

## SCIENCE IN HUMAN CULTURE

### Winter Quarter 2012 Undergraduate Course Offerings – Long Version

Available from <http://www.shc.northwestern.edu/undergraduate/courses.html>.

The following is a list and description 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.

#### CORE COURSES:

**\*\*New course now counting toward the SHC core requirement in History\*\***

HISTORY 378-0 - 01 (26986)

**Law and Science: The History of an Encounter**

TuTh 11:00AM - 12:20PM	University Hall 121	Kenneth Alder
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See below under “History” for the complete description.

SOCIOLOG 319-0 - 20 (27090)

**Sociology of Science**

TuTh 11:00AM - 12:20PM	555 Clark 00B03	Charles Camic
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See below under “Sociology” for the complete description.

#### SHC VISITING FACULTY:

*Don't miss the opportunity to take classes with SHC's own Visiting Faculty member, Tom Waidzunas:*

GNDR\_ST 374-0 - 20 (23124)

**Co-listed** as SOCIOLOG 376-0-22 (23543)

**Gender, Sexuality, and Digital Technologies**

TuTh 2:00PM - 3:20PM	Technological Institute L251	Thomas Waidzunas
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See below under “Gender Studies” or “Sociology” for the complete description.

**DETAILED LISTING BY DEPARTMENT FOLLOWS...**

**ANTHROPOLOGY**

ANTHRO 334-0 – 20 (27248)

**The Anthropology of HIV/AIDS: Ethnographies**

We 3:00PM - 5:30PM	Harris Hall L04	Kearsley Stewart
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Why is the human cultural experience of the HIV virus so different for a heterosexual woman in Haiti, for a gay man in Brazil, for commercial sex workers in China and the Caribbean, for young people in Russia and South Africa? Why do a few people survive well with HIV/AIDS and why do so many suffer? Through the ethnographic work of anthropologists, this course will examine the experiences of HIV-positive patients, the people who care for them, and the local and global policies that shape access to treatment. We start with the classic ethnographic study of HIV/AIDS (Paul Farmer's AIDS and Accusations) and continue to read up to the most current ethnographic studies. We will explore how anthropologists use ethnography to reveal unique aspects of HIV/AIDS and assess the contributions of anthropologists to global efforts to prevent and treat HIV/AIDS.

ANTHRO 390-0 - 22 (22813)

**Co-listed** as GBL\_HLTH 390-0-20 (27659)**Topics In Anthropology: Global Health in Human History**

We 3:00PM - 6:00PM	University Hall 218	Erin Waxenbaum Dennison
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Over the course of human history, health and disease patterns have changed markedly. The field of paleopathology explores the history of disease, predominantly through skeletal patterns of evidence, to understand and predict its course in the future. This area of investigation also sheds light on how the past informs our understanding of health in contemporary human societies. In particular, paleopathology addresses such key questions as: What are the patterns of disease throughout history? How has human disease and transmission changed over time? Are the processes different than what we see today? This course will explore patterns of pre- and proto-historic adaptations to human disease, health and medicine. A bio-cultural perspective on patterns of disease will provide a link between past perspectives and current realities. No explicit background in biology or osteology is required to be successful in this course.

**BIOLOGICAL SCIENCES**

BIOL\_SCI 102-6 – 20 (26731)

**Freshman Seminar: Origins of American Obesity**

TuTh 2:00PM - 3:20PM	Cook Hall 4-123	Garth Fowler, Michele McDonough
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In the late 1970s, approximately 15% of US Americans aged 20 - 74 were obese. Today that figure is over 33%, or approximately 100 million Americans! This trend continues despite our awareness of the health problems and costs associated with being obese. Discussions in this course will focus on variables influencing obesity. We will briefly review historical trends, touch upon biological influences on weight, and evaluate how psychology and economics may contribute to our eating behaviors and affect public health policy. Questions that will be explored include: What factors influence obesity? What realistically, can be/should be done to reduce the "obesity epidemic"? Is there a simple "cure" for obesity?

