



SPRING 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.

We always try to arrange **pre-registration privileges**, for the SHC core courses as well as a few other relevant courses. Courses approved for pre-registration are **highlighted**.

COURSES COUNTING TOWARD THE CORE REQUIREMENT FOR THE MAJOR**HUM 220-0 -20 (33941) Health, Biomedicine, Culture, and Society**

*co-listed as SOCIOL 220-20

AARON TRAVIS NORTON | MW 2:00PM - 3:20PM | TECH ROOM 3

overview of class This course offers a broad overview of the intersections between health, illness, and biomedicine (broadly conceived) in society. Drawing largely on sociological and anthropological frameworks, we will first consider major theoretical approaches to the study of health and illness including how biomedical developments have reshaped what it means to be "healthy" or "sick" over time. We will then consider a series of themes that highlight the intersections of biomedicine, health, and society as they are understood and experienced by patients, doctors, scientists, caregivers, and others. With each topic, we will explore how the individual understandings and felt experience of health and illness are contingent upon cultural and institutional dynamics larger than that of the individual. Broad themes may include topics such as birth, death, sex and gender, risk, race, drugs, disability, mental illness, environmental toxicity, etc. Readings will highlight some of the complex dynamics between biomedicine and society through a particular topic reflecting the theme - for example, breast cancer risk and its treatment; schizophrenia and race; "death" in the U.S. versus Japan; better sex through drugs, and so on. Students will leave the course with a broad understanding of key theoretical perspectives and themes in the social studies of health, illness, and biomedicine.

PHIL 326-0 -20 (37472) Philosophy of Medicine

MARK P SHELDON | T 2:00PM - 4:50PM | LOCY HALL 214

overview of class An exploration of a variety of issues that have arisen in medical practice and biological research and development, focusing particularly on the physician/patient relationship through a focus on a series of clinical cases. A central question involves the nature and objectives of medicine, and how the physician engages with that nature and pursues those objectives.

SOCIOL 319-0 -20 (37959) Sociology of Science

CHRISTINE VIRGINIA WOOD | TTH 3:30PM - 4:50PM | 555 CLARK B01

overview of class The idea that science has a history and exists in a social context may seem curious to some: we are taught, and the scientific method is thought to ensure, that scientific knowledge is objective and universal. But like other social institutions, science has rules and norms that dictate training and professionalization, the representation of findings and ideas, and minute practices in that can shape the big picture of what we know about the world. This course introduces students to the sociology of science, a field based on understanding how the natural and laboratory sciences are influenced by political and historical epochs, social identities, and cultural norms. The course has three broad aims: to introduce students to core literature in the history and sociology of science; to use case studies to better understand the social life of various scientific fields and innovations; and to apply our sociological imaginations to conceive possibilities at the limits of humanistic and social aspirations.

FEATURED COURSES BY SHC AFFILIATED FACULTY

ANTHRO 390-0 - 22 (32249) Topics in Anthropology: Intro to Critical Food Studies

*co-listed as HUM 370-5-20 + HISTORY 392-36

HIILEI JULIA HOBART | TTH 9:30AM - 10:50AM | LOCY HALL 301

overview of class What counts as food? Recent debates over the social and environmental consequences of Genetically Modified Organisms (sometimes called 'Frankenfoods'), media buzz over alternative proteins like crickets, and the mainstream popularity of veganism have provoked a critical return to questions of edibility, the agency of our food, and ecological responsibility - all of which challenge normative, Western orientations towards consumption practices. This course examines cultural constructions of appetite and nourishment by asking: What are the processes through which humans have come to view plants and animals as food? How is edibility either celebrated or refused across time, space, and bodies? And most importantly, how are specific worldviews mobilized in understanding human encounters with the things that we eat? Taking Donna Haraway's landmark work "A Cyborg Manifesto" as a point of departure, cultural constructions of edibility will be explored by theorizing the food system as a vital and material force.

ANTHRO 390-0 - 24 (32251) Topics in Anthropology: Anthropology of Science

STEFANIE TONEY GRAETER | TTH 2:00PM - 3:20PM | ANTHRO SEMINAR ROOM B07

overview of class This upper-division seminar will introduce students to the anthropological study of science and the production of scientific knowledge. Drawing from ethnographies of laboratories and the facts and artifacts they produce we will study science as culture and a site of cultural production. The first half of the class will present several fundamental texts in the anthropology of science, while in the second half of the class, we will apply our conceptual tools to pertinent case studies of the present like: the scientific production of the concept of race and racialized behavior; biomedical research and technologies that alter and remake what counts as life, gender/sex, and the human; the production of evidence, facts, doubt, and alternative facts in the new Trump presidency. For their final assignment, students may conduct a "lab ethnography" or propose a detailed study on the production of a scientific fact.

HISTORY 200-0 - 20 (34373) New Introductory Courses in History: Global History of Natural Disasters

LYDIA BARNETT | TTH 11:00AM - 12:20PM | KRESGE 2415

overview of class The term "natural disaster" conjures images of tsunamis, earthquakes, volcanoes, and other powerful forces of nature that strike without warning, inflicting massive suffering on a powerless and unsuspecting populace. We now have several decades' worth of research from the social sciences and humanities showing that so-called "natural" disasters are not very natural at all. Instead, they are deeply political and profoundly man-made. This course adopts a historical and global approach in order to denaturalize disaster. From famines in British India to earthquakes in post-colonial Peru, from floods in New Orleans to nuclear disaster in Japan, we will see how disasters expose and exacerbate pre-existing inequalities, inflicting suffering disproportionately among those groups already marginalized by race, class, gender, geography, and age. These inequalities shape not only the impact of the disaster but the range of responses to it, including political critique and retrenchment, relief and rebuilding efforts, memorialization, and planning - or failing to plan - for future disasters of a similar kind. The course culminates in a unit on the contemporary challenge of anthropogenic global climate change, the ultimate man-made disaster. We will consider how memories, fears, and fantasies of past disasters are being repurposed to create new visions of what climate change will look like.

HISTORY 300-0 - 40 (34388) New Lectures in History: Science and Religion in Global History

DANIEL A STOLZ | TTH 12:30PM - 1:50PM | HARRIS HALL L07

overview of class Few ways of thinking about the modern world are as firmly entrenched as the notion of a conflict between science and religion. According to a 2015 poll by the Pew Research Center, 59% of Americans believe that science and religion are "often in conflict." As many as 30% of Americans believe that science often contradicts their own religious beliefs. And how people think about the relationship between science and religion correlates strongly with their positions on a range of policy issues, from the

teaching of evolution in public school to the ethics of genetic modification. As timeless as it may seem, however, the notion of a science-religion conflict is relatively young. This course will explore its origins, evolution, and ramifications over the last century and a half, devoting special attention to global contexts from which the “conflict thesis” emerged in the late nineteenth century, including colonialism, Christian missionizing, and a boom in science popularization.

HISTORY 392-0 -22 (34261) Topics in History: Oil and Water in the Middle East During the 20th C

FREDRIK MEITON | TTH 12:30PM - 1:50PM | UNIVERSITY HALL 118

overview of class Is there such a thing as a resource curse? More than any other part of the world, the Middle East is closely associated with both extreme abundance (oil) and extreme scarcity (water), and with the politics to which competition over these two resources has given rise. Scholars of the Middle East have recently begun to reckon with how the interconnections between people, environment, and natural resources have shaped the region politically, economically, and socially. In this course, we will survey the modern history of the Middle East and consider such things as water management in the late Ottoman period, and the construction of irrigation systems and national water carriers in the 20th century. The course also considers the emergence of the oil industry, and the construction of national, regional, and international systems for resource extraction, refinement, and transport. We will see that the histories of oil and water are intertwined, and figure in all important issues of Middle Eastern society and politics, from labor organizing, gender relations, and forms of rule to geopolitics and the Arab-Israeli conflict.

HISTORY 392-0 -28 (34264) Topics in History: Weather and Climate in History

SHEILA TWO WILLE | MW 3:30PM - 4:50PM | LOCY HALL 110

overview of class Packed with volcanos, “little” ice ages, and fierce debates about scientific efforts to model the most irregular of natural phenomenon, this course explores the impact of weather and climate on historical trends in antiquity, the early modern period, and the modern period in Europe, America, and the Globe. It also traces the complicated science and politics of meteorology from the Enlightenment until the twentieth century. Finally, we will spend nearly a third of the course tackling this question: Can historical examples of global climate crises provide any sense of what the future holds, or, crucially, blueprint for public policy?

HISTORY 395-0 -28 (34275) Research Seminar: American Technology

KENNETH L ALDER | Tu 3:00PM - 5:50PM | UNIVERSITY HALL 112

overview of class In this research seminar on the history of American technology, students write the social biography of an artifact of their choice. Our collective readings and discussions will focus on how we can re-write the social and political history of the U.S. by tracking debates over the objects that Americans design, make, buy, own, and use. This will involve reading some exemplary “social histories of artifacts” from the American Revolution to the Computer Revolution: from Colt revolvers and Raggedy Ann dolls, to the safety bicycle and electric grid, to the Macintosh computer and the Internet of Things. And it will mean learning some intellectual tools to set such objects in their historical context, including: network analysis, systems theory, attention to gender and race, the theory of affordances, evolutionary theory, social constructionism, and technological determinism. Then, in the latter portion of the course, we will work-shop our own histories-in-progress, as we learn to conduct historical research using primary sources, both in archives and with printed materials.

FIRST-YEAR SEMINARS

ANTHRO 101-6 -21 (32238) First-Year Seminar: Fantastic Archaeology: Science and Pseudoscience

MARK WILLIAM HAUSER | TTH 11:00AM - 12:20PM | ANTHRO SEM RM 104

overview of class 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.

