**SCIENCE IN SOCIETY PROGRAM (SISP)**

**SISP109 Psychology and Technologies of the Self and Social World**
The psychological sciences are generating novel and remarkable understandings of individual minds, social interactions, groups, and institutions, and these findings are being extended to benefit individual and social welfare. As we dwell in a world increasingly understood in psychological terms and managed through psychological technologies, crucial questions warrant attention. What are the implications of adopting these new understandings of self and others? Does this new knowledge change us and, if so, how? How do we assess the consequences of this knowledge as it is implemented in social practices? These questions guide our examination of cases where psychological knowledge has informed new practices and policies. The cases include research on decision-making, integration, positive psychology, psychopharmacology, stress, and attitudes. Also considered will be instances where psychological ideas have been implemented then challenged, including psychosurgery and token economies.

**Offering:** Crosslisting

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-PSYC

**Identical With:** PSYC109

**Prereq:** None

**SISP113 Care and Suffering**
In this introductory course, we will explore the production and representation of human suffering, in addition to the modes of care deployed by humanitarian and global health actors to alleviate the suffering of others. We will begin by examining how suffering, crisis, and emergency are depicted in popular media. We will then consider how anthropologists approach these same topics from critical and applied perspectives. Toward that end, we will see how suffering is inherently social—inextricably connected to cultural, historical, and political-economic contexts—and how cultural frameworks determine which sufferers are deemed most worthy of care and which interventions should be pursued. Finally, we will examine the limits, challenges, and possibilities of care-giving under conditions of resource scarcity. Taken as a whole, the course will invite students to question the creation and reproduction of health disparities while at the same time critically reflecting on dominant norms and forms of “doing good.” As a first-year seminar, this course will also engage students in fostering their skills as academic researchers and writers.

**Offering:** Crosslisting

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-ANTH, SBS-ANTH

**Identical With:** ANTH113, ANTH113, ANTH113, ANTH113

**Prereq:** None

**SISP118 Reproduction in the 21st Century**
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.

**Offering:** Crosslisting

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** NSM-BIOL, NSM-BIOL, NSM-BIOL, NSM-BIOL, NSM-BIOL

**Identical With:** BIOL118, FGSS118, PHIL118, BIOL118, FGSS118, PHIL118, BIOL118, FGSS118, PHIL118, BIOL118, FGSS118, PHIL118, BIOL118, FGSS118, PHIL118, BIOL118, FGSS118

**Prereq:** None

**SISP123 The Magic Bullet: Drugs in Modern America**
Pharmaceuticals are a powerful presence in our daily lives. Turn on the TV for 15 minutes and you are likely to encounter numerous drug ads; scan the news headlines and you are sure to see reports on drug cost debates, latest miracle cures, or jarring tales of terrifying side effects. We look to drugs for everything from curing minor aches and pains to enhancing our personality. Are we hooked on the quick fix? What comes first—the drug or the condition that it is intended to treat? To begin to answer these questions, one first needs to understand something about the dynamic processes through which drugs are developed, manufactured, and marketed. These are the kinds of issues that will come up in the course, as exemplary of the questions that scholars in the social studies of medicine bring to their inquiries.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-SISP

**Prereq:** None

**SISP125 TechnoPrisons: Corrections, Technology, and Society**
The United States currently incarcerates more of its citizens than any other nation; most of them are members of disadvantaged social groups. How does our government practically accomplish mass incarceration? This first-year seminar examines prisons as technologies and the role that specific technologies play in the U.S. prison system. To say that prisons are technologies means that prisons operate as an architectural system that is designed to hold people captive within enclosed social spaces. At the same time, prisons are the location for multiple kinds of technological systems including surveillance systems, biomedical technologies, classification and administrative technologies, and military technologies. This seminar introduces basic concepts within science and technology studies (STS), criminology, and sociology to investigate how prison happens.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-SISP, SBS-SISP

**Prereq:** None

**SISP130 Science and Technology at the Supreme Court in Current Term**
This seminar will introduce students to legal decisionmaking in the context of “disruptive” scientific and technical innovation by considering several cases that will be taken up by the U.S. Supreme Court this term that concern science and technology. To contextualize the specific factual and legal disputes in these cases, students will learn about science, technology, and law as social institutions that shape each other and also shape their constituents and publics. The seminar will further consider the history and theory of the state monopoly on the use of force, which is what will be set into action by the enforcement of these court decisions.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-SISP

**Prereq:** None

**SISP143 Interpreting Life on Mars: Scientific Data and Popular Knowledge**
Few objects of scientific importance can match Mars for sustained public interest on an international scale. From 1609, when Galileo first viewed Mars, to the present-day viewer interest in NASA’s Mars image data on the Web, a significant part of the public’s fascination with Mars has related to its potential as an abode for intelligent life. But why and where did the idea of life on Mars originate? What scientific evidence has been advanced in favor of and against the idea
of life on Mars? How is Mars evidence used by scientific communities, funding bodies, and creators of popular literature and cinema? Instructors will use selected case studies from the history of observations and interpretations of Mars as a starting point for exploring the definition of scientific method, the nature of scientific practice, and the relationships between science and the public. Laboratory work will include mapmaking exercises, telescopic observations, and the examination of rocks and soils that give students a practical understanding of the work done in planetary observation. Students will read and discuss primary historical documents to gain knowledge of the varying themes and economic contexts of Mars research, from 1600 to today. Life on Mars has been the subject of popularization efforts and mass media, from H. G. Wells' popular "War of the Worlds" (1898); Percival Lowell’s "Mars as the Abode of Life" (1908); to films, including "A Trip to Mars" (1910) produced by Thomas Edison, to "Aelita: The Queen of Mars" (1924) and the many science fiction films during the space age. We will explore the nature and significance of these and other cultural representations of Mars to understand better how public perceptions of science are integral to scientific practice and how scientists are transforming our understanding of the planet's history and habitability.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP

SISP202 Philosophy of Science
This course is a fast-moving introduction to the philosophy of science. Topics include the relation between finished theories or explanations and ongoing research; the recognition and dissemination of discoveries; the justification of scientific claims; conceptual and technical (revolutionary) change in the science; the significance of instrumentation, experiment, and artifice in science; the places of laws, models, and causal relations in scientific understanding; and whether various sciences differ fundamentally in their aims, methods, and achievements. Considerable attention will be given to examples of scientific practice, both historical and contemporary.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-SISP, HA-SISP

SISP205 Sciences as Social and Cultural Practices
Philosophers long constructed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP

SISP211 Reproductive Technologies, Reproductive Futures
Though around for more than 60 years now, the reproductive technologies--from contraceptives to gestational surrogacy to transspecies reproduction--still seem as new and as cutting-edge as ever. These technologies promise to reconfigure life as we know it, spawning controversial, and to many, liberating kinship and social formations, harrowing ethical dilemmas, unprecedented reproductive contractual arrangements, and, more recently, a growing market in the transnational traffic of gametes and gestational services. Through feminist, anthropological, and historical lenses, we will contextualize and query this global phenomenon of assisted reproductive technologies (ARTs) with special attention to their social impact on human lives, kinship formation, imaginations of the facts of life, and knowledge/power. We will also consider their uses in neoliberal projects of globalized health, social reform, and economic redress in the global South. Topics include technology and the body; gender, sexuality, and health; race, class, and the biopolitics of reproduction; reproduction and the state; reproduction and the law; reproduction and intellectual property; cultures of reproductive science and medicine; feminist critiques of reproduction.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the twentieth century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST221, ENV211, HIST221, HIST221, ENV211, HIST221
Prereq: None

