

Spring Quarter 2019 – Undergraduate Course Offerings

Courses with an asterisk (*) are open for Pre-registration.

ANTHROPOLOGY

[ANTHRO 221-0 - Social and Health Inequalities](#)

20 (32686)

[Thomas McDade - TuTh 2:00PM - 3:20PM](#)

*Income inequality in the U.S is expanding, while social inequalities in health remain large, and represent longstanding challenges to public health. This course will investigate trends in social and health inequality in the U.S., and their intersection, with attention to the broader global context as well. It will examine how social stratification by race/ethnicity, gender, marital status, national origin, sexual orientation, education, and/or other dimensions influence the health status of individuals, families, and populations; and, conversely, how health itself is thought to be a fundamental determinant of key social outcomes such as educational achievement and economic status. The course will draw on research from anthropology, sociology, psychology, economics, political science, social epidemiology, biomedicine, and evolutionary biology.

[ANTHRO 314-0 - Human Growth & Development](#)

20 (32683)

[Erin Beth Waxenbaum Dennison - MoWe 9:30AM - 10:50AM](#)

*In this course, we will examine human growth and development. By its very nature, this topic is a bio cultural process that requires an integrated analysis of social construction and biological phenomena. To this end, we will incorporate insight from evolutionary ecology, developmental biology and psychology, human biology and cultural anthropology. Development is not a simple matter of biological unfolding from birth through adolescence; rather, it is a process that is designed to be in sync with the surrounding environment within which the organism develops. Additionally we will apply these bio cultural and socio-ecological insights to emerging health challenges associated with these developmental stages.

[ANTHRO 315-0 - Medical Anthropology](#)

20 (32684)

[Rebecca A Seligman - TuTh 12:30PM - 1:50PM](#)

*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 diverse 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 major 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.

BIOLOGICAL SCIENCES

[BIOL_SCI 108-6 - First-Year Seminar](#)

1 (36461)

["Promises & Perils: The Social Reality of Biology" - Marcelo Vences - TuTh 3:30PM - 4:50PM](#)

Biology is the study of life and living organisms. Like all the natural sciences, is a data-driven endeavor, concerned with describing, predicting and understanding natural phenomena based on evidence from observation and experimentation. But like all human activities, it does not exist in objective isolation, but rather within a societal context. This course aims to contextualize the study of biology towards a better understanding of how social and cultural histories and dynamics have had a profound effect on biological research, and how social, political and economic problems can severely limit the impact of scientific breakthroughs. The topics we will cover, among others: the cultural, political and societal barriers to reaping the benefits of biological research; the damaging legacies of racism, sexism and colonialism on the biological research enterprise; the role of communications in the field of biology; and select biological topics in evolution, genetics and disease. Students will learn from press articles, academic literature and non-fiction books (Skloot, *The Immortal Life of Henrietta Lacks*; Shah, *The Fever: How malaria has ruled humankind for 500,000 years*).

CHICAGO FIELD STUDIES

[CFS 397-0 - Field Studies in Civic Engagement](#)

20 (36242)

[Elizabeth Caitlin McCabe - Tu 6:00PM - 9:00PM](#)

[CFS 398-0 - Field Studies in Humanities](#)

20 (36244)

[Elizabeth Caitlin McCabe - We 6:00PM - 9:00PM](#)

ECONOMICS

[ECON 307-0 - Economics of Medical Care](#)

20 (33938)

[Frank Limbrock - MoWeFr 11:00AM - 12:20PM](#)

This class will help students understand the key economic forces that have shaped the US health care and health insurance industry. What role do the particularities of health care and health insurance as economic goods play in explaining the size and growth rate of the health care sector? What's the effect of private incentives, adverse selection, moral hazard, and regulation? What's the effect of different organizational structures of health care provision? What can we learn from comparing the US health care / health insurance system to other countries' systems? Students will learn that these issues are important in the current public policy discussion.