COMP LIT 104-6 -20 (37397) First-Year Seminar: Animals in Modernity

SABRINA JAROMIN | MW 11:00AM - 12:20PM | UNIVERSITY HALL 418

overview of class Why look at animals? asks writer John Berger, and what happens in the moment when animals look back? Behind this encounter lies the larger question What is an animal? which, as we'll discover together, establishes the borders around humanity, but also around modernity itself. Do animals have language? Are animals like machines? Do they have a soul? What happens when human-animal hybrids or encounters appear in literature, film, art, and everyday life.

Through field trips to parks, zoos, and museums, and an analysis of sources as diverse as Alexander McQueen's fashion shows, Kafka's short stories, Shakespeare's *Midsummer Night's Dream*, Georges Franju's short film *The Blood of the Beasts*, and Leonardo DiCaprio in a bear hide in *The Revenant*, this class will explore the role of sense perception, language, and emotion, and more surprisingly the role of race, gender, and power in the relationship between humans and animals, asking how encounters with animals affect relations among humans themselves. During excursions to the Lincoln Park Zoo and the Field Museum, we will go on a scavenger hunt, experience animals and their representations at first hand, and discuss why the presence of animals in our culture is an essential part of how we understand ourselves.

Texts and other materials may include: a selection of short stories by Kafka; Shakespeare's *A Midsummer Night's Dream*; Georges Franju's short film *The Blood of the Beasts*; art installations by Marc Dion; fashions by Alexander McQueen; and some brief theoretical passages from the works of Descartes and Foucault.

POLI SCI 101-6 -21 (35378) First-Year Seminar: Global Nuclear Politics

SIDRA HAMIDI | TTH 9:30AM - 10:50AM | UNIVERSITY LIBRARY 4722

overview of class Nuclear politics dominates headlines in contemporary international relations. From the growing threat of nuclear proliferation to controversies over the safety and security of nuclear weapons stockpiles to the growth of local anti-nuclear activism around the world, the conflict over nuclear energy and weaponry continues to be a major site of contestation in global politics. How can we understand the development of nuclear technology and its international and domestic consequences? What is the relationship between this technological development and politics, both local and interstate? This course will explore both the historical development of and contemporary conflicts surrounding the growth of nuclear technology. The seminar will take an interdisciplinary approach to the study of nuclear politics by combining perspectives from history, sociology, and political science. We will start with an examination of nuclear technology, highlighting some technical and scientific details about nuclear energy and its potential weaponization. We will then discuss the historical origins of the development of nuclear technology in the politics of the Cold War. Here we will discuss the logic of deterrence and address other logics of nuclear desire, including the military and symbolic value of nuclear weaponry. We will then move onto the global nuclear regime that governs the growth of nuclear proliferation including the Nuclear Non-Proliferation Treaty (NPT), the International Atomic Energy Agency (IAEA), the Strategic Arms Reduction Treaty (START), and the Comprehensive Test Ban Treaty (CTBT). From a discussion of international politics, we will then turn to the way that the growth of nuclear technology affects domestic politics through a discussion of nuclear safety and anti-nuclear activism around the world. The second half of the course will use the resources of the first half of the course explore nuclear proliferation in regional

contexts including Latin America, South Asia, and the Middle East. And we will close with a discussion of contemporary crises in nuclear politics and discuss prospects for the future.

AMERICAN STUDIES

AMER ST 310-0 -23 (37882) Studies in American Culture: US Health: Illness & Inequality

SHANA B BERNSTEIN | TTH 12:30PM - 1:50PM | KRESGE 2335

overview of class In this course students will examine themes in the history of health in the United States, particularly in the late nineteenth and twentieth centuries. Readings will focus on the intersections between health and environment, gender, race, law, and region. We will consider questions such as what's the impact of environmental change in transforming medical, scientific, and lay understanding and experience of health and illness? What's the role of illness in shaping changing perceptions of the environment? How has race been central to the construction and treatment of disease? How has gender shaped conceptions of and approaches to health? What historical role have issues of gender, race, and class played in the inequitable distribution of pollution and in activist involvement in combating environmental hazards? How has changing food production and culture shaped health? This course assumes no previous coursework in the field, and students with a wide variety of backgrounds and disciplines are encouraged to participate.

ANTHROPOLOGY

ANTHRO 390-0 - 22 (32249) Topics in Anthropology: Intro to Critical Food Studies

*co-listed as HUM 370-5-20 + HISTORY 392-36

HIILEI JULIA HOBART | TTH 9:30AM - 10:50AM | LOCY HALL 301

overview of class What counts as food? Recent debates over the social and environmental consequences of Genetically Modified Organisms (sometimes called 'Frankenfoods'), media buzz over alternative proteins like crickets, and the mainstream popularity of veganism have provoked a critical return to questions of edibility, the agency of our food, and ecological responsibility - all of which challenge normative, Western orientations towards consumption practices. This course examines cultural constructions of appetite and nourishment by asking: What are the processes through which humans have come to view plants and animals as food? How is edibility either celebrated or refused across time, space, and bodies? And most importantly, how are specific worldviews mobilized in understanding human encounters with the things that we eat? Taking Donna Haraway's landmark work "A Cyborg Manifesto" as a point of departure, cultural constructions of edibility will be explored by theorizing the food system as a vital and material force.

ANTHRO 390-0 - 23 (32250) Topics in Anthropology: Evolutionary Medicine

CHRISTOPHER W KUZAWA | TTH 11:00AM - 12:20PM | LOCY HALL 318

overview of class Humans display great variation in many aspects of their biology, particularly in terms of physical growth and development, nutrition, and disease patterns. These differences are produced by both current ecological and environmental factors as well as underlying genetic differences shaped by our evolutionary past. It appears that many diseases of modern society, such as obesity, diabetes, cardiovascular disease, and various cancers, have resulted from change to a lifestyle that is quite different from that of our ancestors. These diseases thus reflect an imbalance between modern life conditions and those which shaped most of our evolutionary history. This course will explore the evolutionary dimensions of variation in health and disease pattern among humans. We will first review key concepts in evolutionary biology, and their application to human evolution. We will then examine bio-cultural and evolutionary models for explaining variation in specific human diseases.

ANTHRO 390-0 - 24 (32251) Topics in Anthropology: Anthropology of Science

STEFANIE TONEY GRAETER | TTH 2:00PM - 3:20PM | ANTHRO SEMINAR ROOM B07

overview of class This upper-division seminar will introduce students to the anthropological study of science and the production of scientific knowledge. Drawing from ethnographies of laboratories and the facts and artifacts they produce we will study science as culture and a site of cultural production. The first half of the class will present several fundamental texts in the anthropology of science, while in the second half of the class, we will apply our conceptual tools to pertinent case studies of the present like: the scientific production of the concept of race and racialized behavior; biomedical research and technologies that alter and remake what counts as life, gender/sex, and the human; the production of evidence, facts, doubt, and alternative facts in the new Trump presidency. For their final assignment, students may conduct a "lab ethnography" or propose a detailed study on the production of a scientific fact.

ANTHRO 390-0 - 25 (32252) Topics in Anthropology: Native American Health

MARGARET ELLEN POLLAK | T 9:00AM - 11:50AM | PARKES HALL 215

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

ANTHRO 390-0 - 26 (32253) Topics in Anthropology: Risky Borders: Sex, Race, and Techniques of Border

*co-listed as GNDR_ST 341-21

MITALI THAKOR | TTH 12:30PM - 1:50PM | UNIVERSITY HALL 122

overview of class This course critically analyzes the power dynamics of migration in the 21st century. Class texts will explore "risk" through case studies of militarization refugees, and smuggling; child trafficking and forced migration; the politics of commercial surrogacy; and international development and labor exploitation. Drawing on readings from the anthropology of development, international studies, and feminist technoscience studies, students will discuss and question discourses of "globalization" that imagine a world of easy connections and flows, digitally and physically. We engage with multiple media forms, from academic texts, to films like Children of Men and the poetry of Warsan Shire, to explore how migration stories are gendered and racialized, with particular agencies and vulnerabilities, perils and pleasures. By understanding the techniques and technologies of bureaucracy, through examples like airport facial recognition software, so-called "smart walls," and US counter-terrorism initiatives, students will also assess expert cultures dictating migration and development futures.

ART THEORY AND PRACTICE**ART 390-0 -20 (35769) Special Topics in Art: Framing the World, and the Book**

PHILIPPA ANN SKOTNES | MW 9:00AM - 11:50AM | 640 LINCOLN ST ROOM 135

overview of class Since the beginnings of architecture, and later entrenched by the development first of the codex, and finally the camera, the rectangle has been the most powerful and pervasive device for the visual representation of the world and our multiple relationships within it. The rectangle frames what we see from our windows, on TV and movie screens, on our computers, our printed pages, our books, and our cell phones. It separates and unites us - across a table - from those with whom we communicate. It shapes long traditions of painting, it creates composition. Even when we are in rectangle-free environments: camping in the desert, walking through the mountains, gazing at the ocean from the beach, the photographs we take translate the things we have seen and determine, at least in part, our relationships with them.

This all-pervasive framing of the world is, in terms of human creativity, a relatively recent phenomenon. For twenty thousand years (and right up to the 1800s) the Bushmen of southern African engraved dolerite

boulders and made paintings on rock surfaces unconstrained by the framing devices with which we are now so accustomed. In the Upper Palaeolithic in Europe, paintings appear to follow no conventions of composition familiar to us, and even where protruding rocks or the surfaces of the caves' interiors provide an outer limit of the paintings made on them, there is no certainty that these also limit conceptions of composition. Our frames create distance, separating us from things outside of our own construction, determining our relationship to the spaces we inhabit.

ASIAN AMERICAN STUDIES

ASIAN AM 360-0 -1 (32485) Studies in Race, Gender, and Sexuality: Medical Tourism & Transnational Sexuality

*co-listed as GNRD_ST 341-20

JILLANA B ENTEEN | TTH 11:00AM - 12:20PM | UNIVERSITY HALL 102

overview of class This course is situated at the intersection of theoretical, cultural, medical, and commercial online discourses concerning the burgeoning GCS-related surgeries (Gender Confirmation Surgery) presented online and conducted in Bangkok, Thailand. Using "Trans" theories: transgender, transnational, translation, spatio/temporal, this class discusses the intersections, dialogues, refusals, and adaptations when thinking about medical travel to Thailand. We will examine Thai cultural/historical conceptions of sex and gender, debates concerning bodies and diagnoses, and changes in presentations of sex/gender related surgeries offered online. Comparative cultural studies, medical discourses, and an archive of web images offering SRS surgeries to Thailand produced by Thais for western clientele will serve as axes for investigating this topic.