SISP225 Medicine and Health in Antiquity
What does the Hippocratic Oath reveal about the ethics of ancient medical practitioners? What were the tensions between religious and “rational” models of disease and healing in Greece and Rome? How was the body of the female patient interpreted by the male physician? We will address these questions and others in this course as we trace the development, organization, and influence of ancient medical thought and practice. Texts from classical Greece, Hellenistic Alexandria, imperial Rome, and medieval Islam will be considered.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST222, HIST222, HIST222, HIST304, SISP304, HIST304, SISP304, HIST222, HIST222, HIST304, HIST304, SISP304, SISP304, HIST222, HIST222, HIST304, SISP304, SISP304, HIST222, HIST304, SISP304, SISP304
Prereq: None

SISP222 Disease and Epidemics in Historical Perspective
This seminar examines how concepts of diseases have changed over time in both the West and in some non-Western cultures and how several diseases in particular have reached epidemic proportions from ancient times to the present. These diseases will tentatively include smallpox, plague, cholera, tuberculosis, syphilis, and AIDS, among others. It will provide students with the conceptual tools necessary for the study of diseases and epidemics in history, drawing from modern medical science and epidemiology, as well as from a broad range of historical sources.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST222, HIST222, HIST222, HIST304, SISP304, HIST304, SISP304, HIST222, HIST222, HIST304, SISP304, SISP304, HIST222, HIST304, SISP304, SISP304
Prereq: None

SISP220 Translating Science
This course is geared both to science majors (including pre-meds) and to students with little background in the sciences. Students will practice explaining complex ideas and processes in the sciences to broad audiences; they will also learn to evaluate how well others have done so. Class members with differing backgrounds will help each other to prepare and to revise.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT, HA-WRCT
Identical With: WRCT220, WRCT220
Prereq: None

SISP217 Bioethics and Social Justice
Health has replaced salvation," wrote the 19th-century philosopher of medicine José Miguel Guardia. This course will examine the increasing importance that health, medicine, biotechnology, and health care systems have taken in contemporary societies. Dramatic changes in medicine allow us to prolong life and treat disease in previously unimaginable ways, even as these same changes open the door to new forms of exploitation, violence, racism, and oppression in the name of medicine itself. Our goal will be to grasp the ethical and philosophical significance of these contradictions. We will begin by examining some of the most prominent medical abuses of the 20th-century, including the Tuskegee syphilis trials and the lingering effects of eugenics and Social Darwinism. Then we will consider the mainstream response in U.S. ethics to these abuses—the creation and institutionalization of the discipline of bioethics—and the critics of this response. From there, we will reflect on the limits of the bioethics approach in light of the current global crises of health, life, and medicine. Readings will include selections from philosophical bioethics (including continental approaches, such as Canguilhem, Foucault, and Fanon), the history of medicine, the social sciences, and current journalism.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL217
Prereq: None

SISP216 Metabolism and Technoscience
This course will investigate metabolic processes through the lens of technoscience. Metabolism encompasses all of the biological and technosocial processes through which individual bodies and societies create and use different forms of bionutrients, medicines, toxins, and energy. We will interpret the most pressing metabolic crises facing societies including ecological disaster, industrial food regimes, metabolic health problems, industrial pollution, and drug cultures.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP, SBS-SISP
Identical With: SOC220, SOC220, SOC220, SOC220, SOC220, SOC220, SOC220, SOC220
Prereq: None

SISP215 Metabolism and Technoscience
This course will investigate metabolic processes through the lens of technoscience. Metabolism encompasses all of the biological and technosocial processes through which individual bodies and societies create and use different forms of bionutrients, medicines, toxins, and energy. We will interpret the most pressing metabolic crises facing societies including ecological disaster, industrial food regimes, metabolic health problems, industrial pollution, and drug cultures.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP, SBS-SISP
Identical With: SOC220, SOC220, SOC220, SOC220, SOC220, SOC220, SOC220, SOC220
Prereq: None

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Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL217
Prereq: None

SISP220 Translating Science
This course is geared both to science majors (including pre-meds) and to students with little background in the sciences. Students will practice explaining complex ideas and processes in the sciences to broad audiences; they will also learn to evaluate how well others have done so. Class members with differing backgrounds will help each other to prepare and to revise.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT, HA-WRCT
Identical With: WRCT220, WRCT220
Prereq: None

SISP221 History of Ecology
The word “ecology” has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the eighteenth-
suffering than psychiatry, from the role that psychiatry plays in managing people’s daily lives to the administration of the criminal justice system. We will ask how social and psychic traumas are transformed into discrete psychiatric disorders by exploring the cultural production of diagnostic criteria used to diagnose and the psychopharmacological drugs that are used to intervene on mental states.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Prereq: None

SISP235 Economies of Death, Geographies of Care
Living, dying, and care work are processes often governed by economic logics that render some lives killable and others grievable in global regimes of power. This course explores how theoretical frameworks of “economies of death” and “geographies of care” can help to illuminate how human and nonhuman lives, deaths, and systems of care are intertwined with economic logics. Whose lives are privileged over others and with what consequences? How are certain bodies made killable and others grievable? How do we understand and face care processes of death and dying, and how are these processes often geographically determined? How do we live and die well, give and receive care, and who has this privilege? This class interrogates these and other questions related to how we live and die with others in a multispecies world. With attention to race, gender, species, and other sites of perceived difference, students will gain a nuanced understanding of core themes related to fundamental processes of living, dying, and caring labor. This course asks students to theorize economies of death and geographies of care to understand the deeply political nature of life and death as differential moments on a continuum of being. We focus on key questions related to an affirmative politics of life—in other words, how we should live, how we care and for whom, and how we might foster nonviolent interpersonal life-affirming encounters. Students can expect to explore pressing contemporary issues such as mass incarceration and “social death;” climate change; valuing and commodifying life; breeding and raising nonhuman animals for food; plant consciousness; end-of-life care and euthanasia; and the role of marginalized bodies in biomedical research. The course will be primarily discussion-based.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: FGSS235, FGSS2325, FGSS2323, FGSS2325
Prereq: None

Witnessing, mourning, and haunting are frameworks that make political the lives and deaths of human and nonhuman others. Bringing these frameworks into conversation, this course will explore the following questions: What does witnessing and grieving animal lives and deaths show us about economic logics, racialization, and species hierarchies that form the foundation of contemporary social relations? How does the emotional become political in these contexts? What are the limits and possibilities of witnessing and mourning as political acts? How is witnessing distinct from spectatorship or voyeurism? What power dynamics exist in witnessing? What do different rituals or practices of mourning say about the mourner and the subject being mourned? What further action does witnessing or mourning provoke or demand? How do conceptualizations of haunting help to theorize and inform political practices of witnessing and mourning? Central to these questions is a consideration of the way histories track forward and haunt the present—how racialized, gendered, and anthropocentric histories shape contemporary social and economic relations. The course will use these theoretical frames to explore a series of empirical examples, such as: What does it mean to witness and mourn the settler-colonial histories that haunt the present in daily practices of ranching and farming animals for food? How are settler-colonial histories implicated in the phenomenon of animals killed on roads (innocuously termed roadkill) through the development of the U.S. railroad and interstate highway system and through land use change and habitat destruction? What does witnessing the captive animal in the zoo tell us about the imperialist histories of the zoo where humans and animals have been exhibited? What does witnessing or mourning do for the ghostly specters of “spent” dairy cows (lively-yet-soon-to-be-dead commodities) moving through the farmed animal auction yard and for their commodity afterlives born through slaughter and rendering? How does art act as a form of witnessing, for instance, through photographers such as Chris Jordan documenting the afterlives of plastic in the bellies of albatrosses on Midway Island? Throughout the semester, we will use art, fiction, poetry, and memoir to explore these concepts of witnessing, mourning, and haunting in the context of animal lives and deaths. The course will be heavily discussion-based.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Prereq: None

