

Fall 2013 Upper Level HPS Courses & Senior Seminars

LB 330, Section 001 – Topics in HPS of Science
M W 5:20p-7:10p
C102 Holmes
Instructor: T.B.A.

LB 331- Section 001 – Literature and Science
M W 12:40p-2:30p
134 Akers Hall
Instructor: Shelton
Subtopic: **Science Fiction Short Stories**

Course Description:

A survey of British and American science fiction short stories. Focus will be on the analysis of the texts and on the history and theory of the genre during the past hundred years or so, with special attention paid to the occasionally overlapping and occasionally skewed paths followed by mainstream and alternative traditions in science fiction. Our main text will be *Science Fiction: Stories and Contexts*, edited by Heather Masri. We'll follow her thematic organizing principle, and thus investigate six broad themes—Alien Encounters, Artificial Life, Time, Utopias and Dystopias, Disasters and Apocalypses, and Evolutions. Each section includes nine or ten stories (a few are excerpts from longer works), plus three non-fiction pieces. For instance, in the section on utopias and dystopias, we'll read nine stories, including ones by Harlan Ellison, Joanna Russ, and Nalo Hopkinson, plus background essays by Hannah Arendt, William H. Whyte, and Fredric Jameson.

In its very name, science fiction raises key questions in the history, philosophy, and sociology of science and technology. What, for example, does it mean to give a machine intelligence? (Can a machine be intelligent?) What would it mean to turn ourselves into such machines? And what if we then try to turn those machines into slaves? Such cycles of questions—and how their answers change—will be investigated using the fifty-five stories and eighteen essays from *Science Fiction: Stories and Contexts*. These works span from the early nineteenth-century to the early twenty-first, with most from mid- to late-twentieth century. In addition to Masri's themes, we'll also examine the uses and abuses of knowledge, the ethics of survival, the power of dreams and nightmares, and the core elements of identity (race, gender, class).

Modern science fiction can bridge the Two Cultures (of science and the arts). It is no accident that many sf writers were (and are), like C. P. Snow (who coined the phrase “the Two Cultures”), scientists. It is also no accident that many scientists read (or grew up reading) science fiction. This conversation between science and the arts is worth listening in on, especially as it evolved over the past two centuries. Not everyone participating in the Two Cultures conversation is a friend of science (or of the arts); the dissenting voices, too, must be heard since their questions are oftentimes the more insightful ones. And, not surprisingly, these questions, of late, tend to come from people on the margins of our scientific, technological world.

We will cover relatively few pages at each class meeting (about forty to fifty), and thus we can analyze each text closely, delving into not only what each story has to say but also how each says it. Questions about content and style will be raised in small group

settings, in the full class discussions, and in your in-class examinations and your drafted and redrafted short essays on these tales. (LB 331 partially fulfills the University-wide Tier II writing requirement, and therefore some time will be devoted to pre-writing, writing, and re-writing techniques. Lanham's *Revising Prose* will assist us in the latter.)

Readings: *Science Fiction: Stories and Contexts* (Heather Masri, editor)
Richard Lanham, *Revising Prose* (5th ed.)

Course Requirements:

Three short (4-6 pages) essays in response to the texts. Each essay counts 17.5% of your course grade. [One essay must be drawn from Units 1 or 2; one from Units 3 or 4; and one from Units 5 or 6.]

Two in-class, two-hour examinations. Each examination counts 17.5% of your course grade. [Units 1-3; 4-6.]

The remaining 12.5% of your course grade will reflect the quality of your responses to the assigned texts—and to your classmates' responses to your responses to those texts and to them. Consider our class a forum for discussing ideas actively—and daily. I'll ask questions every time we meet; I expect you to do the same—at every class meeting.

210 points for the essays [70 each]; 140 points for the examinations [70 each]; 50 points for participation

All work must be completed; a zero/skip on any assignment results in a 0.0 for the course. Plagiarism produces the same result, a 0.0 for the course. [Throughout the semester, we'll discuss and define, candidly and precisely, how to avoid plagiarism by using appropriate citation methods and defensible paraphrasing/summarizing techniques.]

LB 331-Section 002 – Literature and Science
Tu Th 12:40p-2:30p
C103 Holmes
Instructor: T.B.A.

LB 332, Section 001 – **Honors Section** - Technology and Culture
Tu Th 3:00p-4:50p
C103 Holmes
Instructor: T.B.A.

