

HEALTH, HUMANITIES, & SOCIETY (HHS)

HHS 10115 Microbes and Man (3 Credit Hours)

The course will provide a survey of relationships between man and microorganisms. General information about microbial physiology, biochemistry, and ecology will support more detailed discussions of interesting topics in food, medical, and applied microbial biology. Included will be subjects of general and historical interest, as well as current newsworthy topics. The student should get a better understanding of the role of microorganisms in disease, the production of common foods, relevant environmental issues, and biotechnology. This course counts as general elective credit only for students in the College of Science.

Satisfies the following University Core Requirements: WKST-Core Science & Technology

HHS 10722 Intro to Social Psychology (3 Credit Hours)

The overarching goal of this course is to provide students with a working knowledge of social psychology and, with that knowledge, to increase awareness of ourselves, the social world around us, and the connections between the two. This is a course about social interaction - how the self shapes and is shaped by others, how we interact in and with groups and social structures, and how we perceive the world around us. Because the subject of the course is the very social interactions in which we are immersed, it is expected that students will develop the habit of applying social psychological concepts to everyday life.

Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20033 Intro to Social Problems (3 Credit Hours)

The United States is beset by many serious social problems such as educational inequality, extreme poverty alongside unparalleled abundance, crime and deviance, health disparities, mass incarceration, and the persistence of discrimination along lines of race, ethnicity, nationality, religion, class, gender, and sexuality. Course materials are designed to engage student learning, illustrate the distinctive features of the sociological perspective, and to start you thinking sociologically about yourself and the broader world. To think sociologically requires you to recognize that our contemporary world, with its enduring cultural, political, and economic institutions, is as much a social product as we are. In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of problems.

Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20188 Writer as Physician. Physician as Writer (3 Credit Hours)

This writing-intensive course will immerse students in the rich literary tradition of physician-writers by inviting them to engage in the practice of life writing (personal essay, memoir, diary, journal keeping, and oral history) in response to their experiences as patients, as caregivers, and as aspiring medical professionals pursuing a variety of majors (in the Sciences and Humanities) at the University. In addition to regular creative prompts, students will write analytically and critically in response to work by a diverse list of medical professionals, patients, and caregivers from the last 100 years. Special focus will be placed on the ways writing aids in the development of a sense of personal ethics, and how the practice of writing can be used as a therapeutic tool. The course will cover a wide range of genres and texts from the late 19th century to the present, with an emphasis on writings where the author is engaged in self-analysis, reflection on class, privilege, difference, and advocacy.

Satisfies the following University Core Requirements: WKAL - Core Art & Literature, WRIT - Writing Intensive

HHS 20202 Global Cultural Worlds: Fundamentals of Social & Cultural Anthropology (3 Credit Hours)

This course introduces students to the field of social-cultural anthropology. Cultural anthropologists are primarily interested in exploring issues of human cultural diversity across cultures and through time. This course will explore key theoretical, topical, and ethical issues of interest to cultural anthropologists. We will examine diverse ways in which people around the globe have constructed social organizations (such as kinship, and political and economic systems) and cultural identities (such as gender, ethnicity, nationality, race, and class) and we will consider the impact of increasing globalization on such processes. Throughout the course we will consider how different anthropologists go about their work as they engage in research and as they represent others through the writing of ethnographies.

HHS 20203 Fundamentals of Social and Cultural Anthropology (3 Credit Hours)

This course introduces students to the field of social-cultural anthropology. Cultural anthropologists are primarily interested in exploring issues of human cultural diversity across cultures and through time. This course will explore key theoretical, topical, and ethical issues of interest to cultural anthropologists. We will examine diverse ways in which people around the globe have constructed social organizations (such as kinship, and political and economic systems) and cultural identities (such as gender, ethnicity, nationality, race, and class) and we will consider the impact of increasing globalization on such processes. Throughout the course we will consider how different anthropologists go about their work as they engage in research and as they represent others through the writing of ethnographies.

Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20205 Theories of Sexual Difference (3 Credit Hours)

An examination of the following questions: What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? What does equality mean for people characterized by such differences?

Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 20208 Minds, Brains, Persons (3 Credit Hours)

This course will treat some central issues in the philosophy of mind, such as freedom of the will, personal identity, and the relationship between mind and body.

Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 20210 From Antipsychiatry to Mad Pride: Mental Healthcare and Social Movements (3 Credit Hours)

Psychiatry and mental healthcare have been the target of criticism and controversy for decades. Common critiques are that the field is not grounded in medical science, that it pathologizes normal problems in living, or that it is a method of social control. This course will focus on the social movements that have been critical of mental healthcare from the second half of the twentieth century to today. We will begin by considering questions such as: What is the proper role of mental healthcare? What is a social movement? What is the relationship between mental healthcare and politics? Then we will shift to discussing particular social movements including antipsychiatry, Mad Pride, the emergence of the concepts of disability and neurodiversity as alternatives to pathology, and other examples of service-user led activism. The goal of the course will be to better understand the ways that psychiatry has abused its power and imagine changes that could be made to the system to improve the lives of those who suffer from mental health conditions.

HHS 20213 The Fragmented Body: Philosophy of Disability, Gender, Race, and Sexuality (3 Credit Hours)

This course examines contemporary issues in bioethics and care ethics through the lenses of feminist philosophy, queer and crip theory, and critical disability studies. Traditional bioethics often assumes an abstract, universal subject detached from social context. In contrast, this course foregrounds the bodymind—a term from Margaret Price and Eli Clare that emphasizes the interconnection of mental and physical experience—as a site of power, vulnerability, and resistance. We will read essays and case studies from philosophers of disability, bioethicists, and critical disability scholars such as Shelley Tremain, Kim Hall, Alison Kafer, Eli Clare, Eunjung Kim, Jina Kim, and Mel Chen, etc. This course will introduce essential theoretical tools such as biopolitics, cripistemology, compulsory able-bodiedness, curative violence, crip temporality, etc. Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 20223 Technology, Power, and Health: The Social Dimensions of Medicine and Science (3 Credit Hours)

How do the technologies around us shape our lives, our bodies, and our engagements with the world—and what hidden social dynamics shape them? In this course, we will explore the fascinating intersections of science, technology, medicine, and society, focusing on how contemporary innovations—like AI, smart algorithms, and new medical technologies—are deeply intertwined with issues of social power and control. Through case studies, social theory, and discussions, students will discover how technologies are never neutral, but instead reflect and reinforce issues of inequity, ethical dilemmas, and dynamics of uneven political and economic power. This course will challenge you to think critically about the power dynamics embedded within the tools we use to heal, to communicate, and to engage with the world around us. Prepare to question everything you thought you knew about science and technology! Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20225 Art of Cutting (3 Credit Hours)

This class will explore what anthropology can teach us about surgery, such as surgical processes, variability, and outcomes, as well as what these topics can in turn teach us about broader social issues. Questions to be addressed in class will include the history of surgery, what is surgery, how are surgeons trained, how does surgical practice vary across cultures and time-periods, outcomes and impacts of surgery, the impacts of resource scarcity, and dangerous/unnecessary/life-saving surgeries. Students will engage in questions about the aesthetics of scars, physician and patient decision-making, and how patient background (race, gender, class, identity) impacts access, experience, and outcomes. Types of surgery to be explored will include, plastic surgery, cesarean section, fistulas, organ donation, among others.

Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20228 Social Inequity & American Education (3 Credit Hours)

Many have claimed that the American educational system is the "great equalizer." In other words, the educational system gives everyone a chance to prosper in American society regardless of their social origins. In this course, we will explore the validity of this claim. We will consider questions such as: 1) Does our educational system promote social mobility or social reproduction? 2) How has the relationship between race/ethnicity and educational performance changed in the last few decades? 3) How do social class and gender shape the kinds of educational experiences students have? 4) How does educational policy influence the kinds of experiences kids have in school? Can policy reduce inequality?

Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20255 Work, Meaning, & Happiness (3 Credit Hours)

Work plays a deeply important role in our lives. Finding good work – which, for many of us, means getting a meaningful job you're passionate about – can seem like the crucial factor in determining whether your life goes well or poorly, and whether you end up happy and fulfilled or miserable and empty. But things aren't nearly so simple. What kind of work is available to anyone in particular is largely determined by factors outside of our control. And when it comes to work, we're notoriously bad at predicting what aspects of a job we'll find meaningful and fulfilling, and which will drain us of life and energy. In this course, we will focus on the most urgent questions facing anyone trying to discern what their life's work will be, such as: - What causes alienation, anxiety, and burnout at work, and are these things that can be avoided with foresight and careful planning? - What is "leisure" (as contrasted with "time off") and what role should it play if we want to be healthy, flourishing persons? Is there such a thing as "work-life balance"? - Do we live in a genuine meritocracy? And, if so, is this a good thing or a bad thing? How should we think about equity and equality in the workplace? - Is it dangerous (or perhaps wise) to see your work purely as an instrument of financial gain? Does work have the power to nurture (or destroy) your soul? The course will be organized by topic, and we'll read a broad range of thinkers from St. Benedict to Karl Marx and Max Weber to more contemporary thinkers like Alasdair MacIntyre, Michael Sandel, and David Graeber (author of the provocative book "Bullshit Jobs"). We'll also watch a lot of the TV show "Survivor." Students will leave the course with their own "philosophy of work," captured in a living document that details their core beliefs about the role of work in living a good life.

Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 20304 Paleo Parenting (3 Credit Hours)

This course examines the origins, causes, environmental settings and cultural factors within which natural selective forces converged throughout human evolution to create the human infant, one of the most vulnerable, slowest developing, and energetically demanding mammal infants of all. We consider who the caregivers are, and how and why they might "share care" which was needed to keep our highly vulnerable infants and children alive, and to nurture them throughout their exceedingly long childhoods. Specifically, we trace the origins of modern parenting systems from their mammalian base paying especial attention to the transaction between infant care practices themselves and how they relate to, if not depend on, the emergence of other characteristics that define us as human. These include bipedalism, empathy, learning, food sharing, and a "theory of mind". Here we will examine not only the unique roles that mothers and fathers and other important caregivers (allomothers) play but the underlying biology that both inclines that care but also responds to it biologically. We also emphasize the manner in which social values, ideologies, cultural expectations, social roles, and economic pressures assert critical influences on caregiver physiology and behavior.

HHS 20311 Health and Culture: Introduction to Medical Anthropology (3 Credit Hours)

What are the cultures of medicine? How does belief create possibilities for healing? How do cultural, social, and political forces shape experiences of illness? When can care be a form of violence? How can histories of oppression make you sick? Medical anthropology is an expansive field of research concerned with the study of medicine, affliction, and healing in historical and cultural context. This course provides an introduction to topics in medical anthropology, from classical texts on belief, illness experience, and structural violence to contemporary work on disability, care, and critical global health. Over the course of the semester, students will gain experience in methods, critical thinking, independent research, and public communication as we collectively explore what medical anthropology can contribute to the urgent health challenges that we face in the contemporary world today. Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20342 Marriage and the Family (3 Credit Hours)

The family is often agreed to be the primary and most fundamental of social institutions. It is within this institution that early socialization and care-giving usually take place, and therefore, many of our ideas about the world are closely tied to our families. This course will give students the opportunity to learn about the diverse forms the family has taken over time and across different groups. This knowledge will be useful in examining the ongoing debate about the place of the family in social life. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools for understanding how family life is linked to the social structure, to economic, cultural, and historical events and transitions, and to societal factors like race, class, and gender. Enrollment questions should be directed to Sociology's DUS at mthoma13@nd.edu. Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20410 Health Medicine and Society (3 Credit Hours)

How is the chronic stress of poverty related to negative health outcomes? Why are infant mortality rates higher among some groups than others? What is the relationship between gender and mental health care? We will address these and several other important questions as we discuss the complex and dynamic intersections of health, medicine, and society. In this class, we also pay particular attention to differential access to health care among various groups in society, changing perceptions of health and medicine over time, and the role of social networks in both health behaviors as well as the diffusion of illness. Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 20415 Meat, Markets, Medicine, and Other Moral Issues (3 Credit Hours)

This course introduces students to important concepts, issues, and debates in applied ethics. It begins with a brief overview of normative ethics, familiarizing students with two major approaches in this area: consequentialism and deontology. The remainder of the course tackles real-world issues, and proceeds in four parts. PART I: We engage with questions concerning our duties to non-human animals, as well as related questions concerning their moral status. Do non-human animals have moral rights? Do they matter less from the moral point of view than human beings? We'll also be engaging with some important questions about the ethics of eating meat. PART II: We consider the moral challenges raised by certain kinds of markets, including commercial surrogacy, sweatshops, and the black market in human organs. On the one hand, these practices seem objectionably exploitative. On the other hand, we might think that these individuals' choices—to sell their organs, rent out their wombs, or undertake risky labor—should be respected. PART III: We investigate ongoing controversies in the ethics of medicine. One such controversy concerns the shape that a state's organ donation system ought to take: should such systems be 'opt-in', or 'opt-out'? Another important issue is how we ought to conceive of disabilities: are disabilities neutral differences—as opposed to good or bad ones? We'll also look into related controversies surrounding human enhancement and genetic engineering. Finally, we'll explore the ethics of voluntary Euthanasia. PART IV: The course concludes by examining matters of justice. Among these are matters of global justice raised by widespread poverty; what duties do those of us living in affluent countries have to the global poor, and why? Another such issue is justice in the distribution of educational opportunities. Does justice require that all children receive the same quality education? Or does it simply require that all children receive a good enough education? Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 20500 Intersectionality in Health & Medicine (3 Credit Hours)

This course uses an intersectional lens to explore contemporary issues in health and medicine. In this course we will examine how race, gender, sexuality, citizenship, and class shape and are shaped by health agendas, discourses, and practices. Topics covered include: embodiment and health experiences, medicalization and intersectionality, inequalities in health, healing cultures, reproductive justice, social movements, and structural and institutional intersections that affect health and illness.