SISP242 All Our Relations? Kinship and the Politics of Knowledge
What can imaginations and practices of kinship teach us about our worlds, our bodies, ourselves, and others? Everything, according to feminist anthropologists, because all “big ideas” can be found in the everyday details of how peoples, communities, and nations think, do, and regulate “relatedness.” This course explores this claim in historical and cross-cultural perspective, tracing the rise of kinship studies in anthropology; feminist revisions of kinship’s intersections with gender, race, sexuality, class, and nation-building; and how reproductive, cloning, and Internet technologies are today reconfiguring imaginations of kin and kind. We’ll also discuss imaginations of cross-species kinship with our fellow animal critters and companion species.
SISP245 Ethnography and Design
Exercising humility and developing methods of meaningful engagement are essential to becoming an effective ethnographer and designer. Collaboration with users provides knowledge that allows designers to imagine artifacts, places, and systems that are thoughtfully enhanced or radically new. This course rethinks power dynamics to better understand how to design both for and with other people. With successful completion of this course students will be able to demonstrate competence in developing, refining, and communicating research interests in a committed, reflexive manner. They will gain an understanding of the strategic and tactical value of design and a sense of the practical problems involved in realizing design solutions and responses that are attuned to the needs of both an institution and individual users. Students will gain experience not only in theoretically framing social and political issues as these are expressed through design, but also in understanding the methodological tools needed to translate problems into creative interventions that are user-centered and compassionate.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: CSPL245
Prereq: None

SISP253 Science and/as Literature in Early Modern England
Seventeenth- and 18th-century England saw the development and popularization of the "new science." Microscopes, telescopes, airpumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. This course will trace the literary reaction to these cultural changes. A female natural philosopher wrote utopian science fiction, and Jonathan Swift satirically skewered mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century's end, William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature—considering, say, Francis Bacon's symbolically fraught "idols" and Robert Boyle's "literary technology," the role of poetry in spreading scientific ideas, and the importance of analogy and metaphor to the very logics that structured scientific thought. The disciplines of science and literature were not as clearly separated in this period as they are now, and we can better understand both by exploring their intersections.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Identical With: SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

SISP254 Science in Western Culture
This course offers an introduction to the history of the sciences between the late seventeenth and early twentieth centuries, with the aim of understanding the varied ways of knowing that have come to be called "science," and how they have attained such an important status in shaping modern Western culture. To do so, we will both investigate key intellectual developments—such as Newtonianism, theories of energy and matter, and the rise of evolutionary thought—and consider these ideas in the cultural contexts in which they developed, in order to better understand how people have "done science" in different times and places.

Throughout we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH, SBS-ANTH
Identical With: ANTH242, ANTH242, ANTH242, ANTH242, ANTH242
Prereq: None

SISP255 Getting a Bigger Picture: Integrating Environmental History and Visual Studies
This interdisciplinary course approaches the history of environmental policy and opinion-making through a frame that takes seriously the rise in power accorded to visual imagery and visual practices (including photography, digital image production, film and new media) in modern society. The course introduces students to key landmarks in the visual history of environmentalism spanning a time period from colonial America to the recent past, focusing both on images of nature and on the nature of images.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-ENV5, SBS-HIST
Identical With: HIST254, HIST254, HIST254, HIST254
Prereq: None

SISP256 Race and Medicine in America
This course will trace ideas of race in American medical science and its cultural contexts, 1840s-present. We will explore how configurations of racial difference have changed over time and how medical knowledge about the body has both influenced, and helped to shape, social, political, and popular cultural forces. We will interrogate the idea of medical knowledge as a "naturalizing" discourse that produces racial classifications as essential, and biologically based.

We will treat medical sources as primary documents, imagining them as but one interpretation of the meaning of racial difference, alongside alternate sources that will include political tracts, advertisements, photographs, newspaper articles, and so on. In doing so, we will make use of the archival materials at Wesleyan's library, and students will be responsible for collecting and displaying their own primary document evidence to contribute to the course.

Key concepts explored will include medicine under slavery, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, transracial adoption and surrogacy, intersections of race and disability.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
to answer these questions, we will consult a wide range of interdisciplinary
and human life, and what kinds of relationships exist between the two? In order
others not? What do these formulations tell us about our valuation of animal
in biomedicine? What makes certain species “proper” research subjects, and
the animal? Or, what ethical justifications have been cited in the use of animals
defined? By intelligence or consciousness levels? By physical capabilities
progress and popular culture as mutually constitutive. We will consider topics
consideration of medical, scientific, and technological advances, and their effects
on living beings. At the same time, we will pay close attention to the cultural
of medicine. Though much of the focus will be on the American context, a
thorough exploration of these issues, particularly in the 20th century, will require
us to venture far beyond our national borders.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP

SISP259 Discovering the Person
This course surveys major developments in psychology and psychiatry from
1860 to 1980. Through readings and lectures, the course introduces the major
schools, theories, and systems in the American “psy” sciences. We examine
the kinds of persons who were “discovered,” the techniques of discovery, the
extensions of psychological ideas to institutions and policy formulations, and
the consequences of these discoveries for public as well as private life. We
examine characteristics of the new persons who were located, catalogued,
and explained by these sciences including irrationality, sexuality, cognitive
powers (and failabilities), personality types, emotional processes, neurotic
behaviors, intelligence, addictive tendencies, and a receding if not nonexistent
will. Attention is also given to the scientific grounds for investigating persons
(from realist to dynamic nominalist and social constructionist), the evidence
sought in the century-long process of finding and naming psychological kinds,
and the modes of producing this knowledge (aggregate methods, case study,
and theories). Readings include primary source documents, histories of the
disciplines, and philosophical analyses.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Identical With: PSYC259, AMST259, PSYC259, AMST259, PSYC259, AMST259,
Prereq: PSYC105

SISP260 Bio-ethics and the Animal/Human Boundary
In this course, we will explore the construction of the animal/human boundary
through the lens of bioethics. We will define bioethics as the study of the ethical
consideration of medical, scientific, and technological advances, and their effects
on living beings. At the same time, we will pay close attention to the cultural
contexts in which these advances emerge, imagining the realms of scientific
progress and popular culture as mutually constitutive. We will consider topics
such as cloning, organ transplantation, pharmaceutical testing, and gestational
surrogacy, with a focus on the late twentieth and early twenty-first centuries.