BIOL\_SCI 103-6 - 20 (26751)

**Freshman Seminar: Science/Pseudoscience/Hoaxes**

TuTh 9:30AM - 10:50AM	Technological Institute M177	Erwin Goldberg
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Science can be good, bad or bogus. How can we tell? What is scientific misconduct? For many, news reports are the main source of scientific information. But much of this is pseudoscience. How do we distinguish science and pseudoscience? Are they related? These are the questions to be addressed in this course by student presentations and writing assignments. Specific topics include but are not limited to: Stem cell research - for good or evil; Global warming, a threat to the planet?; Should we consume genetically modified foods?; Cloning - copy your pet?; What is alternative medicine?; Intelligent design - fact or fiction?; Alchemy, past and present. **PROJECTS:** Class presentations. **PLEASE NOTE:** All freshman seminars must have a minimum of 15-20 pages of papers distributed over at least three assignments that are spaced throughout the quarter. Earlier assignments will be evaluated and returned before the next assignment is due.

BIOL\_SCI 104-0 - 20 (21924)

**Plant-People Interactions**

TuTh 9:30AM - 10:50AM	Pancoe Building Abbott Aud	Christina Russin
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We will cover the various ways in which people use plants, the importance of plants to people and the environment, and concerns regarding human use of the biosphere and possible solutions.

**CHEMISTRY**

CHEM 105-6 - 21 (21694)

**Freshman Seminar: Technology, Medicine, and Healthcare**

TuTh 11:00AM - 12:20PM	Technological Institute K126	Jim Ibers
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“Technology, Medicine, and Health Care” is a vast subject that conjures up many questions. For example, can the improvements in medical care brought about by stethoscope to magnetic resonance imaging (MRI) be sustained? How can the technological and humanistic features of medicine be kept in balance? If medical technology contributes approximately 50% to the cost of American health care then why is it not a part of the national debate? Can the nation afford today's evolving medical technologies? What do these technologies do to the patient/doctor relationship? Is some form of "rationing" of medical benefits inevitable? If so, who decides on priorities and how? There are no simple answers to these and related questions because basic science, technology, the medical instrument industry, government regulatory agencies, the law, domestic politics, the media, the advertising industry, and cultural warfare, to name a few, are all involved. Nevertheless, in this course we will try to find some answers that are important to all of us, not just to premeds(!), because each of us depends on medical advances and an effective health care system for a longer and higher quality life.

### CLASSICS

CLASSICS 110-0 – (21959)

#### **A Study of Scientific Vocabulary Through Classical Roots**

We 4:00PM - 5:00PM	Kresge Centennial Hall 4-365	Jeanne Ravid
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Independent Study format. Three mandatory class meetings: introductory meeting, midterm and final exams. Students are on their own to study and complete the exercises in the text/workbook, take non-credit practice quizzes available on Blackboard, and take the midterm and final exams as scheduled (no makeup exam for midterm; makeup exam for final with permission of the WCAS Advising Office only). Midterm exam covers the first eight of sixteen chapters in the text/workbook; final exam covers all sixteen chapters. Instructor is available to students during office hours or by appointment, by email or phone. Blackboard is used extensively for instruction and communication. Practice quizzes may be taken at any time for study or review purposes and may be self-graded or graded by the instructor. These do not count toward the final grade, but are valuable as a diagnostic tool and pacer for the student and serve as preparation for the midterm and final exams.

### COMMUNICATION STUDIES

COMM\_ST 298-0 - 21 (27370)

#### **Undergraduate Seminar: Digital Boom or Doom?**

We 2:00PM - 4:50PM	Frances Searle Building 1483	Eszter Hargittai
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No class description available. Check CAESAR for updates.

COMM\_ST 343-0 - 20 (27595)

**Health Communication**

Tu 2:00PM - 4:50PM	Frances Searle Building 2407	Paul Howard Arntson
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No class description available. Check CAESAR for updates.

COMM\_ST 375-0 - 20 (27375)

**The Sociology of Online News**

TuTh 9:30AM - 10:50AM	Frances Searle Building 1483	Pablo Boczkowski
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No class description available. Check CAESAR for updates.