BIOLOGICAL SCIENCES

BIOL SCI 103-0 - 20 (33446) Diversity of Life

GARY JOHN GALBREATH | MWF 3:00PM - 3:50PM | TECH M345

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

BIOL SCI 331-0 -20 (33458) Medicinal Plants

CHRISTINA T RUSSIN | MW 3:30PM - 4:50PM | FRANCES 3220

overview of class Medicinal plants have a rich history. Over 80% of the world's population uses medicines derived from plants for at least part of their healthcare. In this course we will explore Western medicines containing or derived from plant products as well as traditional non-Western (mainly Ayurvedic and Traditional Chinese Medicine) herbal remedies and supplements. For each plant we will examine the function of the active compound(s) in the plant, then the mode of action and efficacy in humans. Lecture and discussion topics will come from a variety of sources, but most commonly from primary literature.

CHICAGO FIELD STUDIES

CFS 387-0 -1 (30862) Field Studies in Environment, Science, and Sustainability

MARGARITA RAYZBERG, SEAN PARULIAN HARVEY | T 5:30PM - 8:20PM | UNIVERSITY HALL 118

overview of class Contact the department for further information

CFS 392-0 -20 (30860) Field Studies in Health

LAUREN SLUBOWSKI KEENAN-DEVLIN | TH 6:00PM - 9:00PM | 1813 HINMAN ROOM 104

overview of class Contact the department for further information

CIVIL ENGINEERING

CIV ENV 395-0 -23 (31202) Special Topics in Civil and Environmental Enrgy: Environment Justice:Energy Protection & Social Equity

KEITH I HARLEY | W 3:30PM - 6:20PM | TECH LG72

overview of class Contact the department for further information

class attributes Permission of department - Jrs, Srs, Grad Students Only

CIV ENV 395-0 -25 (31204) Special Topics in Civil and Environmental Enrgy: Water in Israel and the Middle East: Geopolitical

ELIE REKHESS, AARON PACKMAN | TH 2:00PM - 4:50PM | ANNENBERG HALL 101

overview of class The course will provide an overview of the climatic and geographical limitations on water availability in Israel and the Middle East, discuss ancient and modern societal responses to these limitations, and define opportunities for development of sustainable solutions for regional stability and prosperity. OPEN TO SENIORS AND GRADUATE STUDENTS.

COMMUNICATION STUDIES

COMM ST 351-0 -20 (33074) Technology and Human Interaction

DARREN ROBERT GERGLE | MW 9:30AM – 10:50AM | FISK HALL 114

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

COMPARATIVE LITERARY STUDIES

COMP LIT 104-6 -20 (37397) First-Year Seminar: Animals in Modernity

SABRINA JAROMIN | MW 11:00AM - 12:20PM | UNIVERSITY HALL 418

overview of class Why look at animals? asks writer John Berger, and what happens in the moment when animals look back? Behind this encounter lies the larger question What is an animal? which, as we'll discover together, establishes the borders around humanity, but also around modernity itself. Do animals have language? Are animals like machines? Do they have a soul? What happens when human-animal hybrids or encounters appear in literature, film, art, and everyday life.

Through field trips to parks, zoos, and museums, and an analysis of sources as diverse as Alexander McQueen's fashion shows, Kafka's short stories, Shakespeare's *Midsummer Night's Dream*, Georges Franju's short film *The Blood of the Beasts*, and Leonardo DiCaprio in a bear hide in *The Revenant*, this class will explore the role of sense perception, language, and emotion, and more surprisingly the role of race, gender, and power in the relationship between humans and animals, asking how encounters with animals affect relations among humans themselves. During excursions to the Lincoln Park Zoo and the Field Museum, we will go on a scavenger hunt, experience animals and their representations at first hand,

and discuss why the presence of animals in our culture is an essential part of how we understand ourselves.

Texts and other materials may include: a selection of short stories by Kafka; Shakespeare's *A Midsummer Night's Dream*; Georges Franju's short film *The Blood of the Beasts*; art installations by Marc Dion; fashions by Alexander McQueen; and some brief theoretical passages from the works of Descartes and Foucault.

ECONOMICS

ECON 323-1 -20 (35323) Economic History of the United States Before 1865

BENJAMIN REMY CHABOT | MW 6:30PM - 7:50PM | TBA

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

ECON 324-0 -20 (35324) Western Economic History

MARA PASQUAMARIA SQUICCIARINI | TTH 2:00PM - 3:20PM | HARRIS HALL 107

overview of class The Course will deal with issues in economic history of Europe between approx. 1500 and 1900.

ECON 370-0 -20 (35336) Environmental & Natural Resource Economics

LAURA LYNNE KIESLING | TTH 2:00PM - 3:20PM | HARRIS HALL L07

overview of class 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. 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 policy-makers 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 - common-pool resource allocation problems. The common-pool resource problems and policies we'll analyze in detail are air pollution and climate change. The course will focus specifically on environmental and economic regulation in the electric power industry, and will develop the models and tools of environmental policy analysis through an exploration of the role of the electric power industry in the economy, its environmental impacts (including renewable sources), and how the environmental and economic regulation of the industry interact.

ENGLISH

ENGLISH 300-0 -20 (33279) Seminar in Reading and Interpretation: Psychoanalytic Theory, Gender & Lit

CHRISTOPHER LANE | MW 11:00AM - 12:20PM | HARRIS HALL L04

overview of class This course serves as an introduction to several schools of psychoanalytic literary theory. It puts literature, gender, and psychoanalysis into dialogue by focusing on the question-and art-of interpretation. Taking as our primary interest the scope and force of fantasy, aesthetics, and the unconscious, we'll study some of Freud's most intriguing essays on these topics before turning to broader questions about perspective and meaning that arise in several fascinating works by Victorian and modern writers.

ENGLISH 300-0 -22 (33281) Seminar in Reading and Interpretation: Imaginary History of Nature

CHRISTOPHER HERBERT | TTH 2:00PM - 3:20PM | HARRIS HALL L04

overview of class One of the main projects of modern Western culture has been the attempt to conceptualize the realm called Nature and, in particular, to define the relation of the "natural" world to the human one. In the course of the past several centuries, often sharply incompatible versions of Nature have been produced by the sciences, philosophy, religion, and the various imaginative arts. We will trace a series of these competing visions of Nature and the natural, focusing on the arrays of rhetorical and artistic methods that have been employed to promote each one at the expense of its rivals. The guiding idea of the course is that Nature is not so much a definite area of reality as a malleable imaginary construct invented and forever re-invented for historically variable reasons. The focus in this seminar falls on the nineteenth century, where ideologies of Nature took particularly distinct forms, but we will cover earlier and later materials as well, including an experimental video (wild hogs in a supermarket) and at least one film.

ENGLISH 311-0 -20 (33284) Studies in Poetry: Art, Writing, Technology**co-listed as HUM 370-6-20*

DANIEL SCOTT SNELSON | TTH 3:30PM - 4:50PM | HARRIS HALL L07

overview of class In 1882, Friedrich Nietzsche used his typewriter to declare: "Our writing tools are also working on our thoughts." How might we reconsider the history of art and literature in a time when our thoughts are being worked over by iPhones, YouTube, and Google? Can we rewrite this archive using tactics found in contemporary art and poetry? This class follows emerging trends in art and writing to construct new approaches to historical objects that are equally likely to appear on Soundcloud, in a PDF, through online videos, or even on Facebook. Studying the digital humanities alongside modes of contemporary art and letters, we'll reimagine historical works through today's emerging forms and formats. Through readings and class visits from artists and poets, we will explore works that translate established forms into a variety of new media formats. How might Twitter facilitate works of art? What does YouTube demand of poetry? Using a combination of seminar conversations and collaborative workshops, we'll engage in a series of weekly experiments that attempt to reconfigure the history of art and literature through the filter of contemporary writing tools. No previous training in art, poetry, or new media is required.

ENGLISH 338-0 -20 (33420) Studies in Renaissance Literature: Magic, Science, & Religion

GLENN F SUCICH | TTH 12:30PM - 1:50PM | LOCY HALL 318

overview of class During the Early Modern period in Europe, scientific innovations challenged the received wisdom of the ancients, as well as the authority of the Bible itself, changing the way people imagined the physical world and their relation to the universe. This course will explore the ways in which the leading intellectuals of the Renaissance and Early Modern period responded to these changes in their poetry and prose. In particular, we will examine how writers of the age wrestled with the profound challenges that the "Scientific Revolution" posed to religion. How did philosophers such as Descartes and Hobbes explain the role of God in a universe they increasingly regarded as mechanistic? How did poets respond to the age's growing commitment to experimentation, empirical data, and reason as the most reliable guides to truth? Finally, how did radical innovations in science encourage equally radical innovations in politics, religion, and art?

ENGLISH 368-0 -21 (33293) Studies in 20th-Century Literature: Our Monsters, Ourselves

WHITNEY BLAIR TAYLOR | MW 2:00PM - 3:20PM | PARKES HALL 214

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

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

ENGLISH 385-0 -21 (33298) Topics in Combined Studies: Medical Humanities

HOSANNA GRACE KRIENKE | TTH 3:30PM - 4:50PM | UNIVERSITY HALL 121

overview of class Some medical conditions are more than physiological disorders; they become cultural boogeymen. At specific historical crossroads, such afflictions as the Bubonic Plague, tuberculosis, epilepsy, and AIDS came to symbolize a culture's heightened anxieties about the body, personal identity, and social ties. Meanwhile, disabilities like blindness or paralysis have much longer-acting legacies of cultural connotation. This course will examine the intellectual history of diseases and disabilities in Western culture. We will ask: When do physiological conditions accumulate cultural significance? How do the physical attributes of a medical condition interact with larger cultural structures of meaning-making? Do literary portrayals of such conditions reinforce or destabilize cultural notions of disease? Within modern-day controversies, what role do physicians play in navigating cultural conceptions of illness on behalf of their patients?

