

SCIENCE IN HUMAN CULTURE -- Fall Quarter 2010 Undergraduate Course Offering

**ANTHROPOLOGY**

ANTHRO 260-0-20-LEC(16852)

PLAGUES AND PEOPLES: The Anthropology of Global Health

KEARSLEY STEWART MWF 2-2:50PM University Hall 122

**Course Description:** will be available later.

ANTHRO 370-0 -20-LEC(11330)

ANTHROPOLOGY IN HISTORICAL PERSPECTIVE

ROBERT LAUNAY TTh 9:30-10:50 Anthropology Seminar Room

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

**Teaching Method:** Lectures will alternate with class discussions. Lectures will trace the broad outlines of the development of the discipline, placing the readings within the context of contemporary anthropological ideas as well as broader trends in European and American society and thought. Class discussions will focus on weekly reading assignments.

**Evaluation Method:** There will be three short (5-10 page) papers. Participation in class discussion will be considered an integral part of the class. There will be no exams.

**Class Materials (Required):**

- 1) Malinowski, Argonauts of the W. Pacific;
- 2) Morgan, Ancient Society;
- 3) E.E. Evans-Pritchard, The Nuer;
- 4) Margaret Mead, Coming of Age in Samoa;
- 5) Launay, Foundations of Anthropological Theory.

**Class Notes:** Required of all anthropology majors.

ANTHRO 390-0 -23-LEC(16857)

TOPICS IN ANTHROPOLOGY: GLOBAL HEALTH IN HUMAN HISTORY

ERIN WAXENBAUM TTh 11-12:30 Anthropology Seminar Room B07

**Course Description:** Over the course of human history, health and disease patterns have changed markedly. The field of paleopathology explores the history of diseases, predominantly through skeletal patterns of evidence, to understand the past 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: (1) How have human groups perceived disease, transmission and treatment throughout history?; (2) How have patterns of disease changed over time?; and (3) Are they that

much 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.

**Class Materials (Required):** Charlotte Roberts & Keith Manchester. 2005. The Archaeology of Disease. 3rd Edition. Ithaca: Cornell University Press.

**Class Notes:** By instructor consent only. Contact Prof. Waxenbaum directly for a permission number.

**Class Attributes:** No P/N option for this section. Juniors/Seniors Only. SoComm Individual/Social Behavior Distro Area.

### **COMMUNICATION STUDIES**

COMM\_ST 394-0 - 20-LEC(14791)

COMMUNICATION STUDIES RESEARCH SEMINAR: PERSUASION IN HEALTH CONTEXTS

DANIEL O'KEEFE      W 2 - 4:50      Frances Searle Building 1483

**Course Description:** This course provides a general introduction to theory and research concerning health-related persuasion, especially in the context of health communication campaigns. The course covers leading theoretical frameworks that have guided health persuasion research and practice (e.g., the transtheoretical model) and research concerning health communication campaigns (campaign planning, execution, and evaluation). Students will complete a substantial research paper and contribute to class discussion of readings. Some prior exposure to general persuasion theory and research (e.g., Communication Studies 205 or equivalent) will be essential.

### **ECONOMICS**

ECON 323-2 - 20-LEC(12471)

ECONOMIC HISTORY OF THE UNITED STATES: 1865 TO PRESENT

STAFF      MWF 8:30-9:50      University Hall 122

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

**Registration Requirements:** Economics 281, 310-1, 311

**Teaching Method:** Two 1.5 hours lectures per week

**Evaluation Method:** Problem sets, midterm, final exam

**Class Materials (Required):** TBA

ECON 370-0 - 20-LEC(16819)

ENVIRONMENTAL & NATURAL RESOURCE ECONOMICS

LAURA KIESLING      TTh 2-3:30      Annenberg Hall G21

**Course Description:** 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. Next, we will 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"). 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 are air pollution, fisheries, and climate change.