COMM\_ST 394-0 - 21 (25033)

**Communication Studies Research Seminar: Teenagers and Communication Technology**

MoWe 10:00AM - 11:20AM	Frances Searle Building 2378	Brooke Welles
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Technology is increasingly impacting the lives of teenagers, so much so that some have taken to calling today's teens the "[Inter]Net Generation." This course will examine how communication technologies are shaping the personal and social lives of teenagers, and how teenagers are, in turn, shaping how these technologies are designed and used. The course will cover a variety of communication technologies including television, movies, mobile phones, and various Internet applications (social-networking sites, online games, etc.). Using a combination of original research articles, book chapters, and industry reports, students will examine how these technologies (and the content they deliver) affect teens' social, emotional, and cognitive development. Both pro-social (altruism, educational achievement, etc.) and anti-social (sexual promiscuity, violence, etc.) themes will be discussed. In addition, through weekly writing exercises culminating in a final research paper (15-20 pages) at the end of the term, students will learn to articulate and defend a position about teenagers and communication technology. In service of this goal, this class will provide an overview of the mechanics of writing a research paper. Topics covered will include how to locate and use academic source material, how to organize a research paper, how to make and defend claims, and how to distinguish empirical and anecdotal evidence.

**ENGLISH**

ENGLISH 101-6 - 23 (21955)

**Freshman Seminar: Culture of Mobile Technologies**

MoWeFr 3:00PM - 3:50PM	Parkes Hall 224	Alexander Weheliye
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In recent years mobile technologies have become an integral part in the everyday lives of many people across the globe, and they have now far surpassed stationary devices in terms of sheer numbers and with regard to their adoption rate. According to a recent study there exist 1.2 billion fixed landline telephone connections and 1.5 billion television sets around the globe, while 1.3 billion people use the world wide web and email regularly. In contrast, there were 4 billion mobile phone subscriptions in January 2009 (world population: 6.6 Billion). How and why did a comparatively recent technology come to play such a prominent role in the lives of so many people in such a short time? In attempting to answer this question, we will focus on the cultural, economic, and political dimensions of mobile technologies such as the cellular telephone, analyzing how they have shaped interpersonal communication as well as other facets human behavior. The course will begin with tracing the historical connections between technology and mobility (beginning in the 19th century) and then proceed to analyze contemporary manifestations.

ENGLISH 359-0-20 (23299)

**Studies in Victorian Literature: Victorian Virtuality**

TuTh 9:30AM - 10:50AM	Parkes Hall 212	Jules Law
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Literature has long been a humanistic technology that promised to deliver other worlds: that is, to create worlds we might immerse ourselves in or to transport us from present circumstances to other places or times. In this minimal sense, the claims of modern digital virtual-reality technologies are simply innovations on a very old project. But what is the relationship between this new idea of virtuality reality and the older idea of literary transport, immediacy, or suspension of disbelief? In this course we will examine Victorian literature's various and vying strategies for producing sensations of immanence and immediacy, and we will read these "through" the lens of modern conceptions of virtuality to see if there is indeed an historical continuum between the two phenomena. We will examine the structure of a culture in which the virtual is understood to be at once more real and more ghostly than the real, and in which technology is at once handmaiden and traitor to an ideal of unmediated experience. Methodologically, we will attempt to navigate between two radically different accounts of virtuality: a poststructuralist account, in which the illusion of presence promised by modern virtual-reality technology is no more than an extension of the phenomenological paradox (of simultaneous presence and absence) built into the very first technological apparatus, language; and an historicist account (derived from the work of Walter Benjamin), in which virtuality is the residue of certain nineteenth-century technological developments (mass-publishing, the photograph and phonograph, etc.), a history which culminates in our own era's digitalization of information. Though our focus will be primarily on novels, we will read a substantial amount of theoretical material to establish the framework of the course.

**ENVIRONMENTAL POLICY & CULTURE**

ENVR\_POL 390-0-20 (23079)

**Special Topics in Environmental Policy and Culture: Conservation in a Changing World: Humans & Animals**

We 2:00PM - 5:00PM	Fisk Hall B17	Seth Magle
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The goal of this course is to introduce students to research on how humans and animals interact, in order to understand conservation and policy. Accomplishing scientifically sound, yet socially and economically acceptable conservation of biodiversity will be a key challenge over the next 50 years. People and animals interact in a wide variety of settings, ranging from rural areas in developing countries to urban environments. In this class, we will consider what types of interactions occur, the impact those interactions have on behavior (of animals and people), and how to ensure human and animal welfare in each of these environments. The course will culminate with group research, presentations, and structured discussions on how interactions with humans have influenced a species in recent history, and student recommendations for conservation policies going forward. Major topics covered are: Principles of Animal Behavior, Role of animal behavior in conservation, wildlife in developing countries, urban wildlife.

