

SCIENCE IN HUMAN CULTURE

Fall Quarter 2011 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:

Please note that the following SHC core courses are being offered this quarter:

HISTORY 275-2-20-LEC (16973)

History of Western Science and Medicine

MoWeFr 10:00AM - 10:50AM	Harris Hall 107	Kenneth Alder
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HUM 220-0-20-LEC (16806)

Co-listed as SOCIOL 220-0-20-LEC (16800)

Health, Biomedicine, Culture, and Society

TuTh 3:30PM - 4:50PM	Annenberg Hall G15	Steven Epstein
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PHIL 269-0-20-LEC (12451)

Bioethics

TuTh 3:30PM - 4:50PM	Fisk Hall 217	Mark Sheldon
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DETAILED LISTING BY DEPARTMENT FOLLOWS...

AFRICAN-AMERICAN STUDIES

AF_AM_ST 101-6-20-LEC (13040)

Freshman Seminar: Social Meaning of Race

MoWe 5:00PM - 6:20PM	Kresge Centennial Hall 4-355	John Marquez
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Overview of class: What is the relationship between place and belonging, between territory and memory? How have the experiences of migration and dislocation challenged the modern assumption that the nation-state should be the limit of identification? What effect has the emergence of new media of communication had upon the coherence of cultural and political boundaries? All of these questions and many more form part of the subject matter of diaspora and transnational studies. This seminar examines the historical and contemporary movements of peoples and the complex issues of identity and experience to which these processes give rise as well as the creative possibilities that flow from movement and being moved. The area of study is comparative and interdisciplinary, drawing from the social sciences, history, the arts and

humanities. Accordingly, this course provides the background to the subject area from diverse perspectives and introduces students to a range of key debates in the field, with particular attention to questions of history, globalization, cultural production and the creative imagination.

Class Materials (Required): Course Reader 1) Tim Wise, *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama* (City Lights, 2009) 2) Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2009)

AF_AM_ST 363-0-20-LEC (16751)

Racism in Western Modernity

MoWe 11:00AM - 12:20PM	Fisk Hall 114	Herman Hesse
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Overview of class: The purpose of this course is to introduce students to a critical understanding of the impact of racism in the formation of Western modernity (the latter being broadly understood as comprising developments directly associated with European/American politics, economies, cultures and discourses from the 16th century onwards). On a global scale, Western societies have been largely responsible for developing economic institutions, religious identities, international laws and nation-states mobilized through 'race' and historically shaped by racism. Yet at the same time, western cultures have globally represented themselves as exemplars of liberalism, democracy, civilization and universalism. The objective of the course therefore is to develop an effective conceptual and historical understanding of the formative processes and discourses involved in constructing western modernity as a series of racialized politics, cultures and societies. Consequently, this is not a course overly concerned with empirical case studies or attitudinal assessments; it promotes a thinking approach rather than a descriptive one. It will be concerned to establish the basis for explaining the apparent racial contradictions of western modernity (e.g. democracy combined with racism, liberalism combined with colonialism).

Class Materials (Required): George M. Fredrickson (2002) *Racism - A Short History*, Princeton University press
Marilyn Lake and Henry Reynolds (2008) *Drawing the Global Colour Line - White Men's Countries and the International Challenge of Racial Equality*, Cambridge University Press
Mae M. Ngai (2004) *Impossible Subjects: Illegal Aliens and the Making of Modern America*, Princeton University press.
Stephen Steinberg (2007) *Race Relations - A Critique*, Stanford University press

ANTHROPOLOGY

ANTHRO 101-6-24-LEC (16995)

Freshman Seminar: Studying Sex

TuTh 9:30AM - 10:50AM	Anthropology Seminar Room B07	Mary Weismantel
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No class description available. Check CAESAR for updates.

ANTHRO 260-0-20-LEC (13100)

Co-listed as GBL-HLTH 260-0-20 LEC (13089)

Plagues and Peoples: The Anthropology of Global Health

MoWe 3:30PM - 4:50PM	Harris Hall L07	Kearsley Stewart
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No class description available. Check CAESAR for updates.

ANTHRO 315-0-20-LEC (12479)

Medical Anthropology

MoWe 1:30PM - 2:50PM	Anthropology Seminar Room	Rebecca Seligman
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Overview of class: What is Medical Anthropology? How do Anthropologists understand and investigate the social and cultural contexts of health and illness? This course will examine the diverse ways in which humans use cultural resources to cope with pain, illness, suffering and healing in specific cultural contexts. In addition, we will analyze various kinds of medical practices as cultural systems, examining how disease, health, body, and mind are socially constructed, how these constructions articulate with human biology, and vice versa. The course will provide an introduction to the overall theoretical frameworks that guide anthropological approaches to studying human health-related behavior. Theory will be combined with case studies from a number of societies, from India, Japan, Brazil, and Haiti to the U.S. and Canada, enabling students to identify similarities across seemingly disparate cultural systems, while at the same time demonstrating the ways in which American health behaviors and practices are socially embedded and culturally specific. The course will emphasize the overall social, political, and economic contexts in which health behavior and health systems are shaped, and within which they must be understood.