**Registration Requirements:** Econ 201, 202, 281 and 310-1

**Teaching Method:** Two 80-minute lectures with lots of discussion and some in-class small-group work

**Evaluation Method:** Midterm, Final group research project, problem sets, in-class group work.

**Class Materials (Required):** *Economics of the Environment*, Robert Stavins, 5th Edition (ISBN: 978-0393927016)

**Class Attributes:** SoComm Individual/Social Behavior Distro Area

## ENGLISH

ENGLISH 344-0 - 20-LEC(16805)

EIGHTEENTH CENTURY FICTION: 18TH C. BODIES: PRACTICING MATERIALISM

HELEN THOMPSON

TTh 9:30-10:50

Fisk Hall 114

**Course Description:** The emergence of the genre of the novel during the long eighteenth century (roughly 1660 - 1819) is often associated with the triumph of realism. As the novel develops, this story goes, it offers us an increasingly objective and realistic view of things. By the time that Jane Austen writes her novels, we experience a fictional reality untainted by magic, improbable causes, divine intervention, and human interest. In this class, we'll read a series of eighteenth-century novels that give us a more unsettled sense of how "real" the things; and people; that inhabit this new genre are. We'll focus on the most basic unit of reality in the novel: matter and the bodies that matter makes up. Some questions we'll ask are: without an electronic microscope or a working table of the elements, how did eighteenth-century authors define "matter," solidity, or the perceptible qualities of things? Do the features of eighteenth-century bodies; like sex, class, or race; depend upon who perceive them or the context in which they are perceived? Is personal identity determined by nature or by culture, and is this identity firmly fixed in the body? As we track the rise of the modern genre of the novel, we'll contemplate how this genre envisions a world whose materiality might not be entirely stable or detached from the people who encounter it, but might instead be contingent on culture, on perception, and on the political demands of the moment.

**Class Materials (Required):** Aphra Behn, *Oroonoko*; Eliza Haywood, *Love in Excess*; Daniel Defoe, *Captain Singleton*; Samuel Richardson, *Pamela*; Henry Fielding, *Tom Jones*; Frances Burney, *Evelina*; Jane Austen, *Sense and Sensibility*.

**Class Notes:** Pre 1798

**Class Attributes:** Literature & Fine Arts Distro Area. SoComm Humanities/Fine Arts Distro Area

## ENVIRONMENTAL POLICY AND CULTURE

ENVR\_POL 390-0 - 21-LEC(12914)/ POLI\_SCI 349-0 -20-LEC(12864)

SPECIAL TOPICS IN ENVIRONMENTAL POLICY AND CULTURE: International Environmental Politics

Yael Wolinsky

TTh 12:30-1:50

555 Clark 00B01

**Course Description:** International environmental policy-making has become increasingly important as critical environmental problems cannot be resolved unilaterally. This course explores different approaches to the resolution of international environmental problems. We will address the special nature of environmental conflicts and will study the role of new and old players in advancing politically feasible solutions to regional, international and global environmental problems. We will focus on issues including climate change, water, and sustainable development and will also discuss recent grassroots environmental activism. The class sessions will include lectures and a few guest speakers. This course counts toward the Weinberg College social and behavioral sciences distribution requirement, Area III.

**Class Attributes:** Social & Behavioral Sciences Distro Area.

ENVR\_POL 394-0 - 20-LEC(12915)

PROFESSIONAL LINKAGE SEMINAR: ENVRPOL & LAW OF GREAT LAKES

STAFF

M 6:30-9:20PM

University Hall 102

**Course Description:** The Great Lakes are a vast and unique freshwater ecosystem; representing 95 percent of the standing freshwater in the United States spanning two countries, eight states, and two Canadian provinces. The Great Lakes Basin is home to a diverse community of native plant and animal species, and a vital human community that relies on the Great Lakes ecosystem for drinking water, food, recreation, commerce, and economic development. Scientists and policymakers have long argued that the key to effective governance of the Great Lakes is to approach the Basin as a single, unified ecosystem. Yet the institutional structure of the Great Lakes divides the Basin into discrete jurisdictions, issues and programs. This seminar will examine whether and how the Great Lakes community can provide a framework for new approaches and policies to better manage the Lakes. We will explore the Great Lakes governance and a number of serious environmental problems including the introduction and spread of invasive species, a legacy of toxic industrial pollution, and disputes over access to and stewardship of Great Lakes water.