LB 332, Section 002 – Technology and Culture
Tu Th 12:40p-2:30p
135 Akers Hall
Instructor: Waddell

LB 333, Section 001 - History of Science
Tu Th 5:20p-7:10p
C-103 Holmes
Instructor: Normandin
Subtopic: **Meaning(s) of Life**

Description: Questions about the origin, nature and meaning of life have been central to scientific inquiry since Antiquity. This course aims to explore the history of these ideas, from the time of Aristotle to the age of astrobiology. Using primary and secondary source readings, we will explore the development and transformation of ideas in biology and the life sciences regarding the “big questions”: What is life? How does it differ from non-life? What characterizes the living? What is the origin of living things? How do they develop and transform? And, finally, perhaps most importantly in our era, can (and should) life be altered or even created by human hands? These questions will allow for more general discussions of many areas in the history and philosophy of science, with a specific focus on biology and the biological.

LB 333, Section 002 – **Honors Section** – History of Science

M W 10:20a-12:10p

134 Akers Hall

Instructor: Wake

Subtopic: **Sex Changes: The History of Sexuality in Modern U.S. Science**

Description: Can we talk about our sexuality “scientifically”? It is possible for us to talk about our sexual experiences, feelings, and imagination in scientific language? Can we “examine” sexual matters in scientific studies without losing a sense of privacy, intimacy, and subjectivity that our sexuality seems to accompany almost inevitably? Is it reasonable for us to expect that science can define “normal” and “abnormal” sexualities? What are we saying, exactly, when we say either “Yes” or “No” to such questions? Are we simply stating our opinion, or are we revealing something deeper about ourselves, our culture, and our society? Whatever our answers may be to these questions, scientists have long attempted to describe human sexuality in objective ways, so as to better understand this relatively uncharted area of psychology and behavior. This course examines scientists’ changing approaches to the subject in western society from the beginning of sexology in the late nineteenth century to the revival of biological studies at the end of the twentieth century. In addition to tracing theories of important sex researchers such as Magnus Hirschfeld, Sigmund Freud, George W. Henry, Alfred Kinsey, Evelyn Hooker, John Money, and Simon LeVay, we will become familiar with the popular culture that shaped their thinking, using newspaper articles, cartoons, films, and media.

LB 334, Section 001 – Sci, Technology & Public Policy

Tu Th 10:20a-12:10p

C103 Holmes Hall

Instructor: T.B.A.

LB 335, Section 001 – Natural Environment

M W 3:00-4:50

C102 Holmes Hall

Instructor: T.B.A.

LB 335, Sec. 002 – Natural Environment

Tu Th 3:00-4:50
C102 HLM
Instructor: T.B.A.

LB 336, Section 001 – Gender, Science, Technology
M W 10:20a-12:10p
C106 Holmes Hall
Instructor: Montgomery
Sub-Topic: **Gender and Evolution**

Description: The history of evolutionary thinking has been shaped by intellectual, material and cultural contexts. Issues of gender, in intersection with other factors such as race, form part of these contexts. Nevertheless, gender is often unexplored or underexplored when considering the history of evolution. For example, the contributions of women to evolutionary thinking regularly go un-highlighted and questions of masculinity and sexuality are pushed to the periphery of discussions of evolutionary thinking. In contrast, this class centers the contributions of women and questions of gender to reveal how such issues shaped evolutionary thinking and the consequences of evolutionary thinking for ideas of masculinity and femininity.

This class also explores how the history of science can be displayed to share scholarly research. Specifically, we will look at the use of museum displays and digital media as ways of providing access to historical sources and scholarly research. The insights we gain from analyzing how research is displayed in these forums will be applied to our final projects.

LB 355, Philosophy of Technology
M W 10:20a-12:10p
133 Akers Hall
Instructor: Pennock

Fall 2013 Senior Seminars:

LB 492, Section 001 – Subtopic: **Understanding our Changing Planet**
Tu Th 9:10-11:00
25E West Holmes Hall
Instructor: Urquhart

LB 492, Section 002-- Subtopic: **Leadership, Power & Responsibility: World Views in Classical Literature**

Tu Th 4:10-6:00
162 Radiology Bldg.
Instructor: E. James Potchen

Description: What is power? What is justice? What is wisdom? All knowledge conveys elements of power. A liberal education empowers a student with knowledge. What is the proper use of this knowledge? What does it mean for a physician to empower patients, for a lawyer to empower clients, or for a manager to empower employees? Learned professionals have the capacity to influence others. Human history is replete with considerations of these issues. A rich heritage can be found in readings exemplifying the world views of classical

leaders and/or thinkers. The faculty for this course hope to share in the art of wondering about some fundamental problems that shape the practice of the learned professional. Hopefully the student will develop an insatiable curiosity on subjects relevant to their future careers which may also lead to a life of continuous learning.