**GENDER STUDIES**

GNDR\_ST 210-0 – 20 (27144)

**Gender, Power & Culture in America: Sexual Subjects**

TuTh 3:30PM - 4:50PM	Harris Hall 107	Lane Fenrich
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This interdisciplinary introductory lecture/discussion course surveys the sprawling topics of sex, sexuality, and sexuality studies. It is one of two courses intended as introductions to the Gender Studies major. In addition to considering the multiple ways in which sex is simultaneously a somatic fact, a locus of identity; a site of regulation, contestation, sociability, and, of course, an arena of pleasure, explicit attention will also be paid to the questions asked about sex by scholars in different disciplines (history, sociology, anthropology, literature;) and the methods by which they attempt to answer them. Major questions will include: what makes a body male or female, homosexual or heterosexual, "normal" or "deviant" and how have the answers to those questions changed over time? Is the history of sexuality one of increasing liberation? How is the policing of sexual behavior related to the (re)production of other social categories such as race, gender, and adolescence?

GNDR\_ST 332-0 – 20 (23107)

**Gender, Sexuality, and Health: Female Pleasure**

MoWe 2:00PM - 3:20PM	Kresge Centennial Hall 2-359	Amy Partridge
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In this course we will read key sexological texts, each of which articulates a position on "female pleasure" as part of a more comprehensive theory of female (& male) sexualities, including work by Havelock Ellis (1890s-1920s), Sigmund Freud (1905-1930s), Alfred Kinsey (1953) Masters & Johnson (1966 & 1994), Shere Hite (1976), Helen Singer Kaplan (1974 -1980s) and the Berman sisters (2001). We will read these alongside contemporaneous feminist statements, position papers, and manifestos which articulate (or link) "female pleasure" to explicitly feminist political positions and liberation projects, such as Emma Goldman's treatise on 'free love' (1911), Anne Koedt's "The Myth of the Vaginal Orgasm" (1970), or Dean Spade's recent treatise on Building an Abolitionist Trans & Queer Movement with Everything We've Got (2011). Our goal will be threefold. We will work to distinguish between multiple theories on the 'nature' of female pleasure and the assumptions about gender and sexuality that inform each. Feminist statements on "female pleasure" will aid us in assessing the political stakes and affects of contemporaneous scientific theories of female sexuality as we consider how particular conceptions of "good sex" get hitched to visions of "liberation." We will consider these positions on "female pleasure" in their historical context in relation to several trajectories: the durability of some formulations and the relative evanescence of others, the unsettled rapport between sexological and feminist projects, and ongoing debates over the "nature" of sexuality itself.

GNDR\_ST 374-0 - 20 (23124)

**Co-listed** as SOCIOL 376-0-22 (2343)

**Gender, Sexuality, and Digital Technologies**

TuTh 2:00PM - 3:20PM	Technological Institute L251	Thomas Waidzunus
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While women have made great gains in achieving equality within many professions, various scientific and technical fields remain some of the most intractable and inhospitable. This course will begin with an investigation into sociological explanations for inequalities within these professions, examining both successes and challenges for achieving gender and racial equality. Less studied are the experiences of LGBT persons within technoscience. We will explore the social underpinnings of heteronormative practices and beliefs within these work worlds, as well as strategies that LGBT professionals have used to navigate them. Along with these struggles with inequalities, we will explore some key contributions that women and LGBT persons have made to technoscience, including how such issues have been imagined in science fiction. Some have proposed that if we just "add women and stir" to these professions, injustices such as environmental devastation and the violence of military technologies might be attenuated. By contrast, in the latter part of the course, we will examine the assertion that marginalized persons may have particular "ways of knowing" that should be included within technoscience for the betterment of all. Beginning with an exploration of debates over standpoint theory, we will also study various feminist and queer approaches to epistemology and technological development that have been proposed over the past few decades.