[ECON 323-1 - Economic History of the United States Before 1865](#)

20 (33963)

[Benjamin Remy Chabot - MoWe 6:30PM - 7:50PM](#)

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

[ECON 372-0 - Environmental Economics](#)

20 (34000)

[Mark P Witte - MoWeFr 3:30PM - 4:50PM](#)

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. Using the tools of microeconomic analysis and some econometrics, 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 policymakers 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 caused by negative externalities transmitted through naturally occurring amenities, and the effects of the policies we construct in response to these problems. NOTE: This class is not open to students who have taken Economics 370: Environmental & Natural Resource Economics.

[ECON 373-0 - Natural Resource Economics](#)

20 (34001)

[Daley Catherine Kutzman - MoWeFr 11:00AM - 12:20PM](#)

In the basic model of a production economy, strong social demand for a good can be met by producing more. This framework falls short when the good in question is a naturally occurring resource. Resource Economics introduces natural limits on what inputs society has at its disposal, and considers the critical role that property rights institutions and policy can play in their management, from developed countries to developing countries. How much should be used now; how much conserved for future generations? How do issues of sustainability affect our current use of resources, both renewable (food, forest, wild game, water) and non-renewable (land, fossil fuels)? The problem of managing the natural world and its endowments is further complicated by the inherent difficulty in measuring their value, particularly when issues such as "non-use" value of the resource is important. Using tools of microeconomics and some econometrics, this course will define and examine both static and dynamic resource models in terms of economic efficiency. We will also discuss the strengths and weaknesses of 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") for the purpose of benefit-cost analysis. NOTE: This class is not open to students who have taken Economics 370: Environmental & Natural Resource Economics.

ENGLISH

[ENGLISH 385-0 - Topics in Combined Studies](#)

21 (34038)

["Medical Humanities" - Sarah Elizabeth Roth - MoWe 3:30PM - 4:50PM](#)

Debates surrounding reproductive justice endlessly parse the meanings and consequences of abortion. Much less attention has been paid to the rhetoric, politics, and ideologies surrounding the other choice in the pro-

choice dyad: participation in acts of reproduction, particularly pregnancy and childbirth. Students will be challenged to consider the gendered rhetoric surrounding ideas such as the biological clock, the pregnancy glow, and drug-free natural childbirth. We will investigate the way reproducing bodies are represented culturally, using media coverage of issues like Serena Williams' 2017 Australian Open win, Beyonce's baby bump "reveals," as well as the homebirth movement, transgender pregnancies, "breast-feeding Nazis," parental leave policies, and the CDC's 2016 recommendation that women of reproductive age refrain from drinking alcohol unless they are using contraception. Such case studies will help us ask about how these discourses affect not only feminist ideas and activism, but medical care and the medical system. Students will be encouraged to apply critical thinking to some of the most fundamental and long-standing assumptions of our public culture. Two central questions will guide the course: What assumptions are made about reproductive bodies? What are the social consequences of these assumptions?

ENVIRONMENTAL POLICY AND CULTURE

[ENVR_POL Environmental Policy & Culture- ENVR_POL 309-0 - American Environmental History](#)

1 (37586)

[Keith Mako Woodhouse - TuTh 9:30AM - 10:50AM](#)

This course will survey American history from the Colonial Era to the present with two premises in mind: that the natural world is not simply a passive background to human history but rather an active participant in historical change, and that human attitudes toward nature are both shaped by and in turn shape social, political, and economic behavior. The course will cover formal schools of thought about the natural world. From Transcendentalism to the conservation and environmental movements, also discussing the many informal intersections of human activity and natural systems, from European colonialism to property regimes, migration and transportation, industry, consumer practices, war, technological innovation, political ideology, and food production

[ENVR_POL 390-0 - Special Topics in Environmental Policy and Culture](#)

21 (37578)

["The Politics of Disaster: A Global Environmental H" - Lydia Barnett - TuTh 9:30AM - 10:50AM](#)

22 (37579)

["Energy in American History" - Keith Mako Woodhouse - MoWe 3:30PM - 4:50PM](#)

23 (37580)

["Black Ecology" - Rebecca Elizabeth Zorach - Th 2:00PM - 4:50PM](#)

Taking inspiration from Nathan Hare's 1970 essay "Black Ecology" and Félix Guattari's 1989 essay "The Three Ecologies" (which discusses ecology in relation to environment, society, and human consciousness and also includes a memorable comparison of Donald Trump to invasive algae), this course addresses the question of eco-aesthetics in relation to environmental justice, with a focus on the experiences, political struggle, and art making of people of color in the U.S. and internationally. We will read fiction and scholarly writings, view artworks, and participate in one or more environmental projects. The class will also host several guest speakers (artists, scholars, and activists). It will also involve several field trips during class time, potentially extending into the early evening and/or on weekends.

