

SCIENCE IN SOCIETY PROGRAM

The sciences and scientifically sophisticated medicine and technology are among the most important and far-reaching human achievements. Scientific work has affected people's intellectual standards, cultural meanings, political possibilities, economic capacities, and physical surroundings. Scientific research has also acquired significance, direction, authority, and application within various cultural contexts. To understand the sciences as human achievements is, in significant part, to understand the world in which we live.

The Science in Society Program (SISP) is an interdisciplinary major that encourages the study of the sciences and medicine as institutions, practices, intellectual achievements, and constituents of culture. Students in the program should gain a better understanding of the richness and complexity of scientific practice and of the cultural and political significance of science, technology, and medicine. The major is well suited for students interested in a variety of professional and academic pursuits after graduation, since it encourages students to integrate technical scientific knowledge with a grasp of the historical and cultural setting within which it is understood and used.

FACULTY

Anthony Ryan Hatch

AB, Dartmouth College; MA, University of Maryland College Park; PHD, University of Maryland College Park

Associate Professor of Science in Society; Chair, Science in Society; Associate Professor, African American Studies; Associate Professor, College of the Environment; Associate Professor, Sociology; Associate Professor, Environmental Studies; Coordinator, Sustainability and Environmental Justice

Joseph T. Rouse

BA, Oberlin College; MA, Northwestern University; MAA, Wesleyan University; PHD, Northwestern University

Hedding Professor of Moral Science; Professor of Philosophy; Professor of Science in Society; Professor, Environmental Studies

Mitali Thakor

BA, Stanford University; PHD, Massachusetts Institute of Technology
Assistant Professor of Science in Society; Assistant Professor, Anthropology;
Assistant Professor, Feminist, Gender, and Sexuality Studies

AFFILIATED FACULTY

Paul Hilding Erickson

BA, Harvard University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison

Associate Professor of History; Associate Professor, Environmental Studies;
Associate Professor, Science in Society

Courtney Fullilove

BA, Columbia University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University

Associate Professor of History; Associate Professor, Environmental Studies;
Associate Professor, Science in Society

Megan H. Glick

BA, Northwestern University; MA, Yale University; MPHIL, Yale University; PHD, Yale University

Associate Professor of American Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Science in Society; Coordinator, Disability Studies

Peter S. Gottschalk

BA, College of the Holy Cross; MA, Univ of Wisconsin Fond Du Lac; PHD, University of Chicago

Professor of Religion; Professor, Education Studies; Professor, Science in Society; CPE Instructor

Lori Gruen

BA, University of Colorado Boulder; PHD, University of Colorado Boulder

William Griffin Professor of Philosophy; Professor of Philosophy; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies; Coordinator, Animal Studies

Steven W. Horst

BA, Boston University; PHD, University of Notre Dame

Professor of Philosophy; Chair, Philosophy; Professor, Science in Society; Coordinator, Christianity Studies

William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University

John E. Andrus Professor of History; Professor of History; Professor, Science in Society; Professor, Environmental Studies; Professor, East Asian Studies

Jill G. Morawski

BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University

Willbur Fisk Osborne Professor of Natural Science; Professor of Psychology; Chair, Psychology; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Victoria Pitts-Taylor

BA, Ohio University; PHD, Brandeis University

Professor of Feminist, Gender, and Sexuality Studies; Professor, Science in Society; Professor, Sociology

Mary-Jane Victoria Rubenstein

BA, Williams College; MA, Columbia University; MPHIL, Cambridge University; MPHIL, Columbia University; PHD, Columbia University

Professor of Religion; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Courtney Weiss Smith

BA, University Of Dayton; MA, Washington University; PHD, Washington University

Associate Professor of English; Associate Professor, Science in Society

Jennifer Tucker

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University

Associate Professor of History; Chair, Feminist, Gender, and Sexuality Studies; Associate Professor, Environmental Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Tutor, College of Social Studies; Associate Professor, Science in Society

Laura Ann Twagira

BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University
Associate Professor of History; Associate Professor, Science in Society; Associate Professor, Feminist, Gender, and Sexuality Studies

VISITING FACULTY

Natalie Shibley

BA, Columbia University; MA, University of Pennsylvania; PHD, University of Pennsylvania

Visiting Assistant Professor of Science and Society

DEPARTMENTAL ADVISING EXPERT

Tony Hatch

- Undergraduate Science in Society Major (<https://catalog.wesleyan.edu/departments/sisp/ugrd-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 healers, kin groups, aid workers, and state actors to alleviate the suffering of others. We will begin by mastering dominant approaches within anthropology for studying affliction. We will then examine case examples of bodies in distress. We will discover that suffering is inherently social: it is shared, socially produced, and communicated through socially learned and sanctioned means. Suffering is also social in the sense that it often begs a moral response. With that in mind, we will turn our attention to different regimes of care--such as experimental, pharmaceutical, and humanitarian care--and explore their limitations, paradoxes, and transformative possibilities. Taken as a whole, the course will invite students to question the creation and reproduction of suffering, while at the same time critically reflecting on dominant norms and forms of "doing good."

