIOLOGY**

CAROL A HEIMER | TTH 9:30-10:50 | UNIVERSITY HALL 101

**SOCIOL 376-0 -21 (16549) TOPICS IN SOCIOLOGICAL ANALYSIS: SEXUALITY, SOC SCI, & LGBT**

AARON TRAVIS NORTON | MW 2:00-3:20 | UNIVERSITY HALL 101

In this course, we will draw upon literature in the social sciences and humanities to consider the central role that science (broadly conceived) has played both in categorizing people based upon sexual desires, practices, and identity, and in challenging how we have come to understand those very categories. We then consider how debates over how to define sexuality intersect with struggles for LGBT rights as well as alternative approaches to improving the lives of those who may not fit neatly within established categories. Key topics will include: the pathologization and de-pathologization of homosexuality; same-sex marriage; fixed vs. fluid sexual desire; efforts to change sexual orientation; and the relevance of disputes over the nature of sexuality to trans people's claims to legal recognition, among others.