24 (37581)

["Media, Earth and Making a Difference" - Sarah McFarland Taylor - Fr 2:00PM - 4:30PM](#)

The central question of this course is: What Makes a Difference? Analyzing a variety of works of environmental-themed media, including works drawn from advertising and marketing, we will consider different types of environmental messaging and attempts to mobilize moral engagement. Specifically, we will be looking at strategies of media intervention. Discussion taken up in this class will include evaluating the comparative value of media messaging that emphasizes individual action and personal responsibility, versus messaging that promotes collective action, policy, and structural changes. Students will debate what constitutes authentic "green" messaging versus mere corporate "greenwashing." Throughout, we will ask what kind of media we need in what has been called the "Anthropocene" (a time when humans are now a major geologic force affecting the future of the planet). When motivating public moral engagement in climate crisis, are the solutions being offered those that the planet will actually "register" or "notice" on a global scale? If not, what kinds of "media interventions" do we need to be making and how? Course content will include discussion of media interventions as moral interventions, media activism for social change, participatory digital culture, and the challenges of the distraction economy. Students will have the opportunity to propose and craft their own environmental media interventions as the course's final project.

ENVIRONMENTAL SCIENCES

["Global Change Ecology" - Yingying Xie - TuTh 9:30AM - 10:50AM](#)

22 (30932)

Global environmental change has significant impacts on social and ecological systems around the world. Global Change Ecology is an emerging field that aims to understand the ecological implications of environmental change (especially anthropogenic climate change) and to assess risks under future global change. In this course, students will review the basics of the earth system and climate change before investigating how organisms in terrestrial and aquatic ecosystems respond to climate change. Finally, we will consider the impacts of future climate change and the implications for conservation policy and adaptation management.

GLOBAL HEALTH

[GBL_HLTH Global Health- GBL_HLTH 301-0 - Introduction to International Public Health](#)

21 (32063)

[Sarah B Rodriguez - TuTh 11:00AM - 12:20PM](#)

This course introduces students to pressing disease and health care problems worldwide and examines past and current efforts to address them. Taking an interdisciplinary approach, the course identifies the main actors, institutions, practices and forms of knowledge production characteristic of what we call "global health" today, and explores the environmental, social, political and economic factors that shape patterns and experiences of illness and healthcare across societies. We will scrutinize the value systems that underpin specific paradigms in the policy and science of global health and place present-day developments in historical perspective.

[GBL_HLTH 302-0 - Global Bioethics](#)

20 (32068)

[Sarah B Rodriguez - TuTh 12:30PM - 1:50PM](#)

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

[GBL_HLTH 307-0 - International Perspectives on Mental Health](#)

1 (32075)

[Rebecca A Seligman - We 2:00PM - 4:50PM](#)

This course will explore issues of mental health in cross-cultural, international perspective and examine the impact of psychological illness on the global burden of disease. Students explore the following questions: how do cultural systems of meaning and behavior affect the vulnerability of individuals within the population to mental illness and the mental illnesses to which they are vulnerable? How does culture influence the way that mental illness is expressed and experienced and how does this affect our ability to measure psychological illness cross-culturally? How do cultural factors affect the way that mental illnesses are diagnosed and labeled, and the degree to which they are stigmatized? And how do such factors affect our ability to create effective public health interventions? Finally, how do healing practices and the efficacy of particular treatments vary across cultures? By examining these and related questions, in the context of specific mental illnesses including schizophrenia, depression, and PTSD students are exposed to a unique set of ideas otherwise unrepresented in the current global health curriculum. Mental health is crucially linked to physical health, and represents an enormous global health burden in its own right. It is crucial, therefore, that global health students be introduced to central issues related to epidemiology and intervention in this area.