This course will contrast the views of Plato and Aristotle, Machiavelli, Gandhi and Hitler. In addition, readings from Melville's "Moby Dick", Arthur Miller's "Death of a Salesman" and "Citizen Kane" may be used as points for discussion.

The course will be taught in the Socratic mode and will consist of selected case studies from the Hartwick Humanities in Management Institute, videotapes, and classroom dialogue. Examples from the fields of medicine, law and management will be emphasized in class discussion. In addition to a mid-term essay examination, each student will be expected to prepare and present to the class a paper on a subject of their interest.

LB 492, Section 003
Tu Th 10:20a-12:10p
25E West Holmes Hall
Instructor: DeGraw

LB 492, Section 004-Sub-topic: **Renewable Energy and Global Sustainability**
M W 8:00-9:50
E26A Holmes Hall (Physics Lab)
Instructor: Kortemeyer

Description: We will track the history of the generation and consumption of energy around the world over the last two centuries, explore the life-cycle of traditional energy sources, and correlate these with technological, societal, and political developments. We will then focus on measures of energy conservation, as well as alternative and renewable energy sources, such as nuclear, solar, wind, geothermal, hydro, and tidal energy, as well as biofuels, and discuss the physics, environmental impact, habitat hazards, availability, reliability, and energy input versus output ratio of each. We will end the course with a discussion of current US energy policy, particularly as it relates to current economic and global sustainability issues.

In groups of two, you will get to introduce a certain topic in the framework of a 30 minute talk (30% of the grade). Over the duration of the course, you will submit two responses (4-6 pages, 15% of the grade each) to readings and materials. You will submit a researched essay (10-15 pages, 25% of the grade) on a topic of your choice related to our discussions, for which you will submit a prospectus (minimum of 500 words, 5% of the grade) about a week ahead of the essay's due date. The remaining 10% of the grade will be awarded for attendance and participation.

LB 492, Section 005 – Sub-topic: **Science in the Wild: Conducting Ethnographic Studies of Science and Medicine in Action**
M W 12:40p-2:30p
25E West Holmes Hall
Instructor: Menchik

Description: Science and medicine are intensely human endeavors. This course is an introduction to methods and practices of studying how we moderns organize these institutions, and ultimately produce facts. The aim is to ground students in the foundational ethnographic literature in these areas, focusing on the relationships between theory and data, and between researcher and researched. With any luck, this aim will be met in the context of students' ventures into fieldsites where they will be expected to make sense of the methods, often messy and accidental, that organize everyday scientific and medical practices. The course covers the essentials of project design, location, access, interviewing, reliability, and writing. These essentials will be covered as students conduct original field research, share and critique each other's field notes on a weekly basis, and produce analytical papers based on their ethnographies.

LB 492, Section 006- Sub-topic: **Modern Medicine: Miracle, Nemesis and Paradigm**
Tu Th 3:00-4:50
25E West Holmes Hall
Instructor: Normandin

Description: Modern medicine has shaped our world in ways we can barely comprehend. Its impact has been so profound and wide-ranging that our environment and way of life would be literally unrecognizable to a doctor transported from the early nineteenth century to a modern medical setting. This course will explore this impact in a thematic way, discussing ideas like hospitals and the modern clinical approach, cell theory and bacteriology, specialization and professionalization, public health, psychiatry, pharmaceuticals, eugenics, DNA and genetic medicine, etc...

We will also look at the history of medicine from different perspectives, considering how medical ideas have affected women and people of color, how medicine is shaped by social circumstances (and in return shapes those social circumstances), how it is affected by class, social structure, economics and even culture.