**GERMAN**

GERMAN 346-0-20 (27167)

**Co-listed as HUM 301-0 - 21 (23119)****Topics in German Literature and Culture: Rage Against the Machine**

TuTh 11:00AM - 12:20PM	University Hall 418	Jorg Kreienbrock	01/03/2012 - 03/10/2012
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Why does one curse a stalling computer, yell at a broken down car, or rage against a malfunctioning DVD-player? This course investigates the underlying historical, philosophical, and psychological roots of these phenomena of "techno-frustration" by examining the relationship of objects and affects in literary and philosophical texts as well as on film from the 18th to the 20th century. It focuses on the obstinate obtrusiveness of objects, which refuse to disappear into their automatic, unconscious functionality, instead remaining annoyingly conspicuous. This form of active resistance implies the ascription of agency to the malfunctioning, disruptive object, which seems to willfully interrupt the subject's plans and intentions and thereby causing outbursts of anger and rage. Things are not merely inanimate, passive objects but become active agents in what the French sociologist and philosopher Bruno Latour has named a network of actors. What does it mean to be a subject? What does it mean to be an object? What does it mean to be subject that is angry with an object?

**GLOBAL HEALTH**

GBL\_HLTH 301-0 – 20 (27586)

**Introduction to International Public Health**

TuTh 9:30AM - 10:50AM	University Hall 122	Elizabeth Barden
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No class description available. Check CAESAR for updates.

GBL\_HLTH 390-0 - 20 (27659)

**Co-listed as ANTHRO 390-0 (22813)****Special Topics in Global Health: Global Health in Human History**

We 3:00PM - 6:00PM	University Hall 218	Erin Waxenbaum Dennison
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Over the course of human history, health and disease patterns have changed markedly. The field of paleopathology explores the history of disease, predominantly through skeletal patterns of evidence, to understand and predict its course in the future. This area of investigation also sheds light on how the past informs our understanding of health in contemporary human societies. In particular, paleopathology addresses such key

questions as: What are the patterns of disease throughout history? How has human disease and transmission changed over time? Are the processes different than what we see today? This course will explore patterns of pre- and proto-historic adaptations to human disease, health and medicine. A bio-cultural perspective on patterns of disease will provide a link between past perspectives and current realities. No explicit background in biology or osteology is required to be successful in this course.

GBL\_HLTH 390-0 - 21 (22541)

**Special Topics in Global Health: Introduction to Public Health**

MoWe 9:00AM - 10:20AM	Fisk Hall B17	Rebecca Wurtz
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No class description available. Check CAESAR for updates.

GBL\_HLTH 390-0 - 23 (22746)

**Special Topics in Global Health: Refugee/Immigrant Health**

Th 4:00PM - 7:00PM	TBA	Bechara Choucair
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No class description available. Check CAESAR for updates.

GBL\_HLTH 390-0 - 24 (23765)

**Special Topics in Global Health: International Perspectives on Reproductive and Sexual Health**

We 9:30AM - 12:30PM	Annenberg Hall G30	Sarah Rodriguez
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No class description available. Check CAESAR for updates.

**HISTORY**

HISTORY 101-6 - 21 (23632)

**Freshman Seminar--European History: Science and the Good Life**

TuTh 3:30PM - 4:50PM	University Hall 218	Kenneth Alder
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Tolstoy famously said that science is meaningless because it does not answer the only question which is important to us: "What shall we do and how shall we live?" But some scientists have claimed to find life's meaning in the rigorous study of nature, even amid the horrors of the Holocaust. In this class we read both fiction about science (some of it, science fiction) and memoirs by great twentieth-century scientists. How do science and literature offer distinct approaches to the good life and self-understanding? We will place these personal accounts in a social and historical context, in particular by focusing on the role of science in education. (Why do we have distribution requirements at Northwestern?) To that end, we will read essays by thinkers such as the sociologist Max

Weber, the naturalist Thomas Huxley, the poet Matthew Arnold, and the novelist C. P. Snow. Is science conducive to a good life?

HISTORY 300-0 - 30 (22889)

**New Lectures in History: Food, Hunger, Power – Global**

MoWe 4:00PM - 5:20PM	University Hall 101	Alice Weinreb
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This course examines the ways in which modern world history has been shaped by concerns with and conflicts over food. The drive to acquire food was at the heart of many of the central events of the modern age. At the same time, hunger has been deliberately used as a means of population control, a weapon of war and a strategy of mass murder. In this course, we will be thinking about the ways in which access to food has shaped global events through the 19th and 20th centuries. Modern famines have been linked to imperial projects, processes of modernization, and ecological and military catastrophes. We will critically engage with different theories of famine, and analyze different strategies for their resolution. Specifically, we will analyze case studies from Ireland, India, Ethiopia, the USSR and the USA.