Instructor bio: Rebecca Seligman is a medical and psychological anthropologist who focuses on transcultural psychiatry, or the study of mental health in cross-cultural perspective. Her past research has explored the connection between mental health and religious participation in a spirit possession religion in Northeastern Brazil. Seligman is an expert in the study of ritual trance and altered states of consciousness. Her current research focuses on mental and physical health among Latinos in the U.S., especially the unusually high rates of Post-traumatic Stress Disorder (PTSD) in this group. She has received funding from the National Science Foundation and the National Institutes of Health, and her work has appeared in Discover Magazine.

ANTHRO 332-0-20-LEC (17001)

The Anthropology of Reproduction

Mo 6:30PM - 9:00PM	Kresge Centennial Hall 4-445	Caroline Bledsoe
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Overview of class: While human capacities share commonalities, they display enormous variation in social identity, political status, geographical dispersion, and historical moments in time. Variation arises in societies across the world that we have considered "exotic." It can also be found in elements of our own society to which our cultural perceptions blind us. The goal of sociocultural anthropology, the largest subfield of anthropology and the core of the discipline, is to understand the dynamics of human variation in social action and cultural thought. A key question is how these variations are produced and reproduced, whether we speak of society (subsistence, ideas) or individuals (biology, psychology, social identity). Equally telling are instances when reproduction fails to occur or does so when it should not. Because reproduction is so strongly associated with biology in our society, viewing it through a cultural lens poses significant challenges to some of our most basic tenets. Tensions arise in questions of agency vs. control, nature vs. culture, identity construction, reproducing under varying conditions, and so on. The study of reproduction, therefore, offers a window into the heart of anthropology itself. The goals of this course are (1) to expose students to just a few of the many sociocultural approaches to reproduction by ranging broadly across topics, time, and place; and (2) to identify and evaluate concepts and theories embedded in writings on the dynamics of reproduction. While the concept of "reproduction" can refer to societal reproduction, emphasis will be on the reproduction of children. To this end, possible topics may include fostering/adoption, AIDS orphans, fatherhood, technologies of fertility control, assisted reproduction, obstetrics, gender imbalances in Asia, debates over abortion, etc.

Registration Requirements: One course in sociocultural anthropology.

Evaluation Method: Class format and requirements: Class sessions will be a mix of lectures and seminar, with three main components. 1. A final take-home exam will be worth about half of the grade. 2. The remainder of the grade will be in two or more short papers (no more than 4 pages each) on the readings, with class presentations. For the short papers, students are welcome to include findings from the Web or other outside sources. NOTE: In all cases, these sources must be properly cited. 3. Quality of class participation in general.

Class Materials (Required): Kahn, Susan Martha. *Reproducing Jews: A Cultural Account of Assisted Conception in Israel*. Durham: Duke 2000. Kertzer, David. *The Kidnapping of Edgardo Mortara*. Vintage [or] Knopf 1997/8. Riesman, Paul *First Find Your Child a Good Mother*. Rutgers U Press 1992

Class Notes: No P/N allowed. Preference to majors. For others, at least one course in sociocultural anthropology is required. Email Prof. Bledsoe at cbledsoe@northwestern.edu if you are concerned about whether you meet this general prerequisite.

ANTHRO 370-0-20-LEC (11269)

Anthropology in Historical Perspective

TuTh 11:00AM - 12:20PM	Anthropology Seminar Room	Robert Launay
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Overview of class: 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.

Instructor bio: Robert Launay has taught at Northwestern since 1976. He received his PhD from the University of Cambridge. He has conducted extensive field work among the Dyula, a Muslim minority in Cote d'Ivoire, and published two books (the second of which was awarded the Amaury Talbot Prize for best work in English in African anthropology) as well as many articles on the subject. He has recently published an anthology of readings in early anthropology (ancient Greece to the 18th century) and is working on a book on the subject.