We will begin by interrogating how ideas of the “animal” and the “human” are
constructed through biomedical and cultural discourses. We will ask: how is the
human defined? By intelligence or consciousness levels? By physical capabilities
or esoteric qualities? Similarly, how has the human been defined against ideas of
the animal? Or, what ethical justifications have been cited in the use of animals
in biomedicine? What makes certain species “proper” research subjects, and
others not? What do these formulations tell us about our valuation of animal
and human life, and what kinds of relationships exist between the two? In order
to answer these questions, we will consult a wide range of interdisciplinary
scholarship, from authors in the fields of Animal/ity Studies, bioethics and
medicine/science history, sociology, anthropology, and philosophy. Students will
also be exposed to the basics of biopolitical theory.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Identical With: AMST260, AMST260, AMST260, AMST260, AMST260, AMST260,
Prereq: None

SISP262 The Sociology of Medicine
Why do we trust our doctors? Is it because of the knowledge they possess, the
demeanor they cultivate, the places in which they work, or the institutions they
represent? This course is an introduction to social studies of health and illness.
We will explore how different forms of medical authority are encouraged or
undermined through the efforts of big organizations (such as drug companies,
insurance providers, governments, and professional associations) and the
routines of everyday life (such as visits to the doctor’s office and health advocacy
efforts). We will also consider how inequalities and biases might be built into
medical knowledge and institutions and examine what happens when citizens
question medical authority through social movements. The readings will focus
on modern Western medicine, but we will also read several historical and cross-
national studies for comparison. The course does not require science training.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP, SBS-SISP, SBS-SISP
Identical With: SOC259, AMST272, SOC259, SOC259, SOC259, SOC259,
AMST272, SOC259, SOC259, SOC259, AMST272, SOC259, SOC259, SOC259,
SOC259, AMST272, SOC259, SOC259, SOC259, Prereq: SOC151

SISP264 Social and Cultural Studies of Science
This course provides a survey of theories and methods attending the social and
cultural study of science and technology. Students will consider the role of design
(such as by engineers) and use (such as by consumers), and will learn historical
perspectives that frame the question of whether scientific and technological
innovation, and the social and cultural configurations involved, are really “new.”

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Prereq: None

SISP266 Primate Encounters
What does it mean to see ourselves as primates, as close evolutionary relatives
to other great apes and distant kin to old-world and new-world monkeys? In this
course we will explore the wide-ranging philosophical implications of answers to
this question by examining the evolution and behaviors of other primates, the
ideas and assumptions (often gendered) of primatologists watching primates,
and the thoughts of observers of the primatologists watching primates. We will
pursue topics in the philosophy of science, philosophy of mind, and ethics.
We will adopt a largely comparative perspective and examine philosophical,
scientific, psychological, and popular writing (as well as films). We will end the
course exploring how seeing ourselves as pimates might have implications for
the survival of our primate kin, and, ultimately, our own survival.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL, SBS-PHIL
Identical With: PHIL266, ENV5266, PHIL266, ENV5266
Prereq: None
SISP271 Japan and the Atomic Bomb in Historical Perspective
The dropping of the atomic bombs on Hiroshima and Nagasaki in August 1945 was a pivotal moment in the 20th century. This course examines how Japanese history and the history of science and technology came to intersect at this time. It begins by examining the emergence of Japanese imperialism in the 19th century and how that led to Japan's war with the United States. Separately, it also examines the development of nuclear physics and the technology that created the bombs. It then looks at the political and cultural dimensions of these bombings, raising the question to what degree the bombs led to Japan's surrender and the impact the bombs had on both the Japanese and American peoples.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST271, CEAS270, HIST271, CEAS270, HIST271, EAST270, HIST271, CEAS270, HIST271, CEAS270, HIST271, EAST270
Prereq: None

SISP276 Science in the Making: Thinking Historically About Science
This course introduces students to a range of perspectives—drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others—on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. Topics covered include scientific instruments and technology; the significance of the place where science is done (from laboratories to outer space); scientific “popularization”; science, visual culture, and cinema; gender, race, and science.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

SISP277 Life Science, Art, and Culture, Medieval to Present
This seminar introduces students to the study of visual images and image production in the history of the life sciences and medicine. We will look at and discuss scientific and medical illustrations made from the Middle Ages to the present day, including topics such as the artistic activities of Leonardo da Vinci; the drawings made by English Renaissance naturalists; the impact of an expanding print culture on scientific illustration; early modern European anatomical drawings; images of gender; the role of gardens, libraries, and museums as international centers for specimen collection and artistic production; art and European travel; mapping and imperialism; anatomical atlases; ethnographic film; photography and the American West; modern medical imaging (especially PET and CAT scans); and scientific imaging in the age of computer technologies. This seminar is especially keyoned to students interested in in-depth exploration of the intersections of art and science.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST177, HIST177
Prereq: None

SISP281 Post-Kantian European Philosophy
In this study of 19th- and 20th-century philosophy in Europe (primarily France and Germany), special attention will be devoted to the interpretation of science and its significance for understanding the world as distinctly modern and ourselves and the world as natural (or as transcending nature). Related topics include the scope and limits of reason, the role of subjectivity in the constitution of meaning, the place of ethics and politics in a science-centered culture, and the problems of comprehending historical change. Philosophers to be read include Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Weber, Habermas, and Foucault. The course is designed to introduce students to a very difficult but widely influential philosophical tradition and will emphasize close reading and comparative interpretation of texts. This course meets the Social, Cultural, and Critical Theory certificate’s requirement in philosophical origins of theory.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL, HA-PHIL, HA-PHIL
Identical With: PHIL258, PHIL258, PHIL258, PHIL258, PHIL258, PHIL258, PHIL258, PHIL258
Prereq: None

SISP283 What is Rationality?
What does it mean to be rational? Although this question has traditionally been the province of philosophy, reference to reason and rationality is also pervasive in the modern social and behavioral sciences. Humans are rational creatures—or if they are not in practice, they should be. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time, and critically examining its significance in the sciences and broader culture today. From the role of reason in human flourishing and civic discourse in the ancient world, to early modern conceptions of logic as “the art of thinking,” to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several interlocking themes: the relationship between reason and other facets of the mind, especially emotion; conceptions of reason as an evaluative versus a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST283, PHIL154, HIST283, PHIL154, HIST283, PHIL154, PHIL283, PHIL154, HIST283, PHIL154, HIST283, PHIL154, HIST283, PHIL154, HIST283, PHIL154, HIST283
Prereq: None

SISP285 History of Science and Technology in Modern China
Science, technology, and medicine played an integral role in the China’s transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of science, technology, and medicine. We will learn to explore science, technology, and medicine in China on “its own terms” by understanding how the unique political and social challenges of modern China shaped Chinese science.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST386, CEAS222, HIST386, CEAS222, HIST386, CEAS222, HIST386, CEAS222
Prereq: None
SISP286 Philosophy of Mind
This course will examine several questions about the nature of the mind, such as the relationship between mind and body, the ontological status of the mind, and the nature of our access to mental states. Twentieth-century approaches to the mind, including behaviorism, reductive and eliminative materialism, functionalism, artificial intelligence, and cognitive science, will be examined against a backdrop of Cartesian assumptions about the nature of the mind and our ways of knowing it.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL, SBS-PHIL
Identical With: PHIL286, PHIL286, PHIL286, PHIL286
Prereq: None

SISP287 Science in Modernity and After: 20th-Century Science and Technology
This course will examine the intertwined histories of science and technology during the 20th century and beyond through the lens of three key technologies: nuclear weapons, computers, and recombinant DNA. By examining the intellectual, cultural, and social context out of which these technologies emerged and in carrying their story forward almost to the present, the course aims to understand the changing nature of science and technology in modernity and postmodernity.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT, SBS-GOVT
Identical With: HIST287, HIST287, HIST287, HIST287
Prereq: None

SISP289 Ritual, Health, and Healing
Modern medicine in its colonial and postcolonial history has long imagined itself in opposition to ritual and religious healing and as progress over "traditional" medicine. In this course, we will problematize this narrative historically, ethnographically, and methodologically. We will explore on the one hand the moral and material worlds of ritual and religious healing in a variety of settings and, on the other, the phenomenologies and politics of encounter between local systems of healing and state-sponsored medicines increasingly intent in the present moment on promoting secular and neoliberal models of global health and civil society. Topics include the intersections of illness, subjectivity, and socio-historical experience; spirit possession; shamanism; indigenous medicine; gender and healing; epistemologies of embodiment; colonialism and affliction; and alternative medicine.