In this class, we will examine the literary and historical record of specific medical conditions in order to understand how these conditions both accumulate and shed cultural meanings over time. In surveying this history, you will also have the opportunity to apply your findings to analyze contemporary medical controversies, such as those surrounding vaccinations & autism, Zika & birth control, or death with dignity legislation.

ENGLISH 387-0 -20 (33444) Studies in Literature and Commerce: Bodies at Work: Lit & the Econ in 19th C Brit

HOSANNA GRACE KRIENKE | TTH 12:30PM - 1:50PM | PARKES HALL 223

overview of class Witnessing the massive economic and cultural changes caused by the Industrial Revolution, the Victorians grappled with several paradigm shifts surrounding how human bodies perform labor. Many modern Western norms of work were negotiated (and hotly contested) in this period, including the regulation of factory working-hours, the rise of paid sick leave and leisure time, and the influx of middle-class women into the workforce. In this course, you will learn how to analyze narrative in order to describe how nineteenth-century conceptions of labor functioned as a form, that is, as a structure that actively shaped how Victorians apprehended their own bodies, minds, and lifespans. We will ask: How do patterns of work form (or deform) bodies and environments? What kinds of labor were considered appropriate or "healthy" for different kinds of bodies? And, how do we as readers interact with themes of labor when these novels were designed to be read for leisure? You will also have the opportunity to explore how this history informs current labor controversies such as minimum wage, parental leave, and right-to-work legislation. By the end of this course, you will learn to discuss such topics with an interdisciplinary attention to narrative form, historical precedents, and theories of embodiment.

ENVIRONMENTAL POLICY

ENVR POL 390-0 -23 (33834) Special Topics in Environmental Policy and Culture: Environmental Disasters: A Global History

*co-listed as HISTORY 200-20

LYDIA BARNETT | TTH 11:00AM - 12:20PM | KRESGE 2415

overview of class The term 'natural disaster' conjures images of tsunamis, earthquakes, volcanoes, and other powerful forces of nature that strike without warning, inflicting massive suffering on a powerless and unsuspecting populace. We now have several decades' worth of research from the social sciences and humanities showing that so-called "natural" disasters are not very natural at all. Instead, they are deeply political and profoundly man-made. This course adopts a historical and global approach in order to denaturalize disaster. From famines in British India to earthquakes in post-colonial Peru, from floods in New Orleans to nuclear disaster in Japan, we will see how disasters expose and exacerbate pre-existing inequalities, inflicting suffering disproportionately among those groups already marginalized by race, class, gender, geography, and age. These inequalities shape not only the impact of the disaster but the range of responses to it, including political critique and retrenchment, relief and rebuilding efforts, memorialization, and planning - or failing to plan - for future disasters of a similar kind. The course culminates in a unit on the contemporary challenge of anthropogenic global climate change, the ultimate man-made disaster. We will consider how memories, fears, and fantasies of past disasters are being repurposed to create new visions of what climate change will look like.

ENVR POL 390-0 -27 (37895) Special Topics in Environmental Policy and Culture: Weather and Climate in History

*co-listed as HISTORY 392-28

SHEILA TWO WILLE | MW 3:30PM - 4:50PM | LOCY HALL 110

overview of class Packed with volcanos, "little" ice ages, and fierce debates about scientific efforts to model the most irregular of natural phenomenon, this course explores the impact of weather and climate on historical trends in antiquity, the early modern period, and the modern period in Europe, America, and the Globe. It also traces the complicated science and politics of meteorology from the Enlightenment until the twentieth century. Finally, we will spend nearly a third of the course tackling this question: Can historical examples of global climate crises provide any sense of what the future holds, or, crucially, blueprint for public policy?

FRENCH

FRENCH 271-0 -20 (33856) Introducing the Novel: Nature, Desire, and the Novel

JOSEPH P DEROSIER | TTH 9:30AM - 10:50AM | KRESGE 3410

overview of class This course is an introduction to the French "roman," or novel, from the 12th to 20th centuries. Nature and the environment have been a constant in the history of the novel, and literary movements have defined themselves in relationship to nature and our shifting relation to our surroundings; the literary movements called naturalism or pastoralism are two examples. In this course we will trace the history of the many shifts in literary understandings and presentations of nature, the environment, and its influence on narrative and us. We will explore how the novel develops in relation to various environments, from dream allegory to the psychological novel, concluding with the postcolonial novel. What is the relation between the narrator and nature, between the narrator and the reader, and how does the environment within a novel frame or guide narrative and desire? The aim of this course is to familiarize students with various periods in the history of the development of the French novel as well as help them develop skills in reading and literary analysis. While the aim of the course is to introduce students to various periods in literary history, it also places emphasis on the ways in which genre and form shape these narratives. How does the use of literary devices move the narrative forward? How does the environment within a novel shape narrative and character development? And lastly, how is nature constructed in discourse? In beginning with medieval romance and ending with Marie Vieux Chauvet's

account of life under dictatorship, we will explore the relation between the inside and out, between our internal world and its exterior, and analyze how human relationships with social, cultural, and "natural" environments frame desire, love, race and gender.

GLOBAL HEALTH

GBL HLTH 301-0 -21 (33930) Introduction to International Public Health

BEATRIZ ORALIA REYES | MW 11:00AM - 12:20PM | HARRIS HALL L28

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

GBL HLTH 302-0 -20 (33931) Global Bioethics

SARAH B RODRIGUEZ | MW 12:30PM - 1:50PM | PARKES HALL 212

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

GBL HLTH 305-0 - 1 (33940) Global Health & Indigenous Medicine

NOELLE SULLIVAN | TU 12:30PM - 3:20PM | LOCY HALL 106

overview of class Medical pluralism - therapeutic landscapes within which multiple healing modalities exist simultaneously - is largely the norm throughout most places in the world. In those places, people may choose healers or non-biomedical therapies instead of biomedical care, or even use multiple types of healers and therapies simultaneously. This seminar course explores a diversity of so-called "indigenous" or "traditional" medical practices and forms of healing around the world, their significance within various contexts, and their intersections with allopathic medicine. The course also delves into encounters between global health interventions, biomedicine, and other forms of healing in places characterized by medical pluralism. Questions we will explore include: In what ways do non-biomedical therapeutic practices approach the body, illness, health, and healing? Why do these so-called "traditional" knowledge practices and healers endure despite public health and biomedical interventions? How has globalization affected how, where, and among whom these healing forms are practiced? How do patients, families, and healers balance biomedical and non-biomedical options in their quest for health and healing? How do biomedicine and other healing modalities interact, and how do they influence one another?

GBL HLTH 310-1 - 1 (33935) Supervised Global Health Research: Maternal Health in the 20th Century

SARAH B RODRIGUEZ | W 10:00AM - 12:00PM | UNIVERSITY HALL 112

overview of class One of the recent Millennium Development Goals was to improve maternal health, in particular, to decrease maternal mortality in part by increasing attendance of births by skilled health practitioners and to achieve universal access to reproductive health. These goals were to have been met by 2015, and began in 1990; however, concerns regarding skilled birth attendants and women's access to birth control began well before 1990. In this class, we will consider the historical roots of what remain contemporary problems: women having access to skilled birth attendants and birth control options in order to space, limit, or prevent having more children. This course will spend the week of spring break doing archival research at the Wellcome Library and Archives in London. We will then meet during the spring quarter for a seminar with the end result being a major paper written by each student using as its basis the research done at the Wellcome Library.

GBL HLTH 390-0 -21 (33932) Special Topics in Global Health: Trauma and its Afterlives

PETER ANDREW LOCKE | Tu 9:30AM - 12:20PM | PARKES HALL 224

overview of class This course draws on perspectives from anthropology, related social scientific fields, and the humanities to provide a critical introduction to psychological trauma and its increasingly significant place in contemporary global health discourses and agendas. We will explore the history of the concept and its applications in Western literature, science, and medicine; consider the relatively recent construction of Post-Traumatic Stress Disorder (PTSD) as a diagnostic category and the clinical approaches developed to treat it; and examine the politics and effects of applying the concept abroad through humanitarian psychiatry and/or global mental health projects. Key questions of the course will include: how and why has trauma become one of the most important signifiers of our era? and a key criterion of "victimhood?" What politics and debates have shaped the development and application of the PTSD diagnosis in recent decades? And how have notions of trauma and their varied applications transformed politics, suffering, and care in diverse communities around the world?

GBL HLTH 390-0 -22 (33933) Special Topics in Global Health: Achieving Global Impact through Local Engagement

MICHAEL W DIAMOND | M 6:00PM - 9:00PM | TBA

overview of class Reducing chronic diseases and controlling infectious diseases are no longer just the responsibility of national governments, private health care institutions, city departments of public health, or community physicians. Heart disease, strokes, cancer, chronic respiratory diseases, obesity and diabetes, substance abuse such as tobacco and alcohol, and a range of health safety issues are now the major causes of death throughout the world. In addition, especially in low resource countries and communities, people are especially vulnerable to infectious diseases such as HIV and AIDS, malaria, tuberculosis, diarrheal diseases, as well as viruses and parasites. With the understanding that a healthy society is also a more economically productive society, there is an increased emphasis on reducing the burden of disease throughout the world. As a result, there is an enormous increase in the number of organizations and programs that are being implemented by the three sectors of society, public, private and civil society. This course is designed for those global health students who are seeking ways to have an impact on these global health issues by engaging in local programs and organizations which are addressing these global health challenges.

Students will study global and local mechanisms and patterns of the circulation of disease, and their relation to environmental, cultural, socio-economic and political influences. Students will explore roles and programs of global and local public, private and civil society sectors in addressing specific health issues. ?