ANTHRO 390-0-21-LEC (12480)

Topics in Anthropology: Race/Ethnicity, Gender, Nationalism

We 6:00PM - 9:00PM	Anthropology Seminar Room	Micaela di Leonardo
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Overview of class: This seminar presents an anthropological and history of thought perspective on the related phenomena of race/ethnicity, gender, and nationalism from the nineteenth century to the present. Within a general culture and political economy framework, we shall focus in particular on the rise of social-scientific and scientific theories of the raced, classed, and gendered Other in the Victorian era; the consolidation of studies of race/ethnicity in twentieth-century anthropology and social science in general; the phenomenon of nationalism in differing theoretical perspectives; and the multiple realities and interpretations of multiculturalism, diversity, identity politics &c in the contemporary neoliberal context. Seminar meetings will be devoted to discussions of the readings, with the addition of some orienting lectures on particular topics. After the first few classes, we will move to a co-facilitation mode.

Evaluation Method: There will be a final synthetic "think" take-home exam based on readings, discussions, and mini-lectures.

Class Materials (Required): Books [there will also be a course reader] Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. (Verso, 2nd edition, 1992) Micaela di Leonardo, *Exotics at Home: Anthropologies, Others, American Modernity* (Chicago, 1998) George Stocking, *Race, Culture and Evolution: Essays in the History of Anthropology* (Chicago, 1982) Roger Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*. (Routledge, 1997)

ANTHRO 390-0-22-LEC (13107)

Anthropology of Race

WeFr 2:00PM - 3:20PM	Anthropology Seminar Room B07	Mark Hauser
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No class description available. Check CAESAR for updates.

ART HISTORY

ART_HIST 101-6-20-LEC (10051)

Freshman Seminar: Ways of Seeing: History of Vision

MoWe 9:30AM - 10:50AM	Harris Hall L04	Claudia Swan
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Overview of class: This course surveys the long and varied history of vision as it relates to the making and perception of works of art. How have different people at different times and in different places variously construed what it is and what it means to see? And how, in turn, have these different conceptions of vision influenced or coincided with the history of art? Our subjects will include Antique theories of vision and the imagination; late medieval devotional images; Renaissance and Baroque paintings, sculpture, and architecture; nineteenth-century theories and practices of spectatorship; twentieth-century photographs and films; and the relationship of digital technologies of image production to how we think today about vision and perception. By way of a series of case studies, we will study the long history of ways of seeing and their relationship to making works of art.

Registration Requirements: Freshman Only

Teaching Method: Seminar

CHEM 105-6-01-LEC (11563)

Freshman Seminar: History, Science, & Culture of AIDS

MoWeFr 11:00AM - 11:50AM	Technological Institute LG62	Owen Priest
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No class description available. Check CAESAR for updates.

COMMUNICATION STUDIES

COMM_ST 323-0-20-LEC (17154)

New Media as Popular Culture

MoWe 2:00PM - 3:20PM	Frances Searle Building 2378	Maria Mastronardi
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No class description available. Check CAESAR for updates.

COMM_ST 394-0-20-LEC (14624)

Communication Studies Research Seminar: Persuasion in Health Contexts

We 2:00PM - 4:50PM	Frances Searle Building 1483	Daniel O'Keefe
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Overview of class: 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 (12274)

Economic History of the United States, 1865 to Present

MoWeFr 9:30AM - 10:50AM	University Hall 122	Benjamin Chabot
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Overview of class: The course examines the economic development of the United States since the Civil War to the present. It focuses on both long-term economic trends (like technological advance and industrialization) and the economic causes and consequences of particular events (like the Great Depression).

Registration Requirements: Economics 281, 310-1, 311

Teaching Method: Two 80-minute lectures per week

Evaluation Method: Problem sets, midterm, final exam

Class Materials (Required): No required textbook

ECON 370-0-20-LEC (13083)

Environmental & Natural Resource Economics

TuTh 9:30AM - 10:50AM	Annenberg Hall G21	Laura Kiesling
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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.

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: Midterms, Final research paper, problem sets, in-class group work.

Class Materials (Required): *Environmental Economics*, by Charles Kolstad, 2nd Edition (ISBN 978-0199732647)

ENGLISH

ENGLISH 359-0-21-LEC (16857)

Studies in Victorian Literature: Evolutionary Thought

MoWeFr 2:00PM - 2:50PM	Fisk Hall B17	Jules Law
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Overview of class: This course will be an exercise in reframing some of the claims of contemporary evolutionary psychology through a critical reading of evolutionary thought in its original historical milieu (the Victorian era in Britain). Our central premise will be that the relationship between genes and human behavior mirrors the relationship between rhetorical language and meaning: i.e., that it is an essentially figurative relationship. We will read three types of texts: classic Victorian novels by George Eliot and Thomas Hardy which take up the "nature-nurture" debate; Victorian anthropological and natural-scientific essays by Darwin, Spencer, Frazer and others; and contemporary debates on evolutionary psychology by prominent social scientists and philosophers.