As a first-year seminar (FYS), this course will also guide and support students in fostering skills as academic researchers and writers. We will start from the position that college-level academic writing is its own genre, distinct from the kind of writing typically taught in high school, and that the steps required to hone this skill are not always transparent, self-evident, or without challenges. As such, the course will include detailed instruction, regular in-class writing exercises, and three take-home writing assignments designed to introduce students to the main principles of successful academic writing.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **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**

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

Prereq: **None**

SISP120F Uncertainty and the Future (FYS)

The world we live in is full of risk and uncertainty. Science, politics, and economics all tell us that this is a hazardous era in which great changes are inevitable and catastrophes are possible. How do people manage living in such an uncertain world? This first-year seminar introduces students to research and writing in the social sciences by studying a driving factor in the human search for knowledge: the uncertainty of the unknown future. We will consider how the ways in which humans define, relate to, and experience uncertainty influence social well-being and the production of the future. We begin with the anthropological study of uncertainty, which is rooted in the study of ritual and magic, and then consider perspectives in psychology, economics, and ecology. While we will reflect on the "negative" side of uncertainty, such as risk, precariousness, and insecurity, we will also examine the way the creative management of uncertainty is sometimes romanticized and consider the opportunities for creativity, adaptation, resilience, and imagination in uncertain times.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT120F**

Prereq: **None**

SISP121F Living within the Bio-Logical (FYS)

How do biology and society relate to each other? This first-year seminar provides an introductory overview of how the biosciences have been entangled in social contexts, from the Enlightenment to the current technoscience era. We will examine contemporary case studies where society impacts biology and biology impacts society, particularly those that show the complex interplay between the body and the environment. We will look at how rates of obesity relate to inequality and insecurity, consider the impact of toxins on the body and environment, and discuss emergent research that challenges longstanding beliefs about medical science. This anthropologically informed course provides ethnographic accounts that give crosscultural context to the questions posed. Throughout the course, students will learn to discuss the interrelation of the biological with the social, political, and economic, and we will critically reflect on the influence of politics and economics on human biological agency.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT130F**

Prereq: **None**

SISP125 TechnoPrisons: Corrections, Technology, and Society

The United States currently incarcerates more of its citizens than any other nation, and most of them are members of disadvantaged social groups. How

does our government practically accomplish mass incarceration? This first-year seminar (FYS) 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**

Prereq: **None**

SISP127F War and Technology (FYS)

In this class, we will discuss technological changes caused by war and accompanying social changes and ethical debates in both militaries and civilian societies. Topics will include technological changes in warfare and weapons, as well as the ways in which societies have responded to new injuries and health issues resulting from war. Subjects may include the development of machine guns, trench warfare, chemical warfare, nuclear warfare, drones, cyber-warfare, and surveillance technologies, in addition to the professionalization of nursing, military psychiatry, medical experimentation, environmental contamination, and disability and health issues for veterans and civilians. We will also talk about the implementation in the civilian world of technologies developed or expanded during war. We will discuss cases from across the globe, focusing chronologically on 1850 to the present. Readings may include selections from Margaret Humphreys, John Ellis, Carol Byerly, Warwick Anderson, Beth Linker, Paul Lerner, Jessica Adler, Edmund Russell, Charles Perrow, Susan Smith, Susan Lindee, Jessica Wang, Kelly Moore, Janet Abbate, Stephen Graham, and others.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **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**

SISP135F Skin, Sex, State, Software: Surveillance & Society (FYS)

Scopophilia is the derivation of pleasure from looking. What pleasures does the surveillance state gain from looking at us? From feeling and documenting us? How do privacy activists fight back against such surveillance, and what might be wrong with privacy rights discourse? Which groups are always already surveilled? In this class, students will play with notions of surveillance—including sousveillance, lateral surveillance, and counter surveillance—as engaged by queer and feminist studies, the cultural anthropology of expertise, and social studies of science and technology. We will draw on case studies ranging from police technologies, facial recognition software, Pornhub's data collection projects, TSA

airport body scanners, Facebook ads, science fiction like Black Mirror, and more to understand how bodies, races, genders, and sexualities are made known and contested by activists, artists, corporations, and governments. Students will also collect data for a creative personal surveillance project culminating at the end of the quarter.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP190 Introduction to History: Environment

Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST190, ENV5237**

Prereq: **None**

SISP202 Philosophy of Science

This course is a fast-moving introduction to some central topics in the philosophy of science, aimed at students with some college-level study of at least one natural science. Topics include the norms of scientific understanding or explanation; 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**

Identical With: **PHIL287**

Prereq: **None**

SISP204 Extreme Landscapes of the Anthropocene

The "Anthropocene," a term coined to categorize the current geological epoch, has become a way in which social scientists can critically and creatively engage with the impact of humanity on the ecological well-being of the Earth. The interdisciplinary and uncertain nature of this subject matter provides space for experimental writing styles, innovative approaches to storytelling, and critical discussion and debate. This course is designed to explore and challenge the term "Anthropocene," questioning how narrative and drama are entangled in the dissemination of complex truths, for better or worse.

In this course, we will consider texts, short films, and other mixed media that investigate the everydayness of extreme landscapes, from "capitalist ruins" to the depleting seas. We will dive into the social, political, economic, and

scientific power-scapes that influence narratives about the environment, from late liberal ideology to corporate influence on science and the news. Through the course materials and activities, we will question how to communicate complex information with a broad range of people, particularly surrounding issues of climate change, sustainability, and environmental justice. Each student will build their own writing portfolio of short essays for specific audiences. The class will collectively build and design a storytelling website where they can share their work. Students are encouraged to apply an ethics of care and the art of "non-judgmental attention" to their critical engagement with the Anthropocene.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **WRCT204, ENVS204, ANTH204**

Prereq: **None**

SISP205 Sciences as Social and Cultural Practices

Philosophers long construed 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 has 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**

Identical With: **PHIL288, ENVS205**

Prereq: **None**

SISP211 Health and Social Justice

How does health become a matter of social justice? In the context of a growing prominence of activist and advocacy groups that work toward health and justice, this course will consider: how and why health advocacy groups emerge; what goals, values, and assumptions inform their work; and how they use science and other cultural resources to make claims. We will also consider the implications of activist efforts for challenging structural inequalities, state and corporate power, and the cultural authority of science and medicine. Case studies will cover a range of geographical sites in the U.S. and abroad and represent the diverse forms that such collectives assume. We will consider, for example, groups that mobilize around broad constituencies (e.g., women's health) or in response to specific health threats (e.g., cancer, HIV, and toxic exposures), as well as those more broadly committed to social justice, equity, and "health for all." In addition to exploring the above questions, readings and class discussion will be designed for students to master some of the concepts and ideas central to medical anthropology, science and technology studies, and allied fields, such as embodiment, medicalization, biosociality, hegemony, citizenship, and the production of scientific and lay knowledge. The role of the scholar-activist will also be addressed, including the particular ethical and methodological questions that arise when scholars seek to combine research and activist agendas.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH211**