[GBL_HLTH 320-0 - Qualitative Research Methods in Global Health](#)

3 (32074)

[Noelle Sullivan - We 10:00AM - 12:50PM](#)

The course tacks between understanding the theoretical underpinnings of qualitative approaches and the development of practical skills necessary to conducting rigorous qualitative research on global health topics. Students will become familiar with qualitative research not only through seminar-style discussion and workshop exercises, but also by "doing" research through a series of assignments. This course will provide an introduction to the landscape of health-related qualitative research practice, including design, data collection, analysis, and write-up. Throughout the class, we will discuss the ethical dilemmas and methodological challenges that face qualitative researchers working in global health at each step in the process. Methods students will learn include: writing ethnographic field notes, qualitative semi-structured interview techniques, focus groups, life histories, coding and analysis.

[GBL_HLTH 322-0 - The Social Determinants of Health](#)

1 (32076)

[Peter Andrew Locke - Mo 2:00PM - 4:50PM](#)

This upper-level seminar in medical anthropology examines the role of social markers of difference including race, class, nationality, gender, sexuality, age and religion in current debates and challenges in the theory and practice of global health. We will explore contemporary illness experiences and therapeutic interventions in

sociocultural and historical context through case studies from the US, Brazil, and South Africa. Students will be introduced to key concepts such as embodiment, medicalization, structural violence, the social determinants of health, and bio politics. Central questions of the seminar include: How do social categories of difference determine disease and health in individuals and collectivities? How is medical science influenced by economic and political institutions and by patient mobilization? How does social and economic inclusion/exclusion govern access to treatment as well as care of the self and others? The course will provide advanced instruction in anthropological and related social scientific research methods as they apply to questions of social inequality and public health policy in both the United States and in emerging economic powers. The course draws from historical accounts, contemporary ethnographies, public health literature, media reports, and films.

[GBL_HLTH 390-0 - Special Topics in Global Health](#)

21 (32069)

["Native American Health" - Beatriz Oralia Reyes - MoWe 11:00AM - 12:20PM](#)

This course introduces students to the social determinants of health influencing the broader health status and access to health care for Native American populations in the United States. Students will engage in a reading-intensive, discussion-based seminar, drawing upon research and scholarship from a variety of disciplines including public health, Native American and Indigenous Studies, anthropology, sociology, history, nursing, and medicine. Seminar topics will include infectious diseases and the Columbian Exchange, federal obligations to Native American people, community-based participatory research, and Indigenous health globally.

22 (32070)

["Biocultural Perspectives on Water Insecurity" - Sera Lewis Young - TuTh 12:30PM - 1:50PM](#)

The first objective of this course is to introduce students to the many ways that water impacts our world. We will discuss what the international recommendations for safely managed water are and the health and social consequences of water insecurity. The second objective is to explore why there is such variety in water insecurity worldwide. These discussions will be guided by the socio-ecological framework, in which dimensions ranging from the individual to the geopolitical are considered. Influences on access to water will be broadly considered; we will draw on literature in global health, ethnography, the life sciences, and public policy. The third objective is to develop critical thinking and writing abilities to reflect on the multi-dimensional causes and consequences of water insecurity and the appropriateness of potential solutions.

23 (32071)

["Religion and Bioethics" - Cristina L.H. Traina - MoWe 9:30AM - 10:50AM](#)

Religion intersects with medicine at many levels: patients, practitioners, institutional providers, law, and even international relations. We will look at religion and the ethics of medicine in two ways. First, we will discuss some of the central questions of bioethics: suffering and death; transplant; assisted reproduction; vaccination; the opioid crisis; global health issues; ecology; gene editing; children's freedom to make decisions; and others. At the same time, we will discuss religions' intersection with the practice and ethics of medicine: how religions have influenced the goals of medicine, including end of life care and relief of suffering; how they have shaped the fundamental principles of bioethics; the ethical and religious impact of religiously affiliated hospitals' ethical and religious directives; the challenges of accommodating patients' and practitioners' diverse religious beliefs in a medical system that is not religiously neutral; the impact of religious convictions on global health initiatives; religions' role in converting social crises to medical crises.