Teaching Method: Discussion

Evaluation Method: Three short (500 word) papers; one medium (1500 word) paper; one final (2500 word) paper; class participation.

Class Materials (Required): Eliot, *The Mill on the Floss*; Hardy, *The Mayor of Casterbridge* and *The Return of the Native*; essays by Charles Darwin, Herbert Spencer, JG Frazer, Daniel Dennett, Steven Pinker, Richard Dawkins, Elisabeth Lloyd, Matt Ridley, John Tooby and Leda Cosmides.

ENGLISH 378-0-21-LEC (16860)

Studies in American Literature: Literature of the Environment

MoWeFr 1:00PM - 1:50PM	Fisk Hall 114	Brian Bouldrey
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Overview of class: In many ways, the subject of the environment is a focal point for any number of disciplines, both in the liberal arts and hard sciences, to come together in the great clearing house we call "the humanities". This course will offer a balanced approach to the growth and change in literature devoted to the subject of the environment, touching briefly on 19th century foundations (Muir, Ruskin, Emerson, Thoreau) and moving quickly to writers of all genres of literature and their engagement with the subject. We will consider contributions from poetry, drama, fiction, and nonfiction; purely aesthetic constructions, advocacy journalism, polemic. Students should be ready to engage in discussions of mode and invention, of genre and structure, and intent and execution. We will consider the way science, philosophy, art, religion, history, and politics play into the work generated on this pressing subject.

Teaching Method: Lecture and discussion.

Evaluation Method: Quizzes, Three short papers (2-3 pages); One long final paper (8-10 pages)

Class Materials (Suggested): Janet Kauffman, David Ulin, Mary Kinzie, Aldo Leopold, Teddy Roosevelt, Edward Abbey, Joy Williams, T.C. Boyle, Wendell Berry, Annie Dillard, Seamus Heaney, Galway Kinnell. Marianne Moore, Gjertrud Schnackenberg, and Sharman Apt Russell.

ENVIRONMENTAL POLITICS

ENVR_POL 390-0-21-LEC (12533)

Co-listed as POLI_SCI 349-0-20-LEC (12525)**Special Topics in Environmental Policy and Culture: International Environmental Politics**

TuTh 12:30PM - 1:50PM	University Hall 121	H Paul Friesema
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Overview of class: 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.

ENVR_POL 390-0-22-LEC (16894)

Special Topics in Environmental Policy and Culture: U.S. Environmental Politics

TuTh 9:30AM - 10:50AM	University Hall 102	Staff
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Overview of class: The purpose of this course is to develop substantial knowledge about environmental and natural resource policy making, and some theoretical orientation which will order thinking about environmental issues. The primary theoretical orientation or framework which will be introduced and developed will be "interest group theory," a loose and somewhat inconsistent set of concepts and ideas, rather than a coherent package. But "interest group theory," with its many limitations, may be a most useful framework for understanding the reality of American policy concerning

natural resources and the human environment. This course focuses upon the environmental policy issues and conflicts in the United States but this will be juxtaposed with ecological issues of the globe. The readings, as well as class sessions, should allow us to reflect this larger context for American policy. The primary focus of attention will be upon natural resources and environmental policy as made and implemented by administrative agencies, rather than by legislative bodies.

ENVR_POL 394-0-21-LEC (13202)

Professional Linkage Seminar: Climate Change and Public Health

We 2:00PM - 5:00PM	2122 Sheridan Rd Classroom 231	Sarah Lovinger
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Overview of class: This course begins with an overview of the ways in which climate change has already increased public health risks. The course then explores research that provides critical links between public health and human disease and death. We will also discuss how US farming and food consumption are outsize contributors of greenhouse gas emissions, and explore solutions that lower our carbon footprint while promoting healthier habits. Finally, we will evaluate how public health systems in the US and abroad are responding to the challenges of climate change.

GLOBAL HEALTH

GBL-HLTH 260-0-20 LEC (13089)

Co-listed as ANTHRO 260-0-20-LEC (13100)

Plagues and Peoples: The Anthropology of Global Health

MoWe 3:30PM - 4:50PM	Harris Hall L07	Kearsley Stewart
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No class description available. Check CAESAR for updates.

GBL_HLTH 301-0-20-LEC (13088)

Introduction to International Public Health

TuTh 9:30AM - 10:50AM	Frances Searle Building 1421	Elizabeth Barden
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No class description available. Check CAESAR for updates.

GENDER STUDIES

GNDR_ST 101-6-21-LEC (12511)

Freshman Seminar: Our Bodies, Ourselves

TuTh 2:00PM - 3:20PM	University Hall 101	Amy Partridge
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No class description available. Check CAESAR for updates.