In short, this seminar will be an attempt to survey the landscape that is medicine (and medical history) in the last 200 years. Some attempt will be made to focus on the American context, but the framework of the course is broader than this. If the seminar has a focus beyond the history of modern medicine, it is the ways in which this system has been both miraculous and menacing, and the ways this was, and continues to be, manifested. Thus an integral element of the seminar will be readings (and hopefully discussions) focused on *criticisms* of the modern medical paradigm, and the consideration of suggestions for its transformation and improvement.

LB 492, Section 007
Tu Th 12:40p-2:30p
25E West Holmes Hall
Instructor: Shelton
Subtopic: Darwin/Marx/Freud

Course Description:

The ideas of Darwin, Marx, and Freud could easily support three separate courses. Our goal in this seminar will be to draw lines of connection through their seminal ideas, to see how their visions complement and contradict each another and how these ideas emerged to become three of the twentieth-century's core explanatory systems. [Their status in the twenty-first century is, as yet, unclear.] With careers spanning from the 1830s to the 1930s, these writers challenged and codified how all things human—biological, social, and psychological—were to be seen and understood. All three men, significantly, thought of themselves as scientists—a set of self-definitions we will want to investigate within the contexts of their eras and ours.

We will study their ideas—both the lasting insights and the telling mistakes—by reading substantial selections from each author as well as relevant secondary materials, including biographies, commentaries, and critiques. Specifically, we will devote two weeks to each author's most important texts, an extra week (in the cases of Darwin and Freud) to a collective reading of an additional key text, and then (for all three) another week on major, subsequent arguments raised (mostly) against the theories and methods of Darwin, Marx, and Freud.

Readings:

Darwin: Excerpts from *Coral Reefs*, *Voyage of the Beagle*, and *The Descent of Man*.

On the Origin of Species will be read collectively, with everyone responsible for one chapter of that book.

Marx: Excerpts from *German Ideology* and *Capital*; "Theses on Feuerbach" and *The Communist Manifesto*. [No collective reading.]

Freud: All of *Dora* [*Fragment of An Analysis of a Case of Hysteria*] and of *Civilization and*

Its Discontents. *Interpretation of Dreams* will be read collectively, with everyone responsible for a section of that book.

Requirements:

Three short essays (3-5 pages/14% each) in response to the main readings. Two short exercises (1 page each) in response to your sections from the collective reading assignments on Darwin and Freud. Three informational abstracts based on the critical, secondary materials covered at the end of each segment. (These abstracts will be written in conjunction with three partners, with whom you will also present brief, concise, and informative oral summaries of your findings.) Finally, everyone will submit a lively researched essay (10-15 pages/35%) on a topic raised by our readings and analyses. In preparation for the researched essay, a prospectus (minimum of 500 words/4%) will be submitted about two weeks before the essay's due date. Lastly, a formal response (minimum of 500 words/4%) to the researched essay project (and my comments about it) will be due during the final examination period. Participation, including the two collective reading exercises and the three group informational abstracts, comprises the last 15% of the course grade. No final exam.

Honors Option:

In addition to the short essays, short exercises, abstracts, and research essay project, H-Option students will be asked to analyze, fully and carefully, an additional central text from the range of subjects suggested by “Darwin/Marx/Freud”—in an analytical essay (6-8 typed pages) due no later than the last day of classes for spring semester. No late H-option work can be accepted.

All work must be completed; a zero/skip on any assignment results in a 0.0 for the course. Plagiarism produces the same result, a 0.0 for the course. [Throughout the semester, we'll discuss and define, candidly and precisely, how to avoid plagiarism by using appropriate citation methods and defensible paraphrasing/summarizing techniques.]

Darwin (1809-1882), Marx (1818-1883), Freud (1856-1939)

LB 492, Section 008 – sub-topic:
Tu Th 10:20a-12:10p
Room: T.B.A.
Instructor: Waddell

LB 492, Section 009 – Sub-topic: **The History of Modern Physics**
M W 10:20a-12:10p
E26A Holmes Hall (Physics Lab)
Instructor: Kortemeyer

Description: The year 1905 started a revolution in physics, as it marked the birth of both Relativity and Quantum Physics, collectively referred to as Modern Physics. We will trace the development of physics leading up to this point in time, study societal and scientific hurdles in the adoption of these new theories, and how these theories were further developed and confirmed over the last century. Along the way, we will get to know the protagonists of this revolution, starting with Einstein, and continuing to Planck, Heisenberg, Bohr, Schrödinger, Meitner, Frisch, Hahn, and Born. All along, these protagonists lived in precarious political times, as the development of Modern Physics is interwoven with two World Wars and Nazi Germany. The course finishes with a view on the current frontiers of physics, and where the next revolution is to be expected.