In addition, through a weekly movement lab and because the body is so integral to human ritual, health, and healing, we will use physical explorations, exercises, and improvisations as an additional means of inquiry into concepts significant to the study of ritual and healing. Putting texts, con/texts, and soma in conversation, we will explore questions like: What kinds of mode of knowing are rituals? Why are bodies and embodiment so critical to healing rituals? How do rituals heal and what do they heal? What can rituals contribute to the health of individuals and communities as a political project? And how do rituals talk back to hegemonic systems?
Offering: Crosslisting
Grading: A-F
Credits: 1.50
Gen Ed Area: SBS-ANTH, SBS-ANTH, SBS-ANTH
Identical With: ANTH289, ANTH289, ANTH289, ANTH289, ANTH289, ANTH289
Prereq: None

SISP300 Reading Medical Ethnography
This seminar examines foundational books in medical ethnography. Students will compare different ways of approaching the study of health and illness through observations, interviews, and personal reflections. The course will look at the main issues that have motivated ethnographers to study medicine through fieldwork. We will use these texts as springboards to consider how authors’ research methods, research questions, and writing styles reflect the politics of science and the state. We will explore, for example, the changing ways in which ethnographers have viewed their own place within the social worlds they study. The course will prepare students to research and write their own medical ethnographies in future semesters.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP
Identical With: SOC318, SOC318, CHUM300, AFAM300
Prereq: None

SISP303 Matter, Community, Environment
In recent years, it has become increasingly difficult to consider human communities without also considering questions of “nature” or “environment.” Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no “nature” or “society”—only the Anthropocene; and, drawing from the former two positions, Object Oriented Ontology conceives of ideas (such as “community” or “society”) as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on “us” as humans in the first place, but even outside a focus on sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM, HA-CHUM, HA-CHUM
Identical With: CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303, CHUM305, ENGL302, COL303
Prereq: None

SISP304 Disease and Epidemiemics in Historical Perspective
This seminar examines how concepts of diseases have changed over time in both the West and in some non-Western cultures and how several diseases in particular have reached epidemic proportions from ancient times to the present. These diseases will tentatively include smallpox, plague, cholera, tuberculosis, syphilis, and AIDS, among others. It will provide students with the conceptual tools necessary for the study of diseases and epidemics in history, drawing from modern medical science and epidemiology, as well as from a broad range of historical sources.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST222, SISP222, HIST222, SISP222, HIST222, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304, SISP222, HIST222, SISP222, HIST222, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304, SISP222, HIST222, SISP222, HIST222, HIST304, HIST304, HIST304, HIST304, HIST304, HIST304
Prereq: None

SISP305 Moral Ecologies and the Anthropology of Vitality
What is vitality? How is vitality nurtured? What hinders vitality? How might we participate in the flourishing of all life? This course will explore the “anthropology of vitality” to designate a body of emerging literatures in anthropology,
Science, religious studies, human geography, and ecological humanities centered on questions of the health, wealth, and vitality of communities understood to include both the human and the non-human worlds. Much of this literature is emerging in response to the intertwined global crises of social and environmental justice and a corresponding and urgent call for a new ethics. We will approach these concerns as an issue "moral ecology" in response to Michel Foucault's point in THE ORDER OF THINGS (1970) that "modern thought has never been able to propose a morality." The authors we will read work across the nature-culture ontological divide by expanding modes of reasoning to bring together, for example, medicine and ecology, ritual and environment, nature and morality, politics and religion, cosmology and pragmatism, gift-exchange and the production of wealth, regeneration and death, knowledge and ethics. Topics include: the meanings of prosperity and vitality, moral idioms of nature, animism, epistemologies of embodiment, ecological and cosmological reasoning and systems of classification, relational ontologies, death, waste and pollution, ecology and healing, ritual and world-making.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ENV, SBS-ENV, SBS-ENV
Identical With: ENVS305, ANTH303, ANTH303, ENVS305, ANTH303, ENVS305, ANTH303, ENVS305, ANTH303, ANTH303, ENVS305, ANTH303, ENVS305, ANTH303, ENVS305, ANTH303
Prereq: None

SISP306 Disease, Health and Power in Latin America, 1850-1990
When we think of historical change, we often look to people, wars, and discovery as key "moments" in history. Yet, we often overlook "biological" agents of change. Diseases, next to man, has been one of the greatest changers in human history. Smallpox, for example, a disease that is now vaccinated, decimated Mesoamerican societies after the arrival of the Spanish to the Americas. In the late 1800s, developments in contagion theory spurred the development of the modern state and the professional medical field. Phrases such as, "hygiene," "germs," and "cleanliness" became common phrases that were given class, gender, and socioeconomic connections. The state equated healthy citizens as proper modern citizens and as examples of national development. Disease was equated with rural, economic, racial, and social backwardness that required transformation from the state. Often detrimental to long term health, DDT spraying and the poisoning of the environment became common place. With the rise of globalization, diseases and health became global problems that united some nations and purposely excluded others. With this, the goals of "assisting" and "healing" became proxies for periods of neo-colonialism and questionable medical testing among unsuspecting populations. This course will examine some of the most recent medical scholarship and provide students with an understanding of where the field of medical history in Latin America is heading.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST, SBS-LAST, SBS-LAST
Prereq: None

SISP307 The Economy of Nature and Nations
On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek oikos, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the oikos over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, it explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

SISP310 Transnational Comparison of Technology Regulation in the U.S. and Europe
A key insight of the sociological study of science is that science and technology are social and cultural as well as scientific and technical things. This relativist philosophical stance has generated a robust research program into what science and technology are in social and cultural context. This course on the social and cultural study of science and technology will teach the theory and practice of transnational comparative research, drawing both on classical and new texts in the field, and on the professor’s own experience studying technology in two different national contexts (the U.S. and Denmark).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Prereq: SISP262 OR SISP264

SISP312 Farming in America
From the Whiskey Rebellion to the Farm Bill, populism to contemporary food politics, farming and rural life have figured prominently in U.S. cultural, political, and economic discourse. However, despite the centrality accorded the yeoman farmer in the national narrative, agrarian ideals and rural realities have often been at odds. This course explores the historical role of rural landscapes, people, and livelihoods in the life of the American nation, and the debates that have been waged on their behalf. Reading a mix of primary and secondary sources, we will consider how Americans’ past and present have answered such questions as: Is rural life inherently virtuous? Is there a moral obligation to save the family farm? Can we have democracy without landowning farmers? What is the relationship between agriculture and the rest of the economy? Are agriculture and industry oppositional or complementary? We will also examine how Americans have used farm policy and rural reform to advance an array of political, social, economic, and environmental agendas.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST312, HIST312, HIST312, HIST312, HIST312, HIST312
Prereq: None

SISP313 Bodies of Science, Bodies of Knowledge
This seminar explores scientific, medical, and anthropological constructions of the body with the aim of jostling reductive representations of bodies as entities that end at the skin and simply house minds. Readings will be interdisciplinary, from critical medical anthropology, feminist science studies, philosophy, and other disciplines interested in the body. We’ll put our minds together to think about how imaginations of embodiment tie to political and knowledge-making
projects both of domination and of resistance and what it means for a range of actors to live in bodies at the turn of the third millennium.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH, SBS-ANTH, SBS-ANTH
Identical With: ANTH312, FGSS312, ANTH312, FGSS312, ANTH312, FGSS312, ANTH312, FGSS312, ANTH312, FGSS312
Prereq: None

SISP314 Theories in Psychology
Theory is a central tool in psychology, directing empirical investigations and interpretations of human action. Psychology theory likewise has come to significantly guide social policy and personal understandings of human actions. This course introduces the practice of theory construction and appraisal. We will ask, What is a good psychological theory, what are its origins, and how should it be appraised? The theories to be considered include classic works from learning theory to psychoanalysis, mid-range theories such as dissonance, mass action, script, and role theory, and contemporary theories emerging in social psychology, cognitive psychology, emotion research, and neuroscience.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Identical With: PSYC314, PSYC314, PSYC314, PSYC314
Prereq: None

SISP315 The Health of Communities
Our focus will be on understanding the role of social factors (such as income, work environment, social cohesion, food, and transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. We explore the concept of social medicine, the importance of vocabulary and the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at the Community Health Center (CHC) of Middletown.