GNDR_ST 232-0-20-LEC (16816)

Co-listed as SOCIOL 232-0-20-LEC (16811)

Sexuality & Society

TuTh 2:00PM - 3:20PM	Annenberg Hall G15	Hector Carrillo
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Overview of class: Sexuality is fundamental to the cultural, economic, political, and social organization of the United States. This course examines the theoretical and methodological approaches that have been used in sociological studies of sexuality—including those that guide sexuality-related analyses of meanings and identities, practices and behaviors, power and politics, and morality and social control. Topics will include sex work, sex tourism, sexual migration, LGBT social movements, relationships, the sexual moment, sexual diversity (including diversity by race, ethnicity, and social class), and moral panics.

Teaching Method: Lecture: 2 x 1hr and 20 minute lectures a week. Discussion: 1 x 50 minute discussion section a week

Evaluation Method:

Exam, final: Take-home

Exam, mid-term: In-class, consisting of short and essay questions

Attendance: Section attendance and participation

Writing assignments: Critical review essay

GNDR_ST 332-0-20-LEC (16842)

Gender, Sexuality, and Health: Health Activism

MoWe 2:00PM – 3:20PM	Parkes Hall 212	Amy Partridge
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No class description available. Check CAESAR for updates.

HISTORY*****SHC CORE COURSE**

HISTORY 275-2-20-LEC (16973)

History of Western Science and Medicine

MoWeFr 10:00AM - 10:50AM	Harris Hall 107	Kenneth Alder
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Overview of class: The last 200 years of scientific change has utterly transformed the social and material conditions under which we live and our expectations for the future. But change has worked in the opposite direction as well: social values and political agendas have shaped the development of scientific knowledge and medical practice. This class invites students in both the humanities and the sciences to explore the dynamic relationship between science, medicine, and our broader society. We will begin with a study of the Faustian relationship between the physical sciences and technological innovation. How has scientific knowledge been used to create such products as infant formula, modern telecommunications, or the atom bomb? We will then turn to the reciprocal relationship between the life sciences and social values. From Darwin to genomics, bio-medicine has developed in conjunction with public mores, altering our understandings of race, sexual difference, and our definition of life and illness. This course seeks to understand how the rise of specialized knowledge of nature has transformed human life in the past two centuries. Our guiding premise is that science is an intrinsically human activity and hence an integral part of our modern world.

Registration Requirements: There is no need to have taken History 275-1.

Teaching Method: Lecture. **Discussion:** Mandatory

Evaluation Method: Section participation and three one-page "reaction" essays; 1 mid-term exam; 1 three-page essay; 1 final exam.

Class Materials (Required): TENTATIVE until order is posted to Norris website
 Thomas Kuhn, *The Structure of Scientific Revolutions*
 Charles Darwin, *The Darwin Critical Reader* (Norton, 3rd edition)
 James Watson, *The Double Helix*
 Rebecca Skloot, *The Immortal Life of Henrietta Lacks*
 Course reader with selections from Albert Einstein, Steven J. Gould, Linus Pauling, Richard Feynman, E. O. Wilson, Francis Collins, and others.

Class Notes: Attendance at first class is mandatory (applicable to enrolled, waitlisted and potential students).
 AREA OF CONCENTRATION: Europe or Americas

Instructor bio: Ken Alder studies the history of science and technology in the context of social and political change. He has written books on the creation of the metric system in Revolutionary France and on the fate of the lie detector in 20th-century America. His current project is a history of the forensic sciences. His website is www.kenalder.com.

HISTORY 395-0-33-LEC (17078)

Topics in History: Race and Racism in Modern Germany

MoWe 11:00AM - 12:20PM	2122 Sheridan Rd Classroom 232	Alice Weinreb
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Overview of class: 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.

Registration Requirements: May not be counted toward WCAS distro requirements
 No prerequisites; some background in German or European history would be useful.

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

Evaluation Method: Students should enroll in either 392 or 395 depending upon which evaluation criteria should apply.

For both 392 and 395: Active participation in class (25%)

For the 392: Three analytic response papers (4-6 pages each) (45%); Group Project (30%)

For the 395: Peer reviews, Drafts, Presentation of Final Project (30%); Final Paper based on original research of 15-25 pgs (45%)

Class Materials (Required): TENTATIVE until order is posted to the Norris website

George Fredrickson, *Racism: A Short History*

Susanne Zantop, *Colonial Fantasies*

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: No P/N Option (ANC grading only).

Attendance at first class is mandatory (applicable to enrolled, waitlisted and potential students).