GENDER STUDIES

[GNDR_ST 232-0 - Sexuality & Society](#)

20 (32933)

[Tony James Silva - MoWe 2:00PM - 3:20PM](#)

*This course will examine how society shapes sexuality, as well as how sexuality shapes society. Although many consider sexuality to be deeply personal, in fact social context greatly affects how individuals understand and experience sexuality. Questions this course will consider include: What is the relationship between individual identities and practices and broader social, cultural, and structural contexts? How has sexuality shaped political and economic processes? In what ways does sexuality intersect with gender, class, race/ethnicity, geographic location, and nationality? The course will also consider how sexuality is related to different types of social inequalities. At the end of the course students will be able to discuss how studying sexuality helps us better understand complex social processes.

[GNDR_ST 233-0 - Gender, Politics, and Philosophy](#)

20 (32938)

[Penelope L Deutscher - MoWe 2:00PM - 3:20PM](#)

*This course has the following main aims. It introduces key ideas from some of the leading political philosophical traditions such as: social contract tradition, liberalism, republicanism, socialism/Marxism and critical theory. It considers the role of gender and sexuality in these traditions. A historical focus is given to major texts by past women philosophers and political theorists from the 18th to the 20th C, whose reflections on sex, gender and women's rights are also considered classics of political philosophy: this section includes writings by Mary Wollstonecraft, John Stuart Mill, Harriet Taylor, Simone de Beauvoir, and Carole Pateman. A fourth focal point of the course asks how equal rights claims were historically formulated by "those who had no rights". Here students draw on their own critical resources to assess the rhetorical and philosophical strategies of some of the most famous rights claims. Critical focus is given, for example, to the tradition of using analogy to justify rights claims. Thus students will have the opportunity to critically evaluate rights claims based on analogies to animals, slavery, children, and to consider possible alternatives. Texts by white feminists who compared their condition to slavery are discussed in tandem with texts by philosophers of color who have challenged such analogies. A further section of the course which gives a focus to paradoxes and inconsistencies which have arisen in the history of rights claims discourse allows student to develop their skills in textual interpretation. A comparative approach is also taken to different rights claims. The class asks: What are the most imperative rights claims formulated by those who had no rights? What should those who seek equal rights actually claim? How has the perception of these imperatives transformed over time? How do the intersecting perspectives of gender, sexuality, race, and class change these imperatives? Finally, the course also gives attention to the role of gender and sexuality in contemporary political theory, focusing on debates about justice and the family, pornography, prostitution, surrogacy contracts, the 'politics of the veil' in the public sphere, multiculturalism, and challenges from contemporary theorists whose work is based in the resources of intersectionality theory, critical race theory, and queer theory. A final section on contemporary debates and figures in feminist political philosophy, includes excerpts by contemporary philosophers and political thinkers such as Susan Moller Okin, Carole Pateman, Joan Scott and Judith Butler.

[GNDR_ST 331-0 - Sociology of Gender and Sexuality](#)

20 (32924)

["Heterosexualities: Past, Present & Future" - Hector G Carrillo - TuTh 9:30AM - 10:50AM](#)

*How and when did the identities that we know today as "straight" or "heterosexual" come into existence? And how have those identities differed across time and space? Drawing on the academic literature, literary pieces, and representations in film and other popular media, we will examine the "invention of heterosexuality" and its transformation and diversification over the course of the 20th and 21st centuries. By paying attention to multiple definitions of heterosexuality, including those that coexist within a single historical moment and location, we will problematize the notion that heterosexuality can be simply conceived as a single, unitary sexual identity. Among other topics, we will discuss the increasingly blurring boundaries between heterosexuality and other sexual identities; heteroflexibility, sexual fluidity, and other challenges to conventional definitions of heterosexuality; the power associated with heterosexuality, masculinity, and femininity; the effects of sexual inequality; contemporary problems and issues, including hookup culture and definitions of sexual consent; and imagined futures of the notions of sexual identity and sexual orientation.