HISTORY 322-1 - 01 (26949)

**Development of the Modern American City: to 1870**

MoWeFr 9:00AM - 9:50AM	Harris Hall L07	Henry Claxton Binford
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This is the first 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 first quarter deals with the period from the fifteenth century to about 1870. The second quarter deals with the period from 1870 onward. Topics for the first half include the transfer and adaptation of European city forms and culture to North America, the growth of mercantile cities, the relation between industrialization and urbanization, the implications of explosive growth in the 19th century, and the roles of Irish, German, and African-American migrations to U.S. cities.

**\*\*\*SHC CORE COURSE (NEW COURSE!)**

HISTORY 378-0 - 01 (26986)

**Law and Science: The History of an Encounter**

TuTh 11:00AM - 12:20PM	University Hall 121	Kenneth Alder
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For the past four centuries, the law and modern science have developed in tandem; and in tension. Both law and science claim to get at "the truth of the matter" by means of reasoned argument, empirical evidence, and a self-correcting method of investigation. Yet law and science have often been at odds: with scientists complaining about "junk" science in the courtroom; and lawyers complaining that experts do not appreciate the role of citizens in achieving just verdicts. This course asks: What does the evolving

relationship between law and science tell us about our changing standards of truth-finding and our sense of justice? Our course will begin in the era of witchcraft trials and judicial torture; it will end in the era of DNA-typing, CSI, and waterboarding. We will consider such topics as changing standards of evidence and new understandings of intellectual property. Our core question will be: how have new forms of forensic identification (from fingerprinting to DNA paternity suits) altered our sense of who we are as individuals and as members of social/racial groups? To answer it, we will examine court cases which turn on insanity pleas, eye-witness testimony, and lie detection, among others. Western culture offers two principal theaters of proof: the courtroom and the laboratory; this course examines their similarities, differences, and interactions.

### HUMANITIES

HUM 301-0 - 21 (23119)

**Co-listed as** GERMAN 346-0-20 (27167)

**Topics in the Humanities: Rage Against the Machine**

TuTh 11:00AM - 12:20PM	University Hall 418	Jorg Kreienbrock	01/03/2012 - 03/10/2012
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Why does one curse a stalling computer, yell at a broken down car, or rage against a malfunctioning DVD-player? This course investigates the underlying historical, philosophical, and psychological roots of these phenomena of "techno-frustration" by examining the relationship of objects and affects in literary and philosophical texts as well as on film from the 18th to the 20th century. It focuses on the obstinate obtrusiveness of objects, which refuse to disappear into their automatic, unconscious functionality, instead remaining annoyingly conspicuous. This form of active resistance implies the ascription of agency to the malfunctioning, disruptive object, which seems to willfully interrupt the subject's plans and intentions and thereby causing outbursts of anger and rage. Things are not merely inanimate, passive objects but become active agents in what the French sociologist and philosopher Bruno Latour has named a network of actors. What does it mean to be a subject? What does it mean to be an object? What does it mean to be subject that is angry with an object?

HUM 302-0 – 20 (22806)

**Co-listed as** SOCIOL 376-0-24 (27204)

**New Perspectives in the Humanities: Numbers, Identity, and Modernity: How Calculation Shapes Us**

TuTh 10:30AM - 11:50AM	Harris Hall L05	Wendy Espeland
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Our world is awash in numbers. In this class we will consider how we make and use numbers, how we know ourselves through numbers, and the particular kinds of authority we grant to numbers. Using a range of examples including the SAT, college rankings, and statistics about sexuality, this class will examine what prompts people to produce

numbers, what causes them to spread, how they intervene in the worlds they measure, and how we think about ourselves and others differently as a result.

## JOURNALISM

JOUR 383-0 - 20 (27468)

### **Health and Science Reporting**

We 9:00AM - 11:50AM	Fisk Hall 206	Patti Wolter
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No class description available. Check CAESAR for updates.