AREA OF CONCENTRATION: Europe

Instructor bio: I received my BA in Women's History from Columbia University, after which I moved to Berlin, where I got my Masters in Gender Studies and Cultural Studies. I received my PhD from the University of Michigan in 2009, with a dissertation on the politics of food and hunger in East and West Germany after World War II. My interests are in social, economic and cultural history, capitalism and socialism, the history of food and of the body, and the Cold War in a global context.

HUMANITIES

*****SHC CORE COURSE**

HUM 220-0-20-LEC (16806)

Co-listed as SOCIOL 220-0-20-LEC (16800)

Health, Biomedicine, Culture, and Society

TuTh 3:30PM - 4:50PM	Annenberg Hall G15	Steven Epstein
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Overview of course: 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 trustworthiness 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, 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.

Registration Requirements: No special requirements.

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:

Lecture: Two 80-minute lectures weekly
 Discussion section: One 50-minute section weekly
 Readings: 1 book and approx. 30 articles and book chapters
 Class participation: Encouraged
 Writing assignments: Take-home short essay and take-home final exam
 Films / videos: In-class films

Evaluation Method:

Exam, final: 40%
 Exam, mid-term: 25%
 Attendance: 5%
 Class participation: 5%
 Writing assignments: 25%

Class Materials (Required): 1 book to be purchased: Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Crown. 2010 ISBN: 978-1-4000-5218-9 All other readings will be available electronically.

Class Notes: Hum 220 / Sociol 220 is one single course, listed in two different ways. There are absolutely no differences in terms of requirements, assignments, or anything else. This course was offered previously as Hum 260 / Sociol 276 and should not be taken by students who completed that course.

Instructor bio: Steven Epstein studies the contested production of knowledge, especially biomedical knowledge, with an emphasis on the interplay of social movements, experts, and health institutions, and with a focus on the politics of sexuality, gender, and race. He is affiliated with the Sociology department, the Alice Kaplan Institute for the Humanities, the Science in Human Culture Program, the Gender Studies Program, and the Institute for Policy Research.

PHILOSOPHY

PHIL 241-0-20-LEC (16661)

Philosophy of Cyberspace

TuTh 2:00PM - 3:20PM	Harris Hall 107	Peter Ludlow
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Overview of class: The goal of this class will be to gain insight into the nature of virtual worlds and to explore important philosophical issues that arise when we enter those virtual worlds. Among these issues are 0) What is a virtual world? Does the concept extend to Facebook? To any computer mediated social interactions? To any time we interact "in avatar"? 1) What is the nature of online identity and modes of presentation? 2) What is the nature of online community and culture? 3) What is the nature of the virtual/real divide. Does it exist? And if so can the borders be mapped? 4) What is the nature of virtual property, virtual credentials, virtual reputation? 5) Are platform owners under obligation to implement enlightened political practices in their administration of virtual spaces? Or should they continue to be Greek gods over their worlds? 6) What moral constraints are platform owners and administrators subject too?

Learning Objectives: i) Students should become fluent in navigating and developing content inside virtual worlds. ii) Students should learn to be able to think and write clearly about conceptual issues inside virtual worlds. iii) Students should learn to reflect on and develop principles of governance for virtual worlds. iv) Students should develop the ability to use virtual worlds to develop content that can express abstract ideas.

Teaching Method: Students will be required to develop a presence in a virtual world like Second Life and to build

objects and engage in commerce online. They will be required to report on events and ideas in a class blog. Some class meetings will be held in virtual worlds. Required readings include:

Evaluation Method: Two papers - 6-8 pages each. Weekly blog posts, and comments on blog posts will be required. Two power point presentations will also be required (they may be posted online). Finally students will have technical benchmarks, so we are sure they are developing the relevant fluencies as the course progresses. Obviously, the idea will be to have a heavy writing component, including commenting on the posts of others. I find that this is the best way to get students to think about conceptual issues in virtual worlds and cyberspace more generally. The technical benchmarks are designed to propel students towards meeting goal (i) simply by increasing their familiarity with these new communicative tools. The weekly posts and comments on posts are designed to push students towards meeting goal (ii) by putting them in the habit of writing clearly on these topics on a regular (weekly) basis. The two papers are designed to help students reflect in a deep way on conceptual issues, consistent with goal (iii). The technical benchmarks will include creating "builds" inside of virtual worlds that can express new and interesting concepts, thus giving them fluency in a new medium of communication. This is done so as to facilitate meeting goal (iv).

Class Materials (Required): All readings are available online.

*****SHC CORE COURSE**

PHIL 269-0-20-LEC (12451)

Bioethics

TuTh 3:30PM - 4:50PM	Fisk Hall 217	Mark Sheldon
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Overview of course: 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 Objectives: 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: 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

PHIL 325-0-20-LEC (16667)

Philosophy of Mind

MoWe 2:00PM - 3:20PM	Frances Searle Building 2107	Jennifer Lackey
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Overview of class: This course will introduce students to central issues in the philosophy of mind. The abilities to think, read, and write critically, to develop and defend arguments, and to appropriately justify one's views will be emphasized. Topics to be discussed include dualism, behaviorism, the identity theory, functionalism, physicalism, reductionism, non-reductionism, mental causation, qualia, and consciousness.