In groups of two, you will get to introduce a certain topic in the framework of a 30 minute talk (30% of the grade). Over the duration of the course, you will submit two responses (4-6 pages, 15% of the grade each) to readings and materials. You will submit a researched essay (10-15 pages, 25% of the grade) on a topic of your choice related to our discussions, for which you will submit a prospectus (minimum of 500 words, 5% of the grade) about a week ahead of the essay's due date. The remaining 10% of the grade will be awarded for attendance and participation.

Spring 2014 Upper Level HPS Courses and Senior Seminars

LB 330, Section 002 - Topics in HPS of Science

M W 12:40-2:30
C-102 Holmes Hall
Instructor: Shelton
SubTopic: **Science and Nature Writing**

Description:

This LB 330 will survey the history, philosophy, and sociology of science, technology, medicine, and the environment primarily through contemporary science and nature writings, a contemporary dystopian novel, and a contemporary film—all with the goal of helping us become better consumers of the better current texts. (An important corollary task will be to figure out how we judge what makes a text better, more worthy of our time and attention.) Our main text will be *The Best American Science and Nature Writing 2013*, edited by Siddhartha Mukherjee, which will contain a couple dozen key essays, articles, and editorials from a wide range of newspapers, magazines, and journals. We'll also analyze Guy Madden's *Dracula: Pages from a Virgin's Diary*, a recent silent movie that tells the full story of Bram Stoker's classic Gothic tale through music and ballet, and Kazuo Ishiguro's *Never Let Me Go*. Ishiguro's dystopia—think Orwell's *1984* and Huxley's *Brave New World*, but published in 2005, not 1949 or 1932—will challenge your ideas about human cloning no matter what ideas you now hold, while Madden might make you wonder why movies need dialogue at all. These texts, especially the selections from *The Best American Science and Nature Writing 2013*, raise crucial questions about the powers of nature, science, technology, and medicine. And they do so across the ideological spectrum: not all smart science and nature writers are (progressive) atheists, though some are; and not all smart science and nature writers are (traditional) Christians, though some are.

We will cover relatively few pages at each class meeting, and thus we can analyze each text closely and carefully, delving into not only what each has to say but also how each says it. Thus, questions about content and style will be raised in small group settings, in the full class discussions, and in your in-class examinations and your drafted and redrafted short essays on these works. (LB 330 partially fulfills the University-wide Tier II writing requirement, and therefore some time will be devoted to pre-writing, writing, and re-writing techniques. Lanham's *Revising Prose* will assist us in the latter.)

Course Requirements:

Two in-class examinations (each 15% of your course grade). The first examination will cover half of *The Best American Science and Nature Writing 2013*. The second examination will cover the other half of *The Best American Science and Nature Writing 2013* as well as our novel and movie.

Three short essays (4-6 pages each; 20% each). The first essay will be drawn from the **two** sets of topics on the first half of *The Best American Science and Nature Writing 2013*. The second essay will be in response to the novel or the movie. And the third essay will be drawn from the **two** sets of topics on the second half of *The Best American Science and Nature Writing 2013*.

The remaining 10% of your course grade will reflect the quality of your responses to the assigned texts—and to your classmates' responses to your responses to those texts and to them. Consider our class a forum for discussing ideas actively—and daily. I'll ask questions every time we meet; I expect you to do the same—at every class meeting.

120 points for the examinations [60 each]; 240 points for the essays [80 each]; 40 points for participation

Honors Option:

H-Option students will be asked to analyze, fully and carefully, an additional central text, theme, or figure suggested by our readings and viewing. No H-option work can be accepted after the last day of classes.

All work must be completed; a zero/skip on any assignment results in a 0.0 for the course. Plagiarism produces the same result, a 0.0 for the course. [Throughout the semester, we'll discuss and define, candidly and precisely, how to avoid plagiarism by using appropriate citation methods and defensible paraphrasing/summarizing techniques. Our TurnItIn.com accounts will help us avoid these problems. See our Angel page for the full "Lyman Briggs Academic Honesty Policy" statement.]