[GNDR ST 374-0 - Gender, Sexuality, and Digital Technologies](#)

20 (32929)

["Imagining the Internet" - Jillana B Enteen - TuTh 12:30PM - 1:50PM](#)

*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. We consider how technological objects and tools participate in shaping elements of our culture that may appear natural, logical, or timeless. 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? We will focus on social networking, gaming, artificial intelligence, and literary and filmic representations of these. Following a Cultural Studies model for inquiry, this course will be project-based and experiential. Your attendance and participation are mandatory. No experience needed, only a willingness to take risks and share work.

HISTORY

[HISTORY 251-0 - The Politics of Disaster: A Global Environmental History](#)

20 (34388)

[Lydia Barnett - TuTh 9:30AM - 10:50AM](#)

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

[HISTORY 309-0 - American Environmental History](#)

20 (34380)

[Keith Mako Woodhouse - TuTh 9:30AM - 10:50AM](#)

*This course will survey American history from the Colonial Era to the present with two premises in mind: that the natural world is not simply a passive background to human history but rather an active participant in historical change, and that human attitudes toward nature are both shaped by and in turn shape social, political, and economic behavior. The course will cover formal schools of thought about the natural world, from Transcendentalism to the conservation and environmental movements, but also discuss the many informal intersections of human activity and natural systems, from European colonialism to property regimes, migration and transportation, industry, consumer practices, war, technological innovation, political ideology, and food production.

[HISTORY 325-0 - History of American Technology](#)

20 (34326)

[Kenneth L Alder - MoWe 2:00PM - 3:20PM](#)

*It is often said that we are currently living through a technological revolution that is redefining who we are as individuals and how we relate to one another as a society. In fact, Americans have long defined themselves and the nation through the material objects they design, make, own, and use. This class examines the two-century debate over what America is and should be by studying its technology. From the telegraph to social media, from the bicycle to the Apollo mission, from the teapot to the Internet of Things, Americans have identified technology as central to their personal and national destiny. In this course we will examine the changing process of technological design. We will consider the way technology has been shaped by the rise of managerial capitalism, the role of the state and global trade, and the rules of intellectual property. We will examine the perspectives of engineers, consumers, managers, workers, housewives, and hackers, among others. And we will develop a set of tools for analyzing technological change: systems theory, network analysis, evolutionary theory, social construction, and technological determinism. Each lecture is organized around the history of a "representative" technology. And the core assignment of the course, developed in a series of workshop sections, is an original research paper on the social history of an artifact of the student's choice. This course asks: Is technology a neutral tool or does it express our social values?

[HISTORY 392-0 - Topics In History](#)

20 (34334)

["From Cybernetics to Cyberwar" - Diana Kurkovsky West - MoWe 2:00PM - 3:20PM](#)

*Recent political events have made us particularly aware of the dangers of hackers, but what other forms of warfare emerge in the progressively more digital world? How does the history of computation take us from the moment of tremendous optimism about the data future of society, to some of the darkest spaces of the darknet? This seminar will cover the trajectory from cybernetics, arguably one of the most important developments of the twentieth century, to some of the ways in which ideas of a perfect information age have become challenged and undermined in the digital world. The students will read a combination of primary and secondary materials on these subjects, spanning topics that include artificial intelligence, human-machine interaction, information theory, cryptography, cyberlibertarianism, digital citizenship, cyberterrorism, and other topics pertaining to the myriad afterlives of cybernetic thinking.

[HISTORY 395-0 - Research Seminar](#)

22 (34339)

["Energy in American History" - Keith Mako Woodhouse - MoWe 3:30PM - 4:50PM](#)

*This course will examine energy use in American history, ranging from the use of wood and water in colonial times, to animal-derived oils and fossil fuels in the nineteenth and twentieth centuries, to nuclear in the late-twentieth century, and finally to the search for alternative sources in recent decades. We will consider not only how human use of various forms of energy has affected the non-human environment but also what particular energy regimes have meant for the social, political, and material lives of Americans at different points in history.