Each student will be expected to identify a local organization or program prior to the start of the course, with which they would like to engage. Students will examine the programs and the geographical regions of these organizations and identify the specific opportunities and roles that are available to them as

volunteers, and as professionals. Special attention will be given to understanding due diligence, accountability and qualitative and quantitative mechanisms for measuring impact.

GBL HLTH 390-0 -23 (33934) Special Topics in Global Health: Native American Health

MARGARET ELLEN POLLAK | T 9:00AM - 11:50AM | PARKES HALL 215

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

GENERAL

GEN LA 280-3 -21 (35051) Residence-Linked Seminar - III (Social & Behavioral Sciences): Sex Meets Science

CHRISTINE VIRGINIA WOOD | TTH 3:30PM - 4:50PM | MEETS IN NON-GENERAL PURPOSE RM

overview of class Contact the department for further information

GEN LA 280-7 -21 (35044) Residence-Linked Seminar: Technology and Inequality

RICHARD WAYNE FREEMAN | M 6:00PM - 8:50PM | MEETS IN NON-GENERAL PURPOSE RM

overview of class Contact the department for further information

GEN LA 298-0 -20 (35261) Student Organized Seminar-P/N Required: Neuroscience of College Life

YEVGENIA KOZOROVITSKIY | TH 6:00PM - 8:00PM | PANCOE 2401

overview of class Contact the department for further information

GERMAN

GERMAN 322-0 -20 (30875) German Contributions to World Literature: Nietzsche: Language & Truth

SAMUEL WEBER | MW 2:00PM - 3:20PM | KRESGE 3354

overview of class Are we confronting an age of "post-truth"? Of "alternate facts"? And if so, what are the implications of this? The thinker who perhaps more than other addressed this question is Friedrich Nietzsche. Nietzsche's writings are situated at the crossroads between traditional and contemporary thinking. Many of the most radical thinkers of the 20th and 21st centuries are deeply indebted to Nietzsche's critique of traditional metaphysics, religion, ethics and aesthetics. But Nietzsche's critical impulses were not just academic or intellectual: they sought to articulate new ways of living. The problem is that Nietzsche's thought and writing, although coherent, is anything but unified. This class will seek to introduce students to the complex and contradictory critical thought of Nietzsche by focusing on the notes written by Nietzsche in the years following the publication of *The Birth of Tragedy*, i.e. 1872-75. In these relatively short fragments, which have been published in English under the title, "Philosophy and Truth," Nietzsche reflects on the relation of language and bodily situations to traditional conceptions of truth and knowledge, perception and sensation, feeling and belief. The course will read closely the fragmentary writings collected in "Philosophy and Truth," including the one completed essay, "Truth and Lies in an Extramoral Sense." The readings will be in English, although reference will be occasionally made to the German original texts. No previous familiarity with Nietzsche is required.

As to requirements: students will be expected to prepare a limited quantity of readings for each session: limited, because Nietzsche's writing requires re-reading and not merely a first impression (which is often undercut by subsequent reading). Also, students will be asked to make brief presentations of the texts, in

order to raise whatever problems and questions strike them as important, and thereby to initiate a class discussion.

GENDER STUDIES

GNDR ST 321-0 -20 (33908) Gender, Sexuality + History: Race, Sexuality, + the Politics of Protest, 1968

*co-listed as HISTORY 300-34

ABRAM J LEWIS | TTH 2:00PM - 3:20PM | UNIVERSITY HALL 122

overview of class In recent months—and with especially astonishing force—the complex politics of race, gender, and sexuality in the U.S. have come to the forefront of national attention. Much of the country entered 2017 struggling to understand how a flagrantly race-baiting, xenophobic, and misogynistic billionaire came to assume the executive office. However, many of the issues that marked this presidential campaign—including immigration, crime, sexual assault, and Islamophobia—have been intensifying in popular discourse for the last several years. Since 2013, Black Lives Matter has demanded recognition and redress for the ongoing state violence faced by African Americans. In the same years, high profile Supreme Court rulings established same-sex marriage as the law of the land while eroding women's reproductive rights and rolling back legislative gains of the Civil Rights Movement. Additionally, heightened backlash against transgender issues has thrown new light on the profoundly uneven successes of mainstream LGBT activism.

This course will take up two questions that have grown increasingly urgent in many of our minds: How did we get here? And what do we do now? We will do this by way of historicizing the politics of race, sexuality, and social movements in the U.S. since the post-Civil Rights period. Major topics will include: Black Power, women's, and gay liberation movements of the 1960s - 70s; women of color feminism of the 1970s - 80s; the emergence of the prison industrial complex; AIDS activism; and the cultural politics of neoliberalism. By highlighting traditions of resistance against American racism, sexism, and heteropatriarchy, we will work to better understand and formulate responses to our contemporary political moment.

GNDR ST 331-0 -20 (33909) Sociology of Gender and Sexuality: Sociology of HIV/AIDS

*co-listed as SOCIOL 376-23

CELESTE MICHELE WATKINS-HAYES | TTH 11:00AM - 12:20PM | LOCY HALL 214

overview of class The remarkable transformation of HIV/AIDS from an inevitable death sentence to a manageable chronic illness in well-resourced countries like the United States is one of the most noteworthy scientific achievements of the past 35 years. Recent medical advances have made the goal of an AIDS-free generation plausible in the US, and the epidemic commands less and less public attention. Yet the rate of new HIV infections in the US hovers stubbornly at approximately 50,000/year, and HIV/AIDS is widely recognized as not only a medical epidemic but also a manifestation of complex inequalities at the intersections of race, class, gender, and sexuality. In this advanced undergraduate seminar, students will develop an in-depth understanding of the scope and dimensions of HIV/AIDS in the United States and abroad and consider the role of race, class, gender, and sexuality in the epidemic. We will also explore how social movements, public policies, and cultural representations (film, art, media, public debate, etc) have played integral roles in the epidemic and the response.

GNDR ST 332-0 -20 (33911) Gender, Sexuality, and Health: Sex, Sexuality, & Technoscience

AMY RUTH PARTRIDGE | MW 11:00AM - 12:20PM | KRESGE 1525

overview of class How do new scientific research agendas and protocols, medical categories, and technological innovations intersect with conceptions of gender, sexuality and race? To explore these questions, we consider how biological models of sex and sexuality impact our sense of self and shape our political demands by examining the 1970s gay & women's liberation movement's efforts to contest the medicalization of homosexuality and women's bodies. We then turn to the more recent phenomenon of

biomedicalization and the emergence of new biomedical technologies to examine their "subject effects" in the case of the search for the "gay gene," the development of reproductive technologies, the emergence of the new diagnoses of erectile and female sexual dysfunction, and the marketing of race-based pharmaceuticals. In our final unit, we examine current environmental, trans, and disability activism, each of which makes strategic use of technoscience while reworking biomedical models of embodiment and identity.

GNDR ST 341-0 - 20 (33912) Transnational Perspectives on Gender + Sexuality: Thai Medical Tourism & Sex

*co-listed as ASIAN_AM 360-1

JILLANA B ENTEEN | TTH 11:00AM - 12:20PM | UNIVERSITY HALL 102

overview of class This course is situated at the intersection of theoretical, cultural, medical, and commercial online discourses concerning the burgeoning GCS-related surgeries (Gender Confirmation Surgery) presented online and conducted in Bangkok, Thailand. Using "Trans" theories: transgender, transnational, translation, spatio/temporal, we will discuss the intersections, dialogues, refusals, and adaptations when thinking about medical travel to Thailand. We will examine Thai cultural/historical conceptions of sex and gender, debates concerning bodies and diagnoses, and changes in presentations of sex/gender related surgeries offered online. Comparative cultural studies, medical discourses, and an archive of web images offering SRS surgeries to Thailand produced by Thais for western clientele will serve as axes for investigating this topic.

GNDR ST 341-0 -21 (33913) Transnational Perspectives on Gender and Sexuality: Risky Borders: Sex, Race, and Techniques of Border

*co-listed as ANTHRO 390-26

MITALI THAKOR | TTH 12:30PM - 1:50PM | UNIVERSITY HALL 122

overview of class This course critically analyzes the power dynamics of migration in the 21st century. Class texts will explore 'risk' through case studies of militarization and refugees; child trafficking and forced migration; the politics of commercial surrogacy; and international development and labor exploitation. Drawing on readings from the anthropology of development, international studies, and feminist technoscience studies, students will discuss and question discourses of 'globalization' that imagine a world of easy connections and flows, digitally and physically. We engage with multiple media forms, from academic texts, to films like Children of Men and the poetry of Warsan Shire, to explore how migration stories are gendered and racialized, with particular agencies and vulnerabilities, perils and pleasures. By understanding the techniques and technologies of bureaucracy, through examples like airport facial recognition software, so-called 'smart border walls,' and US counter-terrorism initiatives, students will also assess expert cultures dictating migration and development futures.

GNDR ST 382-0 -21 (33918) Race, Gender, and Sexuality: Gender & Sexuality in Middle East

*co-listed as SOCIOL 376-25

AYCA ALEMDAROGLU | MW 3:30PM - 4:50PM | KRESGE 4531

overview of class This course explores the construction of gender in the Middle East. Drawing on the historical, sociological and anthropological research in the region, the course aims to question stereotypes about the subordination of Muslim women and to offer a systematic reading and an analytical discussion of the political, economic and cultural structures that inform gender relations and sexuality. The course starts with an examination of early Islam and religious sources with regard to women's status, then moves on to nationalist and modernization movements in the 19th and 20th centuries, and finally focuses on women and men's lives in contemporary Egypt, Turkey and Iran. In this framework, special attention is given to Islamist mobilizations, the family, sexuality, neoliberalism, women's labor and LGBT.