Prereq: **None**

SISP213 Calderwood Seminar in Public Writing: Writing Science, Writing Science Studies

This Calderwood Seminar in Public Writing will give students practice writing about science, technology, and medical studies for general audiences. It will also function as a capstone experience for SISP majors: students will have a chance to reflect on the methodologies and theories they have learned during their time in the program, while also using those methodologies and theories to analyze issues and texts in our world today. Students will work collaboratively, editing each other's work, and significant class time will be spent workshopping student writing. The aim will be to produce publishable pieces of cultural analysis for the popular press.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP214 Humans, Animals, and Nature

A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help students to think critically, to read carefully, to argue well, and to defend their own reasoned views about the moral relations between humans, animals, and nature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL215, ENVS215**

Prereq: **None**

SISP215 Metabolism and Technoscience

This course will investigate the scientific idea of metabolism through the lens of technoscience. Metabolism is a flexible and mobile scientific idea, one that has been applied at the micro-level of analysis within biological organisms, at the meso-level of social collectivities, and at the macro-level of global ecologies. Metabolism encompasses all of the biological and technosocial processes through which bodies (both human and not human) and societies (again, human and not) create and use nutrients, medicines, toxins, and fuels. The lens of technoscience enables us to investigate the technological and scientific practices that define and drive metabolic processes within sciences, cultures, and political economies. These processes implicate forces of production, consumption, labor, absorption, medicalization, appropriation, expansion, growth, surveillance, regulation, and enumeration. Accordingly, as we will learn, metabolism is also a profoundly political process that is inextricably linked to systems that create structural and symbolic violence as well as modes of resistance and struggle. In these contexts, we will interpret some of the most pressing metabolic crises facing human societies, including ecological disaster, industrial food regimes, metabolic health problems, and industrial-scale pollution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **ENVS222**

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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL217**

Prereq: **None**

SISP220 Human Nature

The idea of "human nature" plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL220**

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 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th 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, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST221, ENV5211**

Prereq: **None**

SISP222 Disease and Epidemics in Historical Perspective

Disease and epidemics have been powerful agents of historical change as well as determinants of human development before the advent of historical records. In

this lecture course we will examine how diseases have changed human societies over time, with special attention given to the place of disease-causing organisms, from viruses to parasites, in the ecological networks they make home. Yet at the same time, we will keep in mind the ways in which human society and culture also have important causal roles in human disease. HIV, for example, arose because of human interactions with animals but reached pandemic proportions, in part, because of cultural, social, and political forces.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST222**

Prereq: **None**

SISP224 Critical Design Fictions

Design fiction involves the deliberate use of diegetic prototypes to suspend disbelief about change. Through practices of estrangement and defamiliarization, and through the use of carefully chosen design methods, this course experiments with the creation of provocative scenarios and imaginative artifacts that can help us envision different ways of inhabiting the world. The choices made by designers are ultimately choices about the kind of world in which we want to live--expressions of our dreams, fantasies, desires, and fears. As an integrated mode of thought and action, design is intrinsically social and deeply political. In conversation with science fiction, queer and feminist theories, indigenous discourses, drag and other performative interventions, this course explores speculative and critical approaches to design as catalysts for imagining alternate presents and possible futures. We examine a number of environmental and social issues related to climate change, incarceration, gender and reproductive rights, surveillance, emerging technologies, and labor.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL225**

Prereq: **None**

SISP225 Darwinian Fictions

This class tracks the discourse surrounding evolutionary science as it circulated through various spheres of American intellectual life in the decades after the Civil War. If the ideas proposed by Charles Darwin and Herbert Spencer fundamentally changed the way scientists and politicians understood the natural world and human beings' relation to it, these ideas would also influence the way writers understood the function of literature. Best summed up by Emile Zola's suggestion that, through literature, we are capable of "possess[ing] knowledge of man, scientific knowledge of him, in both his individual and social relations," authors during this period began to explore the literary possibilities of evolutionary science. By reading works of literature alongside influential scientific treatises, this course encourages students to think about the kinds of knowledge literary experience gives us access to, and the relationship between literary knowledge and other disciplinary forms that emerged at the turn of the twentieth century.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL225, AMST257**

Prereq: **None**

SISP230 Anti-Psychiatry

This course will investigate anti-psychiatry, the social and scientific movement that has critically analyzed and opposed psychiatry as a field of medicine. No field of medicine is more deeply implicated in creating and legitimating human 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**

Prereq: **None**

SISP236 Race, Gender, and Medicine in U.S. History

This course will examine the intersections of race, gender, public health, and medicine in the United States, largely focusing on the 20th century. Topics will include the racialization of certain diseases, race and health care access, and the history of African Americans in health care professions and health care activism. Students will learn about the history of medicine and public health in the United States, African American history, and historical research methods. We will consider the built environment, the law, and federal and local politics as they relate to medical care in the United States. By the end of this course, you will gain further understanding of some of the major currents in the history of medicine and public health in the United States; you will make connections between race and health care experiences in the U.S.; you will be able to discuss historical research methods and appraise the values and limitations of various kinds of sources. Possible readings may include selections from Sowande' Mustakeem, Rana Hogarth, Sharla Fett, Deirdre Cooper Owens, Jim Downs, Tera Hunter, Samuel K. Roberts, Susan L. Smith, Natalia Molina, Nayan Shah, Wendy Kline, Vanessa Gamble, Jonathan Metzl, Susan Reverby, Alondra Nelson, Keith Wailoo, Jennifer Nelson, and Jennifer Brier.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP238 Witnessing Animal Others: Mourning, Haunting, and the Politics of Animal (After) Lives

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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS238**