ENVR\_POL 394-0 - 21-LEC(17067)

PROFESSIONAL LINKAGE SEMINAR: GOVT, BUSINESS&THE ENVIRONMENT

SCOTT NADLER Th 3-5:50PM University Hall 418

**Course Description:** This course will examine the interaction between public environmental policy and corporate environmental performance. Using real-world case studies, the course will explore how government policy affects corporate environmental strategies - and vice-versa. How do corporations shape environmental strategy, and what role does public policy play in that process? To what extent do corporations improve environmental performance because of - or despite - public policy? To better understand the interaction of public policy and private strategy, the seminar will consider cross-cutting issues such as how companies view environmental compliance, as well as more specific policy issues such as climate change, contaminated site reuse (brownfields), corporate reporting/transparency and product environmental impacts. The class sessions will include lectures, discussions of assigned topics and readings, student presentations, and guest speakers.

## GLOBAL HEALTH

GBL\_HLTH 301-0-20-LEC(16829)

INTRODUCTION TO INTERNATIONAL PUBLIC HEALTH

Elizabeth Barden            TTh 12:30-1:50            University Hall 122

### **Course Description:**

**Class Attributes:** SoComm Individual/Social Behavior Distro Area

GBL\_HLTH 390-0 -20-LEC(12294)

SPECIAL TOPICS IN GLOBAL HEALTH: GLOBAL HEALTH IN HUMAN HISTORY

ERIN WAXENBAUM            TTh 11-12:20            Anthropology Seminar Room B07

### **Course Description:**

GBL\_HLTH 390-0 - 21-LEC(16831)

SPECIAL TOPICS IN GLOBAL HEALTH: ANTHRO & PUBLIC HEALTH

Elizabeth Barden            W 5-8pm            University Hall 112

### **Course Description:**

GBL\_HLTH 390-0 -22-LEC(12655)

SPECIAL TOPICS IN GLOBAL HEALTH: INT'L PERSP ON MENTAL HEALTH

REBECCA SELIGMAN            W 4-6:30pm            University Hall 102

### **Course Description:**

## GENDER STUDIES

GNDR\_ST 321-0 - 20-LEC(17259)

GENDER, SEXUALITY AND HISTORY: GENDER, SEX & EMPIRE

DARCY HEURING            MW 11-12:20            Kresge 2-359

**Course Description:** This course uses the analytical tools of gender and sexuality to examine social processes and power relations in histories of imperialism and colonialism. Gender, intersecting with race and class, was central to the ordering of colonial societies; colonial sexual and gender politics were often at the root of power struggles between colonizer and colonized, as well as conflicts that contributed to the unevenness and instability of colonial governance. The lingering perception of empire as a masculine enterprise of conquest and adventure still renders women and indigenous peoples incidental if not invisible, when the colonized far outnumbered the colonizers and women were central to the project of empire on all sides of the colonial encounter. Employing insights from feminist and postcolonial theory, this class looks at a broad range of sources from historical case studies, fiction and film to explore themes including sexual 'conquest', domination and resistance; miscegenation and interracial marriage; imperial and colonial masculinities and femininities; the disciplining, regulating and 'improvement' of colonial bodies, and genders and sex roles in racial ideologies. The goal is to analyze such themes in specific colonial sites in order to better understand some of the ways in which the work of gender and sexuality were crucial

to imperial and colonial rule. While many of these colonial sites were part of the British Empire, we examine those within other empires as well. The course proceeds chronologically and thematically from the early Spanish conquests through the twenty-first century, considering the ways that the sexual and gender orders of imperial and colonial history continue to survive in the postcolonial world.

**Teaching Method:** Seminar

**Class Materials (Required):** Provisional Reading List: Bodies in Contact: Rethinking Colonial Encounters in World History Sex and Conquest: Gendered Violence, Political Order, and the European Conquest of the Americas Mastery, Tyranny, and Desire: Thomas Thistlewood and his Slaves in the Anglo-Jamaican World King Solomon's Mines Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives \* Course Packet.

**Class Attributes:** Historical Studies Distro Area. SoComm Individual/Social Behavior Distro Area.

GNDR\_ST 341-0 -20-LEC(16994)

TRANSNATIONAL PERSPECTIVES ON GENDER AND SEXUALITY: SEXUAL CULTURE & GLOBALIZATION

HECTOR CARRILLO

TTh 11-12:20

Kresge 2-359

**Course Description:** In this course we will examine cross-cultural aspects of sexuality and gender, including the intersections between globalization, transnationalism, and sexuality. By considering contemporary sexualities in a number of countries, including the United States, we will discuss how the movement of cultural practices and people across international borders shapes sexuality and gender both locally and globally. We will also analyze the cultural strategies that people in various locations have used to make sense of discrepancies between local and global interpretations of sexuality, the effects of local processes of cultural and social change, and the challenges of cross-cultural sexual interactions. The course will include a special emphasis on sexual diversity and non-normative sexualities.