GNDR ST 390-0 -20 (33897) Topics in Gender and Sexuality Studies: Anthropology of Gender

MICAELA DI LEONARDO | TH 5:00PM - 7:50PM | ANTHRO SEM RM 104

overview of class Feminist anthropology is now more than four decades old, and more than ever an essential set of intellectual tools with which to understand the world and to change it. In this course we

will consider the ways in which attending to gender alters and enriches anthropological knowledge, with particular emphasis on the domains of gendered labor, sexuality, kinship, and reproduction in the contemporary neoliberal globalizing context. Course readings, lectures, films, and discussions will focus on the history of feminist scholarship on gender, on the embeddedness of gender relations in larger social relations/political economy including race/ethnicity and nationalism-on the embeddedness of anthropology itself in the histories of Western colonialism and capitalist development, and on the ways in which anthropology is troped in the public sphere with what entailments for gender/sexual/race politics? We will also discuss American and global political-economic shifts of the past few decades and their connections to shifts in the ways both scholars and the public construe gender relations. Professor Jane Collins will visit class in the week that we read her book.

HISTORY

HISTORY 200-0 -20 (34373) New Introductory Courses in History: Global History of Natural Disasters

*co-listed as ENVR_POL 390-23

LYDIA BARNETT | TTH 11:00AM - 12:20PM | KRESGE 2415

overview of class The term 'natural disaster' conjures images of tsunamis, earthquakes, volcanoes, and other powerful forces of nature that strike without warning, inflicting massive suffering on a powerless and unsuspecting populace. We now have several decades' worth of research from the social sciences and humanities showing that so-called "natural" disasters are not very natural at all. Instead, they are deeply political and profoundly man-made. This course adopts a historical and global approach in order to denaturalize disaster. From famines in British India to earthquakes in post-colonial Peru, from floods in New Orleans to nuclear disaster in Japan, we will see how disasters expose and exacerbate pre-existing inequalities, inflicting suffering disproportionately among those groups already marginalized by race, class, gender, geography, and age. These inequalities shape not only the impact of the disaster but the range of responses to it, including political critique and retrenchment, relief and rebuilding efforts, memorialization, and planning - or failing to plan - for future disasters of a similar kind. The course culminates in a unit on the contemporary challenge of anthropogenic global climate change, the ultimate man-made disaster. We will consider how memories, fears, and fantasies of past disasters are being repurposed to create new visions of what climate change will look like.

HISTORY 300-0 -34 (34385) New Lectures in History

*co-listed as GNDR_ST 321-20

ABRAM J LEWIS | TTH 2:00PM - 3:20PM | UNIVERSITY HALL 122

overview of class Over the last few months, the complex politics of race, gender, and sexuality in the U.S. have been thrown to the forefront of national attention. Many of the issues that have marked the new presidential administration, however?like immigration, crime, sexual assault, and Islamophobia?have been intensifying in popular discourse for the last several years. Since 2013, Black Lives Matter has demanded redress for the ongoing state violence faced by African Americans. In the same years, high profile Supreme Court rulings established same-sex marriage as the law of the land while eroding reproductive rights and rolling back legislative gains of the Civil Rights Movement. Additionally, public backlash against transgender issues has thrown new light on the uneven successes of mainstream LGBT activism.

This course takes up two questions that have grown increasingly urgent in many of our minds: How did we get here? And what do we do now? We will do this by way of historicizing the politics of race, sexuality, and social movements in the U.S. since the post-Civil Rights period. Major topics include Black Power, women's, and gay liberation movements of the 1960s - 70s; women of color feminism of the 1970s - 80s; the emergence of the prison industrial complex; AIDS activism; and the cultural politics of neoliberalism. By highlighting traditions of resistance against racism, sexism, and heterosexism, we will work to better understand and formulate possible responses to our contemporary political moment.

HISTORY 300-0 - 40 (34388) New Lectures in History: Science and Religion in Global History

DANIEL A STOLZ | TTH 12:30PM - 1:50PM | HARRIS HALL L07

overview of class Few ways of thinking about the modern world are as firmly entrenched as the notion of a conflict between science and religion. According to a 2015 poll by the Pew Research Center, 59% of Americans believe that science and religion are “often in conflict.” As many as 30% of Americans believe that science often contradicts their own religious beliefs. And how people think about the relationship between science and religion correlates strongly with their positions on a range of policy issues, from the teaching of evolution in public school to the ethics of genetic modification. As timeless as it may seem, however, the notion of a science-religion conflict is relatively young. This course will explore its origins, evolution, and ramifications over the last century and a half, devoting special attention to global contexts from which the “conflict thesis” emerged in the late nineteenth century, including colonialism, Christian missionizing, and a boom in science popularization.

HISTORY 322-2 -1 (34240) Development of the Modern American City, 1870-present

HENRY CLAXTON BINFORD | MWF 9:00AM - 9:50AM | UNIVERSITY HALL 101

overview of class This is the second half of a two-quarter course dealing with urbanization and urban communities in America from the period of first European settlement to the present. The second quarter deals with the period from 1870 onward. Topics include the role of cities in the formation of an industrial society, the influence of immigration and rural-urban migration, political machines, professional planning, the automobile, electronic media, and the expansion of the federal role in city government.

HISTORY 357-0 -1 (34255) East Africa: Africa and the Indian Ocean

WINT | TTH 2:00PM - 3:20PM | TBA

overview of class Contact the department for further information

HISTORY 392-0 -22 (34261) Topics in History: Oil and Water in the Middle East During the 20th C

FREDRIK MEITON | TTH 12:30PM - 1:50PM | UNIVERSITY HALL 118

overview of class Is there such a thing as a resource curse? More than any other part of the world, the Middle East is closely associated with both extreme abundance (oil) and extreme scarcity (water), and with the politics to which competition over these two resources has given rise. Scholars of the Middle East have recently begun to reckon with how the interconnections between people, environment, and natural resources have shaped the region politically, economically, and socially. In this course, we will survey the modern history of the Middle East and consider such things as water management in the late Ottoman period, and the construction of irrigation systems and national water carriers in the 20th century. The course also considers the emergence of the oil industry, and the construction of national, regional, and international systems for resource extraction, refinement, and transport. We will see that the histories of oil and water are intertwined, and figure in all important issues of Middle Eastern society and politics, from labor organizing, gender relations, and forms of rule to geopolitics and the Arab-Israeli conflict.

HISTORY 392-0 -28 (34264) Topics in History: Weather and Climate in History

*co-listed as ENVR_POL 390-27

SHEILA TWO WILLE | MW 3:30PM - 4:50PM | LOCY HALL 110

overview of class Packed with volcanos, "little" ice ages, and fierce debates about scientific efforts to model the most irregular of natural phenomenon, this course explores the impact of weather and climate on historical trends in antiquity, the early modern period, and the modern period in Europe, America, and the Globe. It also traces the complicated science and politics of meteorology from the Enlightenment until the twentieth century. Finally, we will spend nearly a third of the course tackling this question: Can historical examples of global climate crises provide any sense of what the future holds, or, crucially, blueprint for public policy?

HISTORY 392-0 -36 (34268) Topics in History: Intro to Critical Food Studies

*co-listed as ANTHRO 390-22 + HUM 370-5-20

HIILEI JULIA HOBART | TTH 9:30AM - 10:50AM | LOCY HALL 110

overview of class What counts as food? Recent debates over the social and environmental consequences of Genetically Modified Organisms (sometimes called 'Frankenfoods'), media buzz over alternative proteins like crickets, and the mainstream popularity of veganism have provoked a critical return to questions of edibility, the agency of our food, and ecological responsibility - all of which challenge normative, Western orientations towards consumption practices. This course examines cultural constructions of appetite and nourishment by asking: What are the processes through which humans have come to view plants and animals as food? How is edibility either celebrated or refused across time, space, and bodies? And most importantly, how are specific worldviews mobilized in understanding human encounters with the things that we eat? Taking Donna Haraway's landmark work "A Cyborg Manifesto" as a point of departure, cultural constructions of edibility will be explored by theorizing the food system as a vital and material force.

HISTORY 395-0 -28 (34275) Research Seminar: American Technology

KENNETH L ALDER | Tu 3:00PM - 5:50PM | UNIVERSITY HALL 112

overview of class In this research seminar on the history of American technology, students write the social biography of an artifact of their choice. Our collective readings and discussions will focus on how we can re-write the social and political history of the U.S. by tracking debates over the objects that Americans design, make, buy, own, and use. This will involve reading some exemplary "social histories of artifacts" from the American Revolution to the Computer Revolution: from Colt revolvers and Raggedy Ann dolls, to the safety bicycle and electric grid, to the Macintosh computer and the Internet of Things. And it will mean learning some intellectual tools to set such objects in their historical context, including: network analysis, systems theory, attention to gender and race, the theory of affordances, evolutionary theory, social constructionism, and technological determinism. Then, in the latter portion of the course, we will work-shop our own histories-in-progress, as we learn to conduct historical research using primary sources, both in archives and with printed materials.

HUMANITIES**HUM 220-0 -20 (33941) Health, Biomedicine, Culture, and Society**

*co-listed as SOCIOL 220-20

AARON TRAVIS NORTON | MW 2:00PM - 3:20PM | TECH ROOM 3

overview of class This course offers a broad overview of the intersections between health, illness, and biomedicine (broadly conceived) in society. Drawing largely on sociological and anthropological frameworks, we will first consider major theoretical approaches to the study of health and illness including how biomedical developments have reshaped what it means to be "healthy" or "sick" over time. We will then consider a series of themes that highlight the intersections of biomedicine, health, and society as they are understood and experienced by patients, doctors, scientists, caregivers, and others. With each topic, we will explore how the individual understandings and felt experience of health and illness are contingent upon cultural and institutional dynamics larger than that of the individual. Broad themes may include topics such as birth, death, sex and gender, risk, race, drugs, disability, mental illness, environmental toxicity, etc. Readings will highlight some of the complex dynamics between biomedicine and society through a particular topic reflecting the theme - for example, breast cancer risk and its treatment; schizophrenia and race; "death" in the U.S. versus Japan; better sex through drugs, and so on. Students will leave the course with a broad understanding of key theoretical perspectives and themes in the social studies of health, illness, and biomedicine.