HUMANITIES

[HUM 370-4 - Special Topics in the Humanities](#)

20 (33005)

["Varieties of Racial Thought" - Jonathon P Glassman - MoWe 11:00AM - 12:20PM](#)

It is now widely understood that racial boundaries are not biological phenomena but are the products of social and historical processes. And yet, despite the demise of racial science in the final decades of the twentieth century, racism and the belief in racial difference persist. We will approach the roots of this conundrum by examining the diverse manifestations racial thought has assumed in a variety of historical and global settings. Topics will include the rise of Western racial thought and the idea of whiteness; the links between concepts of progress, civilization, and racial difference; antisemitism and the Aryan myth; genocide and the Hamitic myth in central Africa; race, medicine, and the abuse of genetic science in the twenty-first century.

ISEN

[ISEN Initiative for Sustainability & Energy at NU- ISEN 230-0 - Climate Change and Sustainability: Ethical Dimensions](#)

20 (37645)

[TuTh 3:30PM - 4:50PM](#)

PHILOSOPHY

[PHIL 210-3 - History of Philosophy - Early Modern](#)

20 (30940)

[Baron Wayne Reed - TuTh 12:30PM - 1:50PM](#)

The transition from the Medieval to the Modern era in philosophy began, roughly, in the late 16th and early 17th centuries and ended, again roughly, in the late 18th century. New methods of acquiring knowledge, along with a radically different conception of the world, permanently transformed the philosophical enterprise and the broader culture. In this course we will examine the views of some of the most important modern philosophers, especially Descartes, Spinoza, Leibniz, Bayle, Locke, Berkeley, and Hume on the nature of God, causation, substance, mind, knowledge, and the material world. Additional readings will be drawn from Elizabeth, Galileo, Masham, Boyle, Shepard, and Du Châtelet.

[PHIL 270-0 - Climate Change and Sustainability: Economic and Ethical Dimensions](#)

20 (31044)

[TuTh 3:30PM - 4:50PM](#)

[PHIL 357-0 - Topics in Metaphysics and Epistemology](#)

20 (31032)

["The Philosophical Small Picture of Artificial Inte" - Fabrizio Cariani - MoWe 3:30PM - 4:50PM](#)

It is well known that there are many connections between philosophy and artificial intelligence. Most introductions to this topic focus on high-level questions such as: "what would it be to design a system that could be called intelligent?". The present course will bypass these questions and focus instead on more local interactions between philosophy and AI. Among the topics we will cover are: how should intelligent systems receive information from the world? How should they manage this information? How should they structure their own inquiry? Can intelligent systems be creative? And what sorts of normative and ethical principles should they be able to recognize? While there are no formal prerequisites, some willingness to think through formalism is required.

POLITICAL SCIENCE

[POLI SCI 390-0 - Special Topics in Political Science](#)

21 (34693)

["Geopolitics of Energy" - Nicole Louise Weygandt - TuTh 9:30AM - 10:50AM](#)

Energy is one of the driving forces of the modern world. Derived from fossil fuels, nuclear power, and a growing range of alternative sources, energy is tightly linked to economic development and military power. In spite of efforts to achieve "energy independence," no major economy is able to claim energy self-sufficiency. Moreover, energy supply choices have implications for the global climate, while technological innovations are creating new opportunities and risks for governments, firms, and other international actors.

The course draws on an interdisciplinary literature, with the goal of bringing academic research into dialogue with real-world policy problems. It explores such questions as: What factors shape the geopolitical landscape for energy? How have producing/exporting and consuming/importing countries sought to advance their economic and security goals in the energy sphere? What are the prospects for international cooperation on energy and climate governance? While the course does address numerous sources of energy, the primary emphasis is on oil and gas.

SOCIOLOGY

[SOCIOL Sociology- SOCIOL 101-6 - First-Year Seminar](#)

20 (34452)

["War on Science" - Onur Ozgode - TuTh 11:00AM - 12:20PM](#)