JOUR 390-0 - 25 (27889)

### **Special Topics: Journalism and the Networked World**

TuTh 1:00PM - 2:50PM	McCormick Tribune 3107	Richard Gordon
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Search engines, social media and online communities are powerful engines that help audiences find journalism that interests them. All of them can best be explained through an understanding of the "groundbreaking science of networks." In the past 15 years, network science has revolutionized the understanding of disciplines as diverse as biology, marketing and physics. It also helps illuminate the way media work in the 21st century. In this interdisciplinary course, student will learn how networks work - and then apply that understanding to Web search (and search-engine optimization), social networks, online communities and new approaches to reporting. Students will gain a new understanding of how people find and share content on the World Wide Web, as well as practical skills in using Web analytics tools, search-engine optimization techniques and social media strategies.

JOUR 390-0 - 26 (27471)

### **Special Topics: Google's Impact on Media**

TuTh 9:00AM - 10:50AM	Fisk Hall 111	Owen Youngman
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The objective of this course is to use scholarship, reporting, and reflection about one of the key business success stories of the Internet era - Google - to understand today's American media landscape, and how Google's success and ideas have caused dramatic changes not only in journalism, but also in American business and culture. Students will read, think about, react to, and write about excerpts from seven important books about Google that were published at various times between 2005 and 2011, and meet some of their authors. They also will read a sampling of newspaper and magazine reportage from Google's entire history, and be required to monitor news stories and specialized blogs about the company during the course of the quarter. They will monitor their own usage of

Google and other online resources, complete several research assignments, and participate in group exercises inside and outside of class.

## PHILOSOPHY

PHIL 254-0 – 20 (23404)

### **Introduction to Philosophy of the Natural Sciences**

TuTh 11:00AM - 12:20PM	Kresge Centennial Hall 4-310	Axel Mueller
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Philosophy of science tries to give systematic answers to questions about science, and this course will provide an introduction to some of these, in particular regarding standard theories in the natural sciences, like physics, chemistry, biology. However, no previous knowledge of any specific science is required; the cases will only remain at an elementary commonsense level and serve as illustrations of certain philosophical quandaries. For example, one might wonder why exactly an agnostic but scientifically minded person ought to believe in strings, unverifiable by direct experiment as they are, while he or she thinks it's OK not to believe in other non-verifiable entities like God. Similarly, one might wonder what the difference between creationism and standard evolutionary biology is that justifies regarding one as a correct description of nature and the other an optional system of belief. The former is a metaphysical question that responds to our expectation that scientific theories tell us how the world is, even when that means telling us about invisibly small or unreachably remote parts of nature and the universe. The latter is an epistemological question that responds to our expectation that science is an excellent example of objectivity, in the sense that when something is established following the methods good scientists use, then we ought to believe it. The course will try to introduce in both sorts of issues raised by modern natural science, that is, it will concentrate on methodological questions and the question of realism. We will be guided by nested "what does it take"-questions. For example: What does it take for a system of sentences to count as a good scientific theory? What does it take for a scientific theory to be testable by observational and experimental data (and, by the way: what does it take for certain series of experiences to count as data or observations?)? What does it take for a given theory to be better supported by the available evidence than its competitors? What does it take for a given theory to explain the known phenomena in an area of knowledge? What does it take for an explanatory scientific theory to be credited with reference to underlying structures of reality? We will begin with a brief overview of the scientific revolution of the 16th and 17th century, and then turn to the treatment of certain problems in the contemporary literature, like the problem of induction, the problem of the underdetermination of theory choice by the available data, the problem of rationality and conceptual change, the problem of realism.

**PSYCHOLOGY**

PSYCH 314-0 - 23 (27294)

**Special Topics in Psychology: Philosophy in Psychology**

Tu 12:30PM - 3:20PM	Swift Hall 210	Lance Jeffrey Rips
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This course explores connections between theories in current philosophy and research in cognitive and developmental psychology. Possible topics include personal identity, the nature of objects and substance, causality, and ideas of abstract entities, such as numbers. Readings will include articles and chapters from both fields. Assignments engage students in research in this area.

**RADIO, TV, & FILM**

RTVF 202-0 – 20 (25171)

**Freshman Topics Seminar: Media Tech Innovations**

We 12:00PM - 2:50PM	Annie May Swift Hall 109	Bret Dawson
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Thomas Edison. Alexander Graham Bell. David Sarnoff. Steve Jobs. Mark Zuckerberg. The accomplishments of these innovators have been chronicled in print and mythologized on the screen. Their exploits thrill and inspire us, and shape our understandings of media history. These modern-day myths are the subject of this class. Drawing on influential theories of innovation we will critically analyze the form and content of these stories and their influence upon the development, marketing, regulation, and use of media technologies. In addition to re-examining the biographies of some of the nineteenth, twentieth, and twenty-first centuries' most iconic media visionaries we will also consider the stories of a number of lesser known innovators. Hobbyists, hackers, artists, and consumers have made significant contributions to the development of modern media technologies, in many instances by using mass-produced technologies in ways their inventors and manufacturers did not foresee. These "mis-uses" of media technology challenge "official" innovation narratives and complicate our commonsense notions of who is an innovator.