HUM 370-5 -20 (33950) Special Topics in the Humanities: Intro to Critical Food Studies

*co-listed as ANTHRO 390-22 + HISTORY 392-36

HIILEI JULIA HOBART | TTH 9:30AM - 10:50AM | LOCY HALL 301

overview of class What counts as food? Recent debates over the social and environmental consequences of Genetically Modified Organisms (sometimes called 'Frankenfoods'), media buzz over alternative proteins like crickets, and the mainstream popularity of veganism have provoked a critical return to questions of edibility, the agency of our food, and ecological responsibility - all of which challenge normative, Western orientations towards consumption practices. This course examines cultural constructions of appetite and nourishment by asking: What are the processes through which humans have come to view plants and animals as food? How is edibility either celebrated or refused across time, space, and bodies? And most importantly, how are specific worldviews mobilized in understanding human encounters with the things that we eat? Taking Donna Haraway's landmark work "A Cyborg Manifesto" as a point of departure, cultural constructions of edibility will be explored by theorizing the food system as a vital, material force.

HUM 370-6 – 20 (33952) Special Topics in the Humanities: Art, Writing, Technology

*co-listed as ENGLISH 311-20

DANIEL SCOTT SNELSON | TTH 3:30PM - 4:50PM | HARRIS HALL L07

overview of class In 1882, Friedrich Nietzsche used his typewriter to declare: "Our writing tools are also working on our thoughts." How might we reconsider the history of art and literature in a time when our thoughts are being worked over by iPhones, YouTube, and Google? Can we rewrite this archive using tactics found in contemporary art and poetry? This class follows emerging trends in art and writing to construct new approaches to historical objects that are equally likely to appear on Soundcloud, in a PDF, through online videos, or even on Facebook. Studying the digital humanities alongside modes of contemporary art and letters, we'll reimagine historical works through today's emerging forms and formats. Through readings and class visits from artists and poets, we will explore works that translate established forms into a variety of new media formats. How might Twitter facilitate works of art? What does YouTube demand of poetry? Using a combination of seminar conversations and collaborative workshops, we'll engage in a series of weekly experiments that attempt to reconfigure the history of art and literature through the filter of contemporary writing tools. No previous training in art, poetry, or new media is required.

INITIATIVE FOR SUSTAINABILITY AND ENERGY AT NU**ISEN 230-0 - 20 (37960) Climate Change and Sustainability: Economic and Ethical Dimensions**

*co-listed as PHIL 270-20

BRADLEY B SAGEMAN, JEFFREY D STRAUSS | TTH 3:30PM - 4:50PM | TECH ROOM 3

overview of class Contact the department for further information**LATINA AND LATINO STUDIES****LATINO 392-0 -22 (34028) Topics in Latina and Latino Social and Political Issues: Race, Knowledge, and Latinidad**

*co-listed as SOCIOL 376-24

MICHAEL D RODRIGUEZ | TTH 11:00AM - 12:20PM | LOCY HALL 111

overview of class According to the latest statistics, the United States is home to over 55.5 million "Latinos" and "Hispanics." In 2000, this population became the largest "minority group" in the country. Demographers forecast that within the century, this population will reach close to 100 million. Considerable popular and academic debate has ensued about the meaning and significance of these demographic trends. For some, Latino population growth represents a major domestic threat, and for others it is a beneficial and welcomed development. Implicated in these debates, but rarely discussed, is

the sociohistorical and political process by which diverse and heterogeneous Latin American-descent communities came to be imagined and understood as comprising a panethnic whole. In this course, we will examine this process with an analytic focus on the intersection of politics, race, and knowledge production.

JOURNALISM

JOUR 390-0 -26 (37373) Special Topics: History and Future of Technology

RUSSEL PARRISH NELSON | M 6:00PM - 9:00PM | TBA

overview of class When you're building the future, there's a natural tendency to assume the past isn't very relevant. This course argues, however, that one cannot appreciate the revolutionary impact of new media technologies and technology companies without understanding historical innovations. This course will fulfill the BSJ media history requirement and will also apply toward the Farley Center entrepreneurship certificate.

PHILOSOPHY

PHIL 151-0 -20 (34585) Scientific Reasoning

SEAN CHRISTOPHER EBELS DUGGAN | MWF 10:00AM - 10:50AM | KRESGE 2415

overview of class Here's an inductive inference: "Whenever I've eaten pizza I've gotten heartburn. Therefore, pizza will give me heartburn." David Hume gave an argument that no argument like this can be rationally compelling: it depends on the thought "the future will be like the past". This thought isn't obvious from reflection, and to argue for it from induction would be circular. This class is about this problem, and philosophical and mathematical attempts to solve, sidestep, or illuminate it.

PHIL 270-0 - 20 (34584) Climate Change and Sustainability: Economic and Ethical Dimensions

*co-listed as ISEN 230-20

BRADLEY B SAGEMAN, JEFFREY D STRAUSS | TTH 3:30PM - 4:50PM | TECH ROOM 3

overview of class Contact the department for further information

PHIL 326-0 -20 (37472) Philosophy of Medicine

MARK P SHELDON | T 2:00PM - 4:50PM | LOCY HALL 214

overview of class An exploration of a variety of issues that have arisen in medical practice and biological research and development, focusing particularly on the physician/patient relationship through a focus on a series of clinical cases. A central question involves the nature and objectives of medicine, and how the physician engages with that nature and pursues those objectives.

PHIL 327-0 -20 (34480) Philosophy of Psychology

MICHAEL JOHN GLANZBERG | TTH 9:30AM - 10:50AM | KRESGE 2435

overview of class 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.

PHIL 352-0 -20 (34571) Philosophy of Mathematics

FABRIZIO CARIANI | TTH 11:00AM - 12:20PM | PARKES HALL 212

overview of class This course is an introduction to the philosophy of mathematics. Our discussion will

center around two key philosophical questions. The metaphysical question (do numbers exist?) and the epistemological question (how do we know mathematical truths?). As part of the project of answering these questions, we will explore the positions of the most important philosophical figures to engaged with this subject matter: Kant, Bolzano, Frege, Dedekind, Hilbert, Goedel, and more recently Benacerraf and Field.

POLITICAL SCIENCE

POLI SCI 101-6 -21 (35378) First-Year Seminar: Global Nuclear Politics

SIDRA HAMIDI | TTH 9:30AM - 10:50AM | UNIVERSITY LIBRARY 4722

overview of class Nuclear politics dominates headlines in contemporary international relations. From the growing threat of nuclear proliferation to controversies over the safety and security of nuclear weapons stockpiles to the growth of local anti-nuclear activism around the world, the conflict over nuclear energy and weaponry continues to be a major site of contestation in global politics. How can we understand the development of nuclear technology and its international and domestic consequences? What is the relationship between this technological development and politics, both local and interstate? This course will explore both the historical development of and contemporary conflicts surrounding the growth of nuclear technology. The seminar will take an interdisciplinary approach to the study of nuclear politics by combining perspectives from history, sociology, and political science. We will start with an examination of nuclear technology, highlighting some technical and scientific details about nuclear energy and its potential weaponization. We will then discuss the historical origins of the development of nuclear technology in the politics of the Cold War. Here we will discuss the logic of deterrence and address other logics of nuclear desire, including the military and symbolic value of nuclear weaponry. We will then move onto the global nuclear regime that governs the growth of nuclear proliferation including the Nuclear Non-Proliferation Treaty (NPT), the International Atomic Energy Agency (IAEA), the Strategic Arms Reduction Treaty (START), and the Comprehensive Test Ban Treaty (CTBT). From a discussion of international politics, we will then turn to the way that the growth of nuclear technology affects domestic politics through a discussion of nuclear safety and anti-nuclear activism around the world. The second half of the course will use the resources of the first half of the course explore nuclear proliferation in regional contexts including Latin America, South Asia, and the Middle East. And we will close with a discussion of contemporary crises in nuclear politics and discuss prospects for the future.

POLI SCI 329-0 -20 (36696) U.S. Environmental Politics

KIMBERLY RUGGLES + MARION SUISEEYA | MW 11:00AM - 12:20PM | HARRIS HALL 107

overview of class This course considers the political, economic, ethical, legal, and institutional issues involved in environmental decision-making. Drawing from both domestic and international cases, with an emphasis on the US, 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, sustainable development, hazardous waste, toxics, and environmental justice. The course is 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 and internationally. Requirements include active class participation, short assignments and quizzes, and midterm and final examinations.

POLI SCI 377-0 - 20 (35532) Drugs and Politics

ANA MARIA ARJONA | TTH 3:30PM - 4:50PM | ANNENBERG G21

overview of class This course examines the links between illegal drugs and politics, from the politics of local communities to international public policy. The production, distribution, and consumption of illicit drugs affect politics in a myriad of ways by shaping individual behavior, local and national institutions, cultural practices, markets, and international relations. The aim of the course is to examine these links theoretically and empirically with a focus on North, Central, and South America. We will critically analyze public policy on "the drugs problem", especially the US-led "war on drugs".

POLI SCI 390-0 -26 (35418) Special Topics in Political Science: Environmental Politics and Policy

KIMBERLY RUGGLES MARION SUISEEYA | TIME | TBA

overview of class This course considers the political, economic, ethical, legal, and institutional issues involved in environmental decision-making. Drawing from both domestic and international cases, with an emphasis on the US, 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, sustainable development, hazardous waste, toxics, and environmental justice. The course is 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 and internationally.

Requirements include active class participation, short assignments and quizzes, and midterm and final examinations.

POLI SCI 395-0 -21 (35422) Political Research Seminar: Environmental Justice

KIMBERLY RUGGLES MARION SUISEEYA | W 2:00PM - 4:50PM | SCOTT HALL 212

overview of class As the global community has struggled to address global environmental problems including climate change, forest loss and degradation, and biodiversity loss, they have increasingly recognized the need for just solutions - solutions that not only recognize the disproportionate impacts that environmental policies may have on diverse stakeholders but solutions that actively seek to prevent and mitigate injustice. In other words, justice is increasingly understood as a necessary condition for effective environmental governance.