Offering: Crosslisting
Grading: A-F
Credits: 1.25
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SOCY315, SOCY315, SOCY315, SOCY315, SOCY315, SOCY315, SOCY315, SOCY315, SOCY315, SOCY315
Prereq: None

SISP316 Global Biopolitics
This advanced seminar explores health and disease as issues of global political importance. The course covers both the theoretical roots of the concept of biopolitics and empirical studies of biopolitics in action. We focus on some of the most salient contemporary issues within global health including the politics of clinical trials, population control, and infectious disease containment.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Prereq: None

SISP317 Disability, Embodiment, and Technology
In this course, we will explore the relationship between the body and technology through the lens of disability studies scholarship. We will address the following questions: How is the dis/abled body imagined in technological discourse? How have technological advances transformed understandings of the dis/abled body? How have attempts to surpass physical limitations—from issues of accessibility to assistive technologies (such as cochlear implants and prostheses)—transformed definitions of disability? How do bodily norms shape constructions of disability, and how do other categories of difference—including race, gender, and sexuality—work to constitute ideas of able-bodiedness? Finally, how does the treatment of disabled bodies, and their relationship to technological progress, speak to broader anxieties about the nature of human embodiment in the modern world?

To consider these and other questions, we will consult a wide range of texts, focusing primarily on disability studies scholarship, but also including perspectives from scholars of law, history, ethnography, queer studies, critical race studies, and science and technology studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: AMST317, AMST317, AMST317, AMST317
Prereq: None

SISP318 Critical Global Health
What does it mean to approach global health as not an applied science but an ethnographic object? This course will explore this question by bringing critical, social science perspectives to bear on global health issues and interventions. It covers three areas of scholarship. First, we will examine the processes by which social inequalities produce patterns of health and disease in globalizing contexts. This will be followed by an interrogation of the term “global health,” in which we will trace its emergence as a discourse and enterprise and unpack its contested meanings. While some view global health as a clinical practice, others conceptualize it as a business, security concern, charitable duty, or human right; yet another camp probes the term’s ideological construction. We will consider how such vantage points are underpinned by cultural assumptions and ethical agendas that, in turn, can determine how, and to whom, care is delivered. As a third area of inquiry, we will investigate the implications and unintended effects of doing global health by probing such questions as, When are good intentions not good enough? How useful is biomedicine for alleviating locally-defined problems? Under what conditions does global health exacerbate the social inequalities it seeks to overcome?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH
Identical With: ANTH316, ANTH316, ANTH316, ANTH316
Prereq: None

SISP320 Life and Death: Biopower and Necropower
This seminar examines how science and technology shape the politics of life and death. From the moment of conception to the postmortem state and beyond, we will consider how science and technology have become handmaidens to life and death, impacting the social, legal, and ethical frameworks we use to define what constitutes the space between “alive” and “dead.” Using theories of biopower and necropower as our guides, we will cover a diverse set of themes including sexual reproduction, birth, population, toxicity, decay, genocide, mortality, and the afterlife.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP
SISP321 BioFeminisms: Science, Matter, Agency
This course rethinks feminism’s relationship to nature, the body, and biological matter in light of new considerations of ontology in science studies, cultural studies, and feminist thought. We will read contemporary treatments of science, of Darwin and evolutionary theory, of neurobiology and epigenetics, and other fields and disciplines that consider biological matter, and think about them in feminist and queer frameworks. Readings will include “new materialists” alongside other works on the “new biology” and the “new sciences”; we will also revisit some second- and third-wave feminism. The course raises issues that challenge traditional boundaries of the body and self, conventional ideas of agency, and dualisms of mind/body. Readings include works by Donna Haraway, Anne Fausto-Sterling, Elizabeth Grosz, Karen Barad, Vicki Kirby, Elizabeth Wilson among others.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS, SBS-FGSS, SBS-FGSS, SBS-FGSS
Prereq: None

SISP324 Race and the Enlightenment: A Historical and Philosophical Enquiry
It was during the Enlightenment Era (c. 1760-1800) that scientific reasoning, a belief in progress, and new claims on personal and political liberty swept away a tenacious medieval worldview. It was also during this era, however, that the notion of race crystallized in European and North American thought. Today, we still live with implications of this major shift, be it in classification schemes, anatomical prejudices, or ethnographical myths. This is particularly true for Africans or people of African descent. This class will bring some of the Enlightenment’s most prominent thinkers into dialogue with the emergency of the concept of race theory. In particular, we will focus on the clash between the Enlightenment era’s belief that “all men were created as equals” and the various ways that the Black African came to be studied within “natural history” and various philosophical models. This historical backdrop will lead us not only to a discussion of the economic imperatives of human slavery but to a series of contemporary reflections on the status of the Enlightenment put forward by postcolonial critics. Note: This class is offered in the context of the Wesleyan’s Center for the Humanities’ “Grand Narratives/Modest Proposals” theme and speakers series during the Spring 2018 semester.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS, SBS-FGSS
Identical With: AFAM325, CHUM324, FIST325, AFAM325, CHUM324, AFAM325, CHUM324, FIST325, AFAM325, CHUM324
Prereq: None

SISP325 Sociology of Medicine, Health, and Illness
This course will address the sociology of medicine, health, and illness from a range of critical perspectives and theoretical vantage points, including feminist social constructionism, actor network theory, the governmentality literature, queer theory, neo-materialist feminism, and disability studies. We will examine current manifestations of medicalization, health and illness, and biosociality as social products of the neoliberal context, and pursue both illness and disability as sites of social struggle. We will consider the promise and limits of social constructionism in understanding the sick body and the disabled subject; we will address the medicalization of impairments as well as trends in psychiatry; we will look at the emerging transnational trade in organs, cell lines, and bioinformatics and consider how sociological frameworks can contributing to understanding these.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS, SBS-FGSS, SBS-FGSS
Identical With: FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325, FGSS325, SOC325
Prereq: None

SISP335 Race, Science, Gender, and Species
What does it mean to be “human” or “animal”? How are these categorizations and contestations surrounding humanity and animality a concern for feminist and critical scholars? How does critical theory help us to understand the (at times) uneasy intersections—or “dangerous crossings,” as Claire Jean Kim calls them—where race, species, gender, and theories of science intersect to formulate ideas about humanity and animality? What theoretical and practical possibilities arise from exploring these intersections? This course explores these questions, curating a conversation about how theories of science shape ideas about race, gender, and species.