**SOCIOLOGY**

SOCIOL 212-0 - 20 (27901)

**Environment and Society**

TuTh 12:30PM - 1:50PM	Annenberg Hall G21	Susan Thistle
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No class description available. Check CAESAR for updates.

SOCIOL 311-0 - 20 (23712)

**Food, Politics and Society**

TuTh 3:30PM - 4:50PM	Harris Hall L07	Susan Thistle
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No class description available. Check CAESAR for updates.

**\*\*\*SHC CORE COURSE**

SOCIOL 319-0 - 20 (27090)

**Sociology of Science**

TuTh 11:00AM - 12:20PM	555 Clark 00B03	Charles Camic
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The aim of this course is to provide a general introduction to the sociology of science, the subfield of sociology concerned with the social organization of scientific institutions and the social processes by which scientific institutions historically emerged, as well as with the complex social processes and practices that are involved modern scientific research. Sociologists and scholars in related fields have investigated these topics using different theoretical and methodological approaches; and, in examining the work of these scholars, the course will highlight their theoretical and methodological differences.

The course will devote particularly attention to the following studies: David Bloor, *Knowledge and Social Imagery*; Harry Collins, *Replication and Induction in Scientific Practice*; Steven Epstein, *Inclusion: The Politics of Difference in Medical Research*; Sheila Jasanoff, *Science at the Bar: Law, Science, and Technology in America*; Thomas Kuhn, *The Structure of Scientific Revolutions*; Michele Lamont, *How Professors Think: Inside the World of Academic Judgment*; Bruno Latour, *Science in Action: How to Follow Scientists and Engineers through Society*; Bruno Latour, and Steve Woolgar, *Laboratory Life: The Construction of Scientific Facts*; Robert Merton, *The Sociology of Science*; and Sharon Traweek, *Beamtimes and Lifetimes: The World of High Energy Physicists*.

SOCIOL 376-0-22 (2343)

**Co-listed** as GNDR\_ST 374-0 - 20 (23124)

**Gender, Sexuality, and Digital Technologies**

TuTh 2:00PM - 3:20PM	Technological Institute L251	Thomas Waidzunus
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While women have made great gains in achieving equality within many professions, various scientific and technical fields remain some of the most intractable and inhospitable. This course will begin with an investigation into sociological explanations for inequalities within these professions, examining both successes and challenges for achieving gender and racial equality. Less studied are the experiences of LGBT persons within technoscience. We will explore the social underpinnings of heteronormative practices and beliefs within these work worlds, as well as strategies that LGBT

professionals have used to navigate them. Along with these struggles with inequalities, we will explore some key contributions that women and LGBT persons have made to technoscience, including how such issues have been imagined in science fiction. Some have proposed that if we just "add women and stir" to these professions, injustices such as environmental devastation and the violence of military technologies might be attenuated. By contrast, in the latter part of the course, we will examine the assertion that marginalized persons may have particular "ways of knowing" that should be included within technoscience for the betterment of all. Beginning with an exploration of debates over standpoint theory, we will also study various feminist and queer approaches to epistemology and technological development that have been proposed over the past few decades.

SOCIOL 376-0-24 (27204)

**Co-listed** as HUM 302-0 – 20 (22806)

**Topics in Sociological Analysis: Numbers, Identity, and Modernity: How Calculation Shapes Us**

TuTh 10:30AM - 11:50AM	Harris Hall L05	Wendy Espeland
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Our world is awash in numbers. In this class we will consider how we make and use numbers, how we know ourselves through numbers, and the particular kinds of authority we grant to numbers. Using a range of examples including the SAT, college rankings, and statistics about sexuality, this class will examine what prompts people to produce numbers, what causes them to spread, how they intervene in the worlds they measure, and how we think about ourselves and others differently as a result.