**Teaching Method:** Seminar

**Class Materials (Required):** The reading list may include such authors as Richard Parker, Tom Boellstorff, Mary Weismantel, Héctor Carrillo, Mark Padilla, Elizabeth Bernstein, Jyoti Puri, Rhacel Parreñas, Martin Manalansan, Gilbert Herdt, C.J. Pascoe, Gloria González-López, Pierrette Hondagneu-Sotelo, and Michael Kimmel, among others.

## HISTORY

HISTORY 392-0 - 34-LEC(12997)

TOPICS IN HISTORY: MADNESS & MEDICINE IN MOD BRIT

TERI CHETTIAR

MW 4-5:20

University Hall 318

**Course Description:** The discipline of psychiatry is foundational to our understanding of a wide range of modern concepts from personality and responsibility through to illness and deviancy. Our understanding of our own identities, our motivations and our patterns of behavior are all drawn from modern psychiatric ideas. This course provides a broad overview of psychiatric practice in Britain from the beginning of state-regulated asylums through to the advent of current policies of pharmaceutical treatment and care in the community.

Using a mixture of secondary sources and primary texts, we will examine how the diagnosis and treatment of madness has been shaped through the complex interaction of social, scientific, political, economic and cultural factors. Key thematic areas for discussion will include psychiatric institutions; women, hysteria and the politics of diagnosis; the rise of psychoanalysis; WWI and shell shock; the twentieth-century rise of physical methods of treatment such as ECT, lobotomy, and drug-management; the anti-psychiatry movement; the post-WWII end of the asylum and controversial move toward care in the community.

**Prerequisites:** None. This class may not be counted toward WCAS distribution requirements.

**Teaching Method:** Seminar

**Evaluation Method:** This class is combined with History 395-34. Students should enroll in either 392 or 395 depending upon which evaluation criteria should apply.

For the 392: Seminar attendance and participation (25%); Short response Essays (1-2pp) (25%); Presentation (10%); Two essays (6 pages) (40%)

For the 395: Seminar attendance and participation (25%); Presentation and short essay (3 pages) (25%); Research paper (18-25 pages) (50%)

**Class Materials (Required):** TENTATIVE UNTIL ORDER IS POSTED ON NORRIS WEBSITE

Roy Porter, *A Social History of Madness* [1987] ( London: Phoenix, 1999. [excerpts] ISBN: 1555841856)

Andrew Scull, *The Most Solitary of All Afflictions: Madness and Society in Britain, 1700-1900*, (New Haven: Yale University Press, 1993. [excerpts] ISBN: 0300050518)

Elaine Showalter, *The Female Malady: Women, Madness and English Culture, 1830-1980* (London: Virago, 1987. [excerpts] ISBN: 0140101691)

Peter Barham, *Closing the Asylum: The Mental Patient in Modern Society* (Harmondsworth: Penguin, 1992. [excerpts] ISBN: 0140144838)

Course packet with short readings by Edward Shorter, Michel Foucault, Joan Busfield, Sander Gilman, Ben Shephard, and Nikolas Rose.

**Class Notes:** AREA OF CONCENTRATION: Europe

**Class Attributes:** Attendance at 1st class mandatory. No P/N option for this section

HISTORY 392-0 -38-LEC(13001)

TOPICS IN HISTORY: RACE & RACISM IN MODERN GERMANY

ALICE WEINREB TTh 4-5:20 2122 Sheridan Rd Classroom 232

**Course Description:** This seminar will explore the ways in which the contested category of race has shaped modern German history. While considerations of race in Germany generally focus on Nazism and the Holocaust, the aim of this course is to situate racial categories like 'Aryan' and 'Jew' within a longer and contextual narrative. As a colonial power and a global scientific leader, race was central to the way in which the German nation imagined itself in the late 19th and early 20th century. Indeed, the invention of race as a scientific method of categorizing and hierarchizing populations is intimately tied to German history; the modern 'race sciences' of Orientalism, Anthropology and Eugenics were in large part created by Germans. On the other hand, belief in race was not necessarily synonymous with racism, as many of these German scientists were leaders in criticizing the horrors of colonialism, and used race as a way to argue for gay rights and women's rights. The two World Wars radically changed the ways in which race could be used as a category for Germans to understand themselves and the rest of the world. In the wake of the Holocaust and under the new political pressures of the Cold War, divided Germany relied on race in very different ways in order to establish German

as well as capitalist and socialist identities. In particular foreign workers or 'Guest Workers' were highly contested figures in the imagined homogeneity of postwar Germany. Our course will examine German relationships with and fantasies of Africans, Jews, Slavs, Turks, Gypsies, Aryans and the many other categories of peoples who shaped modern Germany. While the seminar itself focuses on German history, the course is intended to raise larger questions about the roles of race and racism in the modern world at large.