The seminar begins with Donna Haraway’s now-classic Primate Visions as an introduction to the ways in which race, species, and gender are entangled with views of modern science. In many ways, this text touches at least briefly on all the themes we will be exploring throughout the semester. From there, we consider posthumanist theory—its possibilities and its limits. The second part of the course engages with black feminisms and what it means to be human, how the human is a site of political contestation, and how biopolitical negotiations shaped live experience and structural processes. Part three engages with exciting new work that sits at the nexus of critical race theory, postcolonial studies, and critical animal studies to explore what insights these intersections generate. The fourth part of the course turns to the emergent field of postcolonial animal studies that, at its core, addresses questions about race, empire, coloniality, and...
power in multispecies contexts. Finally, the course concludes with a collectively curated selection of readings, to be determined by seminar members.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS, SBS-FGSS
Identical With: FGSS330, FGSS330, FGSS330, FGSS330
Prereq: None

SISP331 Perspectives on Mountaintop Removal: Origins, Techniques, and Impacts
This multidisciplinary seminar will examine mountaintop removal mining using several approaches. These include the historical, to examine its development from its origins to the present; geographic, to determine how it changes not just the topology but also networks of traffic and demography; technological, to understand the various technologies this mining practice utilizes; ecological, to explore the broader environmental impact it has locally, regionally, and even more broadly; public health, to determine the impact this practice has on the health of people both near and far from the mining sites themselves; economic, to establish both the benefits and the long-term costs; and literary and artistic, to utilize the creative works that focus on mountaintop removal mining and its consequence. As a final project, students will produce an essay or multimedia project that will become the core of a website that will also include photographs by the instructor. During the first six weeks of the semester, an integral part of the course will be movement workshops led by Eiko Otake, who, with Johnston, has previously co-instructed a course on the history of the atomic bomb. One goal of the movement workshop is to demonstrate how much of our learning process is as much physical as it is mental; another is to integrate course themes through nonverbal learning.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ENV, SBS-ENV, SBS-ENV
Identical With: ENVS331, HIST331, ENVS331, HIST331, ENVS331, HIST331, ENVS331, HIST331
Prereq: None

SISP336 Science and the State
Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry such as demography, economics, geography, and ecology substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructure development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have used science-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructure development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions among expertise and democracy, secrecy, and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST336, AMST347, HIST336, AMST347
Prereq: None

SISP338 Masculinity
Masculinity and the broader subject of the psychology of men often stand as unmarked categories in psychology and the human sciences generally. The course surveys psychologies of masculinity, including psychoanalysis, evolutionary notions, cognitive models, and queer theory. Consideration will be given to historical and cultural dynamics of masculinity. We ask how the psychological attributes associated with the masculine relate to private life and public spaces, notably commerce, science, and political affairs. We consider, too, the claims of the masculine epistemic grounding of the science and the "natural" status of masculine human kinds.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC
Prereq: PSYC105 OR [FGSS209 or ENGL208] OR PSYC105 OR FGSS209 OR [PSYC290 or FGSS290] OR [BIOL148 or FGSS148] OR FGSS209 OR [SOC228 or FGSS231] OR [ANTH312 or SISP313 or FGSS312] OR [SISP202 or PHIL287] OR [SISP205 or PHIL288 or ENV5205]

SISP340 The History of Rationality: From Moral Philosophy to Artificial Intelligence
What does it mean to be rational? The question traditionally has been the province of philosophy, of treatises on logic, ethics, and scientific methodology; yet rationality is also pervasive in modern social and behavioral sciences. Economic theory typically assumes that humans are in some sense rational choosers, and cognitive scientists frequently explore just how rational (or more commonly, irrational) our decision making actually is. Moreover, the central problems of rationality—what guides human thought and action, and what should guide it?—are the subject of anything from legal codes and books of etiquette or manuals for auctioneers. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time and critically examining its significance in the sciences and broader culture today. From early modern conceptions of logic as “the art of thinking” to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several themes: the relationship between reason and other facets of the mind, especially emotion; rationality and gender; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST340, HIST340
Prereq: None

SISP344 The Rise of the Neurosciences
This course examines the expansion and proliferation of the neurosciences from the early modern period to the present. We will investigate the recent claim that we are living in the midst of a "neuro-revolution" with vast social, political, and economic consequences around the globe. Yet at the same time, we will look to the past for similar moments of transition and transformation of the modern sciences abetted by experiments on the nervous system. Students will analyze texts from Descartes to Damasio, paying attention to the rhetorical explanatory power of certain epistemic objects and instruments—samples of brain tissue, synaptic networks, clinical case histories, MRI scans—as well as the institutional power-shifting that sanctioned research practices such as vivisection, phrenology, electrophysiology, and functional imaging. Through our reading of primary sources by philosophers and physicians and secondary sources by historians and
sociologists, this course will explore what is at stake in the “neuro-turn,” and why it provokes such a mixed reaction of hope and hype, then as well as now.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC

AMST353 Health, Illness, and Power in America
In this class, we will explore the interlocking histories of health, illness, and power in America over the course of the past 200 years. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body.

Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic, and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the “unhealthy” body.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST

SISP365 Nature Description: Literature and Theory
What happens to the world when we describe it using language? What happens to language? Do different modes of description and figurative language do different things to the world? Might we think of such modes--and the literary genres that offer them--as tools that help us approach and understand nature? And in what ways do these modes and the unexamined assumptions that structure them limit what we can see? How much can we really know about nature as it is in itself, outside of our representational strategies? Further, how have modes of description changed over time, and how can we today learn from studying other ways of understanding how language reflects, touches, and transforms the material world?

This course will grapple with big questions about matter, language, literary form, and human minds--as well as the complex interactions between and among these. We will read both literature and theory, and students will have the opportunity to participate in some relevant Center for the Humanities events probing the ways we understand the material world.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL

SISP370 Disease and Health in Modern Asia
While this course might seem highly focused and specialized at first glance, it is intended for students of all majors and backgrounds. It has two main goals. The first is to explore the influence of epidemics and diseases more broadly on the course of East Asian history while keeping a global context in mind. The focus is on China and Japan, but Korea will be included when possible. The second is to consider how historically, diseases and epidemics are best understood through multiple disciplinary approaches, including biology, epidemiology, anthropology, sociology, and iconology. Colonialism and empire--both Western and Japanese--are, of course, underlying themes throughout. We will examine several important historiographical and methodological approaches as well as some basic issues in the history of science and some important examples of specific diseases such as cholera, tuberculosis, and plague from different approaches using both secondary and primary sources.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST

SISP373 Religion, Science, and Empire: Crucible of a Globalized World
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters...
with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistememes.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI373
Prereq: None

SISP374 Food Security: History of an Idea

The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of "food security" as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST374, HIST374, HIST374, HIST374
Prereq: None

SISP375 Histories of Race: Rethinking the Human in an Era of Enlightenment

A spurious abstraction when it was first “invented” during the 18th century, the concept of race has nonetheless forever left its imprint on history, not to mention the human condition. This class will interrogate the conceptual status of race in two ways. In seminar, we will chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. During this broad assessment of the era’s proto-raciology, we will examine several competing histories of race, including religious accounts of race, anatomical understandings of race, conjectural histories of humankind, and the rise of conceptual classification schemes of humankind in an era of human chattel slavery. In addition to charting the birth of race in the Enlightenment-era life sciences, we will also expand the seminar’s scope to include discussion on eras both previous to and after the Enlightenment "invention" of race (circa pre-1700, post-1800). This will take place during a weekend conference that will bring together students, Wesleyan faculty, Wesleyan alumni, and outside scholars. The ultimate goal of this course is to provide students with a historiciized understanding of race that will inform their reactions to race and ethnicity in the future.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RLAN, SBS-RLAN
Identical With: FRST275, HIST275, COL257, FRST275, HIST275, COL257
Prereq: None

SISP377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

This course will focus on two questions that have thwarted and enthralled scientists, philosophers, and theologians for millennia: Where have we come from? and Where are we going? By reading ancient Greek and early Christian sources alongside contemporary astrophysicists, we will witness the reconfigured resurrection of some very old debates about the creation and unmaking of the world. Is the universe eternal, or was it created? Is it finite or infinite? Destructible or indestructible? Linear or cyclical? And is ours the only universe, or are there others?