The course specifically considers the intersection of global environmental governance, international politics, and justice in the context of the global commons. With a particular focus on Indigenous Peoples, we will examine the production of justice and injustice across multiple scales of governance, including an assessment of the role of regimes, states, non-state actors, and transnational advocacy networks in response to global environmental challenges. The course is divided into three main parts: first, we begin with an examination of the problem of justice in global environmental governance drawing from empirical studies primarily in the political ecology literature. Then we move on to examining the institutions, actors, and architecture in global environmental governance that seek to address global environmental challenges from global to local contexts. In the third section of the course, we examine the explanations for and responses to justice and injustice in global environmental governance. Throughout the course we will direct our attention to these dynamics within two global commons: forests and biodiversity - commons that transcend scales of governance and are integral to the livelihoods of more than one billion people in the Global South. We draw from the literature in global environmental politics, conservation and development, and environmental justice.

Requirements include active class participation, short assignments, and an independent research project.

PSYCHOLOGY**PSYCH 314-0 -21 (35679) Special Topics in Psychology: Psychology and Weird Beliefs**

SARA CANTONIA BROADERS | T 2:00PM - 4:50PM | SWIFT HALL 210

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

resources (including empirical research articles, ethnographic descriptions, philosophical arguments, popular press books, and documentary films) to explore the bases for these beliefs and practices.

RELIGION

RELIGION 379-0 -20 (31074) Topics in Comparative Religion: Religion and Magic

RICHARD KIECKHEFER | TTH 3:30PM - 4:50PM | KRESGE 2425

overview of class This course will examine the ways magic is viewed and practiced in various cultures, its relationship to mainstream religious practice in each of those cultures, and a range of theories that have been proposed regarding the relationship between magic and religion.

SOCIOLOGY

SOCIOL 216-0 -20 (35558) Gender and Society

SAVINA JEWEL BALASUBRAMANIAN | MW 11:00AM - 12:20PM | ANNENBERG G15

overview of class Gender and Society introduces students to three pivotal concepts in the sociological study of gender: the social construction of gender, gender socialization, and gender as an institution. Students will learn about the social construction of gender by examining the creation of gender norms, which are defined as prevailing ideas about sex, gender, masculinities, femininities, and gender non-conformity. We will challenge the binary conceptualization of gender (men/women, masculinity/femininity) by discussing gender non-conformity and transgender experiences. Next, students will learn about the social and political sources of gender norms, including the media, family, schools, sports, and the government. We will examine how these entities actively contribute to gender socialization, defined as the process by which people come to learn about and perform gender in their own lives?otherwise known as "doing gender." Students will then learn about the consequences of gender norms?specifically, gender inequality in the United States?to understand how gender operates as an institution. Gender inequality is defined as systematic social, economic, and political disparities among differently gendered people that take shape in the workplace, the household, educational settings, and political institutions. These inequalities stand to affect all of us as we build our own careers, families, and personal lives. Finally, students will evaluate ways to address gender inequality, including public policy, law, education, social change, and political participation and representation. Throughout the course we will employ the optic of intersectionality, which shows how gender does not operate in the same way for everyone but intersects with other social identities like race, class, sexuality, nationality, etc.

SOCOL 220-0 -20 (35650) Health, Biomedicine, Culture, and Society

*co-listed as HUM 220-20

AARON TRAVIS NORTON | MW 2:00PM - 3:20PM | TECH ROOM 3

overview of class This course offers a broad overview of the intersections between health, illness, and biomedicine (broadly conceived) in society. Drawing largely on sociological and anthropological frameworks, we will first consider major theoretical approaches to the study of health and illness including how biomedical developments have reshaped what it means to be "healthy" or "sick" over time. We will then consider a series of themes that highlight the intersections of biomedicine, health, and society as they are understood and experienced by patients, doctors, scientists, caregivers, and others. With each topic, we will explore how the individual understandings and felt experience of health and illness are contingent upon cultural and institutional dynamics larger than that of the individual. Broad themes may include topics such as birth, death, sex and gender, risk, race, drugs, disability, mental illness, environmental toxicity, etc. Readings will highlight some of the complex dynamics between biomedicine and society through a particular topic reflecting the theme - for example, breast cancer risk and its treatment; schizophrenia and race; "death" in the U.S. versus Japan; better sex through drugs, and so on. Students will leave the course with a broad understanding of key theoretical perspectives and themes in the social studies of health, illness, and biomedicine.

SOCIOL 319-0 -20 (37959) Sociology of Science

CHRISTINE VIRGINIA WOOD | TTH 3:30PM - 4:50PM | 555 CLARK B01

overview of class The idea that science has a history and exists in a social context may seem curious to some: we are taught, and the scientific method is thought to ensure, that scientific knowledge is objective and universal. But like other social institutions, science has rules and norms that dictate training and professionalization, the representation of findings and ideas, and minute practices in that can shape the big picture of what we know about the world. This course introduces students to the sociology of science, a field based on understanding how the natural and laboratory sciences are influenced by political and historical epochs, social identities, and cultural norms. The course has three broad aims: to introduce students to core literature in the history and sociology of science; to use case studies to better understand the social life of various scientific fields and innovations; and to apply our sociological imaginations to conceive possibilities at the limits of humanistic and social aspirations.

SOCIOL 355-0 -20 (35567) Medical Sociology

CAROL A HEIMER | TTH 9:30AM - 10:50AM | TBA

overview of class This course introduces some of the main topics of medical sociology: the social construction of health and illness; inequalities in the distribution of illness and health care; the globalization of health care; and the organization of health care work, the medical professions, and the health care system. Students will learn about variations in who gets sick and why, how the health professions evolved in the United States and how the health care "turf" has been divided among professions, whether and when patients and their families participate in medical decision making, why physicians have more authority and receive higher incomes in the U.S. than elsewhere, what doctors do when interns and residents make mistakes, what the relationship is between hospitals and other health care organizations and how that relationship has changed over time, how the American healthcare system compares to other healthcare systems, how expenditures on preventive medicine compare with expenditures on high-tech cutting-edge medicine, and why the U.S. invests so much in high-tech medicine.

SOCIOL 376-0 -21 (35569) Topics in Sociological Analysis: Environment, Politics, and Society

MARIA AKCHURIN | MW 2:00PM – 3:20PM | UNIVERSITY HALL 121

overview of class This undergraduate course examines connections between the natural environment, politics, and society across the global North and South. We will begin by discussing theories of environment-society relations in sociology and what we mean by "environmental problems" and "environmental values." The remainder of the course will be organized into three substantive sections, on varieties of environmentalism; environment and development; and environment, inequality, and social justice. As we go through the readings, we will consider major themes such as the rise of organized collective action like environmental activism and individual responses like green consumerism and "freeganism"; the opportunities and limitations of institutional and policy responses to environmental degradation; the tensions between environmental protection and economic development; the relationship between environmental degradation and inequality within and among countries; and the roles of scientific knowledge and non-expert knowledge in making sense of environmental problems and solutions. Our substantive case studies will cover topics like water, energy, waste, and climate change.

SOCIOL 376-0 -23 (35571) Topics in Sociological Analysis: Sociology of HIV/AIDS***co-listed as GNRD_ST 331-20**

CELESTE MICHELE WATKINS-HAYES | TTH 11:00AM - 12:20PM | LOCY HALL 214

overview of class The remarkable transformation of HIV/AIDS from an inevitable death sentence to a manageable chronic illness in well-resourced countries like the United States is one of the most noteworthy scientific achievements of the past 35 years. Recent medical advances have made the goal of an AIDS-free generation plausible in the US, and the epidemic commands less and less public attention. Yet the rate of new HIV infections in the US hovers stubbornly at approximately 50,000/year, and HIV/AIDS is widely recognized as not only a medical epidemic but also a manifestation of complex

inequalities at the intersections of race, class, gender, and sexuality. In this advanced undergraduate seminar, students will develop an in-depth understanding of the scope and dimensions of HIV/AIDS in the United States and abroad and consider the role of race, class, gender, and sexuality in the epidemic. We will also explore how social movements, public policies, and cultural representations (film, art, media, public debate, etc) have played integral roles in the epidemic and the response.

SOCIOL 376-0 -24 (35572) Topics in Sociological Analysis: Race, Knowledge, and Latinidad

*co-listed as LATINO 392-22

MICHAEL D RODRIGUEZ | TTH 11:00AM - 12:20PM | LOCY HALL 111

overview of class According to the latest statistics, the United States is home to over 55.5 million "Latinos" and "Hispanics." In 2000, this population became the largest "minority group" in the country. Demographers forecast that within the century, this population will reach close to 100 million. Considerable popular and academic debate has ensued about the meaning and significance of these demographic trends. For some, Latino population growth represents a major domestic threat, and for others it is a beneficial and welcomed development. Implicated in these debates, but rarely discussed, is the sociohistorical and political process by which diverse and heterogeneous Latin American-descent communities came to be imagined and understood as comprising a panethnic whole. In this course, we will examine this process with an analytic focus on the intersection of politics, race, and knowledge production.

SOCIOL 376-0 -25 (35573) Topics in Sociological Analysis: Gender & Sexuality in Middle East

*co-listed as GNDR_ST 382-21

AYCA ALEMDAROGLU | MW 3:30PM - 4:50PM | KRESGE 4531

overview of class This course explores the construction of gender in the Middle East. Drawing on the historical, sociological and anthropological research in the region, the course aims to question stereotypes about the subordination of Muslim women and to offer a systematic reading and an analytical discussion of the political, economic and cultural structures that inform gender relations and sexuality. The course starts with an examination of early Islam and religious sources with regard to women's status, then moves on to nationalist and modernization movements in the 19th and 20th centuries, and finally focuses on women and men's lives in contemporary Egypt, Turkey and Iran. In this framework, special attention is given to Islamist mobilizations, the family, sexuality, neoliberalism, women's labor and LGBT.