**Prerequisites:** None. Some background in German or European history would be useful. This class may not be counted toward WCAS distribution requirements.

**Teaching Method:** Seminar. Discussion: In-class

**Evaluation Method:** This class is combined with History 395-38. Students should enroll in either 392 or 395 depending upon which evaluation criteria should apply.

For both the 392 and 395: Active participation in class (30%); two short analytic response papers (2-3 pages each) (10% each) For the 392: Historiographic paper based on secondary readings: 8-12 pages (50%)

For the 395: Final Paper based on original research of 15-20 pgs (50%)

**Class Materials (Required):**

TENTATIVE UNTIL ORDER IS POSTED ON NORRIS WEBSITE.

Katrin Sieg, Ethnic drag: performing race, nation, sexuality in West Germany

Vejas Gabriel Liulevicius, The German Myth of the East: 1800 to the Present

Andrew Zimmerman, Anthropology and antihumanism in Imperial Germany

Omer Bartov Hitler's Army: Soldiers, Nazis, and War in the Third Reich

Rita Chin et al After the Nazi racial state: difference and democracy in Germany and Europe

Additional readings in a coursepack

**Class Notes:** AREA OF CONCENTRATION: Europe

**Class Attributes:** Attendance at 1st class mandatory. No P/N option for this section

**HUMANITIES**

HUM 260-0 - 20-LEC(12668) and SOCIOL 276-0-20 LEC(17018)

HUMANITIES EXPLORATIONS & INTRODUCTORY TOPICS IN SOCIOLOGY: HEALTH, BIOMED, CULTURE AND SOCIETY

STEVEN EPSTEIN

TTh 11-12:20

Fisk 217

**Course Description:** Present-day medicine and health care are flashpoints for a bewildering array of controversies; about whose interests the health care system should serve and how it should be organized; about the security and reliability of the medical knowledge we rely on when we are confronted with the threat of illness; about the politics and ethics of biomedical research; about whether health care can be made affordable; about how the benefits of good health can be shared equitably across lines of social class, race, and gender; and about the proper roles of health professionals, scientists, patients, consumer groups, activists, and the state in establishing medical, political, and ethical priorities. By providing a broad introduction to the domain of health and biomedicine, this course will take up such controversies as matters of concern to all. We will analyze the cultural meanings associated with health and illness; the political controversies surrounding health care, medical knowledge production, and medical decision-making; and the structure of the social institutions that comprise the health care industry. We will examine many problems with the current state of health and health care in the United States, and we will also consider potential solutions.

**Learning Objectives:** 1. Understand the cultural meanings associated with health and illness. 2. Understand the political controversies surrounding health care, medical knowledge production, and medical decision-making. 3. Understand the structure of the social institutions that comprise the health care industry. 4. Examine the problems with the current state of health and health care in the United States. 5. Consider potential solutions to those problems.

**Teaching Method for HUM 260-0-20:** Lecture: Two 80-minute lectures weekly  
Discussion section: One 50-minute section weekly  
Writing assignments: Take-home short essay and take-home final exam. Films / videos: In-class films

**Teaching Methods for SOCIOL 276-0-20:** Lecture: Two 80-minute lectures weekly  
Readings: Approx. 30 article and book chapters  
Writing assignments: Take-home short essay and take-home final exam  
Films / videos: In-class films  
Discussion: One 50-minute section weekly

**Evaluation Method for HUM 260-0-20:** 25% of grade: One take-home essay (4-5 pages, double-spaced) focusing on Goal #1. 25% of grade: One in-class midterm (short answers) focusing on Goals #2-3. 40% of grade: One take-home final exam (two essays, each 4-5 pages, double-spaced) focusing on Goals #1-5. 10% of grade: Section participation, including attendance and short assignments by TAs.