The semester will be divided into four sections. The first will explore the dominant, or “inflationary,” version of the big bang hypothesis in relation to the Christian doctrine of creation. The second will consider the possibility that the whole universe might be a negligible part of a vast “multiverse,” in conversation with the early Greek atomists, who posited an extra-cosmic space teeming with other worlds. The third will explore contemporary cyclical cosmologies—that is, theories that posit a rebirth of the cosmos out of its fiery destruction—in relation to early Stoic philosophy and cross-cultural cyclic mythologies. The fourth will explore quantum cosmologies, in which the universe fragments into parallel branches each time a particle “decides” upon a position. We will examine these varied “cosmologies of multiplicity,” not with a view toward adjudicating among them, but toward pointing out their mythic and ontological genealogies and consequences.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI, SBS-RELI
Prereq: None

SISP378 Science and Technology Policy

Science and technology intersect with myriad areas of policy and politics. Recall the regulatory failures behind patient deaths from Vioxx; the emergence of funding for embryonic stem cell research as a major political issue; high-profile instances of scientific fraud; the debate over the reality and extent of climate change; and the widespread public perception of eroding American research and development competitiveness in a globalizing world. Discussion of these issues often revolves around a common set of questions about the relationship between science and policy. Is scientific and technological development a force beyond human control, or can it be governed? Is more and better science necessary for better public decision making? Can only scientists judge the value of scientific research programs or the validity of scientific results? Is the furtherance of scientific understanding always socially benign, and who decides? This course examines such questions by surveying the variety of interactions among science, technology, and policy, focusing primarily on the American context, but also including comparative perspectives. The approach is multidisciplinary, drawing upon literature in a wide range including history, law, and science and technology studies. A background in science is not required.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST378, AMST370, HIST378, AMST370
Prereq: None

SISP379 Technology and Culture

Technology is defined as the branch of knowledge that deals with the industrial art—that is, as the application of scientific knowledge for practical purposes. But this definition belies the complexity and importance of the phenomenon. In this seminar, we will look at technology as more than the handmaiden of science, focusing on the roles we’ve assigned it in politics, economics, and society writ large. In addition to considering the physical impacts of technology on the environment we live in and on ourselves, we examine technology as an analytical category, a frame of reference we employ in navigating our relationship to the world, and to each other.

Offering: Host
Grading: A-F
Credits: 1.00
as a condition of intelligibility rather than of knowledge: Robert Brandom's
understanding of objectivity as an "existential commitment" constitutive of
scientific understanding, and Karen Barad's poststructuralist feminist conception
of objectivity as constituted "intra-actively" in ways that invoke ethical as well
as epistemic responsibilities. We shall be especially attentive to how these
approaches might change how we think about the sciences.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL, HA-PHIL
Identical With: PHIL384, PHIL384
Prereq: None

SISP385 Understanding Life and Mind: Topics in the Philosophy of Biology
This advanced seminar explores the philosophical significance of recent
developments in evolutionary, developmental, and genomic biology, with
special emphasis upon topics that bear on biologically-grounded conceptions
of mind and language. After initial treatment of preparatory topics such
as naturalism and reductionism, the course takes up four primary themes:
organism/environment relations; relations between genetics, epigenetics, and
genomics; developmentalist challenges to orthodox neo-Darwinist conceptions
of evolution; and evolutionary approaches to understanding mind and language,
especially those that emphasize niche construction and the co-evolution of
language and homo sapiens.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-SISP, HA-SISP, HA-SISP
Identical With: PHIL385, PHIL385, PHIL385, PHIL385, PHIL385, PHIL385, PHIL385,
PHIL385, PHIL385
Prereq: None

SISP387 History of the End
How will it end? Scientific hubris, a nuclear event, an asteroid, environmental
disaster, overpollution, resource scarcity, commodity price spikes, riots, social
chaos, social control? This seminar investigates how people have imagined
apocalypse and post-apocalypse over time, on the premise that fantasies of the
end provide a window into the anxieties of the societies that produce them.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST387, ENV5387, HIST387, HIST387, ENV5387, HIST387
Prereq: None

SISP389 Advanced Research in Social and Historical Process
In this advanced research course, students will become familiar with
core theories that consider the temporal dynamics of social psychological
phenomena and undertake empirical projects that attend to historical processes,
including the history of psychological objects themselves. Students will work
collaboratively on all aspects of the research project, including reviews of the
literature, assessment of theories, and the design, conduct, and analysis of a
study.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: PSYC389
Prereq: PSYC105

SISP393 Materia Medica: Drugs and Medicines in America
This course investigates the identification, preparation, and application of drugs
and medicines in the United States, emphasizing the period before the 20th-
century institutionalization of corporate research and development. Topics
include colonial bioprospecting for medicinal plants, the development of the international drug trade, and the formation of national pharmaceutical markets. Participants will explore the production of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST

Identical With: HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393, HIST393, AMST393
Prereq: None

SISP397 The Politics of Nature: Modernity and Its Others
This seminar explores the ways in which imaginations of nature-culture anchor particular regimes of living and power. Our larger query will concern ontology and cosmology—the worlds and worldviews we inhabit—and what happens when there is basic disagreement about what “nature” is. For example, do rocks, mountains, and glaciers "listen" as some indigenous peoples claim? Or are these claims a matter of cultural belief? Conversely, how do scientists listen to and relate to their natural objects? What social, historical, and intellectual practices make their visions of nature? And why do some visions appear more “real” than others? What circumstances decide? We will read across histories of science, philosophy, anthropology, postcolonial studies, cultural studies, and feminist science studies to probe the politics, meanings, and materialities of "nature" and the "natural" in a variety of contexts, from natural history in the 18th and 19th centuries to current struggles over the management of natural resources and bioprospecting initiatives.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH, SBS-ANTH

Identical With: ANTH397, ENVS397, ANTH397, ENVS397, ANTH397, ANTH397, ENVS397, ANTH397, ENVS397, ANTH397, ENVS397, ANTH397, ENVS397, ANTH397
Prereq: None

SISP399 History and Geography
Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

Identical With: HIST399, CEAS214, ENVS399
Prereq: None

SISP401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

SISP404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP407 Senior Tutorial
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

SISP408 Senior Tutorial
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

SISP409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SISP410 Senior Thesis Tutorial
Offering: Host
Grading: OPT

SISP411 Group Tutorial, Undergraduate
Offering: Host
Grading: OPT

SISP412 Group Tutorial, Undergraduate
Offering: Host
Grading: OPT

SISP419 Student Forum
Offering: Host
Grading: Cr/U

SISP420 Student Forum
Offering: Host
Grading: Cr/U

SISP465 Education in the Field, Undergraduate
Offering: Host
Grading: OPT

SISP466 Education in the Field, Undergraduate
Offering: Host
Grading: OPT

SISP469 Education in the Field, Undergraduate
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: None
Prereq: None

SISP491 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT

SISP492 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT