

SCIENCE IN HUMAN CULTURE

Winter Quarter 2013 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:

HISTORY 325-0-01 (31498)

History of American Technology

TTh 2:00PM - 3:20PM	University Hall 121	Kenneth Alder
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PHIL 269-0-20 (32433)

Bioethics

MW 3:30PM - 4:50PM	Fisk Hall 217	Mark Sheldon
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See below for the complete descriptions.

DETAILED LISTING BY DEPARTMENT FOLLOWS...

BIOLOGICAL SCIENCES

BIOL_SCI 327-0-20 (21739)

Biology of Aging

TTh 12:30PM - 1:50PM	Frances Searle Building 2370	Fred Turek
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This course is designed to offer the student a comprehensive treatment of what is presently known about why and how we age. The course will be taught from both a comparative point of view, as well as discuss the implications for human health, disease and successful aging.

COMMUNICATION STUDIES

COMM_ST 375-0 -20 (23648)

The Sociology of Online News

TTh 9:30AM - 10:50AM	Frances Searle Building 2370	Pablo Boczkowski
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The goal of this upper-level undergraduate seminar is to survey sociological research on online news. This is an area of inquiry that examines the interpersonal, organizational, institutional, technological, political and cultural factors that shape the production and consumption of news online. This is a new and emerging area that draws from sociological studies of traditional (print and broadcast) media to understand the construction and use of online news. However, in comparison to the slow-moving sociology of news in traditional media, with its relatively established theories and objects of inquiry, scholarship about online news is a fast-moving area because both the phenomena under consideration and the ways of making sense of them have been in ongoing transformation since its inception. The content and organization of this seminar reflect

the fast-moving character of the sociology of online news, emphasizing relatively recent texts but grounding their interpretation in longstanding debates in the sociology of traditional media.

COMM_ST 386-0-20 (32138)

Science, Technology, and Society

T 2:00PM - 4:50PM	2122 Sheridan Rd, 232	Jennifer Light
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Science and technology are essential components of our everyday experience. They influence the ways we understand ourselves and the world around us. How do scientists develop new knowledge? How do engineers develop new technologies? When and how do scientific and technological innovations alter our lives and our society? This course examines these questions by focusing on science and technology as fundamentally social practices. Course topics include the role of the military in technical innovation, the relationship between technology and social progress, and how innovations in science and technology may have influenced evolving conceptualizations of gender and race. Taking a historical approach to our subject, throughout the course we will aim to answer the question: When and how have innovations in information and communication technology, and the history of communication research, intersected with the larger history of science and technology in the 20th and 21st centuries?

ECONOMICS

ECON 307 -0-20 (32121)

Economics of Medical Care

MWF 2:00PM – 3:20PM	University Hall 102	Burton Allen Weisbrod
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(Description from SQ 2012; may differ slightly from current description) Health care constitutes some 16 percent of GDP in the U.S.-triple the share 50 years ago. Why is it so large and growing? Why is it so much greater than for other industrialized countries? Why is insurance so important in health care, and what are the forms and effects of health care insurance? Why is there so much attention to importation of pharmaceuticals from other countries? Why has the technology of health care changed so dramatically, and what are the consequences? How should "quality" be measured for hospitals, physicians, and other health care providers, and why is its measurement important? Has the cost of health care really risen dramatically? Why is the health care sector regulated so heavily -- e.g., pharmaceuticals, hospitals, and nursing homes--and what are the regulatory issues? Why is so little known about the safety and efficacy of herbal medications, and does that have anything to do with economic forces? Why are nonprofit organizations so important in health care? Is prevention really cheaper than cure? What is the problem regarding medical malpractice insurance costs? Why do doctors no longer make house calls? These are but some of the issues to be examined in the course, which focuses on the effects of incentives, market forces, and public policies on the health care system of the U.S. The course assumes familiarity with statistical methods and with micro-economic concepts at the intermediate level. Do not register for the course if you have not met the prerequisites shown below. However, while portions of the course will be theoretic or econometric in focus, the course will be primarily oriented to public policy analysis--applications of tools and concepts from economics to issues of public policy.

Registration Requirements: Economics 281, 310-1, and familiarity with econometric regression techniques.

Teaching Method: Two lectures per week plus a TA session on Fridays at the posted time on Caesar, but only for 50 minutes. There will also be homework assignments, with answers discussed at the TA sessions, and occasional quizzes, which will be unannounced.

Evaluation Method: Evaluation and grading will be made through a final examination (35% of the total grade), two midterm exams (25% each), and "class participation" (15%). Class participation includes attendance, involvement in class discussions--not merely responding when called upon--and quizzes and homework assignments. Regular class attendance is

expected, as many matters not found in the assigned readings will be dealt with in class, and all cannot be covered in the exams.

There will be no make-up exam if a mid-term is missed. If I determine that the reason for the missed exam is acceptable, the weight normally given to that exam will be added to the final exam weight. Otherwise, a missed exam will be counted as a failing grade. (The reason for this policy is that there is no way that I can prepare an alternate exam that makes grading comparable with that of other students' scores.) The final exam may not be taken earlier or later than the official announced time; if that poses a problem for you, **you should not take the course.**

Class Materials (Required): 1. Textbook: Folland, Stano, and Goodman, *Economics of Health and Medical Care* (6th edition). ISBN: 978-0136080305. 2. Econ 307 Course Packet, available at the Economics Department Office.

Class Notes: I want to emphasize that this course is directed at understanding public policy issues and options. My goal is for students to understand the basic economic forces influencing public and private decision-making in health care, not only now but as they may change in the years ahead. My emphasis will be on developing students' ability to apply material from the readings and from lectures to realistic situations. My view is that memorization of material is of little or no value without the ability to know when and how to apply it to new situations. Thus, **students will be expected to think, be critical, and consider alternatives and their consequences, and exams will be designed to test those skills.**

ECON 324-0-20 (21760)

Western Economic History

TTh 2:00PM – 3:20PM	Harris Hall L07	Joel Mokyr
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(Description from WQ 2012; may differ slightly from current description) This course will deal with issues in mostly British economic history between 1750 and 1900. The course will rely on three books of essays, which are mandatory.

Registration Requirements: 310-1 and 311 are required

Teaching Method: There will be two lectures a week. The lecture material and readings should be viewed as largely complementary, since the lectures will explain and often dispute the readings, hence both lecture materials and readings will be necessary to pass the course with a good grade because they are complements, not substitutes.

Note: all powerpoint notes, graphs and tables shown in class will be made available on the Blackboard site for this course following the lectures.

Evaluation Method: There will one mandatory midterm exam, and an inclusive final examination. The midterm will cover all reading materials and lecture material of weeks 1-4. Students who score in the top 33% in the midterm will have the option of writing a paper in lieu of the exam. The topic and methodology have to be approved by the T.A. for the course, and the paper has to be submitted by the day of the final.

Class Materials (Required):

1. *Lever of Riches* by Joel Mokyr, 1992 (ISBN: 978-0195074772)
2. *An Economic History of Europe* by Karl Gunner Perrson (ISBN: 978-0521549400)
3. *The Cambridge Economic History of Europe* by Stephen Broadberry and Kevin O'Rourke, 1st Edition (ISBN: 978-0521708388)

ECON 370-0-20 (32127)

Environmental & Natural Resource Economics

MWF 9:30AM – 10:50AM	University Hall 122	Laura Kiesling
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(Description from FQ 2011; may differ slightly from current 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. 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 polices 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)

ENVIRONMENTAL POLICY

ENVR_POL 390-0-20 (21975)

Special Topics in Environmental Policy and Culture: Cons in Chang World: Hum & An

W 2:00PM - 5:00PM	Parkes Hall 223	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.

Class Materials (Required):Textbook: A Primer of Conservation Behavior by Daniel Blumstein and Esteban Fernandez-Juricic. ISBN-10: 0878934014

ENVR_POL 394-0-20 (21875)

Professional Linkage Seminar: Chicago Ecosystem Conservation

T 3:00PM - 6:00PM	Parkes Hall 224	Stephen Packard
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This seminar will begin with a review of biodiversity and ecosystem dynamics in the prairies, savannas, woodlands and wetlands of the central North American "tallgrass region." We'll then focus on ecological conservation strategies and efforts - including major ecosystem restoration and management challenges. As soon as the group has mastered this background, we will explore opportunities to work collaboratively with ongoing projects. We will choose one or a few sites, regions and problems where our joint skills can make a substantial difference. These real-world opportunities may include components of biology, ecology, community relations, and communications. Students will form project teams and develop materials (written, graphic, printed, spoken, digital and or video) and then test these in the real world of local conservation. NOTE:

Stephen Packard is Director of Audubon (Chicago Region) and co-editor (with Cornelia F. Mutel) of the Tallgrass Restoration Handbook for Prairies, Savannas, and Woodlands.

ENVR_POL 395-0-20 (31382)

GBL_HLTH 390-0-25 (33147)

Special Topics Seminar: Climate Change & Public Health

M 2:00PM - 5:00PM	Parkes Hall 224	Sarah Lovinger
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Greenhouse gas emissions are changing the earth's climate, leading to warmer days, rising seas, and melting glaciers. As global warming ensues, not only are polar bears at risk of losing their habitat, but humans across the globe face the grave threats of floods, drought and increased infectious disease exposure. 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 outside 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.

Class Materials (Suggested): Articles and book chapters provided by instructor.

GERMAN

GERMAN 232-0-20 (32161)

The Theme of Faust Through the Ages

MWF 4:00PM - 4:50PM	Technological Institute M164	Joel Morris
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The Theme of Faust Through the Ages "To sell one's soul to the devil," to "beat the devil at his own game," to "make a Faustian bargain" - these are now common expressions for having achieved one's desires through unscrupulous, even dastardly means. For centuries, the figure of "Faust" has symbolized the risks and folly in pursuing one's ambitions at any price, and the legend of Dr. Faustus making a deal with the devil has not lost its appeal. The tale continues: A bluesman is said to have received his guitar and musical talent after meeting the devil one dark night at the crossroads; even the news media of today invoke Faust's image when focusing on individuals whose achievements seem to have been purchased at the cost of their humanity. The medieval Faust who made his devilish pact has undergone many transformations and incarnations; so too have the devil and the nature of their contract. The texts and films selected for this course probe the history of this pact and the consequences for its signatories and address the question: What does it mean to make a deal with the devil?

Teaching Method: Lecture and Discussion

Evaluation Method: Paper, final: Longer final; Papers: 2 short papers

Class Materials (Required): Christopher Marlowe, The Tragical History of Doctor Faustus. Johann Wolfgang von Goethe, Faust. Thomas Mann, Dr. Faustus. Handouts and film.

GENDER STUDIES

GNDR_ST 321-0-20 (22573)

Gender, Sexuality and History: Sex Sci & Subjective Politics

MW 3:30PM - 4:50PM	Kresge Centennial Hall 2-359	Kirsten Leng
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Why and how has science assumed such a central role in defining secular 'truths' about sex? Why and how have scientific 'facts' become such compelling resources for grounding and asserting a sense of sexual selfhood, and for expressing political demands on behalf of marginalized sexual subjects? How have scientific understandings of sex and sexuality themselves changed over time, and in relation to new geopolitical realities and new beliefs regarding gender, race and reproduction? In this seminar, we will explore the entangled twentieth century histories of sexual science, sexual subjectivities, and sexual politics. We will specifically examine how same-sex desire became the subject of medical scientific attention and, subsequently, definitive of individual identity. Relatedly, we will explore how those subjectified by this knowledge used science to demand social recognition and legal rights, and how they also challenged and contributed to the production of sexual science by insisting on the validity and value of their experience. We will further consider the curious and ambivalent standpoint of scientific 'experts' themselves, many of whom were enthusiastic yet conflicted participants in movements for sex reform and homosexual rights.

GNDR_ST 332-0-20 (21987)

Gender, Sexuality, and Health: Public Health & its Discontent

MW 2:00PM - 3:20PM	Kresge Centennial Hall 2-359	Amy Partridge
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In this course we begin with an examination of two contemporary controversies in the United States (the "epidemic" of obesity and the debate over the HPV vaccine) in order to consider what constitutes a public health crisis in the context of broader transnational debates about health and "risk." We will consider the origins of "public health" as a concept and the institutions and practices that grew up around this concept in the 19th and 20th centuries, both in European and American cities and as part of colonial projects. We will also examine critiques (as well as strategic uses) of public health discourse from "below" by those groups who were targeted by these campaigns. We then turn to an examination of the futures of public health as we shift to a regime of biomedicalization and the production of an increasingly stratified global healthcare "market." The course will introduce key terms in the history of science and medicine, medicalization, biomedicalization, biopower, and biocapital; but will foreground the ways in which race, gender, and sexuality are central to conceptions of the "public health."

GNDR_ST 374-0-20 (21997)

Gender, Sexuality, and Digital Technologies: GNDR, Sex, Race, Ethn. Online

TTh 12:30PM - 1:50PM	Kresge Centennial Hall 2-359	Jillana Enteen
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Much recent fiction, film and theory are concerned with representing the Internet and the World Wide Web. Sometimes cyberspace is depicted as a continuation of previous media such as television, cinema or telephone, but often it is envisioned as a new frontier. This course will examine the ways in which virtual media appears in cultural discourses. With a focus on gender, race and sexuality, we will read authors such as William Gibson, Neal Stephenson and Nalo Hopkinson, see films including Ghost in the Shell and The Matrix, and read media theory that considers the what dominant US perceptions of the internet are reflected in its construction and in the circulation of popular media images. Our guiding questions will include the following: In what ways are these narratives shaping collective perceptions of the Internet? How have virtual technologies challenged experiences of language, gender, community and identity?

Teaching Method: lecture, discussion, in -class prentations

Evaluation Method: participation, weekly posts, in-class presentation, short paper and final exam or paper option

GLOBAL HEALTH

GBL_HLTH 303-0-20 (32574)

Gender and Global Health

TTh 2:00PM - 3:20PM	Kresge Centennial Hall 2-430	Sarah Rodriguez
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How do the biological category "female" and the cultural category "woman" affect patterns of health and disease for both individuals and populations? How do different cultural constructions of gender, sex, and sexuality shape public policies concerning the inequitable distribution of health and disease within the US, Africa, Japan, South America, and Europe? How do the intersections of gender, biology, sexuality, class, race, and racism produce health inequities? To address these questions, this course explores case studies of breast cancer, sexual and reproductive health, mental health, violence, substance abuse, physician-patient interactions, infectious diseases, and access to health resources.

GBL_HLTH 390-0-21 (21772)

Special Topics in Global Health: Introduction to Public Health

MW 9:00AM - 10:20AM	Fisk Hall B17	Rebecca Wurtz
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In this course we begin with an examination of two contemporary controversies in the United States (the "epidemic" of obesity and the debate over the HPV vaccine) in order to consider what constitutes a public health crisis in the context of broader transnational debates about health and "risk." We will consider the origins of "public health" as a concept and the institutions and practices that grew up around this concept in the 19th and 20th centuries, both in European and American cities and as part of colonial projects. We will also examine critiques (as well as strategic uses) of public health discourse from "below" by those groups who were targeted by these campaigns. We then turn to an examination of the futures of public health as we shift to a regime of biomedicalization and the production of an increasingly stratified global healthcare "market." The course will introduce key terms in the history of science and medicine: medicalization, biomedicalization, biopower, and biocapital, but will foreground the ways in which race, gender, and sexuality are central to conceptions of the "public health."

GBL_HLTH 390-0-22 (32572)

Special Topics in Global Health: Biomed in Cross-Cultural Persp

W 1:00PM - 4:00PM	Elder Hall 032 Seminar Room	Noelle Sullivan
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Biomedicine (aka "Western" or allopathic medicine) is often represented as neutral and 'scientific'; the opposite of culture. In contrast, this course begins with the premise that biomedicine is produced through social processes, and therefore has its own inherent culture(s). The aim of this course is to expose students to the social and cultural aspects of biomedicine within a variety of contexts and countries throughout the world; the United States, Malawi, China, Japan, India, Mexico, the UK, and others. Focusing on the interrelations between technology, medicine, science, politics, power and place, topics covered will include: colonialism and biomedicine, learning biomedical cultures at medical school, technology and identity, biomedicine's tourisms (medical tourism, reproductive tourism, clinical tourism), organs trafficking and the commodification of the body, and others.

GBL_HLTH 390-0-23 (32573)

Special Topics in Global Health: Qualitative Research Methods

M 1:00PM - 4:00PM	Fisk Hall B17	Noelle Sullivan
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This course is designed to provide global health minor students with the tools they will need in order to design, revise, conduct, and write up current and future qualitative research projects relating to global health topics. This course is experientially driven, allowing students opportunities to actually "do" research, while providing careful mentoring and engaging in in-depth discussions about ethical and methodological issues associated with qualitative approaches and with working with living humans. Students will learn methods such as: writing research proposals, research ethics, writing ethnographic field notes, doing qualitative interviews and focus groups, analyzing and writing up data.

GBL_HLTH 390-0-24 (22264)

Special Topics in Global Health: Int'l Persp on Rep/Sexual Hlth

TTh 9:30AM - 10:50AM	Harris Hall L06	Sarah Rodriguez
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This course provides an overview of international issues regarding sexual and reproductive health. The overall approach is broad and will take into account economic, social, and human rights factors, with attention to the importance of women's capacities to have good sexual and reproductive health and manage their lives in the face of societal pressures and obstacles. Particular attention will be given to critical issues of women's health such as the demeaning of women, poverty, unequal access to education, food, and health care; and violence. Such issues as maternal mortality, sexually transmitted disease, violence, traditional practices, and sex trafficking will be discussed. This course, however, will not concentrate exclusively on women; we will also focus on international issues regarding men's sexual and reproductive health.

GBL_HLTH 390-0-25 (33147)

ENVR_POL 395-0-20 (31382)

Special Topics in Global Health: Climate Change and Public Health

M 2:00PM – 5:00PM	Parkes Hall 224	Sarah Lovinger
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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.

HISTORY

HISTORY 300-0-34 (22229)

NEW LECTURES IN HISTORY: Global Environments and World

MW 11:00AM - 12:20PM	Annenberg Hall G32	Helen Tilley
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Environmental problems have today become part and parcel of popular consciousness: resources are being depleted at a record pace, human population levels just crossed the seven billion threshold, extreme poverty defines the majority of people's daily lives, toxic contaminants affect all ecosystems, increasing numbers of species face extinction, consumerism and the commodification of nature show no signs of abating, and weapons and energy systems continue to proliferate that risk the planet's viability. This introductory lecture course is designed to help students understand the relatively recent origins of many of these problems, focusing especially on the last one hundred and fifty years. Students will have an

opportunity to learn about the environmental effects of urbanization, industrialization, population growth, market economies, empire-building, intercontinental warfare, energy extraction, and new technologies. They will also explore different environmental philosophies and analytic frameworks that help us make sense of historical change, including political ecology, environmental history, science studies, and world history. Finally, the course will examine a range of transnational organizations, social movements, and state policies that have attempted to address and resolve environmental problems.

Area of Concentration: Europe, Americas, Africa/Middle East, Asia/Middle East

Prerequisites: None

Teaching Method: The lectures will be complemented by general and specialized readings relating to the themes for each week. Discussions will be an integral part of the lectures.

Evaluation Method: Students will be asked to complete four writing assignments of three pages each. They will also prepare a three-page critical evaluation of a non-governmental environmental organization of their choosing.

Reading List: The course will have a reading packet. Sample titles include, John McNeill, *Something New Under the Sun: An Environmental History of the Twentieth Century*; Joachim Radkau, *Nature and Power: A Global History of the Environment*; Mike Davis, *Planet of Slums*; and David Egerton, *The Shock of the Old: Technology and Global History since 1900*.

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

HISTORY 325-0-01 (31498)

History of American Technology

TTh 2:00PM - 3:20PM	University Hall 121	Kenneth Alder
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One often hears that we are in the midst of a technological revolution that is redefining who we are as individuals and how we relate to one another as people. In fact, Americans have always defined themselves and their nation through the material things they make, own, and use. This class examines the 250-year debate over what America is and ought to be by studying its material artifacts, the changing ways they have been made and sold, and the meanings Americans have ascribed to them. From the pony express to social media, from the scrubboard to the washing machine, from the bicycle to the Apollo missions, Americans have identified technology as central to their personal and national destiny. What have some Americans meant by technological progress, and why have other Americans been so suspicious of it? How have state regulations and intellectual property law shaped technological development? We will consider the views of engineers, factory workers, slaves, housewives, managers, intellectuals, consumers, and hackers. And we will develop a set of tools for analyzing technological change: evolutionary theory, systems theory, network analysis, social constructionism, and technological determinism. Throughout the course we will ask: Is technology a neutral tool or does it express social values?

Area of Concentration: Americas

Prerequisites: None

Teaching Method: Two lectures a week, with time for classroom discussion

Evaluation Method: The central assignment is a final 15-page paper in which students research and write the social history of a particular artifact of their choice. There will also be one short (3 pp.) essay and one in-class midterm.

Tentative Reading List: T. H. Breen, *The Marketplace of Revolution*; John Kasson, *Civilizing the Machine*;

Ruth Schwartz Cowan, *More Work for Mother*; Thomas P. Hughes, *American Genesis*; Steven Levy, *Insanely Great, The Life and Times of the Macintosh*; Sherry Turkle, *Life on the Screen*

HISTORY 326-0-20 (33004)

U.S. Intellectual History

MW 9:30AM - 10:50AM	Harris Hall L06	Daniel Immerwahr
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This course traces the history of the United States since the Civil War through its ideas. How have intellectuals understood, reacted to, or participated in such developments as the growth of the corporation, imperialism, Jim Crow segregation, the wars of the twentieth century, the United States' rise to global prominence, and the social movements of the 1960s? How has the role of intellectuals changed with the growth of the university, the rise of the planners, and the emergence of novel sources of information? Such questions will be explored as we read a variety of primary texts from the period and scholarship in the field of intellectual history. The assigned readings will consist entirely of primary sources and will include texts by such prominent U.S. intellectuals as William James, Thorstein Veblen, W. E. B. Du Bois, Ruth Benedict, Daniel Bell, Thomas S. Kuhn, and Barack Obama and on such classic topics as pragmatism, Darwinism, science, political economy, race, culture, and democracy.

Teaching Method: Lecture

Evaluation Method: Midterm; final; one 8-page paper.

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

David Hollinger and Charles Capper, eds., *The American Intellectual Tradition*, Vol. 2, 6th ed. (Oxford University Press, 2010, ISBN 978-0195392937)

Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 3d ed. (University of Chicago Press, 1996, ISBN 978-0226458083).

William James, *Pragmatism*, ed. Bruce Kuklick (Indianapolis: Hackett Publishing Company, 198, ISBN 978-0915145058)

Class Notes: AREA OF CONCENTRATION: Americas

HISTORY 392-0-22 (31690)

Topics in History: History of the Environment: Science, Technology, Culture

Th 5:00PM - 7:50PM	University Hall 118	Tania Munz
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From the industrial revolution to the establishment of major urban spaces to the oil spill in the Gulf of Mexico, the natural environment has undergone profound changes over the past 250 years. This course introduces students to major approaches in the history of the environment. Broadly speaking, environmental history examines interactions between humans and their environments; culture and nature; technology and the land. We'll interrogate these dichotomies from a historical perspective to see how notions of science, progress, nature, and sustainability have shaped our understanding of the land and ourselves. Since this is a vast field, we will take a topical approach and focus on especially relevant themes, such as water, animals and wilderness, frontiers, catastrophes, cities, and food.

Area of Concentration: Americas or Europe

Teaching Method: Seminar

Evaluation Method: Short response papers based on course readings, final research paper (15-25 pp).

Reading List: William Cronon, *Nature's Metropolis*, 1992; Rachel Carson, *Silent Spring*, 1962;

Michael Pollan, The Omnivore's Dilemma, 2006

Notes: No P/N option (ANC grading only). Attendance at first class is mandatory (applicable to enrolled, waitlisted and all potential students).

HISTORY 392-0-23 (31693)

Topics in History: Science in the Marketplace

TTh 12:30PM - 1:50PM	Harris Hall L04	Lukas Rieppel
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Science is often portrayed as a higher calling, one that is insulated from the demands of the marketplace. Yet scientists have always been entrepreneurs, actively marketing and sometimes even directly profiting from their discoveries and inventions. Why, then, do we take it for granted that business professionals act in their own self-interest while we are outraged to learn that a study on climate change was commissioned by the oil industry or that an important medical trial was bankrolled by a pharmaceutical company? This course will explore the vexed but longstanding relationship between science and commerce from the 17th century to our own. In so doing, we will ask when the modern notion of science as a disinterested pursuit of objective truth took root in the first place. We will also explore how our knowledge of the natural world has been shaped by personal, financial, and other kinds of self-interest in a number of diverse contexts. These will range from Galileo's invention of the telescope in Renaissance Italy to geologists who consulted for the mineral industry on America's 19th century western frontier to the patenting of genetically engineered organisms in today's globalized world. Along the way, we will pay special attention to the mechanisms that have been devised to guard against fraud and disinformation and examine how the modern rules of copyright and intellectual property evolved over time.

Area of Concentration: Americas or European

Prerequisites: None

Teaching Method: Seminar

Evaluation Method: One term paper of 12-15 pages due at the end of term, a 5-7 page draft due midway through term, a "peer review" of another student's paper draft, 3 short reading response papers and seminar participation.

Reading List: Robert Merton, "The Normative Structure of Science"; Max Weber, "Science as a Vocation"; and selections from Steven Shapin, *A Social History of Truth*; Harold Cook, *Matters of Exchange*; Mario Biagioli, *Galileo's Instruments of Credit*; and Ted Porter, *Trust in Numbers*; among others.

Notes: No P/N option (ANC grading only). Attendance at first class is mandatory (applicable to enrolled, waitlisted and all potential students).

HISTORY 392-0-26 (31694)

Topics in History: Africa, Medical Pluralism and the History of Health and Disease

TTh 2:00PM - 3:20PM	Kresge Centennial Hall 4-335	Helen Tilley
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This seminar explores the history of health and disease in Africa, focusing most extensively on the effects and legacies of European colonialism from 1880 to the present. The readings and class discussions will consider a variety of healing traditions and cognitive frameworks, both endogenous and introduced. Since no approach was monolithic or static, a central aim of the course will be to understand how developments such as market economies, imperialism, migration, and epidemiological and demographic change have affected health conditions and responses in the continent. We will pay considerable attention to "hybrid" situations during the colonial and post-colonial periods in which multiple approaches to

health care were pursued simultaneously. This should help put more recent experiences with HIV-AIDS and other infectious diseases (malaria, sleeping sickness, tuberculosis) and also with magic and medicine in a deeper historical context.

Area of Concentration: Africa/Middle East or Europe

Prerequisites: None

Teaching Method: The seminars will be complemented by general and specialized readings relating to the themes for each week. Discussions will play an integral part of the course.

Evaluation Method: Students will be asked to complete five short writing assignments of two pages each. They will also have a final paper of approximately ten to twelve pages.

Tentative Reading List: The course will have a reading packet and several books as a supplement. Sample titles include, Julie Livingston, *Debility and the Moral Imagination in Botswana*, John Janzen, *Quest for Therapy in Lower Zaire*; Lynn Thomas, *Politics of the Womb in Colonial Kenya*; John Iliffe, *The African AIDS Epidemic: A History*; Megan Vaughan, *Curing Their Ills*.

Notes: No P/N option (ANCE grading only).

MHB

MHB 403-0-20 (32387)

The History of Medicine and Bioethics

W 6:00PM - 9:00PM	Rubloff Building 618	Alice Dreger
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This course will explore major events and trends in the history of European and American health care and medical ethics. Participants will investigate primary and secondary literature and will learn to contextualize current-day medical events through critical historical thinking.

MHB 406-0-20 (24532)

The Practice of Bioethics

T 6:00PM - 9:00PM	Rubloff Building 618	Debjani Mukherjee
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This course will provide an introduction to the practices of bioethics consultation and bioethics mediation. The central focus of the course will be the practical application of bioethical theory in the clinical context.

PHILOSOPHY

PHIL 269-0-20 (32433)

Bioethics

MW 3:30PM - 4:50PM	Fisk Hall 217	Mark Sheldon
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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%); 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): Critically Thinking About Medical Ethics, ed. Robert F. Card. (Prentice-Hall, 2004) ISBN 0-13-182484--8

PHIL 352-0-20 (32460)

Philosophy of Mathematics: Why Must Arithmetic be True?

TTh 12:30PM - 1:50PM	Parkes Hall 223	Sean Ebels Duggan
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Arithmetic truths are peculiar: For one, they are true regardless of how the world is (or at least they appear to be so). They are also apparently known independently of experience. And yet, they correlate to truths in the concrete world of experience: one green apple and one red apple together make two apples. How can arithmetic truths be all of these things? In this class we will survey responses to this question by a handful of mathematicians and philosophers (some of them one, some the other, and some both: Kant, Frege, Russell, Wittgenstein, Ramsey, Hilbert, Carnap, and Godel). We will pay special attention to technical developments in logic that bear on the feasibility of these answers.

Registration Requirements: PHIL 150 OR PHIL 250 OR MATH 300 OR consent of instructor.
(Students who have at least one of the three classes should not need departmental permission)

Learning Objectives: Begin to understand the co-development of logic and philosophy of mathematics. Appreciate the bearing of technical results in logic on philosophical questions, and the bearing of philosophical outlooks on the relevance of and motivation for technical results in logic. Develop skills to answer philosophical questions with exactness and subtlety.

Teaching Method: Lecture, with in-class discussion. Students may be asked to lead discussion on a particular topic.

Evaluation Method: Class participation, written assignments.

Class Materials (Required): Michael Potter, Reason's Nearest Kin: Philosophies of Arithmetic from Kant to Carnap. ISBN 978-0199252619

Selections from: Kant, Frege, Russell, Wittgenstein, Ramsey, Carnap, Hilbert, and Godel.

PUBLIC HEALTH

PUB_HLTH 323-0-20 (24590)

Social Determinants of Health

M 6:00PM – 9:00PM	McGaw 1-401	Elizabeth Sweet
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The social environment is widely recognized to play a critical role in shaping patterns of health and disease within and across populations. Understanding the processes through which the social environment “gets under the skin” to influence health has become an important question across medical and social science fields. This course will explore key social determinants of health, including: socioeconomic status, race/ethnicity, neighborhood environments, social relationships, and political economy. Mechanisms through which these factors are hypothesized to influence health, such as stress and access to health resources and constraints, will be discussed, as well as the ways in which these mechanisms can operate across the life course. An overarching theme of the course will be how social factors that adversely affect health are inequitably distributed, contributing to marked health disparities.

SOCIOLOGY

SOCIOL 212-0-20 (22722)

Environment and Society

TTh 2:00PM - 3:20PM	University Hall 122	Susan Thistle
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Overview of the interactions between societies and the natural environment. Examines both key environmental problems, like climate change and oil spills, and possible solutions, and the roles played by different social structures and groups in shaping both issues.

SOCIOL 376-0-22 (22193)

Topics in Sociological Analysis: Numbers, Identity, & Modernity

TTh 2:00PM - 3:20PM	Fisk Hall B17	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 race and sexuality, this class will examine what prompts people to produce numbers, what causes them to spread, how they intervene in the worlds they measure, how they inform our ethics, and how we think about ourselves and others differently as a result.