**Evaluation Method for SOCIOL 276-0-20:** Exam, final: 40%  
Exam, mid-term: 25%  
Attendance: 5%  
Class participation: 5%  
Writing assignments: 25%

**Class Attributes for HUM 260-0-20:** Literature & Fine Arts Distro Area  
Ethics & Values Distro Area Distro Area

**Class Attributes for SOCIO 276-0-20:** Social & Behavioral Sciences Distro Area  
SoComm Individual/Social Behavior Distro Area

**Class Materials (Required) for HUM 260-0-20:** Required reading consists of about 30 articles and book chapters. Portions of about 5 films will be shown in class. There are no activities planned outside the classroom.

**Class Material (Required) for SOCIOL 276-0-20:** All readings will be available electronically.

**Class Notes for SOCIOL 276-0-20:** Please note: This course was listed under SOC 205 last year. To locate the CTECs for this course on CAESAR, please go to: 205-0-20 American Society, Fall 2009. We apologize for the inconvenience.

## **PHILOSOPHY**

PHIL 269-0 - 20-LEC(12725)

BIOETHICS

MARK SHELDON

TTh 3:30 - 4:50

Leverone Hall AUD

**Course Description:** Course Description: An analysis of the ethical issues that arise as a result of developments in medicine and biotechnology. Topics considered will include cloning and stem cell transplantation, human and animal research, new reproductive technologies, the definition of death, abortion, euthanasia, and the allocation of resources.

**Learning Objective:** Course Objective: To develop insight into and appreciation for the way philosophical analysis and argument can contribute to clarifying the ethical issues in complex and controversial topics in biotechnology and medicine.

**Teaching Method:** Lecture and discussion

**Evaluation Method:** Evaluation Basis: Case analysis (30%), essay on assigned topic (35%), final take-home essay exam (25%), and contribution to discussion (10%). Attendance is required at discussion section meetings. Some lectures relate to assigned readings, some do not. Material covered in the lectures will be relevant to assignments.

**Class Materials (Required):** Assigned Text: *Critically Thinking About Medical Ethics*, ed. Robert F. Card. (Prentice-Hall, 2004) ISBN 0-13-182484—8

**Class Attributes:** Ethics & Values Distro Area Distro Area

PHIL 317-0 - 20-LEC(16642)

STUDIES IN 19<sup>TH</sup> & 20<sup>TH</sup> CENTURY PHILOSOPHY: PHIL ORIGINS IN SOCIAL SCIENCE

MARK ALZNAUER

TTh 2-3:20

Kresge 2-415

**Course Description:** CLASS TITLE: Origins of the Social Sciences in Nineteenth Century German Philosophy CLASS DESCRIPTION: The historicity of human life is one of the great themes of nineteenth century German philosophy and social thought. These theoretical discussions both participated in and promoted the rise of historical self-consciousness: a sense that the deepest expressions of human spirit (laws, art, religion, etc.) need to be understood in their own context, and that these contexts vary over time. Hans-Georg Gadamer once described the appearance of historical self-consciousness as "very likely the most important revolution among those we have undergone since the beginning of the modern epoch." In this course, we will look at the development of historical consciousness from its philosophic zenith in Hegel through Weber's consequent attempt to establish an appropriate methodology for the social sciences. We will be addressing a set of philosophical questions that this emphasis on historicity gave rise to. Is a philosophy of history possible? How is historical understanding possible? How is it different from scientific understanding? What are the consequences of viewing human life as intrinsically historical? Does understanding require interpretation? What are the philosophical foundations of interpretive sociology? Undergraduate philosophy majors should consider taking Professor Cristina Lafont's course on Gadamer's Truth and Method (PHIL 314) alongside this one. Gadamer was the greatest student of the German historical school in twentieth century philosophy and Professor Lafont's course will spend a significant amount of time on his development of a theory hermeneutics out of the aporias of German historicism. Any graduate students in philosophy who are interested in taking the course, should also consider taking Professor Rachel Zuckert's Philosophy of History course (PHIL 414) which will provide an invaluable look at the eighteenth century background of German historicism.

**Registration Requirements:** CLASS REQUIREMENTS: A good deal of reading will be required of all students enrolled in the course. The class will begin with two weeks on Hegel's Philosophy of History and end with two weeks on Max Weber's methodological writings. In between, we will read some or all of the following authors: Humboldt, Ranke, Marx, Droysen, Burckhardt, Nietzsche, Dilthey, and Simmel. (Shorter readings will be made available in a course packet.)