LB 331, Sec. 001H – Honors Section; Literature and Science
Tu Th 10:20-12:10
C-102 Holmes Hall
Instructor: DeGraw

LB 331, Sec. 002
Tu Th 3:00p-4:50p
C102 Holmes Hall
Instructor: DeGraw

LB 332, Section 001 – Technology and Culture
M W 3:00p-4:50p
134 Akers Hall
Instructor: Waddell

LB 332, Section 002
M W 3:00-4:50
C-103 HLM
Instructor: T.B.A.

LB 333, Section 001 – Technology and Culture
M W 5:20p-7:10p
C-101 Holmes Hall
Instructor: Normandin

LB 334, Section 001 - Sci., Technology & Public Policy
Tu Th 10:20a-12:10p
C-103 Holmes
Instructor: DeCoster

LB 335, Section 001 - Natural Environment
M W 10:20a-12:10p
134 Akers Hall

Instructor: McCright

LB 335, Section 002 – Natural Environment

Tu Th 3:00p-4:50p

C-103 Holmes Hall

Instructor: Shelton

SubTopic: **Perceptions and Practices**

Course Description:

Although “wilderness” is by no means an exclusively American concept, it has been perhaps the single most important abstraction in our nation’s struggles for self-definition. From before Columbus to long after Hetch Hetchy, American perceptions of the natural environment have shaped our deepest sense of who we are and who we would like to be. Where those perceptions come from and how they have changed will be central questions for this course. We will look at the record of these perceptions as left to us by explorers, settlers, theologians, poets, philosophers, scientists, artists, politicians, developers, radical activists, and just plain folks. Taken altogether, their stories comprise a major chapter in the American myth—and in our somewhat more problematic reality.

We will study fiction, non-fiction, poetry, paintings, movies, music, and mythologies—all in conjunction with our central text, Nash’s *Wilderness and the American Mind*. Typical class meetings will include a brief lecture followed by engaging, thought-provoking discussions. (LB 335 is not a correspondence or on-line experience; everyone talks and everyone listens at every meeting. LB 335 also partially fulfills the University-wide Tier II writing requirement, and therefore some time will be devoted to pre-writing, writing, and re-writing techniques. Lanham’s *Revising Prose* will assist us in the latter.)

Readings: Erdoes and Ortiz, editors, *American Indian Myths and Legends*
Roderick Nash, *Wilderness and the American Mind* (4th ed.)
James Fenimore Cooper, *The Deerslayer*
Henry David Thoreau, *Walden* and “Civil Disobedience”
John McPhee, *Encounters with the Archdruid*
Richard Lanham, *Revising Prose* (5th ed.)

Requirements:

Four short essays (4-6 typed pages each) based on specific topics drawn from the readings. Every student will select two topics from the first set of three options (based on Erdoes/Ortiz, Cooper, and Thoreau) **and** two topics from the second set of three options (based on McPhee and the first and second halves of Nash’s book). Course grades will be determined by weighting the four essays at twenty percent each; the remaining twenty percent will be based on your two engaging and informative panel reports (on such key background works as Aldo Leopold’s *A Sand County Almanac* and Rachel Carson’s *Silent Spring*) **and** the quality and quantity of your participation in other class activities. (Warning: some weeks the reading load will be fairly heavy. Keep up, for your sake as well as ours.) An 8-10 page researched essay may be substituted for the second pair of shorter essays. We’ll also be participating in this year’s Briggs Research Symposium, on a Tuesday in mid- to late-April, when about eight groups from LB 335 will do poster and oral presentations on important, new

books related to our earlier work in the semester. (The groups will select their own, post-2001 books. I'll suggest a few titles, but feel free to choose something else if you wish.)

All work must be completed; a zero/skip on any assignment results in a 0.0 for the course. Plagiarism produces the same result, a 0.0 for the course. [Throughout the semester, we'll discuss and define, candidly and precisely, how to avoid plagiarism by using appropriate citation methods and defensible paraphrasing/summarizing techniques.]