Teaching Method: This course will be taught through both lecture and discussion.

Evaluation Method: The final grade for the course will be determined in the following way: Reading reports and class participation, worth 30% of the final grade. One 4-5 page paper, worth 30% of the final grade. One 8-9 page paper, worth 40% of the final grade.

Class Materials (Required): Reading List: Jaegwon Kim, *Philosophy of Mind*, Third Edition René Descartes, *Meditations on First Philosophy* (II and VI) J.J.C. Smart, "Sensations and Brain Processes" Hilary Putnam, "The Nature of Mental States" John R. Searle, "Can Computers Think?" Jerry A. Fodor, "Special Sciences (or: The Disunity of Science as a Working Hypothesis)" Jaegwon Kim, "Multiple Realization and the Metaphysics of Reduction" Thomas Nagel, "What Is It Like to Be a Bat?" Frank Jackson, "Epiphenomenal Qualia" David M. Rosenthal, "Explaining Consciousness" Fred Dretske, "Conscious Experience" **REQUIRED BOOKS:** 1) Jaegwon Kim. 2011. *Philosophy of Mind*, Third Edition. Boulder, CO: Westview Press; ISBN-13: 978-0-8133-4458-4 2) David L. Chalmers (ed.). *Philosophy of Mind: Classical and Contemporary Readings*. 2002. Oxford: Oxford University Press. ISBN: 0-19-514581-X

POLITICAL SCIENCE

POLI_SCI 349-0-20-LEC (12525)

Co-listed as ENVR_POL 390-0-21-LEC (12533)

International Environmental Politics

TuTh 12:30PM - 1:50PM	University Hall 121	H Paul Friesema
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Overview of class: 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.

PSYCHOLOGY

PSYCH 332-0-20-LEC (16895)

Native Americans and Environmental Decision Making

Mo 2:00PM - 4:50PM	Swift Hall 210	Douglas Medin
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Overview of class: Although this course satisfies a requirement in the Environmental Policy and Culture program, it also has always been intended as a course in critical thinking. The focus will be on the relationship peoples have with nature, with a particular focus on Native Americans and the environment. The course will also focus on stereotypes, such as that of the "ecological Indian." Did the colonial powers find a pristine environment when they arrived in America? Did Native Americans have a special spiritual connection with nature? Do Native Americans today also have this same spiritual connection? One of the books we will read argues that the ecological Indian is a myth. The author, Shepard Krech, suggests that the limiting factor in their impact on the environment was population (there were just too few people to do much damage) and access to technology (which helps do more damage). We'll also examine an edited book

written as a response to this book. But the key work will be done by you as you evaluate these arguments, seek additional information and bring out the contemporary relevance of ways of relating to nature. The course will involve reading, responding to the readings and conducting various mini-research projects bearing on various facets of Native Americans and the Environment. Your final project will consist of a paper consisting of your analysis of these issues which may either take the form of an overview or a focused analysis of one facet or component of these issues.

Evaluation Method: Grades are based on the following: Class participation = 40% Mini-project reports = 20% Final project = 40% Being on time for class = 10%

Class Materials (Required): Krech, S. (1999). *The Ecological Indian*. New York: W.W. Norton. Harkin, M.E. & Lewis, D.R. (Eds.) (2007). *Native Americans and the Environment: Perspectives on the Ecological Indian*. Lincoln, Nebraska: University of Nebraska Press.

SCIENCE IN HUMAN CULTURE

SHC 115-6

Freshman Seminar: Biological Thought and Action

Department consent required

TuTh 4:00PM - 5:20PM	Parkes Hall 224	Andreas Matouschek, Tania Munz
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TuTh 4:00PM - 5:20PM	Parkes Hall 213	Andreas Matouschek, Tania Munz
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Overview of class: Three decades of U.S. data consistently show that Americans endorse the past achievements and future promise of [science and technology], are optimistic about new technologies, and are favorably predisposed to increasing government investment in science." (NSF 2010 Science and Engineering Indicators). And yet, while science is heralded as impartial, democratic, and open, it takes massive investment of money to do science and extensive specialized training to understand and participate in scientific knowledge production and dialogue. Science has also been implicated in some of the most controversial events in recent history, including the development of atomic weapons, eugenics, and medical experiments on humans. Moreover, many current areas of scientific research and exploration - such as, stem cell research, evolution by natural selection, and global climate change - are met with a sharply polarized public. The more we examine the history of science and its present legacy, the more science emerges as a deeply cultural and social pursuit. Moreover, a closer look at scientific practice reveals that many of the values we most closely associate with science - such as objectivity, reproducibility, and even experiments as a means of exploring nature - are rather recent inventions. Some of these values even now clash with other common value systems and with lay understandings of the world. In this class, we will examine historical and current examples that are especially illustrative of biological thought and action and its social ramifications. Some of the issues we will consider are: science in the courtroom, genetic testing and engineering, and patents on life. We will discuss questions such as whether science can give us access to absolute truths about nature. And if not, why should we care? Might a messier version of science prove as or even more valuable to society?