**Learning Objectives:** Students will gain a broad acquaintance with philosophy of history in nineteenth century German thought and be introduced to seminal works on the methodology of the human sciences (particularly history and sociology).

**Teaching Method:** Seminar, twice a week.

**Class Materials (Required):** READING List with ISBNs: 1.) G. W. F. Hegel Lectures on the Philosophy of World History: Introduction Cambridge University Press (January 31, 1981) 0521281458 2.) Karl Marx & Friedrich Engels The German Ideology: Part One Lawrence & Wishart Ltd (January 1, 1987) 0853152179 3.) Friedrich Nietzsche On the Advantage and Disadvantage of History for Life Hackett Publishing Company (June 1980) 0915144948 4.) Wilhelm Dilthey Dilthey: Selected Writings Cambridge University Press; 1 edition (April 30, 1979) 0521295882 5.) Max Weber Max Weber: Selections in Translation Cambridge University Press (April 28, 1978) 0521292689

**Class Notes:** Undergraduate philosophy majors should consider taking Professor Cristina Lafont's course on Gadamer's Truth and Method (PHIL 314) alongside this one. Gadamer was the greatest student of the German historical school in twentieth century philosophy and Professor Lafont's course will spend a significant amount of time on his development of a theory hermeneutics out of the aporias of German historicism. Any graduate students in philosophy who are interested in taking the course, should also consider taking Professor Rachel Zuckert's Philosophy of History course (PHIL 414) which will provide an invaluable look at the eighteenth century background of German historicism.

**Class Attributes:** SoComm Individual/Social Behavior Distro Area

PHIL 352-0 - 20-LEC(16650)

PHIL OF MATHAMATICS

FABRIZIO CARIANI TTh 12:30 - 1:50 Fisk Hall 114

**Course Description:** The course is an introduction to philosophy of mathematics focusing on foundational themes and on a direct reading of classic philosophical texts. Topics to be covered feature: the foundations of the Leibnizian differential calculus and Berkeley's 'Analyst'; Kant on pure intuition in arithmetic and geometry; the arithmetization of analysis (Bolzano, Dedekind); Frege's logicism; Dedekind's structuralist conception of natural numbers; set theory from Cantor to Zermelo; Hilbert's program. Where possible, we will try to pair the classic texts with a contemporary work that explains their significance to contemporary philosophical reflection in philosophy of mathematics.

**Registration Requirements:** Satisfaction of the formal distribution requirement (e.g. by taking any logic course), high school math and some willingness to learn some new math (although no math homework will be assigned).

**Learning Objectives:** Learning Objectives Students will be expected to be acquainted with key positions and topics in philosophy of mathematics and with the complexity of the interaction between mathematical and philosophical thinking.

**Teaching Method:** lectures

**Evaluation Method:** two short papers and a longer final paper

**Class Materials (Required):** READING List with ISBNs: most of the readings will be available on Blackboard, but these two short books will not: (texts to buy) 1) Gottlob Frege, the Foundations of Arithmetic, Northwestern University Press (ISBN-10: 0810106051 ISBN-13: 978-0810106055) 2) Frege Dedekind, Essays on the Theory of Numbers, Dover, (ISBN-10: 0486210103 ISBN-13: 978-0486210100)

## **RELIGION**

RELIGION 173-0 - 20-LEC(16593)

RELIGION, MEDICINE & SUFFERING IN THE WEST

ROBERT ORSI                      MWF 12-12:50      Swift Hall 107

**Course Description:** Physical suffering--pain in the body--is an unavoidable fact of life. All humans must encounter the dreadful reality of pain in their own bodies and in the bodies of people they love. And whatever else religions are and do, all religions offer humans ways of understanding and coping with--and sometimes even healing--the body in pain. Religions are also responsible for causing pain in bodies. This course examines religion and pain in modern Western culture. In sequence we take up the questions: What is culture? What is pain? What is religion? Then we will turn to the question of how humans have used religious idioms to heal themselves as well as what it means to "heal." Readings include early Christian martyr accounts, autobiographies of people in pain, and stories of religious healing.

**Class Attributes:** SoComm Individual/Social Behavior Distro Area