LB 336, Section 001 - Gender, Science, Technology
M W 10:20a-12:10p
C-103 Holmes Hall
Instructor: Wake
Subtopic: **Gender, Sexuality, Science, and Technology**

Description: Why does gender matter in science? Why do scientists and medical professionals, both female and male, have to care about gender? Moreover, how does gender relate to sexuality? Can they be separated from each other, or are they inseparably intertwined? This course introduces you to past and present examples illuminating why and how gender and sexuality matter in scientific, medical, and technological research and practice, and it helps you to become familiar with ways of thinking about seemingly "natural" phenomena in a critical and creative fashion. Three main components of the course—I. Body & Sex, Interrupted, II. Work & Socialization, Gendered, and III. Illness, Local and Global—urge you to think about fascinating ways in which gender and sexuality, in combination with other categories of identities such as race, ethnicity, class, ability, nationality, and culture, have shaped scientific theories and practices, and in turn, who we think we are in the twenty-first century. In this exploration, you will learn to look at a wide array of things that you might not have associated with science, gender, and sexuality previously—for example, toys, hair styles, fitness, exercise, sports, mental illness, and disability—as something distinctively shaped by our views of what it means to be men or women in this unique (and often strange) time and place we live in today.

LB 336, Section 002 – Gender, Science, Technology
Tu Th 12:40p-2:30p
C-103 Holmes Hall
Instructor: DeCoster

LB 355, Section 001 – Philosophy of Technology
Tu Th 5:20p-7:10p
C-101 Holmes Hall
Instructor: TBA

Spring 2014 Senior Seminars:

LB 492, Section 001-Subtopic:

M W 10:20-12:10
25E West Holmes Hall
Instructor: Pennock

LB 492, Section 002-Subtopic: **Health, Sex, and Feminism in the Trans-Pacific World**
M W 12:40-2:30
25E West Holmes Hall
Instructor: Wake

Description: *Health, Sex, and Feminism in the Trans-Pacific World* explores issues of gender, sexuality, and health/illness in the contexts of nation state, colonialism, and post-colonialism, with a focus on four pertinent areas of conflict and controversy in the trans-Pacific world in the twentieth century: 1) prostitution and the regulation of women's sexuality in America, Japan, and China in the 1920s and 1930s, 2) Japanese, Korean, and American victims of the atomic bombs dropped on Hiroshima and Nagasaki and their struggle to obtain the states' recognition and access to medical treatment, 3) American, Chinese, and Indian approaches to women's health, birth-control, and reproduction, and their cultural and political ramifications, 4) HIV/AIDS pandemic in America, China, Thailand, and India and its impact on health disparity for women among the poor, as well as its impact on trans-Pacific feminism. In addition to offering students solid knowledge of historical change and a command of major historiographical discussions in the Gender/Sexuality Studies of Medicine, *Health, Sex, and Feminism in the Trans-Pacific World* aims to achieve three main goals. First is to illuminate how the neglect of women's rights has uniquely aggravated (inter)national conflicts, violence, and diseases, and yet, at the same time, has helped create a distinct grass-roots feminism that goes beyond national boundaries. Second is to explore how the concepts of "neglect," "women's rights," and "feminism," have carried a range of different meanings, resisting a simplistic, one-dimensional definition. The third goal of the course is to examine U.S. history in broad, transnational contexts, so as to understand America's past as part of international transformations as well as unique and local experiences.

LB 492, Section 003—Subtopic:
M W 3:00p-4:50p
25E West Holmes Hall
Instructor: LaDuca

LB 492, Section 004—Subtopic: **Topics in Feminist Epistemology and Philosophy of Science: Subjectivity, Ignorance, and Socially relevant Science**
Tu Th 5:20-7:10
25E West Holmes Hall
Instructor: DeCoster

LB 492, Section 005—Subtopic:
Tu Th 10:20-12:10
25E West Holmes Hall
Instructor: TBA

LB 492, Section 006--Subtopic:

Tu Th 12:40-2:30
25E West Holmes Hall
Instructor: TBA

LB 492, Section 007-- Sub-Topic: **Human Experiments**

Tu Th 3:00-4:50
25E. West Holmes Hall
Instructor: Valles

Description: From vaccine testing to academic research, experiments on human subjects have become an important part of 21st century science. As a result, scientists, legislators and the public are forced to deal with some very difficult questions. How should doctors obtain “informed consent” for unproven treatments? Who is responsible for the safety of human subjects? When is animal experimentation preferable to human experimentation? This course is designed to make these sorts of important 21st century questions about human experiments accessible to students of all backgrounds by providing an interdisciplinary perspective that incorporates history, philosophy, law and related science.

LB 492, section 008
M W 12:40p-2:30p
C-103 Holmes
Instructor: Zeleke