Registration Requirements: Freshmen only.

Teaching Method: Discussion

Evaluation Method: Attendance and Participation (25%) Three short essays of 3 pages each (45%, or 15% per paper) Final Paper/Project (30%) NUMBER OF WRITING ASSIGNMENTS AND THEIR LENGTHS Short Essays (3x3

pages): 9 pages Final Paper: 10-15 pages

Class Materials (Required): Books: The Immortal Life of Henrietta Lacks by Rebecca Skloot ISBN 10: 1400052189 ISBN 13: 978 1400052189 Broadway Publications Objectivity by Lorraine Daston and Peter Galison ISBN 10: 189095179X ISBN 13: 978 1890951795 Zone Books Merchants of Doubt by Naomi Oreskes and Erik Conway ISBN 10: 1596916104 ISBN 13: 978 1596916104 Bloomsbury Press The Golem: What You Should Know About Science by Harry Collins and Trevor Pinch ISBN 10: 0521645508 ISBN 13: 978-0521645508 Cambridge University Press
Current newspaper and magazine articles

SOCIOLOGY

*****SHC CORE COURSE**

SOCIOL 220-0-20-LEC (16800)

Co-listed as HUM 220-0-20-LEC (16806)

Health, Biomedicine, Culture, and Society

TuTh 3:30PM - 4:50PM	Annenberg Hall G15	Steven Epstein
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Overview of course: 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 trustworthiness 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, 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.

Registration Requirements: No special requirements.

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:

- Lecture: Two 80-minute lectures weekly
- Discussion section: One 50-minute section weekly
- Readings: 1 book and approx. 30 articles and book chapters
- Class participation: Encouraged
- Writing assignments: Take-home short essay and take-home final exam
- Films / videos: In-class films

Evaluation Method:

- Exam, final: 40%
- Exam, mid-term: 25%
- Attendance: 5%

Class participation: 5%
 Writing assignments: 25%

Class Materials (Required): 1 book to be purchased: Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Crown. 2010 ISBN: 978-1-4000-5218-9 All other readings will be available electronically.

Class Notes: Hum 220 / Sociol 220 is one single course, listed in two different ways. There are absolutely no differences in terms of requirements, assignments, or anything else. This course was offered previously as Hum 260 / Sociol 276 and should not be taken by students who completed that course.

Instructor bio: Steven Epstein studies the contested production of knowledge, especially biomedical knowledge, with an emphasis on the interplay of social movements, experts, and health institutions, and with a focus on the politics of sexuality, gender, and race. He is affiliated with the Sociology department, the Alice Kaplan Institute for the Humanities, the Science in Human Culture Program, the Gender Studies Program, and the Institute for Policy Research.

SOCIOL 232-0-20-LEC (16811)
Co-listed as GNDR_ST 232-0-20-LEC (16816)

Sexuality & Society

TuTh 2:00PM - 3:20PM	Annenberg Hall G15	Hector Carrillo
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Overview of class: Sexuality is fundamental to the cultural, economic, political, and social organization of the United States. This course examines the theoretical and methodological approaches that have been used in sociological studies of sexuality—including those that guide sexuality-related analyses of meanings and identities, practices and behaviors, power and politics, and morality and social control. Topics will include sex work, sex tourism, sexual migration, LGBT social movements, relationships, the sexual moment, sexual diversity (including diversity by race, ethnicity, and social class), and moral panics.

Teaching Method:

Lecture: 2 x 1hr and 20 minute lectures a week
 Discussion: 1 x 50 minute discussion section a week

Evaluation Method:

Exam, final: Take-home
 Exam, mid-term: In-class, consisting of short and essay questions
 Attendance: Section attendance and participation
 Writing assignments: Critical review essay

SOCIOL 376-0-20-LEC (12478)
Topics in Sociological Analysis: The Politics of Scarcity

TuTh 3:30PM - 4:50PM	555 Clark 00B01	Wendy Espeland
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No class description available. Check CAESAR for updates.