In this course we will examine why truth, particularly the scientific kind, has come under assault in recent decades. To explain this perplexing phenomenon, we will focus on a series of controversies ranging from AIDS and Ebola epidemics to autism and climate change. In each case we will study the struggles between different stakeholders, including scientists, politicians, and ordinary people, over different types of claims on knowledge, legitimacy, and authority. We will first concentrate on how experts construct facts and knowledge and use them to persuade the public on a given topic, such as the hazards of the radioactive fallout from the Chernobyl nuclear accident in the late 1980s. Then, we will analyze the ways in which experts coopt lay people

who are directly affected by their activities and ask whether there is any room for empowering ordinary people in the production of expert knowledge. Here, we will take the case of AIDS in the 1980s and analyze how activists and scientists built an alliance to contain the epidemic. Finally, we will venture into why this collaborative strategy no longer works as well in preventing a phenomenon as catastrophic as climate change. In this last part of the course, we will zoom in on the sheer power of money over both politics and scientific truth. We will seek to understand why a new style of politics around denial has become a popular way of resisting authority and power of experts. In addition to climate change denialism, we will examine a range of cases ranging from flat earthers and the tobacco industry to Holocaust and Armenian Genocide denialism.

[SOCIOL 232-0 - Sexuality and Society](#)

20 (34548)

[Tony James Silva - MoWe 2:00PM - 3:20PM](#)

*This course will examine how society shapes sexuality, as well as how sexuality shapes society. Although many consider sexuality to be deeply personal, in fact social context greatly affects how individuals understand and experience sexuality. Questions this course will consider include: What is the relationship between individual identities and practices and broader social, cultural, and structural contexts? How has sexuality shaped political and economic processes? In what ways does sexuality intersect with gender, class, race/ethnicity, geographic location, and nationality? The course will also consider how sexuality is related to different types of social inequalities. At the end of the course students will be able to discuss how studying sexuality helps us better understand complex social processes.

Reading and participation are integral to the course. The final grade will also reflect performance on term papers and exams.

[SOCIOL 355-0 - Medical Sociology](#)

20 (34471)

[Carol A Heimer - TuTh 2:00PM - 3:20PM](#)

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

MCCORMICK SCHOOL OF ENGINEERING

[CIV ENV Civil and Environmental Engineering- CIV ENV 203-0 - Earth in the Anthropocene](#)

1 (33833)

SCHOOL OF COMMUNICATION

[COMM ST 246-0 - Intro to Health Communication](#)

20 (33214)

[Kimberly Brook Pusateri - TuTh 11:00AM - 12:20PM](#)

People who understand communication are uniquely positioned to solve health related problems, and their services are increasingly in demand. As such, this course is designed to familiarize you with the theory and research on communication in health and illness contexts, focusing on how messages from interpersonal, organizational, cultural, and media sources affect health beliefs and behaviors. We will explore communication in health care delivery, health care organizations, as well as health promotion and disease prevention. By taking this course, you will become a more mindful, educated, and effective health communicator.

[CSD 369-0 - Special Topics in Communication Sciences and Disorders](#)

20 (31809)

["Ling and Cult Diversity in CSD" - Viorica Marian - Tu 5:30PM - 8:30PM](#)

This course focuses on linguistic and cultural diversity in communication sciences and disorders. The course will consider theoretical issues (such as the relationship between language and thought), clinical applications (such as bias-free assessment and intervention), and implications for learning (such as academic achievement of multicultural/multilingual populations). Taking into account the rapidly changing population demographics, the objective of the course is to promote cross-cultural competence and understanding of the impact that linguistic and cultural factors have on communication sciences and disorders.

Radio/TV/Film

[RTVF 398-0 - Symposium: Issues in RTVF](#)

20 (33043)

["Media and the Environment" - Jacob Arnaud Smith - MoWe 11:00AM - 12:20PM](#)

How might our understanding of the media change when we approach that topic from an environmental perspective? Media production depends upon the expenditure of large amounts of energy and natural resources. Media devices contain toxins like lead and mercury, and take part in a culture of obsolescence that sends "high tech trash" to the landfill. Media content has often developed in close connection to advertising, and so has taken part in an unsustainable consumer culture. Despite marketing rhetoric that characterizes digital technologies as weightless and virtual, there are significant energy, resource, and labor costs that undergird the Internet. On the other hand, media communication can function to increase awareness about environmental issues, can develop an ecologically-oriented poetics, can aid in the fight for environmental justice, can substitute for other kinds of high-carbon activities like international travel, and can foster communication with nonhumans, as well as a host of other social and cultural benefits.