Prereq: **None**

SISP240 Research Methods in Science Studies

This seminar exposes students to qualitative research methods in science studies including ethnography, archival and discourse analysis, social worlds analysis, comparative historical analysis, narrative analysis, visual culture and media analysis. The course will survey methodological traditions in science and technology studies, sociology and cultural studies, and feminist and critical race studies that guide the collection of evidence about scientific knowledge and practices, the relationships between users and technologies, and broader sociotechnical infrastructures. Coursework will culminate in small-scale individual and group research projects utilizing qualitative research methods.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

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, air pumps, 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 satirists 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 cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL253**

Prereq: **None**

SISP254 Science in Western Culture

This course offers an introduction to the history of the sciences between the late 17th and early 20th 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 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-HIST**

Identical With: **HIST254**

Prereq: **None**

SISP256 Race and Medicine in America

This course will trace ideas of race in American medical science and its cultural contexts, from the late 19th century to the 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, and newspaper articles. Key concepts explored will include slavery's medical legacy, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, immigration and new technologies of identification, and intersections of race and disability.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST256**

Prereq: **None**

SISP257 Japan and the Atomic Bomb: History, Myths, and Mysteries

Even today, when discussing the atomic bombings of Hiroshima and Nagasaki, newspaper and other media sources often refer to "Truman's decision" to drop the bomb, the idea that these bombings conclusively brought an end to World War Two, arguments that they saved more lives than they killed, and assertions that the United States would not have dropped the bomb on Germany since its citizens were white. But what do the historical sources actually say on these and other related points? This course emphasizes the use of archival sources to address these and many other issues. It establishes the historical context for the atomic bombings of Japan by tracing events that led to the War in the first place, how civilians became the targets of mass bombings, and the scientific discoveries that made nuclear weapons possible. It also examines how after the War the American press and government strove to establish a particular perspective on the atomic bombings of Japan. By the end of this course students will have a much better idea about the historical facts, the popular myths, and remaining mysteries related to the bombings of Hiroshima and Nagasaki.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST256, CEAS226**

Prereq: **None**

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 psychological phenomena that were located, catalogued, and explained by these sciences, including irrationality, sexuality, cognitive powers, personality, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and the will. Attention is also given to the scientific grounds for investigating persons, the empirical evidence sought in the century-long process of discovering 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**

Identical With: **PSYC259, AMST259**

Prereq: **PSYC105**

SISP260 Bioethics 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 20th and early 21st 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? 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**

Identical With: **AMST260**

Prereq: **None**

SISP261Z Enlightenment and Science

This course will be a study of how we, as a society, have obtained our views on science. The class will concentrate on the positive and negative ways that twenty-first-century science and technology have been impacted by the Enlightenment. In general terms, the long-eighteenth-century European Enlightenment is taken to be the marker of the modern age--when modern science emerged. The time has now come for a reconsideration of the complexity of science and the scientific method during the Enlightenment as a means of comprehending its direct impact on the modern age in which we are living today. This class will focus overall on the strengths and weaknesses that modern science, technology, and thus society have inherited from the Enlightenment.

This is not wholly a story of science and technology in the West, but a World History story. This class will highlight test cases and ethical choices--to give two modern examples, decisions about resource allocation, that of fossil fuels and vaccines--that we are facing today. These choices are not made simply on scientific, logical lines but also according to the preferences of society. In order to understand our current situation, we must inform ourselves about how we arrived at this situation. Two centuries ago, without government or private sources of funding for science, the emphasis on immediate outcomes in science became common. Practitioners of science (the term "scientist" was not used until the nineteenth century) often had to be showmen to attract attention in order to get funding. Likewise, by the twenty-first century, it is now almost impossible for scientists to get grants for pure research; winning applications have to stress immediate public outcomes in order to get funded. This effectively puts a stopper into the very source of new scientific ideas--pure science--and of

virtually all new scientific break throughs, and this is a world-wide trend in the sciences.

In this class, we will examine crucial examples of the key scientific subjects that emerged during the Enlightenment, and social and political responses to these same scientific discoveries, from both the Enlightenment and Counter-Enlightenment, which stressed religion over science. We will read responses from non-practitioners of science at the time--educated people trying to make sense of emerging modern science in the midst of politically and economic troubled times. There was, in the eighteenth century, no safety net--such as unemployment benefits--for those who wanted to practice science in a time that there were no jobs in science. There was certainly no safety net for rest of society either. The parallels to our own time are self-evident: political polarization, closely linked to radically different views toward science, in the midst of epidemics and widespread financial distress.

Emerging modern science in the long eighteenth century was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans in addition to well-connected practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles. Such accomplished women were rare during the Enlightenment but they should not be ignored. Margaret Cavendish, Emilie du Chatelet, and Caroline Herschel are prime examples of women practitioners of mathematics, physics, and astronomy respectively. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In all these cases, even the political salons, science was discussed as a general topic of discussion, not just a subject for specialists. And those knowledgeable in the sciences were expected to make their work accessible to non-specialists. Later, however, the nineteenth-century professionalization of, and specialization in the sciences led to mixed results. It certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly-established manner. Alas, it also resulted in the end of the belief that educated people outside of the sciences should know about it in order to be proper citizens. Overall, this class will address areas of commonality and difference between Enlightenment science and technology and modern science and technology, including lingering problems, as well as possible solutions suggested from past writings and experiences.

There will be many distinctive aspects of this class. One will be the intensive textual analysis of primary documents in class. Another will be the active participation of several guest speakers. There will also be a virtual visit to Special Collections, Olin Library, Wesleyan University.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST261Z**

Prereq: **None**

SISP262 Cultural Studies of Health

Nothing is more fundamental to the human condition than our most basic right--the right to healthy life. Tragically, this right is inequitably distributed across human bodies and populations, especially along axes of race, gender, class, disability, age, and nationality. In fact, persons residing in the U.S. do not have a right to healthy life. Issues of health and illness are, quite literally, matters of life and death that are shaped by broader political and economic institutions in human societies. In neoliberal nation states like the U.S., the guardian of the right to live a healthy life is a highly bureaucratic and technological form of corporate medicine. Medicine comprises a network of social institutions and

technoscientific practices that people have created and use to diagnose and heal our bodily and psychic ills. While the practice of medicine has produced dramatic improvements in life expectancy and quality of life for billions of people, most people on the planet do not have access to basic medical care. Who thrives, who gets sick, who dies, and why constitute core questions for social justice.

This course investigates the complex embroidery of biosocial and cultural processes that shape the unequal experiences and meanings of health. Cultural studies of health document the role of medicine as a great instrument of power that both generates and alleviates suffering. As more and more areas of social life and parts of bodies are falling under the control of medicine (a process called medicalization), we must ask, What are the dynamics and implications of medicalization for human societies and cultures? Drawing on provocative readings and media from diverse fields in sociology and cultural studies of science, technology, and medicine, this course will investigate these questions and more with an emphasis on the answers to them might contribute to social justice and improve the conditions necessary for human thriving.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC259**

Prereq: **None**

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**

SISP265 Anthropology of Science

What are scientific facts? How do we know what we know? In this course, students will gain an introduction to thinking about science and technology as cultural practices shaped by power, politics, race, indigeneity, gender, and sexuality. Students will explore how anthropologists, long interested in how "culture" works, have recently turned their gaze toward critically examining the cultures of people in positions of technoscientific power, including nuclear scientists, Wall Street analysts, drone weapon designers, climate scientists, molecular biologists, and more. Students will also be trained in conducting ethnographic fieldwork on a group of experts in their own communities in order to ask questions about scientific rituals, truth-making, and distributions of power and privilege.

Students who received credit for SISP 265---Introduction to Science as Culture may NOT enroll in this course for credit

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **ANTH217**

Prereq: **None**

SISP267 Development in Question: Conservation in Africa

"Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental

policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST267, ENV5267**

Prereq: **None**

SISP276 Introduction to History: 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. They will also familiarize themselves with new digital tools for presenting historical materials by developing a course website that showcases their research projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST176**

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 modern science, 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, Marcuse, 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 and assessment of texts and reasoning. 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**

Identical With: **PHIL258**

Prereq: **None**

SISP282 Religion and the Scientific Imagination

Where do we get the idea that science and religion are opposed to one another? What did Darwin do to classic proofs of the existence of God and how have those proofs bounced back? What sort of evidence do theologians marshal in support of their hypotheses, and what sort of spiritualities do scientists generate in support of theirs? What do neuroscientists think they're finding when they

measure the neural activity of meditating monks? What are the "new atheists" so annoyed about? How do cosmologists talk about the origins of the world, and how do climate scientists talk about its end? In this class we will explore the many ways "religion" and "science" have interacted, conflicted, collided, and combined with one another--in an effort to move beyond the frankly boring "debates" between them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI282**

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 vs. 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**

Identical With: **HIST283, PHIL154**

Prereq: **None**

SISP285 China as Scientific Powerhouse

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 those areas. 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**

Identical With: **HIST386, CEAS222**

Prereq: **None**

SISP286 Philosophy of Mind

This class is a philosophical investigation into the nature of the mind. We will explore such questions such: What kinds of beings are capable of having mental states? Can non-human animals or computers think and feel? What is it to be conscious, and can the subjective, first-personal experience of consciousness be adequately captured by a scientific theory? How do our minds represent the world? By what mechanism do our thoughts, feelings, and desires get linked up to the things around us? We will ask these questions with the goal of shedding light on our nature as thinking, feeling beings, and on the relation of our inner lives to the physical world.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL286**

Prereq: **None**

SISP287 Science in Modernity and After: 20th-Century Science and Technology

The 20th century was a time of dramatic achievements in science, from nuclear physics to space exploration to gene sequencing. It also saw the emergence of many of the technologies that underpin our world today: atomic weapons, electronic digital computers, synthetic fertilizers, and high-yield crop varieties, to name a few examples. This course surveys these developments, focusing not only on the histories of specific ideas and techniques, but more broadly exploring the complex relationship between science and technology; the relationship between science, the military, and state power; the changing cultural and political influence of scientists and engineers; the institutions and places where science and innovation gets done; the globalization of science and technology; and the emergence of critiques of science and technology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **HIST287**

Prereq: **None**

SISP293 Animal Law and Policy

This course will provide an interdisciplinary and in-depth survey of the growing and dynamic field of animal law. We will address the historical status of animals in the law, how our society views animals, the capacities of animals, how ethics relates to animal treatment, how animals are currently utilized in society, the current application of animal protection laws (including their limitations and efforts to strengthen them), as well emerging efforts to re-classify some animals within our legal system. We will consider how legal systems, specific cases, legislation, and cultural values have affected and continue to affect the evolution of this field. Because this is a field where new developments occur regularly, we will incorporate developments and new legal issues as they arise.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL283**

Prereq: **None**

SISP296 Philosophy of Psychology

How does the mind work? So-called "computationalists" think that the mind (and the brain) works as a computer, which first forms and manipulates symbols (usually called "mental representations") according to rules, and then issues "commands" to guide behavior. On the other hand, the "5E" (Ecological, Embodied, Embedded, Enactive, Extended) approach rejects the computer analogy. 5E theorists insist that minds, and minded organisms more generally, cannot be understood in isolation from their environment. Cognition doesn't happen "in a vacuum," and it isn't separable from action. As a consequence, the mind can extend beyond the boundaries of our skull and even of our whole body. This course is devoted to comparing and contrasting the computationalist and the 5E approaches to cognition. We will examine similarities and differences, assumptions and commitments with respect to core debates at the interface of philosophy, psychology, and cognitive science such as, for instance, the nature of visual perception.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL296**

Prereq: **None**

SISP300 Black Phoenix Rising: Death and Resurrection of Black Lives

The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racism and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **AFAM300**

Prereq: **None**

SISP302 Reproductive Politics and the Family in Africa

This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal and sexual health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced health policy and political ideologies which, in turn, changed conceptions of motherhood, fatherhood, and the family.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST302, FGSS303**

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**

Identical With: **CHUM305, COL303**

Prereq: **None**

SISP305 Pantheologies: Animal, Vegetable, Mineral, World

Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of western philosophers and theologians, who have considered "matter" to be lifeless, dark, and feminine (which is to say, as different as possible from "God.") This course will explore this generalized panic over pantheism--in particular, the anxieties it encodes over gender, race, nationality, and class, and the contribution such anxieties have made to an unequally distributed attack on the "environment."

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI305, FGSS304**

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, the course 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**

Identical With: **HIST307, ENVS307**

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**

SISP313 Extinction/Rebellion: Christianity and the Climate Crisis

Although this course is not devoted specifically to the subject of "XR"--the decentralized environmental activist organization and global campaign of civil disobedience--it borrows the movement's self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the "Anthropocene." How is Christianity entangled among the "historical roots of our ecologic crisis"? What is "eco-theology"? How do ancient narratives of creation and traditional Christian teachings regarding the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of life? Whence this "planet of slums" and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity's intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI303, ENV5302**

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**

Identical With: **PSYC314**

Prereq: **None**

SISP315 The Health of Communities

Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, 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 and history 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 and the importance of administrative and cultural boundaries 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: **OPT**

Credits: **1.25**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC315**

Prereq: **None**

SISP317 Sexuality, Gender, and Science

This course will consider how the concepts of gender and sexuality have been treated in scientific fields, focusing primarily on the 19th and 20th centuries. We will examine the history of ideas about gender and sexuality as reflected in the development of sexology, theories of homosexuality, psychology, and endocrinology. We will also discuss contraceptive and reproductive technologies, the inclusion of women in clinical trials, women in scientific professions, and recent studies that use algorithmic predictions of sex or sexual orientation. Readings may include selections from Sigmund Freud, Siobhan Somerville, Emily Martin, Sarah Igo, Laura Briggs, Ronald Bayer, Sandra Morgen, David Serlin, Allan Bérubé, Dorothy Roberts, Johanna Schoen, Jennifer Terry, Carolyn Herbst Lewis, Steven Epstein, Riley Snorton, Rebecca Jordan-Young, Mar Hicks, and Safiya Noble.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **FGSS317**

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. This course 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**

Identical With: **ANTH316**

Prereq: **None**

SISP319 Toxic Sovereignities: Life after Environmental Collapse

What politics emerge at the borders of life and nonlife? Representations of the human species as being on the brink of environmental collapse have become increasingly common, as the specters of climate change and cataclysmic environmental disaster seem to bear down ever more heavily upon us. At the same time, the increasing entanglement of human bodies with various forms of chemical and otherwise man-made pollutants presage a slightly different future, one in which, if the human species does not outright disappear, it will be fundamentally transformed. This course explores different forms of political and social action that have emerged in response to these seemingly epochal shifts

with a particular emphasis on the ever-mutating concept of sovereignty. Our goal is to explore the ways in which the shifting borders between human life and its artificially produced absence can serve as productive sites of new political forms and transformations of older ones, even as they also generate tremendous social and cultural anxiety.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH319**

Prereq: **None**

SISP320 Life and Death: Relations of Biopower and Necropower

This seminar is an advanced examination of how science and technology shape the politics of life and death. We will consider how science and technology have become handmaidens to human (and, in some cases, not human) life and death, impacting the social, legal, and ethical frameworks we use to define what constitutes the embodied, relational, and conceptual 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 as they intersect with modern institutions of power. We will ask, How can we better understand the ways in which social institutions and actors deploy sciences and technologies to foster health or manufacture death?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC320**

Prereq: **None**

SISP321 BioFeminisms: Science, Matter, and 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," and 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, and Elizabeth Wilson, among others.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS321**

Prereq: **None**

SISP322 Methods and Frameworks for Understanding and Overcoming Health Disparities

In recent years especially, the need for both interdisciplinary and mixed approaches to inquiries in public health research has become apparent in health promotion, policy formation and evaluation, service needs assessment, the social determinants of health, and program evaluation and outcomes measurement more generally. This course is intended to provide an overview of methodologies and frameworks used to examine and overcome disparities in health through research. A range of quantitative and qualitative research designs and methods will be introduced, and strategies to address challenges in real world program settings will be emphasized. This course will discuss approaches commonly used in public health and health services research, such as mixed methods, implementation science, community-based participatory research, and their

strengths and limitations. Additionally, this course will examine how critical race theory and intersectionality, and additional theories and frameworks from ethnic studies, psychology, and sociology, can further advance public health's capacity and effectiveness in promoting health equity. The course will incorporate examples of applied research and opportunities to learn from the direct experiences of the instructor. There will be a mixture of discussion and lecture depending on the topic, with student participation and questions strongly encouraged.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL322**

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 crystalized 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 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.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM325, CHUM324, RL&L325**

Prereq: **None**

SISP327 Colonizing Space: Exploration, Extraction, and Inhabitation

In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of "NewSpace" industries like SpaceX, Blue Origin, Virgin Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way to learn from other planets, moons, and asteroids without exploiting their "resources"? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged planet Earth in the process?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI317, ENV317**

Prereq: **None**

SISP327F Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)

In 2015, a bipartisan bill redirected funds from NASA to the private industry, solidifying the rise of "NewSpace" industries like SpaceX, Blue Origin, Virgin Galactic, and a slew of space mining companies. This course puts the intensifying NewSpace race in historical, mythological, and colonial context. It exposes

the contemporary effort to dominate space as a boundless extension of the Christian-European dominion of the Earth, which has claimed divine or pseudo-divine sanction from the Doctrine of Discovery through Manifest Destiny, the Cold War, and the post-national victory of corporate capital. Is there a way to learn from other planets, moons, and asteroids without exploiting their "resources"? Can humans visit or even live on other worlds without ransacking them? And is there a way to heal our ravaged Planet Earth in the process?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI317F, ENV5317F**

Prereq: **None**

SISP329 Waiting: Bodies, Time, Necropolitics

This interdisciplinary course draws from social theory, gender studies, medical anthropology, disability studies and science studies to address the social stratification of time in corporeal terms. Many theorists have described the 21st century as marked by acceleration; this course addresses its counterpoint: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understand waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georgio Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edelman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FGSS**

Identical With: **FGSS329**

Prereq: **None**

SISP330 Race, Science, Gender, and Species

What does it mean to be human or animal? How are these socially constructed lines drawn, redrawn, enforced, and contested? How are categorizations and contestations surrounding humanity and animality a concern for feminist 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 overlapping taxonomies of power?

This course explores these questions, engaging in an ongoing conversation about how theories of science and law shape ideas about race, gender, and species. We will consider human and animal bodies in science and medicine. We interrogate how the human is a site of political contestation, articulated through colonial and racialized processes that render some lives human/subhuman/nonhuman within hierarchies of power and exclusion. Central to this uneven rendering of what it means to be human is the way law and legal processes criminalize and racialize human beings, and sustain anthropocentrism. Informed by these literatures, we move into exploring the possibilities and limits of posthumanism, with a particular emphasis on work that aims to decolonize posthumanist theory.

Within these theoretical frameworks, we move into thinking about the boundaries of the human/animal body; the politics of being and becoming in multispecies worlds; how fraught cultural and political cases where race and species intersect are negotiated; what the "feral" can add to these entanglements of race, species, and gender; the intertwining logics of species, colonialism, and empire; and how different ways of being embodied can inform a politics of multispecies care. We will conclude our work together for the semester with a collectively curated selection of readings, to be determined by our seminar.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS330**

Prereq: **None**

SISP338 Masculinities

This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC338, FGSS338**

Prereq: **PSYC105 OR [FGSS209 or ENGL208]**

SISP339 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution

The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances

or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM339, COL351, GRST249, PHIL302**

Prereq: **None**

SISP340 Human Nature

The idea of "human nature" plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL340**

Prereq: **None**

SISP342 Queer Robotics: Cyborgs in Science Fiction & Anthropology

What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about gender, sexuality, race, and what it means to be "human"? In this class we will use critical race studies, queer and feminist theory, disability studies, and science and technology studies (STS) to analyze representations of "cyborg" bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, biotech research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **FGSS342**

Prereq: **None**

SISP343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture

This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of "universality" and "particularity," where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimaging.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM, SBS-CHUM**

Identical With: **CHUM343, FGSS343**

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, and MRI scans--as well as the institutional power shifts 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC344**

Prereq: **None**

SISP350 Sociology of Knowledge

This course provides a survey of the sociology of knowledge, a subfield of sociology that investigates how social structures shape the production of knowledge and how knowledge, in turn, shapes society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC350, EDST350**

Prereq: **None**

SISP352 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s

This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's "Civilisation" and "Monty Python's Flying Circus" (both 1969) to Jacob Bronowski's "The Ascent of Man" (1973) and Alistair Cooke's "America" (1972), John Kenneth Galbraith's "The Age of Uncertainty" (1977), and David Attenborough's "Life on Earth" (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up to today. This course satisfies requirements for the "Visual and Material Culture" module in history and major requirements for the Science in Society Program.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM353, HIST345**

Prereq: **None**

SISP353 Health, Illness, and Power in America

In this class, we will explore the interlocking histories of health, illness, and power in America. 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**

Identical With: **AMST353**

Prereq: **None**

SISP355 The 1918 Influenza Pandemic: A Research Seminar

This fall is the centennial of the 1918 influenza pandemic, which swept around the globe that year and caused an estimated 40 million deaths worldwide. It caused more deaths in the 20th century than any other event except World War II. In this seminar we will examine this pandemic from multiple perspectives with the goal of defining how understanding it changed from the time it occurred to the present. In class, we will examine contemporary journalistic and scientific accounts and various secondary sources, with the goal of establishing a starting point for student research projects that will be completed over the second half of the semester. We will explore sources in Olin Special Collections, various digital archives, Middletown and Connecticut State archives, and other collections as available. Possible outcomes for the class can be a paper, documentary, exhibition, or web resource.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST355**

Prereq: **None**

SISP357 AI, Algorithms, & Power

This course explores artificial intelligence (AI) as a cultural, sociopolitical, and literary object. Course readings will begin with the observations of anthropologists at the post-WWII Macy Conferences on cybernetics. Students will put algorithmic data mining and machine learning in historical context, exploring classification systems and intelligence testing. Students will also examine the reanimation of the artificial human in newer discourses of AI, such as big data and predictive policing, virtual reality and drone strikes in commercial and military operations, health and assistive technology, and play and labor on platforms like Mechanical Turk. Course texts will include speculative fiction on artificial life, social theories of simulation and virtuality, and new work from queer studies and critical race studies interrogating algorithmic bias and the testing and classification of humanity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

SISP360 Making the Psychological: Discovering, Manufacturing, Circulating

Psychology aims to explain human experiences and thoughts, including unconscious ones. Using scientific methods, psychology produces valid representations of human nature, names them, and circulates that knowledge for both its truth value and usefulness to society and individuals. Despite much success in these aims, the validity of much of psychology's knowledge is in being challenged - as evidenced in recent concerns about the reproducibility of experiments. We will examine the epistemic grounds of psychology's truth claims and consider alternative models that understand the truth claims to be enactments, constructions, or ideologies that rehearse cultural beliefs. Case studies of science-based knowledge eventually found to be inaccurate or exaggerated (priming research; the power pose) are used to examine how some truth claims are generated and challenged, and cases of robust research are used to explore how some truth claims acquire credibility inside and outside the laboratory. We ask, too, how these claims travel to be taken up as new ways for individuals to experience the self and social world, and examine the public's and our own aspirations to expand consciousness and act otherwise. Students will develop case studies of psychological knowledge, its validation, circulation, and effects in the world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM359, PSYC359**

Prereq: **PSYC105**

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 what 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 nature, language, literary form, and human minds--as well as the complex interactions between and among these. We will seek answers by attending closely to both literary and theoretical texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL367**

Prereq: **None**

SISP366 Bodies, Machines, and Meaning: Cultural Studies of the Sciences

Cultural studies of the sciences shift the focus of interdisciplinary science studies from understanding the sciences as producing and justifying knowledge to understanding them as meaning-making and world-transforming practices. Cultural studies attend to scientific meaning-making at multiple levels, and to the interactions among them: concrete material relations among bodies, technologies, and their settings or situations; verbal, visual, corporeal, mathematical, and other expressive performances; and social, cultural, or political institutions, practices, boundaries, and movements across and within them. Cultural studies of science also emphasizes political engagement with scientific practices and their broader cultural entanglements. This course explores what it means to do cultural studies of science, with a focus on three

interrelated themes: alternative conceptions of what it means to make claims and reason about what happens in "nature"; case studies in how scientific meaning and understanding are embodied and prosthetically extended technologically; and some specific conceptual and material relations among scientific understandings of life, bodies, sex, reproduction, and being human.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL366**

Prereq: **None**

SISP367 Life of Modern Fact

Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST367**

Prereq: **None**

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 over 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**

Identical With: **HIST370, CEAS272**

Prereq: **None**

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 epistemes.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI373, EDST373**

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**

Identical With: **HIST374**

Prereq: **None**

SISP381 Japan's Nuclear Disasters

The atomic bombings of Hiroshima and Nagasaki in 1945 are central to the history of the 20th century. This course examines the scientific, cultural, and political origins of the bombs; their use in the context of aerial bombings and related issues in military history; the decisions to use them; the human cost to those on whom they were dropped; and their place in history, culture, and identity politics to the present. Sources will include works on the history of science; military, political, and cultural history; literary and other artistic interpretations; and a large number of primary source documents, mostly regarding U.S. policy questions. In addition, we will be examining the development of the civilian nuclear industry in Japan with a focus on the nuclear meltdowns in Fukushima and other accidents. This is an extremely demanding course.

This interdisciplinary, experiential, and experimental course combines studio learning (movement studies and interdisciplinary, creative exploration) and seminars (presentations and discussions). No previous dance or movement study is required, and the course is not particularly geared toward dancers or performers. However, your willingness to experiment on and share movement is important. We encourage you to think about movement as a method of accessing human experiences and making distance malleable, a way to explore your own sensations, thoughts, and reactions in learning history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST381, CEAS384, DANC381, ENVS381**

Prereq: **None**

SISP382 Anthropocene as Modern Grand Narrative

The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's system, and the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, Sciences Module, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism vs. uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention

to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale--one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST382**

Prereq: **None**

SISP383 Mind, Body, and World

This seminar in the metaphysics of mind and meaning begins with the philosophical and scientific background to cognitivist conceptions of mind and artificial intelligence. Both classic and recent criticisms of cognitivism and early AI emphasize the role of bodily movement and skill, language, social normativity, and engagement with and within the world as integral to conceptualization and understanding. These themes will then be explored constructively in some recent reconceptions of cognition as embodied and social-pragmatic, and of language and other conceptual repertoires as integral to bodily involvement in the world and with one another.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL383**

Prereq: **None**

SISP384 Critical Approaches to the History of Disease and Epidemics

Epidemic disease is as much a part of the human condition as earthquakes, droughts, floods, heat waves and other natural hazards that can result in disaster. This course will examine four cases of epidemic disease: (tentatively) cholera, tuberculosis, and AIDS. While we will definitely be asking the classic historical question "what happened and how?" we also will be considering how different epistemological frameworks, metaphorical strategies, and historiographical assumptions have shaped past historians' understandings of these events, while exploring alternative approaches. Students will write a research paper as a final project on an epidemic disease of their choice using an approach that helps explore some little-examined dimension of that disease. Choices will not be limited to diseases caused by microorganisms, but also can include cancer, diabetes, and other diseases that arguably have reached epidemic proportions, whether past or present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST384**

Prereq: **None**

SISP385 Understanding Life and Mind

Philosophical conceptions of mind and language are now typically "naturalistic" in the sense that they take these phenomena to be part of the natural world and understandable scientifically. Naturalistic conceptions of mindedness (and many of the sciences of mindedness) still mostly take their lead from a Cartesian tradition of understanding mindedness as an "internal" representation of an "external" world, now located in the brain or central nervous system rather than an immaterial soul. This advanced seminar instead explores the possible philosophical significance of recent developments in evolutionary and developmental biology for understanding mindedness. The course takes up four primary themes: organism/environment entanglement; relevant background from the recent emergence of an "extended evolutionary synthesis;" reconceptions of mindedness as ways organisms inhabit and respond to

environments rather than as internal representations; and the evolution and development of language as a form of evolutionary niche construction that coevolves with human organisms and ways of life.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-SISP**

Identical With: **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**

Identical With: **HIST387, ENV387**

Prereq: **None**

SISP389 Nature Description: Literature and Theory

What happens to the world when we describe it using language? What happens to language? How much can we really know about nature as it is, in itself, outside of our representational strategies? In what ways do different kinds of description--and the often unexamined assumptions that structure them--limit what we can see? Do different modes of description and figurative language do different things to the world? And what do they do *in* the world--what ideological or political work? How, in short, does language reflect, touch, and transform the material world?

This course will grapple with big questions about nature, language, race, class, history, science, literary form, and human minds--as well as the complex interactions between and among these. We will seek answers by attending closely to both literary and theoretical texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL389**

Prereq: **None**

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 early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the United States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST393**

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, ENV5399**

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: **OPT**

SISP404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

SISP408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

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

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

SISP420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

SISP420A Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

SISP465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

SISP466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

SISP469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

SISP491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

SISP492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**