HHS 20511 Health, Medicine, and American Culture (3 Credit Hours)

Health and medicine have long been intertwined with cultural factors. This course will interrogate pressing bioethical questions: such as the treatment of mental illness, patient confidentiality, physician-assisted death, and women's and LGBTQ access to health care through literature and culture over the nineteenth, twentieth and twenty-first centuries. Long before the emergence of bioethics as a field of scholarly inquiry, American writers were investigating these issues. They were also paying attention to the social and political factors that shaped health care, such as minoritized populations' entrance into the medical professions, health disparities, and the effects of contagious outbreaks on society. In this course, we will explore literary texts and films that portray illness and health care alongside non-fictional sources that take up similar questions. Moving from Walt Whitman's writings about his nursing in Civil War hospitals to contemporary narratives of contagion, this course will take up critiques of racism in public health; questions of gender, sexuality, and illness; and the politics of disability. How do early debates within the medical profession speak to twenty-first-century concerns about the future of healthcare? The course will involve short writing assignments and class discussion. Prior training in the humanities is not required.

HHS 20555 Contemporary Concerns in Medicine (3 Credit Hours)

This seminar examines a number of important topics in medicine and society today, including shared health responsibility, race and class-based inequities, vaccinations, opioid crisis, beginning and end-of-life care, organ donation and body modification, health of imprisoned populations, mental health of healthcare providers, and health in the age of social media. Students in this class will gain an understanding of the ethical, social, and practical dimensions of a variety of healthcare and health policy issues and how providers navigate these dimensions in their care. A key part of the class is the opportunity for students to engage directly with healthcare workers who will serve as guest speakers. The seminar will emphasize writing and journaling, and will directly integrate matters of health care with broader humanistic and social science approaches to health, wellbeing, the body, etc. to deepen students' understandings of what medicine is. This is a core course in the Health, Humanities, and Society minor

Satisfies the following University Core Requirements: WRIT - Writing Intensive

HHS 20556 US Healthcare in Perspective (3 Credit Hours)

We all recognize that the biomedical sciences change rapidly, but amid the seemingly intractable and interminable debate about healthcare reform in the US, it can be easy to lose sight of the fact that the same is true of the healthcare system. This interdisciplinary course will examine the American healthcare system in historical and comparative perspective. We look at its institutional structure, its professional composition, and its governance at various levels, with the end learning objective being to understand how these facets of the healthcare system shape not only national health outcomes, but also provider and patient experience. The course draws on the history, sociology and anthropology of medicine, and serves as one the core courses in the new Health, Humanities and Society Minor.

HHS 20557 Science, Technology & Society (3 Credit Hours)

Science and technology play a powerful role in structuring our world, in everything from our physical environment to our culture. It is thus imperative that we understand how these entities work. What constitutes reliable knowledge? How do the technological systems in which we are embedded throughout our lives come to be, and how can they be changed? In this historic moment of a global pandemic playing out against a backdrop of fake news, alternative facts and increasingly autonomous technologies, these questions are more critical than ever. This course introduces students to the interdisciplinary field of Science & Technology Studies in order to provide them with analytical and conceptual tools needed to confront the complex questions that arise where science and society intersect. Its objective is thus not so much to present a particular body of empirical information as it is to equip students with the analytical skills to understand complex multi-dimensional phenomena. The purpose is to give students both the opportunity and the tools to consider science and technology in a broader political, social, historical and economic context, and to reflect on how the practices of scientific and technological development shape their own individual and collective experience.

Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy, WRIT - Writing Intensive

HHS 20601 Measuring Nature, Measuring Humanity (3 Credit Hours)

Measurement is a fundamental activity in modern science, both the natural and social sciences. While measurement is often considered as the hallmark of science that makes an activity "scientific," there is little consensus among philosophers about how to define measurement, what kinds of things are measurable, or which conditions make measurement possible. By engaging with texts that build on concrete practices of measurement in historical and contemporary case studies, we will collectively explore questions such as: How do we know that an instrument, such as a thermometer, measures the quantity it is intended to measure? How are measurement units established, and how do they vary across different fields of science and culture? What does it mean to measure human attributes, such as feeling, if possible at all? Our journey begins with in-depth discussions on accuracy and precision, calibration, and standardization—the foundational concepts that make measurement possible. We then navigate the diverse landscape of philosophical viewpoints on measurement, encompassing operationalism, conventionalism, and realism. With these concepts and perspectives in mind, we will explore more case studies across various scientific domains, ranging from the physical and biological sciences to clinical medicine and social sciences, where you will discover issues more closely related to your own field of study. In the course, you will bring and elaborate your own case study related to your specific interests or fields of study. This case study serves as a focal point for actively applying concepts and approaches learned throughout the course, which will eventually crystallize into your final paper. From the course, you will come to see measurement not merely as a technical process but as a complex epistemic activity that demands critical examination, from experimental design to data interpretation. No prior background in specialized sciences is necessary to enroll in this course.

Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 20637 Biomedical Ethics (3 Credit Hours)

This course focuses on the theological and ethical issues that arise in the practice of health care. Through the lectures, discussions, and assignments in this course, students will gain a command of Catholic moral principles such as human dignity, the preferential option for the poor, and the common good as they pertain to health care. The course will explore issues related to the beginning and end of life, to health care justice, to moral conflicts in research and health care delivery, and to emerging issues in genetics and biotechnology.

Satisfies the following University Core Requirements: WKDT-Core Development. Theology

HHS 20666 Environment, Food, & Society (3 Credit Hours)

This course is an introduction to environmental sociology, the sociology of food, and Catholic social teachings on creation, solidarity, human dignity and rights, and social justice as they relate to the environment and food issues. The course has two directly linked central purposes. One is to learn descriptive and analytical sociological perspectives on environmental and food issues, as well as related matters of agriculture, globalization, consumerism, rural America, health, social movements, and human futures. A second purpose is to learn Catholic social teachings on the environment and food issues, in order to deepen our capacity to reflect normatively from a particular moral perspective about crucial social problems. Achieving these two purposes will require us recurrently to engage the sociological and the Catholic perspectives and contributions in mutually informative and critical conversation. This is fundamentally a sociology course, but one in which Catholic social ethics stand front and center. In other words, this course will engage in multiple, ongoing exercises of "reflexivity," engaging the sociological imagination, issues of environment and food, and Catholic social teachings - to consider what possible fruitful understandings each may provide for and about the others. Students need not be Catholic (or even religious) to benefit from this course, but everyone must be open to learning about and reflecting upon Catholic ethical teachings as they relate to the environment and food. FILM LAB IS REQUIRED, SOC 21666 This course will explore a number of interconnected substantive issues, descriptively, analytically, and normatively. These will include technological development, energy consumption, global warming/climate change, neoliberal capitalism, interests of nation states, corporate power, the role of mass media, population dynamics, the maldistribution of wealth, political decision-making, the status of science, ocean environments, extreme weather, sustainable development, environmentalist movements, agribusiness, nutrition, food supply systems, hunger and obesity, organics, fair trade, localism, agrarianism, human dignity, the common good, the option for the poor, the universal destiny of the earth's goods, creation care, and the moral goods of solidarity, subsidiarity, and participation, among other relevant topics. Satisfies the following University Core Requirements: WKCD-Core Cathol & Disciplines

HHS 20697 How Pharmaceutical Drugs are Created, and Create Us (3 Credit Hours)

In this course we examine how knowledge about drugs - legal, regulated, and patented drugs - is produced, distributed among diverse scientific-technical and social communities, and how it is received and/or consumed by them. As we will learn, the question of how drugs are produced and how they should be consumed is a highly contentious one. We will study how pharmaceutical companies work not just to distribute, but also to shape scientific knowledge about their products, and we will trace the mechanisms used to transfer that knowledge to researchers, physicians, and potential consumers. We will discuss a range of important issues that arise as our lives become more medicalized, for example: what is the nature of the diseases that researchers and companies target - are their characteristics and limits easily fixed? What are, and what should be the bounds of the use of pharmaceuticals for cosmetic purposes? How can society engage and deal with conflicts of interest - profits versus regulated safety; how can one ensure the integrity of researchers and research? What rules should be placed on how researchers and companies enroll research subjects, both in the US and abroad? We will start off exploring the history of pharmaceuticals regulation in the US, and then explore the peculiar history that led to the unique research infrastructure in the area of pharmaceutical research and development. Then we will turn to explore the wider range of implications of our system of drug production for society at larger, exploring the questions above in the context of diverse cases. In this course you will develop a far-reaching understanding of how scientific and technical knowledge in the medical-pharmaceutical world is produced and distributed, an understanding that you can apply to many other areas of knowledge production.

HHS 20806 Race & Ethnicity in the US: Social Constructs with Real World Consequences (3 Credit Hours)

We are living through a watershed moment in United States history. Structural racism is at the forefront of the national discourse. Yet, the threat that racism holds on our nation's most cherished ideals of democracy and justice is hardly new. Generations of activists, scholars, and everyday people have fought and persevered to bring about social, cultural, and policy change. This course engages deeply with topics relevant to the national discourse on racial and ethnic relations in the U.S. The first part of the course examines key concepts, focusing on the social construction of race and ethnicity, prejudice, and discrimination. The second part reviews the historical experiences of Native Americans, Latinos, Asian Americans, and African Americans. The third and final part of the course centers on four critical issues that are especially relevant in 2020: (1) immigration; (2) political disenfranchisement; (3) racial and ethnic disparities in health; and (4) racism in the criminal justice system.

HHS 20870 Inner City America (3 Credit Hours)

Most Americans think of the "inner city" as a place of misery, danger, and despair. Why do most American cities have racially segregated areas dominated by concentrated poverty? What are the lives of inner city residents like? Why do the legal, political, economic, and educational institutions that serve these communities struggle so mightily to improve the lives of inner city residents? In this course, we will address all of these questions by viewing all five seasons of *The Wire*, David Simon's epic tale of life in inner city Baltimore. Sociological theory and research will serve as powerful tools to help students "decode" *The Wire*, and better understand the social forces that create and sustain inner city poverty, violence, and disorder.

HHS 20919 Algorithms, Data, and Society (3 Credit Hours)

Algorithms and data increasingly influence our behavior, steer resources, and inform institutional decisions that affect our everyday lives. This course will examine the social forces that shape what information gets recorded in databases and how algorithms are constructed and used. It will also introduce various approaches for assessing how algorithms and big data impact the social world. Along the way, we'll tackle important questions raised by these technological developments: What opportunities and challenges emerge when machine learning is applied to data about people? How should we evaluate whether algorithms are better or worse than the systems they replace? How might algorithms shape our agency, relationships, and access to opportunity?

HHS 23201 Language of Science (3 Credit Hours)

The science we produce helps us understand the world. But how does the world around us impact how we produce and understand science? Whatever our social lives outside of the lab, in the laboratory workspace, we consider our work to be largely devoid of bias and influence from the outside world. However, the science we encounter is a product of the scientists who have gathered this knowledge - the answer to the "why" depends on "who" came up with it. The goal of this course is to consider "who", "what", "when", and "where" as important questions that affect the scientist, the science they produce, and the way this science is introduced to society. We will be reading scientific literature alongside texts from the discipline of science and technology studies, focusing on the language used by science. Specifically, we will work together to uncover the history and context surrounding commonly used metaphors and critically analyze them through the lenses of race, gender, disability, and indigeneity. We will think about how these word choices impact our scientific hypotheses and interpretations, and sometimes even determines who gets to ask these questions. Could an alternate, more inclusive vocabulary uncover what scientific knowledge lies beyond the stereotypes? This course is open to all students interested in exploring the interplay of science and society. Practical research experience (in a lab) will help but is not required!

Satisfies the following University Core Requirements: WRIT - Writing Intensive

HHS 23800 Sociology of gender (3 Credit Hours)

What does it mean to explore gender through a sociological lens? Why does gender inequality persist in contemporary society? What can we do to advocate for social change? In this course we will discuss gender in families, politics, and history. The class will analyze gender at an individual, interactional, and institutional level. How gender intersects with race, class, and sexuality will be the bedrock of our learning together. The course will intellectually challenge students to continue becoming sociological scholars, educated activists, and justice-seeking individuals.

HHS 24233 Philosophy & History of Medicine (3 Credit Hours)

This London Seminar focuses on The Nature of Man and the Order of the World throughout the history of philosophy and the history of medicine from Hippocrates to the discovery of DNA. It is a demanding course that is taught using primary texts and original manuscript sources available in the Museums, Libraries and Archives of London. Classes will include the analysis of texts and artifacts and site visits to The British Library, The British Museum, The Petrie Museum of Egyptian Archaeology, The National Gallery, The Wellcome Collection Library and Archives, The Royal Society of London, The Royal College of Physicians, The Science Museum London, The Old Operating Theatre Museum as well as The Gordon Museum at Guy's Hospital, London, which is one of the largest pathology museums in the world and the largest medical museum in the United Kingdom. The course will place an emphasis on the close reading of selected primary texts, supplemented by secondary specialist sources which will enable students to critically evaluate and interpret medical texts, terms, concepts, and theories in a philosophical context. It will also enable students to gain practical knowledge of how to use archival sources for philosophical research. It will give students a unique opportunity to study works of canonical philosophers such as Plato, Aristotle, the Stoics, Galen, Bacon, Boyle, Locke, and Descartes in a medical context in relation to the works of historically significant physicians, naturalists, and scientists, such as Hippocrates, Vesalius, Harvey, Burton, Willis, Newton, Darwin, Crick and Watson. This course will enable students to understand the close inter-relationship between the study of natural philosophy and the study of medicine from antiquity to the 21st century, since both are dedicated to gaining knowledge about the function of the human body and soul, the order of nature, the cosmos, and the natural world.

Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 24255 The Technoscientific Self (3 Credit Hours)

In an age where 'identity politics' figures as both an accusation and a creed in public and private spaces, a careful and critical examination of how we construct our individual and collective selves is more important than ever. Science and technology are crucial resources in these identity formation projects, serving as fundamental structuring elements of our world. They are crucial in shaping not only our physical environment but the very conditions of possibility within which we construct our collective and individual identities. This integration course is an exploration of the ways that the practice of science and the production and marketing of technology supply the material that gets taken up in the work of identity formation, focusing on two closely linked technoscientific domains: neuroscience and genetics.

Satisfies the following University Core Requirements: WKIN - Core Integration

HHS 25000 Intro to Sustainable Development (1 Credit Hour)

The current generation of colleges students will face a host of challenges in their lifetimes, including a global population that will potentially reach 9 billion by the early 2040s, depleting resources, and declining ecosystems. Additionally, the world is currently experiencing the worst global pandemic it has faced in over a century, whose effects will linger for years to come while foreshadowing the potential impact of other impending shocks. If current economic growth continues in a "business as usual" framework, future generations will face an increased dearth of decent jobs, growing social divisions, and devastating threats to the environment. This course will explore this confluence of issues and help students to consider a new roadmap for economic development and human flourishing that respects the dignity of every individual and the environment. Readings and lectures will look at the intersection of economic growth, industry, food security, water scarcity, health, religion, innovation science, and climate change. Case studies and real world examples will link theory to policy and practice. A major component of this course will be in-class discussions and case studies that will push students to think critically and debate the important questions within the study of sustainable development. The objective of these discussions will be to a) explore the interconnectedness of many of these issues and their varying degrees of impact on the wealthy, the middle class, and the poor or marginalized; b) understand different models of governance at international, national, and local levels that are trying to work through these issues; and c) bridge theory to policy and practice. This course requires active student participation in class as well as group projects and quizzes to gauge how well students are absorbing the material.

HHS 30000 Story as Medicine: Reading as Healing (3 Credit Hours)

This course will introduce students to Narrative Medicine, a burgeoning interdisciplinary field of study that focuses on the close reading of literature as a means of helping physicians, nurses, therapists, and other caregivers to develop narrative competencies that will assist them in improving patient care. Students in the course will explore seminal texts in the field of narrative medicine and begin to develop these competencies through the close reading of works by novelists John Green (the 2025 Ruskin Lecturer at Notre Dame) and Garth Greenwell, as well as works of memoir, fiction and graphic novel by Marya Hornbacher, Joan Didion, and Storzynski Writers in Residence Cleo Quian and Joan Reilly. The course will explore the connections between reading literature and the development of empathy, the role that reading plays in the development of Theory of Mind, and the ways that literary study helps to articulate professional standards in caregiving.

Satisfies the following University Core Requirements: WKAL - Core Art & Literature

HHS 30002 History of Science 1: Antiquity to Newton (3 Credit Hours)

This course is intended as the first of a two-part survey of Western science. We begin with a survey of the heritage of ancient (largely Greek) contributions to natural philosophy, mathematics, and medicine. We will continue with medieval studies of mathematics, motion, the heavens, living things, optics, materials, and alchemy in Arabic and Latin cultures. Given the importance of religion to the formation of these historical cultures, we will pay particular attention to the relations between broader philosophy, theology, and the emerging activities bearing the hallmarks of naturalistic and rational approaches we often distinguish as "science." Changing institutional homes for the study of nature also contextualize our study of key ideas and methods, from early philosophical schools to monasteries, universities, courts, and academies. Ultimately, we will consider whether there was such a thing as "the Scientific Revolution," and, if there was, what was so revolutionary about it.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30006 Huey's Healthcare: Humor and Healing in The Boondocks (3 Credit Hours)

What does it mean when some of the sharpest insights about health justice come packaged in punchlines? Through satire, the hit-series *The Boondocks* elevates overlooked aspects of health and material security, transforming systemic failures into resonate comedic sequences. Through engagement with *The Boondocks*, this course explores the use of humor and other forms of cultural expression to challenge and reimagine our current healthcare practices. Additionally, this course examines how film, video, photography, drawing, and interactive media function as an archive of community health knowledge — ethnographic resources that illuminate the complexities of our social world. Students will explore pressing health issues as well as engage core readings in cultural studies and visual anthropology to develop analytic approaches that extend beyond summaries and plot descriptions. By emphasizing these interpretive skills, students will learn to extract health discourses from different cultural forms, recognizing how seemingly disparate texts — from academic articles to animated satire — collectively participate in broader conversations about well-being, justice, and community care. Satisfies the following University Core Requirements: WKAL - Core Art & Literature, WKIN - Core Integration, WRIT - Writing Intensive

HHS 30014 Humans & Other Apes: A Modern Historical Survey from Scallinger to Peter Singer (3 Credit Hours)

One way to improve our understanding of ourselves is to compare ourselves with the animals who most resemble us, in informative, challenging and disturbing ways. In this course, we'll look at the relationship that has done most to change human self-perceptions. With a focus on Western texts and experiences, but with reference to many other cultures, we'll concentrate on the problems of how and why human attitudes to other apes have changed since the Middle Ages, and how they have influenced thinking in science, religion, politics, sociology, literature, and ethics.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30021 History of the Medical Sciences (3 Credit Hours)

This course is an intellectual history of western medicine. It is intended to familiarize students with the multiple explanatory problems that occur in medicine and the most important approaches to them. Its focus will be much more on medical theory and knowledge than on medical practice and institutions. The course will begin with a review of the Hippocratic and Galenic heritages and early modern appeals to chemical and physical explanations of disease and of health. A middle section will explore the 17th-18th century syntheses of Sydenham, Boerhaave, and Cullen, consider the difficult problem of nosology, and examine the empiricist critique in the clinics of early nineteenth-century Paris, including the conflict between ontological and physiological concepts of disease. The final section will examine several distinct trends in the nineteenth century: the impact of experimental physiology, the growth of clinical science, the emergence of epidemiology and tropical medicine, the rise of bacteriology, immunology, and virology; and the impact of new statistical methods. Reading assignments will be a mix of scholarly articles by medical historians and extracts from primary sources. Requirements include critical reviews of primary sources, journal, quizzes, and final exam. There are no prerequisites for the course. While some familiarity with the human body and its ailments and vulnerabilities, and some comfort with modes of biological explanation will be helpful, the course is intended for persons with general interests.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30025 A Visual History of Medicine (3 Credit Hours)

Open any medical journal or textbook, go to the doctor's office and look at the walls, or do an internet search for the little pain that's been bothering you for the last few days. You'll notice that medical pictures, diagrams, and computer-generated images are everywhere. This may seem obvious, and it may seem natural that physicians and scientists need to learn to "read" complex visual information. Science and medicine were not, however, always so visual. How did the medical field become so thoroughly image dependent? What kind of information—whether obvious or hidden—have medical images conveyed in the past up to the present? What roles have images played in the spread of Western medicine? And what can such images tell us about the communities and societies, including our own, in which they were created? In this class we will analyze images related to nature, the body, and medicine, covering the middle ages through the twentieth century. It is both a history of medicine seen through the lens of visual techniques and technologies developed over time, as well as a history of visual representation itself as revealed through the history of medicine.

HHS 30027 Sport and Society in the Ancient World (3 Credit Hours)

In the modern world, sports and sport-like spectacles are a source of livelihood, entertainment, and social interaction for huge swathes of the global population. Fans and practitioners of physical feats of strength were likewise a major component of ancient Greco-Roman society, from the earliest Olympic Games at the dawn of Greek history to the gladiatorial contests and chariot races that characterized the most decadent phases of the Roman Empire. The purpose of this course is to provide an interdisciplinary examination of the origin and nature of sport and spectacle in the Classical world and to compare the role that athletics played in ancient society to the position it occupies in our own lives - from the point of view of athletes, spectators, and patrons alike. Topics covered will include: Near Eastern precursors to Greco-Roman sport; the development of Greek and Roman sport and spectacle through time, the Olympic Games; the role of religious thought in ancient sport; the position of the athlete within society; ancient and modern rewards for athletic valor; athletes in architecture, literature, and art; and the political appropriation of athletes and athletics. The course will focus mostly on formal athletic contests in ancient Greece and on athletic spectacles in ancient Rome, but general recreation and physical education will be considered as well.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30028 Appalachia: Land and People (3 Credit Hours)

This course tells the history of Appalachia through humans' relationships with the natural environment. The class starts in geologic time with the formation of the mountains and spools forward through ebb and flow of Native American homelands, the colonial wars and the fur trade, the American invasion, the growth of an agrarian economy centered on corn, pigs, and whiskey, the arrival of the railroads and the extractive industries of coal and timber, and finally the difficulties wrought by de-industrialization, climate change, and the opioid epidemic. The central characters throughout are the men and women who wrested their living from the mountains and the hollows, and their struggles as a series of political, economic, and ecological transformations dispossessed them. Over time, Appalachia was impoverished and made marginal; in the eyes of many, the place and the people were deemed exploitable and expendable. This class seeks to understand how Appalachia became synonymous with grinding poverty and environmental degradation. The class argues that ecosystems and people advanced and declined in tandem and that history shows neither were destined for impoverishment. This course is intended to give current Notre Dame students who have or who might visit and volunteer in Appalachia the historical perspective they may need to fully appreciate the region's problems and potential.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30076 Disease and the American Experience (3 Credit Hours)

This class is about widespread illness, its mitigation, and the consequences of both. We deal with how populations are defined socially, economically, and politically and trace out the interventions that are made to preserve populations. We also contemplate the pandemic's pariahs; those who get blamed, excluded, and persecuted in times of plague. This class analyzes medicine as power; specifically, Michel Foucault's description of biopower (making live and letting die). A major source of reflection and analysis will be the instructor's experience nursing during the first and second COVID-19 surges in New York City. We will analyze film, documentary, podcast, literature, and medical science. In short, we will study theories, practices, and stories of healing.

HHS 30103 Critical Refugee Studies (3 Credit Hours)

The United Nations estimates that an unprecedented 71 million people around the world have been forced to flee from their respective homes. Among them are nearly 26 million refugees, half of whom are under the age of 18. Media and social science scholarship represent refugees as passive recipients of western aid and avoid critical examination of the global and historical conditions that create "refugees." This course introduces students to the interdisciplinary field of critical refugee studies (CRS) to re-conceptualize the refugee not as a problem to be solved but as a site of social and political critiques. CRS illuminates the processes of colonization, war, and displacement. This course examines militarism and migration as well as refugee voices written in their own words. We will assess a variety of sources, including oral history, ethnography, art, graphic novels, and interdisciplinary scholarship from humanities and social science.

HHS 30111 Disability at Notre Dame (3 Credit Hours)

Disability has long been constructed as the opposite of higher education. Universities are places that valorize, even demand, physical and intellectual ability. Disability, in turn, is often seen as something that does not fit within a university context, a problem that must be fixed. This antithetical relationship between disability and the university is rooted in history—eugenical curriculums, research programs that study disabled people—but it continues today. Despite a growing focus on diversity in university admissions and populations, disabled students enter higher education at a lower rate than non-disabled students and are less likely to graduate. In addition, universities perpetuate cultures of ableism in both faculty and students by prioritizing ability, perfection, and achievement.

HHS 30113 Sports and the Environment (3 Credit Hours)

With help from athletes such as Billie Jean King, Colin Kaepernick, LeBron James, Serena Williams, and Megan Rapinoe, Americans are growing accustomed to thinking about sports as embedded in the politics of gender, class, race, sexuality, and the nation. Consider the variety of places where sports happen, however, and the ways we develop and consume those places, and it becomes apparent that sports are also environmental in significant and complex ways. This course will examine the environmental politics of sports from conservation to climate change through the lenses of history and cultural studies. Course content will range from 19th century hunting, Indigenous surfing, and BASE jumping, to pick-up basketball, pro stadiums, and Notre Dame Athletics. Topical sections include outdoor sports and conservation, mountain sports and public land use, parks and recreation, stadiums and environmental justice, sports and climate change, and sustainability in the NCAA. Course requirements include regular reading and discussion, midterm and final essays, and a research project on a topic of the student's choice.

HHS 30117 Brain on Fire: A Holistic Exploration of Neuroinflammation (3 Credit Hours)

Inflammation is a fundamental biological phenomenon - whether it preserves or destroys is often a matter of context. In this course, we focus specifically on neuroinflammation - i.e., inflammation as it relates to the central (and peripheral) nervous system. We begin with the founding principles of molecular and cellular immunology in the context of the human nervous system. Next, we will explore the biological, environmental, and human components of (neuro)inflammatory disease through clinical case studies and representations in literature and media. Finally, we ask: how do medical, healthcare, and pharmaceutical constructs define the sociocultural experience of disease? Thus in this class, we integrate the scientific and the social: How do humans, how does humanity at large, deal with (neuro)inflammation? Can we firefight our collective future? This course is open to all majors. Strongly recommended prerequisites: Biology I: Big Questions (BIOS10171) OR Neuroscience and Behavior (BIOS20450) OR Cell Biology (BIOS30341) OR Cellular Biology: Stem Cells to Disease (BIOS30410) Satisfies the following University Core Requirements: WRIT - Writing Intensive

HHS 30119 The Asian American Experience (3 Credit Hours)

This class will survey the various historical and contemporary dimensions of Asian American experiences including immigration & integration, family & community dynamics, ethnic/gender/class identity, as well as transnational and diasporic experiences. We will explore contemporary and historical issues of racism, the model minority myth, inter-generational relationships, and the educational experiences of Asian Americans. To accomplish this, our class will pose such questions as: Who is Asian American? How did racism create Chinatown? Is there an Asian advantage? Coursework includes essays based on topics of your choice, presentations, and a creative narrative. Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 30123 That's What She Said: The Story of Hu(wo)man Evolution (3 Credit Hours)

If you were to perform a Google image search of "human evolution," you would see endless pictures of men linearly evolving from apes to modern humans. These overwhelmingly one-sided depictions are because much of our human evolutionary story has been written by and about men to the exclusion of women. Consequently, many of the key theories explaining the unique suite of human features seem to assume that evolutionary forces act only upon men, and women are merely passive beneficiaries. Not only is this exclusion of roughly half the population sexist, it is also bad science – bad science that to this day has been repeated and perpetuated to justify the status quo. In this class, we will explore human evolution from a feminist perspective intellectually drawing upon human biology, archaeology, cultural anthropology, primatology, exercise physiology, and reproductive health to demonstrate that women were and still are a driving force in human evolution. Using non-traditional learning methods and assignments, we will cover: 1) foundational feminist human evolutionary theory, 2) the pervasiveness of estrogen, 3) physical/athletic performance and sexual division of labor; 4) the significance and frequency of alloparenting; 5) multiple orgasms and the control of women's sexuality; 6) cooperation and competition among women; 7) concealment (or not) of human ovulation; 8) evolutionary reasons for the difficulty of human birth; 9) the physical and mental resilience of women; and 10) the crucial role grandmothers and menopause. It is my hope that this class not only provides an alternative perspective to current thinking in human evolution, but also encourages students to bring their experiences and perspectives to bear. Because who asks the questions matters, and a greater diversity of views can only improve and enrich our holistic understanding of human evolution.

HHS 30131 Societal and Medical Issues in Human Genetics (3 Credit Hours)

It has been 20+ years since the first draft sequence of the entire human genome was published, spurring development of genetic technologies that were previously impossible, such as CRISPR genome editing. These technologies carry potential to identify, treat, or even prevent genetic conditions; at the same time, they often rely on assumptions that genes determine one's fate and are shaping contemporary ideals of health, wellness, and disability. This course will examine how genetics and genetic technologies raise a host of complicated ethical questions, such as concerns about "new" forms of eugenics and genetic determinism, the ownership and commodification of genetic material, the ethics of genetics research in marginalized communities, legislative efforts to prevent genetic discrimination, and more. We will use a case study approach, pairing examinations of the biological and technical bases of specific genetic technologies with bioethical analysis to consider costs and benefits from a variety of stakeholder perspectives. This will entail engagement with perspectives from the history of science, genetics, bioethics, genetic counseling, etc. to explore complicated questions about the relationships between genetics, research, medicine, and society.

Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 30140 Global Indigeneity (3 Credit Hours)

In 2007, after decades of organizing on the part of indigenous activists, the United Nations issued a Declaration on the Rights of Indigenous Peoples. The Declaration was the result of years of work by people from particular communities—each with its own history, culture, language, and home—who decided to call themselves, and work together as, Indigenous people. This creative step allowed indigenous peoples to work collectively for justice on a global scale, rather than individually and in confrontation with single states. This class explores the concept, and reality, of Indigeneity in both historical and contemporary perspective: we will consider the many shared struggles and opportunities of indigenous peoples around the globe today and the ways that similar (or distinct) histories have led to similar (or distinct) present realities.

HHS 30145 Immigrant America (3 Credit Hours)

Nearly one in four people is an immigrant or child of immigrants in the United States. This course critically examines what it means to be an immigrant or child of immigrants through interdisciplinary sources, including memoirs, blogs, art, and popular journalism. Since the liberalization of immigration policy in 1965, immigrants from Latin America and Asia are becoming an increasing and emergent demographic of American society. In major American cities such as Los Angeles and New York, they comprise over 50% of the population. This course focuses on how immigrants and the children of immigrants experience the United States. How are immigrants changing the US racial and ethnic structure? How do their experiences differ, given varying legal statuses? How is the second generation becoming American? We will explore these questions through family, media representation, religion, education, dating, and sexuality. Students will participate in a service-learning opportunity related to migration and social justice and learn skills in quantitative and qualitative methodologies. Service learning will be 2-3 hours outside of class each week.

Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 30153 Drugs in American Life (3 Credit Hours)

This course explores the history, meanings, myths, and realities associated with narcotics in the United States. We will consider, for example, the fascinating history of cocaine as it went from miracle drug and panacea (as well as the active ingredient in Coca-Cola) in the early twentieth century to elite party drug in the 1970s to public health threat in the 1980s and 1990s. Through this example and many others, including marijuana's dramatic shift from illegal to legal substance, we will pay special attention to drugs and social difference, exploring the ways that American ideas about narcotics relate to such matters as race, class, gender, sexuality, ability, citizenship, and nation.

HHS 30154 Disability in American History and Culture (3 Credit Hours)

The US Centers for Disease Control and Prevention estimate that 26% of Americans (about 61 million people) have a disability—a physical, intellectual, sensory, or self-care impediment that affects major life activities. This course considers this population, their stories and experiences, as well as how disability—as a social, cultural, legal, and political construct—has shaped the nation and its history. A particular focus of the course will be on disability and social justice. Throughout American history, and still today, disabled people have been excluded from basic civil rights, such as voting, marrying, holding property, and living independently. This course will examine how these restrictions developed and changed over time as well as how disabled people have fought for greater access and equality. Coursework may include response papers, primary source analysis, and a final project.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30160 Health, Nutrition and Poverty in Developing Countries (3 Credit Hours)

This course explores the interconnections between health, nutrition, and poverty in low- and middle-income countries. The course will examine how poor health and malnutrition perpetuate poverty, and how poverty in turn undermines health and nutritional outcomes. Drawing on perspectives from economics, public health, and development studies, the course introduces theoretical and empirical evidence to analyze interventions such as nutrition programs, cash transfers, agricultural policies, and health systems reforms. Students will engage with both academic literature and real-world case studies, with an emphasis on understanding policy design and evaluation.

HHS 30162 Gender, Development & Global Policy (3 Credit Hours)

In this course, we will examine how policy frameworks around the world address patterns of gender difference and gender inequality. While policy experts often assume that gender and sexuality are stable, coherent categories of identity, scholars have long shown that both take socially and historically specific forms. In this course we will read a range of critical case studies that demonstrate the complicated ways that local and global beliefs about gender, sexuality, and development intersect in everyday life around the world. This course will help you approach "gender" and "sexuality"—two key terms in development discourse and global affairs—with an understanding of how these categories shape not just individuals but institutions, processes, and practices.

HHS 30163 Epidemics in America (3 Credit Hours)

For over a year now, our lives have been transformed by COVID-19, the coronavirus disease now causing a pandemic. As we navigate this crisis and work to keep ourselves and our loved ones safe, it may feel like we are treading in uncharted territory. But epidemics, even pandemics, have a long history in America and have integrally informed the American experience. In this course, we will examine health and disease in America from the pre-colonial period to the present, paying particular attention to how epidemics - smallpox, yellow fever, cholera, Spanish influenza, AIDS, and more - have shaped American history and culture. Epidemics are cultural as well as biological events, influencing everything from governmental policy and market relations to ideas about race, gender, class, disability, family, community, and citizenship. By engaging with a wide variety of historical and contemporary texts - newspapers, literature, medical journals, cultural artifacts, government documents, among others - we will see how epidemics have been forces of incredible cultural and historical change, shaping the nation today. Coursework includes response papers, primary source analysis, and a final project.

HHS 30170 Laboring Women (3 Credit Hours)

What did shopping, tavern-keeping, and midwifery have in common in early America? They could all be considered legitimate forms of women's and girls' labors both inside and outside of the home. We will consider work that was skilled or unskilled, free or enslaved, and paid or unpaid, and how changing definitions of "women's work" helped to shape boundaries of race and class. Servants were restricted from marrying and procreating while the value of enslaved women resided in both their work and their reproductive potential. Hence this course will also consider the dual facets of women's labor in work and their laboring in childbirth. Satisfies the following University Core Requirements: WKHI - Core History

HHS 30175 Philosophical Questions in Medical Science (3 Credit Hours)

Loss of health is a part of life. Medicine is one means by which this part of life is addressed, negotiated with, or battled against. In this course, we will explore the questions surrounding the nature and use of medicine in a variety of historical and social contexts. These questions will include, but are not limited to, the following: What is medicine, exactly? Is it a science or an art? How has the answer to this question evolved over the course of certain histories? Are diseases and medical causes, as typically conceived, mind-independent entities or human constructions? How do our worldviews and philosophical commitments affect what we observe and what we count as evidence? What kinds of medical epistemology are possible? Which ways of knowing should be granted authority? If medicine is defined as the practice of alleviating suffering, whose suffering should be alleviated and whose suffering is justified by the acquisition of further medical knowledge? What does it mean, existentially, to lose one's health? Finally, what should the aims of medical practice be? We will explore these questions in a philosophical manner using a variety of intellectual resources from philosophy, history, sociology, and contemporary medical science. Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 30176 AIDS, Art, America (3 Credit Hours)

How has the HIV/AIDS crisis shaped U.S. political culture, public health, and artistic production since coming to public attention in the early 1980s? In this course, we explore the history of the AIDS crisis, including medical, religious, and moral constructions of the epidemic that arose amid heated culture wars debates over gender and sexuality. We look at competing strategies to define and combat the epidemic, from Christian Right leaders who have described AIDS as a divine punishment to public health workers and religious leaders who championed comprehensive AIDS education. We will be especially attuned to grassroots activism that emerged from the communities most affected by the AIDS crisis, including LGBT communities. We explore how AIDS activists drew upon the lessons of feminist, queer, and Black civil rights movements to fight for political and medical resources for people with AIDS. And we will see how art became central to these efforts by exploring how feminist and queer activists and other people with AIDS produced a vast (and still growing) archive of cultural production, including visual and performance art, film, and literary work, through which they processed the grief and trauma of this crisis while forging new political and artistic visions. Satisfies the following University Core Requirements: WKAL - Core Art & Literature

HHS 30185 LGBTQ American History (3 Credit Hours)

How have LGBTQ people shaped modern America? And how has modern America shaped LGBTQ lives and experiences? In the popular imagination, the Stonewall Riots often mark the beginning of the modern gay rights movement and a turning point in the visibility and cultural acceptance of LGBTQ people. In this course, we will think about the longer and wider histories of LGBTQ people in the United States, tracking their cultural and political histories from the late 19th century to the historical present. We will also discuss theoretical approaches to studying the history of sexuality, including how sexual and gender categories (and people's experiences of them) have changed over time and how they intersect with histories of race, class, religion, and region. In true American studies fashion, we will think with a wide range of primary texts—spanning across music, political zines, photography, film, law, and historical newspapers—and read interdisciplinary scholarship ranging from classics in LGBTQ history to more recent works that expand our archive of LGBTQ studies. Students will also pursue a historical research project on a topic of their own choosing, bringing their own interests and insights to the class.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30192 Sports and American Culture (3 Credit Hours)

Sports play a big role in American culture. From pick up soccer and the Baraka Bouts to fantasy football and the Olympics, sports articulate American identities, priorities, aspirations, and concerns. They reflect our dominant values but also highlight our divisions and serve as a means to question those values. Athletes, organizers, spectators, fans, and the media all have a stake. This course will examine sport's role in American society and culture thematically, covering the late 19th century to present and paying special attention to sport as a physical performance (including issues of danger, drugs, disability, spectatorship, and fandom), sport as an expression of identity (the construction of race, gender, class, community, and nation), sport as a form of labor (with issues of power and control, safety, and amateurism), and sport as a cultural narrative (how do writers, historians, and the media attach meaning to it?). We will examine history, journalism, documentary film, and television coverage; topics will range from Victorian bicyclists and early college football to Muhammad Ali. Requirements include reading and regular discussion, a variety of short analytical papers, and a culminating project in which students will choose one course theme to analyze through a topic of their own choice.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30200 The Anthropology of Psychic Life (3 Credit Hours)

What is psychic life? The word psyche has encompassed a range of definitions as it has travelled through time, from notions of mind, soul, spirit, and the conscious and unconscious mind, to a mirror, an asteroid discovered in 1852, a moth or butterfly, and anima mundi, "the animating principle of the universe" itself. Today an additional constellation of concepts may also be drawn into psyche's orbit, including brain, emotion, feeling, affect, self, subjectivity, person, ego, and experience. As opposed to terms like "mental health," the concept of psychic life provides a language with which to speak about a range of phenomena across multiple traditions, epistemologies, and histories, without prioritizing any one conceptualization over another or locating the psyche within the boundaries of an individual mind, as distinct from the body and the world (Eileen Barany, cc:d here, has the full course description if you are interested).

HHS 30210 Design Research: From Insights to Innovation (3 Credit Hours)

In the twentieth century, the design profession took shape in such fields as graphic design, information design, product design, industrial design, and design management. Today, design has grown from a focus on products and services to a robust and diverse set of methods and methodologies that are applicable to a wide range of cultural and societal challenges. With a focus on understanding natural environments, behaviors, and relationships, in all their inherent complexities, design research is uniquely qualified to understand and help address today's complex challenges. The objective of this class is to introduce students to the principles and practices of qualitative design research, and the practical application of these ideas to understanding cultural needs and challenges. This course is offered every semester and is open to Collaborative Innovation Minors and Design Majors.

HHS 30224 Sick and Tired: Archaeological histories of health (3 Credit Hours)

Illness and disease have been part of the human experience for as long as we have existed. The nature of these challenges, and how we have responded to them, has evolved over time. In this course, we will dig into evidence from the archaeological record and bioarchaeological data from skeletal remains to trace the history of human health. From prehistoric pandemics to ancient healing practices, we'll uncover the sick and tired side of archaeology that reveals how illness and the pursuit of health have shaped—and been shaped by—human history. You'll learn how archaeologists and bioarchaeologists reconstruct stories of past health, exploring how humans have cared for one another since our evolutionary origins and how our understanding of "health" has shifted across time.

HHS 30300 Introduction to Clinical Ethics (3 Credit Hours)

The focus of the course will be an examination of the advances in medicine over the last 30 years that have challenged traditional values and ethical norms, and the institutional processes and procedures in place that facilitate decision-making in the health care setting. It will include a sketch of the most recent advances in the various fields of medicine, followed by an examination of the clinical and ethical questions they raise and how they have affected the physician-patient relationship.

HHS 30304 Anthropology of Migration: Displacement, Borders and Health (3 Credit Hours)

Migration is a prevailing global phenomenon that affects millions of peoples around the world. According to the UNHCR report, at the end of 2019, there had been 79.5 million forcibly displaced people around the world. At the same time, refugees and migrants experience migration- and displacement-related physical and psychosocial stress and trauma, which may increase their vulnerability and affects their health and well-being. This course will explore, engage, and analyze contemporary migration flows - movements of people across national and international borders - and the ways human mobility shape refugees' and migrants' lived experiences, cultural meanings, social values, and health. How and why particular modes of mobility are permitted, encouraged, and enabled while others are conversely, banned, regulated, policed, and prevented? How do contemporary forms of displacement may challenge conventional understandings of who gets to be defined and accepted as a refugee? Why do we have so many different categories of people who simply seek refuge? Do these different categories indicate different treatments? How is migration associated with higher levels of mental health disorders among refugee/migrant populations? The course will engage with such questions by focusing on events that occurred in the second half of the twenty-first century in Europe, including both the EU and non-EU states. We will rely on the selected readings and documentaries as they reflect an integrative anthropological approach to migration, displacement, and refugeeness. Taking into account lived experiences, identity, social values, cultural meanings, health, and well-being, we will explore migration, borders, and displacement as a subjective experience and sites of ethical, socioeconomic, political, and cultural examinations and critiques. Topics will include transnational migration, terminology, citizenship, borders, asylum policy, health, and well-being. This course will also enrich your understanding of the fluidity of different categories, processes underlying refugees and migrants' cultural and social tuning, as well as their biosocial responses, resilience, and adaptability under conditions of migration and displacement. The course will be run in a seminar-style, and students will be expected to analyze and debate core readings in class.

HHS 30308 Structural & Cultural Violence (3 Credit Hours)

This course offers an in-depth analysis of the roles of structural and cultural violence in peace studies. Unit 1 (conceptual/theoretical) explores field-formative debates over the nature, basis, and viability of "structural violence" and "cultural violence" as analytical concepts, asking how they have shaped (or failed to, but perhaps ought to shape) the field of peace studies. We will examine their critical appropriations of early critical theory, and assess comparable theoretical approaches such as reflexive sociology (Pierre Bourdieu and Loic Wacquant), post-structural analysis (Michel Foucault), and later critical theory (Nancy Fraser and Axel Honneth) while asking what advantages, if any, lenses of structural and cultural violence have vis-a-vis these resources for peace analysis and peacebuilding, and where they need to be supplemented. Unit 2 (cases/agents) studies cases in which some version of these analytical lenses have been deployed for purposes of peace analysis and peacebuilding. We examine recent uses of these lenses to examine poverty, global development, and global health in building peace (e.g. Nancy Scheper-Hughes, Paul Farmer, Peter Uvin), religious/cultural identity (Veena Das), and race, class, and gender (Joshua Price on incarceration and prison abolition in the U.S.; Alex Mikulich and Laurie Cassidy on white complicity in hyper incarceration).

HHS 30311 Introduction to the American Healthcare System (3 Credit Hours)

The course will begin with a short history of the American health care system and will be followed by a discussion of the major components of the system (patients, providers, payers), health insurance coverage, managed care programs, the movement for quality health care, physicians in the changing medical marketplace, health care expenditures, and academic medical centers. This course counts as a general elective. Fall.

HHS 30320 Film and the Physician (3 Credit Hours)

This course will examine the representation of medicine in film, still art and texts. The point of view will be to examine the interdisciplinary arts, primarily film plus secondary readings of literary texts, with the goal of broadening the understanding of the lives of patients, families and providers for future health care professionals, particularly physicians. The goal is to heighten the awareness of the world surrounding medical encounters and encourage an open minded approach to people in medical need. Based on Cinemeducation training in medical schools and residency programs, topics examined include delivering bad news, end of life issues, medical malpractice, family dynamics, professionalism, cultural diversity, gender issues, grief, balance of professional and personal life and medical errors. Film clips will be introduced and reviewed with specific discussion points. Strong emphasis will be placed on group discussion, with four short papers, one discussion lead and a final paper.

HHS 30333 Hip Hop Public Health (3 Credit Hours)

This course delves into the intersections of art, culture, and public health, particularly Hip Hop as a form of public health knowledge acquisition. Through an examination of various texts, archives, and research methods such as ethnography, autobiography, and social and oral history, students will explore how different forms of creative and cultural expression force us to reimagine what health justice looks like, feels like, and sounds like. Students will also reflect on Hip Hop and its presence in everyday life, from questions about narrative medicine to its use in public health campaigns.

Satisfies the following University Core Requirements: WKAL - Core Art & Literature, WKIN - Core Integration, WRIT - Writing Intensive

HHS 30382 Gender and Social Change (3 Credit Hours)

This course examines how gender and sexuality are understood, constructed, and implicated in relations of social power in various regions of the world. It will integrate scholarship from anthropology and women and gender studies to explore how ideas of maleness, femaleness, trans, queer, and heterosexual are reproduced, contested, and transgressed within different social contexts and the everydayness of these categories. We will learn about cultural changes in conceptions of gender and sexuality in North and South America, SWANA (South West Asia/North Africa), Southeast and East Asia, Central and Southern Africa, and Europe. In the first half of this course, we will consider traditional themes in cultural anthropology, including kinship, morality, ritual, emotion, politics, and the circulation of goods and labor, to examine how different communities produce cultural knowledge about gender and sexuality. The second half of this course will address contemporary themes such as activism, violence, and gender and sexual oppression. Using our knowledge of anthropological theories developed in the first half of the course, we will take up topics of concern such as masculinity and violence, LGBTQ rights and pinkwashing, and gender and nationalism to understand how gender and sexuality are relevant to post-colonial contexts and settler-colonial resistance movements.

HHS 30424 Gender, Sexuality, State (3 Credit Hours)

This course provides an overview of the complex ways in which gender and sexuality are relevant to a study of the state, both domestically and on the international stage. This course will look at the gendered and sexual dynamics of war, state-building, nationalisms, international governance, as well as feminist and queer social movement responses to the state.

HHS 30456 From Humors to Hysteria: Human and Political Bodies in European History, 1517-1918 (3 Credit Hours)

Between the early rumblings of the Reformations and the last cannon shot of World War I, Europeans profoundly changed how they conceptualized bodies as experience and metaphors. During these four centuries, Europeans grounded the ways in which they interacted with each other and the world in bodily imaginings. On an individual level, the living, human body provided a means of accessing and understanding the material or spiritual world. On a collective scale, the physical body, its adornments, and its gestures provided markers that Europeans used to fracture society along axes of gender, sexuality, class, race, mental aptitude, and even sacrality. Drawing in part from their myriad imaginings of the human body, Europeans constructed metaphorical political bodies. The body politic assumed diverse forms spanning from divine right monarchs to revolutionary republics to modern nation states. Our course will lay bare the human body as culturally constructed, while fleshing out how Europeans' evolving visions affected political imaginings. Satisfies the following University Core Requirements: WKHI - Core History

HHS 30510 Tpc in the Hist of Stats (3 Credit Hours)

Statistics is one of the most important tools in the 21st century for conducting scientific research, assessing the benefits of public policy, and understanding business administration and management. Yet despite its ubiquity the prominence of statistical reasoning we see today is of a relatively recent date. This course will introduce students to important topics in the history of statistics, tracing its emergence in the 19th to its use and misuse in the public health crisis of the COVID-19 pandemic. While broadly chronological, the course will also be organized topically and will address both the content of evolving statistical techniques as well as its social and political contexts. A central theme for this subject will be the complex dynamic between claims that statistics represent facts about the world while at the same time being the product of competing social, political, racial, and cultural interests. We will look at multiple aspects of this interplay including how the intended use of statistics has shaped the development of its techniques and methods; the dependence it has had on certain data-gathering institutions and the role governmental and corporate power plays in such data gathering; and the relationship between statistics, misinformation, and objectivity. By the end of this course you will be able to better appreciate the different criticisms of statistics within their historical context as well as articulate its benefits and the important role it plays in understanding the world today.

HHS 30532 Economics of Housing (3 Credit Hours)

An introduction to the economics of housing, with particular attention to issues of homelessness and the low-income housing market. Topics includes economic models of homelessness, housing subsidies and regulations, housing market filtering, concentrated poverty and neighborhoods effects, and public policy responses to housing problems.

HHS 30541 The Technoscientific Self (3 Credit Hours)

In an age where 'identity politics' figures as both an accusation and a creed in public and private spaces, a careful and critical examination of how we construct our individual and collective selves is more important than ever. Science and technology are crucial resources in these projects, serving as fundamental structuring elements of our world. They are crucial in shaping not only our physical environment but the very conditions of possibility within which we construct our collective and individual identities. This course is an exploration of the ways that the practice of science and the production and marketing of technology supply the material that gets taken up in the project of identity formation, focusing on two closely linked technoscientific domains: neuroscience and genetics.

Satisfies the following University Core Requirements: WKIN - Core Integration

HHS 30550 Foundations of Global Health (3 Credit Hours)

Over the last two decades, there has been a groundswell of interest in global health across multiple disciplines and professional fields. The field of global health recognizes the multidimensionality of health as well as the interconnectedness of everyone living in the world today; its primary goal is to eliminate health disparities to achieve health equity for all. This course will provide foundational knowledge necessary to understand what global health is today; its history and evolution; how social theory contributes to understanding specific global health problems; the importance of understanding health and designing interventions by using a biosocial model that includes a myriad of cultural, social, political, economic factors; and an understanding of the role of various actors on the global health stage including international, bilateral, and civil society organizations.

HHS 30556 Health Economics (3 Credit Hours)

This course examines how economic analysis can be applied to various components of the health care system. Microeconomic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the health care industry. International comparisons and the role of the public sector are discussed.

HHS 30558 Women and Health in Global Context (3 Credit Hours)

This course is designed to introduce students to a wide range of health issues affecting women globally, with particular emphasis on Africa, Asia, and the United States. The topics will focus on a woman's life, from infancy and childhood, through adolescence and reproductive years, to old age. We will examine the physiological, social, psychological, economic, cultural, political, behavioral, and environmental factors that influence women's health, and the role of poverty, discrimination, and unequal health access. Topics such as determinants of women's health, reproductive health, sexual health, cardiovascular health, maternal health, cancers of the reproductive tract, mental and emotional health, substance use and abuse, and various forms of violence against women will be discussed. At the end of the course, students should have a solid grasp of key issues affecting the health of women in different cultural contexts globally, and how women can be empowered to take actions that positively influence their health.

HHS 30560 Health, Culture & Society (3 Credit Hours)

In many societies around the world, culture plays a major role in health and wellbeing. This course will provide a global overview of how society and culture influence the health and wellbeing of people, with discussions on strategies for health promotion and awareness that are sensitive to cultural settings. Focusing mostly on developing countries, we will examine the ways in which different aspects of culture, such as gender and social norms, values and belief systems, and religion influence health, with particular emphasis on physical health, mental & emotional health, and sexual & reproductive health.

HHS 30565 Health Economics (3 Credit Hours)

This course examines how economic analysis can be applied to various components of the health care system. Microeconomic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the health care industry. International comparisons and the role of the public sector are discussed.

Satisfies the following University Core Requirements: WRIT - Writing Intensive

HHS 30605 Education Law and Policy (3 Credit Hours)

This course focuses on selected legal and policy issues related to K-12 education in the United States. A central theme is the intersection of K-12 schooling and the state, with a particular focus on Constitutional issues of religious freedom and establishment, student speech and privacy, parental choice, educational opportunity, and education reform trends such as charter schools and accountability measures. Questions examined over the course of the semester include: What are the most basic obligations of the state with regard to its regulation of K-12 education? What are the most basic rights of parents in this regard? In what ways does the 1st Amendment protect - and limit - the speech and privacy rights of K-12 schoolchildren? In what ways may the state accommodate K-12 schools with an explicitly religious character? What are the Constitutional requirements with regard to religious speech or expression within K-12 public schools? To what degree is the principle of equality manifest in the form of educational opportunity? How has this changed over time? In what ways have education reform trends such as charter schooling and increased accountability changed the policy landscape of K-12 education?

HHS 30629 Early Childhood Policy in the US: Origins & Current Context (3 Credit Hours)

This course covers the various issues relevant to the current early childhood education landscape. This includes theories of early learning and child development, policy development in the United States, the issues of inequality and the achievement gap, and research on interventions or "what works" in early childhood programming. The advantage to understanding the theories of child development, the policy context and the intervention research is that it gives future teachers and future policymakers a foundational premise upon which to grow, analyze, learn and teach. Topics covered will include: Theories of Child Development (Infant Schools to Present), Head Start and the CCDBG, State Preschool, Inequality and the Achievement Gap in the Early Years and Interventions in Early Childhood (HighScope/Perry Preschool, Abecedarian and Chicago Parent Studies, Head Start Research). The goal of this class is to come away with a greater understanding of the language, the history, the goals and the possibilities in this policy area as well as its connections to other social welfare programs and to K-12 schooling. Students will become more fluent in the language of early childhood education and will gain the foundational knowledge of past and current theories, laws, policies and educational interventions. Satisfies the following University Core Requirements: WKSS - Core Social Science, WRIT - Writing Intensive

HHS 30634 Crime, Heredity and Insanity in American History (3 Credit Hours)

This course gives students the opportunity to learn more about how Americans have thought about criminal responsibility and how their ideas have changed over time. Historians contend that the 19th century witnessed a transformation in the understanding of the origins of criminal behavior in the United States. The earlier religious emphasis on the sinfulness of all mankind, which made the murderer into merely another sinner, gave way to a belief in the inherent goodness of humankind. But if humans were naturally good, how are we to explain their evil actions? And crime rates varied widely by sex and race; European women were said to have been domesticated out of crime doing. What do those variations tell us about a common human nature? The criminal might be a flawed specimen of humankind born lacking a healthy and sane mind. Relying in part upon studies done in Europe, American doctors, preachers, and lawyers debated whether insanity explained criminality over the century and how it expressed itself in different races and sexes. Alternative theories were offered. Environment, heredity, and free will were all said to have determined the actions of the criminal. By the early 20th century, lawyers and doctors had largely succeeded in medicalizing criminality. Psychiatrists now treated criminals as patients; judges invoked hereditary eugenics in sentencing criminals. Science, not sin, had apparently become the preferred mode of explanation for the origins of crime. But was this a better explanation than what had come before? Can it explain the turbulent debates in the late 20th and early 21st Centuries over variations in crime rates by race? Can it explain why men, not women, are still more likely to commit murder?

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30635 Drunk on Film: The Psychology of Storytelling with Alcohol and Its Effects on Alcohol Consumption (3 Credit Hours)

Alcohol Use Disorder is a chronic relapsing brain disease. But when presented on screen, it's entertainment. Why do we laugh, why do we cry, why do we emulate fictional characters whose drinking habits result in a life of debilitating addiction? From James Bond to Jonah Hill, the psychology and seduction of alcohol on film, television, and online will be analyzed. Furthermore, what is the relationship between the manner in which alcohol use/abuse is presented on screen and the manner in which alcohol is used and abused on, for example, college campuses? Surveying recent film history, we will examine how alcohol is used in story structure, as a character flaw or strength, and as a narrative device in the story arc of films across multiple film genres, (teen rom-coms, sports films, etc). Why do characters drink, where do they drink, and how does the result of their "getting drunk" advance the narrative? We'll also look at non-fiction media that tackle issues of addiction, as a way of comparing character development in fictional films to the results of this same behavior in everyday life. Film materials will include weekly screenings outside of class, and academic articles relating to the portrayal and analysis of alcohol use in film and television, including the business of marketing alcohol from social media to televised sports. From the psychological perspective we will discuss the topic and process of social influence and how the presence of others influences our behavior. Questions of interest will include the following: what are the mechanisms by which group influence unfolds? How and why might we be persuaded? Does the manner, and if so how, in which alcohol use is portrayed in movies and the media reflect the processes and principles of social influence? Readings will include chapters on social influence, persuasion and academic articles evaluating the manner in which alcohol is portrayed and advertised and the effect this has on alcohol consumption. In addition, issues of addiction will be discussed - from understanding the basis of addiction to examining the efficacy of addiction treatment.

Satisfies the following University Core Requirements: WKIN - Core Integration

HHS 30650 Emergencies, ER, and Media (3 Credit Hours)

This course, taught by a cardiovascular physician, explores the dynamics of emergencies as they occur in society, and specifically, emergency care in the hospital setting. We will emphasize the role of medical professionals analyzing their clinical acumen and judgment, ethical dilemmas, and psychological challenges. We will study real-world hospital emergencies, focusing on both the human and structural responses to medical crises. A major focus will be the portrayal of emergency medicine in popular media, employing TV series (primarily *The Pitt*) and select movies as appropriate. Students will engage with the ethical complexities of treating patients in the Emergency Room (ER), exploring issues like patient autonomy, resource allocation, and most importantly, decision-making under pressure. Through media portrayals, case studies, guest speakers, lectures, and discussions, students will gain a comprehensive understanding of the emergency medical field and its media representations.

HHS 30672 Social History of American Medicine (3 Credit Hours)

This seminar explores the dynamic and complex history of medicine in the United States, from colonial times to the present, with a focus on how race, gender, class, and geography have shaped medical practices, healthcare institutions, and public health policies. Medicine in America has never operated in a vacuum—it has both shaped and been shaped by broader social structures. The course critically examines how medical authority was established and legitimized, often at the expense of marginalized communities, and how those communities have responded and resisted. We will investigate the professionalization of medicine, the role of public health, the ethical dilemmas surrounding medical experimentation, and the evolution of biomedicine and the pharmaceutical industry. Through historical analysis, case studies, and discussions, students will develop a deeper understanding of how historical developments in medicine continue to inform contemporary debates on healthcare access, inequality, and medical ethics. Satisfies the following University Core Requirements: WKHI - Core History

HHS 30700 Art, Medicine, & Observation (1 Credit Hour)

The goal of Art, Medicine, and Observation is to employ the benefits of learning through works of art at the Raclin Murphy Museum of Art in service of a humanistic study and practice of clinical medicine. This course positions the practice of medicine, like that of art, as a deeply human endeavor; it is the product of different types of person-to-person communication: patient and physician, physician and colleagues, physician and self, and physician and society and other contexts. By using works of art as "texts" through which to listen to, acknowledge, interpret, and respond to the experiences of others, this course will focus on building students' skills of observation and communication as they relate to medical professions. Sustained encounters with works of art—specifically works with themes such as health and healing, caregiving, suffering, mortality, and the human body, among other topics that demonstrate what art and medicine have to offer each other—will surface issues of bias, objectivity, and ambiguity in observation and communication. Ultimately, this effort will lead students to develop an empathic disposition in their study of medicine, the capacity to think deeply about the experience of others, and the predilection to treat patients with care and attention. This one-credit class is co-led by Museum staff and an emergency medicine physician and runs for the first half of the semester only.

HHS 30701 Introduction to Health Communication (1 Credit Hour)

This course will provide an overview of communication concepts and strategies that can shape health practices and promote public health goals. You will become familiar with theories, communication channels, and some social and cultural complexities to consider in the design and analysis of persuasive health communication materials.

HHS 30702 Intro to Health Communication (3 Credit Hours)

With an increasing number of complex domestic and international health challenges, the need for clear, effective, and timely health communication has become more apparent. This course will provide an overview of communication concepts and strategies that can shape health practices and promote public health goals. Students will become familiar with theories, communication channels, and some factors to consider in the design and analysis of persuasive health communication materials.

HHS 30718 Refugees, Rights and Resettlement - World Refugee Policy and International Law (3 Credit Hours)

This seminar will provide an overview of and framework to understand the global refugee crisis. We will trace the evolution of international refugee law and policy dealing with this ever-growing population. Central are the ethical challenges that refugees pose for the international community. What is the nature of our collective obligation to refugees? What determines the extent of this obligation? Through a series of legal and sociological case studies, students will also grapple with the social, legal, political and ethical challenges posed by humanitarian intervention on behalf of refugees and the often unintended consequences of such policies. How do the different models for dealing with refugee resettlement affect the life chances of refugees? This project-based course will pair students with a refugee community to address a pressing social concern.

HHS 30800 Weight...What? The physiology, behavior, and evolution of obesity (3 Credit Hours)

Almost 40% of the world's population is overweight or has obesity. Obesity has become a central focus in biological research as well as policy. Billions of dollars have been spent on public health interventions, biological interventions, diets, and exercise regimens. However, the obesity rate among adults and children has been steadily increasing globally. Why is this happening? How do we even define obesity? Does that definition truly reflect health? Why do we even have fat to begin with...actually what even is fat?!? Why are humans prone to obesity? These are just some of the questions we will address in this class. Using non-traditional methods and assignments, we will discuss adipose tissue and digestive physiology, the role evolution has played in the human propensity to hold onto fat, diet and exercise, food insecurity, therapeutic interventions, as well as the physical and mental health consequences of having obesity. We will use this as a basis to investigate the biological and cultural factors including stigma, race, and gender that shape our perceptions of body image and health in the midst of the obesity epidemic. Finally, this course will include occasional laboratory exercises to familiarize you with the methods used to assess body mass, body composition, metabolic rate, and point of care measures of biomarkers like glucose and cholesterol.

HHS 30801 Poverty in the Developing World (3 Credit Hours)

This class provides an introduction to the world of development policy in the face of massive and persistent world poverty. It focuses on the important tools and concepts required for both understand and create policy aimed at combatting challenges posed by third-world poverty. This includes understanding when it is proper to intervene in markets, along with the role of non-governmental organizations (NGOs) and government institutions.

HHS 30856 Labor in America since 1945 (3 Credit Hours)

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families - and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace - an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century. Satisfies the following University Core Requirements: WKHI - Core History

HHS 30859 Fiction Writing: For Our Times (3 Credit Hours)

In her book, *The Art of Death: Writing the Final Story*, Edwidge Danticat states that "we are all living dyingly." The concept of death and/or dying is part of our collective and shared experience. It presents us with the larger possibilities on how to live, how to experience, how to persevere, and how to change. In this course we will examine the politics of trauma, disaster, and memory. We will read across genres in fiction, essays, and poetry in order to write work that contemplates memory as a locus for resilience. We will look at how writers are grappling with some of the more pressing issues of our time i.e., climate change, natural disaster, femicide, colonialism, war, among others. Students will write prose that looks to redress what it means to "live dyingly." Satisfies the following University Core Requirements: WKAL - Core Art & Literature

HHS 30910 Experience of Conquest: Native Perceptions of Relations with Spaniards in 16th C. Mesoamerica (3 Credit Hours)

The aim of this class is to try to understand what conquest, as we have traditionally called it, meant to the people who experienced it in some parts of the Americas that joined the Spanish monarchy in the sixteenth century. We'll concentrate on indigenous sources - documentary, pictorial, and material - and try to adopt the indigenous point of view, without neglecting sources mediated by Europeans. Although the class will concentrate on selected cases from Mesoamerica, the lecturer will try to set the materials in the context of other encounters, both within the Americas and further afield; and students will be free, if they wish, to explore case-studies from anywhere they choose in the Americas (in consultation with the lecturer and subject to his approval) in their individual projects.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 30936 Gender, Sexuality, & Colonization in Latin America (3 Credit Hours)

In this seminar we will examine the historical construction of gendered and sexual roles in the Spanish colonial world. This will entail thinking about gender and sexuality in the societies which "encountered" each other in the New World (European, indigenous American, and African), and also thinking about how that encounter produced new forms of racialized gender and sexual relations. Among the questions we'll consider: how was the conquest gendered? How did colonial society produce masculinities and femininities? What gendered forms of power were available to women? How did Atlantic slavery contribute to new racialized notions of gender? How did ethnicity and *casta* (a status attributed to mixed race peoples), as well as gender and class, determine people's sense of themselves and their "others"? What were normative and non-normative sexual roles in the early modern Americas?

HHS 30980 Race and Racism in Science and Medicine (3 Credit Hours)

This course explores how ideas about race and racism have been intertwined with scientific, medical, and technological developments, shaping society since the 18th century. While recognizing that race is fundamentally a social construct, the course delves into scientific efforts to quantify, measure, and categorize individuals by race from early anthropometry to contemporary developments like the Human Genome Project and artificial intelligence. By critically analyzing scientific theories that produced and built upon ideas of racial hierarchy, students will develop a deep understanding of how race, racism, and racial inequality have been embedded into scientific knowledge, and thus, societal understanding. Students will also examine the historical context of racial disparities in healthcare, including the development of racialized medical theories, and will explore the role of technology in reinforcing or challenging racial biases, from the early days of photography to modern AI and surveillance technologies. This course is tailored for students with interests in the history of science and the production of scientific knowledge, as well as those curious about the origins of scientific racism and racial inequality.

Satisfies the following University Core Requirements: WKHI - Core History

HHS 31211 The Art & Science of Well-Being (3 Credit Hours)

Is there a formula for becoming happier? Yes. Drawing on my 40 year practice as a cardiovascular physician, we will merge the art and science of medicine while discovering that happiness and well-being indeed can be nurtured. This course explores the intersection of medical science, positive psychology, individual well-being, and philosophical reflections on life and death by examining the scientific literature, and most importantly, sharing our personal stories. A major point of emphasis involves how we deal with, and protect ourselves from loss, suffering, and death, and how this informs the way we live our lives. The course will emphasize personal stories; practices to promote a healthy mind and body; explore the concepts of positive and negative emotions, savoring, resilience, and how to harness our own character strengths; and investigate both the impediments and pillars to building a happier life. We will examine the ethics and means by which modern medicine prolongs life, implements organ transplantations, and confronts the dying process. Satisfies the following University Core Requirements: WKSS - Core Social Science

HHS 33022 Towards a history of psychology. Ancient and medieval therapies of the soul (3 Credit Hours)

In ancient and medieval texts the soul is the principle of life, of sense-perception, emotions, passions, rational thought and ethical behavior. Throughout history, the investigation of the soul has been special in two ways. First of all, we are not addressing an external topic; we are treating ourselves. Secondly, this study of ourselves is not merely meant to describe and analyze, but to change and to form. Ancient philosophers thought of their work as "care of the soul". The soul is not a mechanism or machine, but something living which can err and go wrong. Pre-modern authorities often described this in the terms of sickness: The body may be sick and need the help of the doctor, and the soul may need therapy if it is sick. In the course, we will address a selection of texts and topics from ancient and medieval sources (Plato, Aristotle, Galen, the Stoics, Neoplatonic authors and Christian authors from late Antiquity and the Middle Ages), and compare them with select contemporary texts. What constitutes a healthy soul? What are the sicknesses of the soul? What therapies are recommended? How can one build resilience and how much resilience is right? What role does gender play? The course will also integrate lectures/discussions with practicing therapists and a field trip to "mindworks" (Chicago Museum of cognitive psychology).

Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 33100 Philosophy of Mental Health and Disorder (3 Credit Hours)

What exactly is a mental disorder? We often use this term, but rarely stop to think about what it means. It seems like our answers to this question will vary depending on our personal opinions and the society we grew up in. So, who gets to decide what is a real mental disorder and what is not? Is it a matter of scientific discovery, value judgments, or even cultural preference? These and other questions will be discussed in this course. Other topics include ethics and mental health, the concepts of function and dysfunction, and critiques of the mental health field. Please note: this is a philosophy course and not a clinical course, no clinical skills or diagnostic methods will be covered.

Satisfies the following University Core Requirements: WKIN - Core Integration, WKSP - Core 2nd Philosophy, WRIT - Writing Intensive

HHS 33101 Evolutionary Medicine and Early Life Origins of Health (3 Credit Hours)

By helping us step back to see humans as primates, mammals, vertebrates, and beyond, evolutionary theory provides a framework for understanding many aspects of our day-to-day lives that shape the health and well-being, including weight gain-diet, psychosocial stress, immune function, sleep patterns, risky behavior, and child development. But, increasing evidence from the exciting field of "developmental origins of health and disease" suggests that our biological and behavioral patterns are far from being determined solely by our genes. Our early life contexts, from before birth, and possibly even the experiences of our parents and grandparents in prior generations influence how our brains and biological systems function, including how genes are expressed, and thus impact our health and behavior. This course will bring these dynamic perspectives together to answer questions regarding why we get sick, how our bodies flexibly respond to the world around us, and the inheritances we receive from our ancestors.

HHS 33360 Health Psychology (3 Credit Hours)

Because behavior plays a significant role in people's health, psychology has emerged as an important contributor to the process of coping with disease, disease prevention, and health enhancement. This course is designed to be an overview of health psychology and behavioral medicine. Topics will include psychology and medicine, health psychology models, stress and health, adaptation to illness, psychological aspects of cancer, pain, coronary artery disease, rehabilitation, infectious disease, health promotion and disease prevention, and professional opportunities in health psychology.

HHS 33400 Disease Elimination: Uniting Scientific Research, Governance, Business, and Medicine (1 Credit Hour)

An array of diseases plague our human population and the number is ever-expanding. It is critical that we understand how societal structures influence when and how we all get sick. When we understand problems more fully, then we can make real change. In this course, we will examine the framework for disease causation. We will then examine various ways to respond to or control disease and consider how these responses could be improved from a basic research, medical, structural, and governance perspective. This is a space to think about what is causing poor health and to ponder current national and global structures that are in place to address it. There is no one right answer for how to control the diseases we will talk about, but there are more complete ways to understand them. This course will be mostly discussion and group-project-based because multidisciplinary approaches require multidisciplinary teams.

HHS 33613 History of American Indian Education (3 Credit Hours)

This course blends the History of Education and American Indian History and is open to students interested in action research on these two topics. The course may include an opportunity to collaborate on a project with a school that is part of the Native mission network schools and may include travel to a Native community. The class will feature some digital components, including the use of data analytics to formulate ideas about Native education in the United States. Students need no prior knowledge of this kind of work; even those with the most basic computer skills can learn how to use data to formulate important questions about education. Satisfies the following University Core Requirements: WKHI - Core History

HHS 33805 Health and Education in Developing Countries (3 Credit Hours)

This course focuses on applied micro-economic issues related to health and education in developing countries and gives particular attention to empirical analysis, research methods in program evaluation and writing an original economics research paper. The class alternates between lectures and computer lab work. In lecture, we discuss new ideas or concepts and the assigned readings. The classroom labs help students apply the concepts from readings and lecture to actual data using Stata. The major focus of the topics in the class is human capital – ie. Health and education, particularly in poor settings. Satisfies the following University Core Requirements: WRIT - Writing Intensive

HHS 33998 AI for Good (3 Credit Hours)

Traditional strategies to fight against poverty, inequality and climate change have proved ineffective in the last decades. New and creative solutions are required where cutting-edge technological innovation and multidisciplinary work serve the common good. In this course, you will explore the state of the art in AI business development and its ethical implications in relation to current global societal and environmental challenges. You will reflect on your individual role in society and develop critical thinking about the current socio-technical value system. Our readings will include original works of philosophers, economists and computer scientists as well as examples of state-of-the-art AI supported business and institutional projects. As a result of the readings and class discussions, you will acquire well-informed understanding about the implications of the AI Trustworthy principle of justice and fairness, including non-discrimination and avoidance of unfair bias. You will become aware of the potential for AI to contribute, if well managed, towards fairer and more sustainable societies as well as the dangers it entails to widen inequalities and aggravate the discrimination suffered by vulnerable communities. This is a hands-on course where you will be ideating and planning projects for the social good. I will accompany you in the development of business plans where ethics is the driver and AI is the key instrument. I will help you define your project idea in line with the United Nations Sustainable Development Goals (UN SDGs). Therefore, your projects will be designed to work towards mitigating poverty, reducing gender and race inequality, combating climate change, improving the sustainability of cities and communities, ensuring affordable and clean energy, achieving responsible consumption and production, improving the quality of education, providing better health and well-being services, ensuring decent work and economic growth or promoting peaceful and inclusive societies. The goal of the course is to encourage and support you, as new entrepreneurs and future leaders, to work in multidisciplinary teams and develop interdisciplinary skills, being able to take advantage of new technology to create and manage projects for ethics in action.

HHS 34240 Global Health (3 Credit Hours)

Global Health is a relatively new though rapidly expanding field of enquiry in which scholars and public health practitioners seek to understand the challenge that globalization presents for human health. Globalization has led to a shift from national to global medicine in which the leading determinants of health are no longer circumscribed by the territorial boundaries of individual states, leaving nations less able to control the health outcomes of their citizens. The causes of this globalization are still not fully understood, and its effects are hotly debated, especially with respect to its potential benefits and negative consequences for human health. This course seeks to provide a conceptual framework for identifying the different types of global change that impact public health and for understanding the key drivers of this change. More particularly, the course investigates how the new stakeholders in healthcare have shaped medical services to serve their own vested interests and ideological commitments, including national governments, international agencies, advocacy groups, commercial companies, and the pharmaceutical industry. The course concludes by assessing the current state of public health in light of the globalization and "commodification" of healthcare at the beginning of the 21st century.

HHS 34472 Story-telling for Health: Acknowledgment, Expression, and Recovery (SHAER) (3 Credit Hours)

Global Health is an interdisciplinary field that requires the integration of lived experiences and narratives into health discourses. The premise of SHAER is to establish a theoretical platform for the development of story-telling interventions in Global Health. SHAER is embedded into the meanings of health and suffering related to distress and disease from various contexts that are the landscape of global health research and practice such as health system development, humanitarian health efforts, conflict and disaster settings, and the universal human right to health and justice. The concept of SHAER has been developed as part of a research collaboration with an international network to develop a traditional story-telling trauma therapeutic intervention for gender-based violence and conflict-related trauma. Collective collaborations from trauma studies, psychiatry, literature, political and social science, philosophy and ethics produced a manual for a storytelling intervention in Afghanistan, Kashmir Valley, and Turkey, which embodied storytelling traditions and cultural histories of what a story means and who are the storytellers. This course will foster the principles and premises through which SHAER are founded on, namely the need to create spaces for marginalised narratives through humanities-based methodologies to improve global health practice and research, including other relevant health fields such as medicine. The course offers the pedagogical aspect of the theoretical frameworks of storytelling and narratives from literary perspectives. Another important aspect of the course is the learning of skills related to health interventions. Through a collaboration with an arts foundation, the students will learn how to propose and form a storytelling intervention. Students shall have the opportunity to choose a particular cultural context of their interest and form a student engagement activity through the facilitation of the arts foundation, Invisible Flock, and to apply the theoretical knowledge to an applied aspect of global health.

HHS 35000 Topics in the History of Modern Medicine (3 Credit Hours)

This course will introduce students to important topics in the history of modern medicine in the Western world, tracing the changing experience of health, disease, and the healing professions in the nineteenth and twentieth centuries. While broadly chronological, the course will also be organized topically, particularly for the twentieth century, and will address both the content of evolving medical knowledge as well as its social and political contexts. Possible topics include: hospitals; asylums and mental health; the development of bacteriology; transformations in surgery, such as the introduction of anesthesia and antiseptics; the rise of public health; the intersections of gender, race, and medicine; the growth of the modern drug industry; and case studies of individual diseases, such as syphilis and HIV/AIDS.

Satisfies the following University Core Requirements: WKHI - Core History, WRIT - Writing Intensive

HHS 35500 Narratives of Psychological Distress and Confinement (3 Credit Hours)

This course will examine the intersection between psychological distress and confinement. We will explore narratives and lived experiences of mental illness, including first person accounts, essays, works of fiction, poetry, films, and scholarly articles. Through these texts, we will consider questions such as: What is psychological suffering? What is it like to navigate the mental healthcare system? What is the relationship between mental illness and autonomy? Another major aim of the course will be to understand confinement, both physical and mental. We will address questions such as: What are the harms that people experience in prisons, psychiatric hospitals, and other institutional settings? When is forced confinement justified? What is psychological confinement? The goal of the course is to both gain better understanding and empathy for different types of suffering, and imagine ways that healthcare and criminal justice systems can be reformed to better serve those who suffer.

Satisfies the following University Core Requirements: WKAL - Core Art & Literature

HHS 40017 Poetry and Medicine from Antiquity to the Modern Age (3 Credit Hours)

What shall I say, because talk I must? That I have found a cure for the sick? I have found no cure for the sick but this crooked flower which only to look upon all men are cured. (Excerpt from "The Yellow Flower" in *Pictures from Brueghel and Other Poems* (1962) by poet and physician William Carlos Williams.) The ancient Greek word for poet was *poetes* (ποιητής), meaning at once author and maker. It comes from the root *poiein* (ποιεῖν), to make or create, and this root is still used extensively in medicine: *haemopoiesis*, for example, refers to the creation of blood cells in bone marrow. The Greek poet was a maker in a divine sense—someone with a connection to the gods (or indeed a god themselves, as some claimed). Through this divine connection poets accessed truths about nature, the body and mind, and the principles of health and disease. With economic, cultural, and political changes the types of knowledge conveyed via poetic writing versus medical writing became distinct. Natural philosophy—the basis of medical knowledge—was set in opposition to poetry. Knowledge of the body and the principles of health and disease were to be transmitted in prose, not verse; dialectic and scientific reasoning, not poetic inspiration, were the means of both discovering and conveying truths about nature and the corporeal body. In this course we will investigate shifting notions of what it means to be healthy and to be sick through the (at times overlapping) roles of the poet and the physician, together with the evolving kinds of writing and language used by each. We will map ever-changing ideas about the relationship between the mind and the body, that of health and the passions, as well as the interventions on health (or sickness) that literature and medicine were, according various historical vantage points, each able to accomplish.

HHS 40088 Childhood, Youth, and Violence (3 Credit Hours)

In this course, we will examine the particular social, cultural, and political positions occupied by children and youth in contexts of violence, which constitutes direct violence, structural violence, and cultural violence. We will examine how their identities are molded by and mold their experiences of violence, and the practices in which they engage to survive. Children have inhabited a position in popular imagination as unmitigated victims of violence—as refugees, child laborers, kidnapped child soldiers—while “youth” have contrarily been portrayed as the willing perpetrators of violence: its rebels, gang members, and “troublemakers”. These positions have become more mutable as stories emanating from around the world and domestically show both the agency of young people and their unique vulnerabilities. Is the “problem” of children and violence one of turning victims into killers, or is the position taken by other cultures—that children are “unfinished” and therefore inherently unpredictable—more likely to provide answers? What is the role of structures of violence and cultural expectations of the young in creating these cultural frameworks, and in creating possible futures for young people? In this course we will investigate notions of child and youth autonomy, gendering, socialization, liminality and resistance through case studies ranging from “at risk” youth in the US, to child prostitutes in Thailand, to juvenile courts in France in order to understand how ideas of violence and the “unfinished” age of humans are entangled.

HHS 40121 Exercise Physiology: Celebrating What Your Body Can Do (3 Credit Hours)

Why do weight lifters wear lifting belts? How does athletic training and diet differ between endurance athletes and strength athletes? What are the sex-based differences in athletic performance? What impact do supplements and performance enhancing drugs have on athletic performance? Through the use of peer reviewed research, popular media articles, podcasts, and film we will answer these and many other questions within the field of exercise physiology. The course will be split into two broad units: 1) Powerlifters and 2) Marathoners. Topics covered will include cellular metabolism, muscle physiology, training programs, response to training, basic nutrition, body composition, some methodological exercise testing, supplements and performance enhancing drugs, recovery, fatigue, and activity in extreme environments. Through this use of mixed media, we will also discuss how the media misrepresents and misreports exercise physiology studies, making us all more discerning consumers of information.

HHS 40154 Feminist and Queer Literary Criticism (3 Credit Hours)

Feminist and queer literary criticism and cultural theory, with an emphasis on the past half-century. How have gender and sexuality, as well as collective ideas about gender and sexuality, affected the creation and reception of literature and other art forms? We'll spend the semester thinking with scholars, artists, writers, and activists who have taken up this question. Course materials will be a mix of literary, critical, and theoretical texts, including classic texts from second-wave feminist literary criticism and archival efforts; Black and Third World feminisms; Marxist feminism and feminist theology; clashing approaches to sexual practices and identities; feminist takes on psychoanalysis and deconstruction; and the genesis of queer theory and trans studies. Class will be entirely discussion-based; written work will include frequent reading responses, research-based term papers, and contributions to a class anthology.

HHS 40207 Biosocial Determinants of Health (3 Credit Hours)

Global health is an area of study, research and practice that focuses on achieving equity in health for all people worldwide. The health status of individuals and populations arise from a myriad of complex biological, social, economic, political, and environmental factors that operate synergistically. Through a social justice lens, we will examine how these factors shape health outcomes and how interventions must be developed that include addressing the root causes of inequity. We will use a case-based approach, focusing on specific health problems in several countries, including the United States. Cases will include a variety of themes including health disparities arising from stress-associated racial discrimination, the epidemiological transition from infectious to non-communicable diseases, and how the health effects of climate change disproportionately affect the most vulnerable

HHS 40277 Medicine and Health(care) in the Ancient and Early Christian World (3 Credit Hours)

This class examines the intellectual, practical, and social dimensions of medicine in the ancient and early Christian world. We will focus first on the nature and development of ancient medical thought, especially in the writings of Hippocrates and Galen. What were its dietetic, pharmacological, and surgical practices? What diseases did patients have? How did doctors understand disease and practice their craft? What instruments did they use? Then, we will turn to the early Christian world to see how this knowledge influenced miracle narratives, dietary regimes, and the reputation for holiness. Finally, we will examine the birth of the hospital as a monastic institution.

HHS 40313 Analytical Methods in Anthro (3 Credit Hours)

This course provides grounding in some of the methods of qualitative analysis present in the field of anthropology. The focus of the course is on developing skills that students can use to do systematic analysis of anthropological data. The perspective guiding the course is that anthropology is an empirical, scientific approach for describing social and cultural aspects of human life, and that qualitative data can be analyzed in systematic and rigorous ways. The course will explore a range of approaches and will cover analytic skills that cut across traditions, including theme identification, code definition, and pattern recognition. Advanced topics covered will include content analysis, text analysis, and schema analysis. Students will learn techniques and protocols in data arrangement and visualization that are appropriate for different analytical methods. It is a hands-on class where students will be able to work on data provided to them as well as on their own. Collaboration will be integral to the course success.

HHS 40365 Romantic&Victorian Disability (3 Credit Hours)

This course investigates the cultural meanings attached to extraordinary bodies and minds. Cultural and literary scholarship has extensively explored issues connected with identities derived from race, gender and sexuality. Only recently have concepts of bodily identity, impairment, stigma, monstrosity, marginalization, deformity, deviance, and difference begun to cohere around disability as a concept. Discussions of these issues are now part of a discipline called Disability Studies. We will cover topics such as communication, inclusion, passing, medical attitudes, social stigma, normalcy, life narratives, bodily representation, mental impairment, the politics of charity, community and collective culture, the built environment, and empowerment. This course fulfills the English Major 1700-1900 requirement.

HHS 40370 Theorizing Disability: The Romantics & Victorians (3 Credit Hours)

This course offers a theory-driven exploration of the literature on disability in the Romantic and Victorian eras. In this class, we will read Romantic and Victorian texts alongside modern disability theory (chapters and articles) to develop a disability studies lens as a critical approach. We will study Romantic and Victorian texts in dialogue and in topic groups. Key topics will include physical disability; deformity; communication disabilities; and dwarfism. Although intended as a companion course to Romantic and Victorian Disability, this class can be taken as a standalone. There is no overlap between the classes, and they can be taken in any order.

HHS 40409 Peace, Ecology, & Integral Human Development (3 Credit Hours)

A major source of conflict - increasingly so - is environmental issues; both climate change-related conflicts about (more and more scarce) resources as well as secondary conflicts (conflicts that arise because of the resource conflict, i.e. climate migrants) pose a major challenge to the planet. Pope Francis' encyclical *Laudato Si* has offered ways to think about an "integral ecology" that takes the environment, life on the planet, the human condition and culture seriously. The cry of the earth and the cry of the poor cannot be separated. *Laudato Si* has to be read against the background of the concept of "Integral Human Development." This concept, inspired by the works of Joseph LeBret, OP, was introduced by Pope Paul VI in his encyclical *Populorum Progressio* (1967). It refers to "the development of the whole person and the development of all persons." The course explores the connection (intersectionality) between peace, (integral) ecology, and (integral human) development. It will do so with in-class room teaching sessions and working with select case studies on integral ecology.

HHS 40445 Literature and Madness (3 Credit Hours)

Sometimes called the 'English Malady', madness in the long 19th century was an unstable term, subject to shifting definitions, and encompassing many different mental states. This course examines the role of madness in the Anglophone literary tradition, and how that tradition intersects with medical accounts and psychiatric survivor experiences. There is much debate in the period over the behavioral and physiological indications of madness, and even whether it could be diagnosed at all. The scholarly fields of disability studies and mad studies ask important questions about the kind of cultural work that madness does. This course explores the language and cultures around madness, melancholy, hysteria, monomania and other conditions in the context of contemporary debates on gender, normalcy, and social order.

HHS 40541 Transnational / Transgender (3 Credit Hours)

The interdisciplinary field of transnational transgender studies reveals how concepts, systems, and experiences of gender cross political and geographic boundaries, and how people move within, across, and against the gender categories available to them. Centering transgender knowledges and practices, this course explores how gender moves across space and time. How and why have some persons transitioned across gender boundaries, and what happens when they do? How do ideas about gender travel across national borders, and how are those ideas (and those borders) transformed along the way? What does transgender studies have to do with nation-states, economics, and global political dynamics? How have political and economic structures of movement - such as empire, migration, globalization, settler colonialism, and tourism - shaped gender in local and global contexts? And what social movements, cultures, visions, forms of resistance, and possible futures emerge out of these encounters? This seminar is discussion-based and centered on collaborative learning. Students will pursue independent research on a topic related to transnational transgender studies, share their research in class, and help to lead and facilitate class

HHS 40555 Social Movements for Health and Social Justice (3 Credit Hours)

Although advances in science and technology have made tremendous gains in promoting health and longevity, these achievements have not been experienced evenly. Instead, devastating health and disability-based inequities persist, such as environmental racism and disability-based discrimination. As a result, social movement groups and organizations are fighting to protect vulnerable communities and promote civil rights. This class will therefore address how social movements have impacted the health and human rights of vulnerable social groups in the US and beyond today. To do so, we will (1) use a sociological perspective to investigate the structural determinants of health and the social construction of disabilities, and (2) investigate how advocates, activists, and organizations fight for good health and disability justice. This course will require participation in a daylong multi-fieldsite visit, weekly readings, presentations, and a final paper.

HHS 40564 Boccaccio's Decameron: Tales of a Plagued City (3 Credit Hours)

In this course students will make a close and critical reading of Giovanni Boccaccio's collection of one hundred short stories, the Decameron. A founding work of Italian literature, recognized for centuries as its best example of prose writing, its author wanted it to be an ethical manual for critically understanding reality and its political, social, and religious tenets, under the appearance of a mere entertaining work. From the experience of the 1348 Black Plague to daily issues in protocapitalist Florence, from tales of magicians and enchanted gardens to tongue-in-cheek stories, from relationships between husbands and wives, children and parents, to those between kings, sultans, and their subjects, Boccaccio's stories allow us to better understand our past, while challenging our views on the self, faith, society, and the other. Satisfies the following University Core Requirements: WKLC-Core Adv Lang & Culture, WRIT - Writing Intensive

HHS 40590 Law and Utopia In Atlantic America (3 Credit Hours)

Is it possible to think of the 21st century as a post-racial, post-feminist world? In her provocative 2012 study, *Body as Evidence: Mediating Race, Globalizing Gender*, Janell Hobson suggests that rather than having been eradicated, millennial hopes that the historical difficulties represented by race and gender have lost their significance in the present day are as far, if not even further away from the mark as they have ever been. For Hobson, policing the body, whether that be in terms of its race, its gender, or its sexuality, has remained paramount. "[W]hile the early-twenty-first century discourse of 'postracial' and 'postfeminist' often declares the loss of meaning attached to race and gender," she argues, "...the global scope of our media-reliant information culture insists on perpetuating raced and gendered meanings that support ideologies of dominance, privilege, and power." In Hobson's view, the body and how it is imagined rests at the center of such ideologies, pointing also to a number of crucial questions that become particularly important when considering the significance of race and gender through the lens of modernity. How might a reconsideration of race point also to a rethinking of gender and vice-versa? What does race actually mean? How does/ can it alter the way we understand gender? Is it possible to think race beyond the idea of race? What might a new conception of race actually look like, and how might this influence our thinking on gender? How are the problems of race and gender intertwined, and how is/has the body been imagined in and through them? What can such questions tell us about today's racial and gendered realities, both inside and outside the university, both in the past and the present? This course takes a step backward to investigate these and other like questions in the context of the utopic impulse and its emphasis on the imagination in several 19th-century American authors whose work may be viewed as participating in a broad yet under-acknowledged vision of race, gender and Atlantic modernity that seeks to interrogate hierarchies of race and gender as these have been constructed and maintained within dominant ideologies. Grounding our analysis in a number of 16th-, 17th- and 18th-century political philosophical texts on law and utopia and drawing on insights from critical race theory, gender studies, feminist theory, theories of law and literature, and utopian studies, our goal will be to gain a more nuanced understanding of our racialized past and its troubled link to questions of gender both then and now, so that we may better hope to imagine - and reimagine - the shape of our collective democratic future in the 21st century's global community.

HHS 40825 Gender and Health (3 Credit Hours)

This course examines the intersection of gender, health policy, and health care organization around the world. Gender is frequently a central contributing (though sometimes ignored) factor to people's health. Men and women have different biologies, and it thus stands to reason that their lives—social, economic, political, and biological—would have an effect on their health. What causes men to have different illnesses than women? What places one gender at greater risk for illness than the other? How do men and women across the world experience health policies? Are they affected and constrained by similar factors? How do their work lives affect their experiences with health? How is the body medically produced? How do poverty and development play a role in people's well-being? Through an inquiry-based approach, these and other topics will be addressed in this class.

Satisfies the following University Core Requirements: WRIT - Writing Intensive

HHS 40828 American Migrant Communities (3 Credit Hours)

In this class, we will explore various American migrant communities. Along with Sui Sin Far's *Mrs. Spring Fragrance*, we will begin with W.E.B. DuBois's classic sociological and literary text, *The Souls of Black Folk*, initiating the semester with a provocative and urgent question: Should we consider the European colonists the paradigmatic bearers of American identity, or rather the people whose labor and/or land was used to build the United States? By pursuing this question, we will explore the many facets and difficulties of American identity. We will end the semester with Janet Campbell Hale's *Women on the Run*. Thus, rather than positioning American Indians at the beginning of American history - and thus repeating the myth of their disappearance - we will end with an exploration of what it means to survive, renew, and flourish in contemporary America, a question made particularly poignant and potent in Hale's novel. The various migrant communities we will explore are: African Americans, Chinese Americans, Caribbean Americans, Filipino Americans, Anglo Americans, Southern Americans, "Okies," Armenian Americans, Mexican Americans, Dominican Americans, and American Indians. While this is by no means exhaustive, it gives us an idea of the diversity of peoples who find themselves in the demonym "American" - and what it means to navigate this identity as a migrant. What are the benefits and pitfalls of migration? What should one's relationship be to assimilation? What does migration do to the idea of homeland? As you can see, we will also tackle tough political issues while keeping in mind the role of literature in creating identities: national, local, ethnic, and racial (and that's just the beginning). Although we will be working chronologically through the 20th Century, our progress will be atypical. Our circuitous route through the literature in this class will be a literary journey that echoes the various movements of people in the American 20th Century. Potential course texts include: *Mrs. Spring Fragrance*, Sui sin Far (Edith Maude Eaton); *Bread Givers*, Anzia Yezierska; *Quicksand*, Nella Larsen; *Whose Names Are Unknown*, Sanora Babb; *My Name is Aram*, William Saroyan; *Migration* (series of paintings), Jacob Lawrence; *America Is in the Heart*, Carlos Bulosan; *Maude Martha*, Gwendolyn Brooks; *...y no se lo tragó la tierra*, Tomás Rivera; *The Rain God*, Arturo Islas; *How The Garcia Girls Lost Their Accents*, Julia Alvarez; *Women on the Run*, Janet Campbell Hale.

Satisfies the following University Core Requirements: WKAL - Core Art & Literature, WRIT - Writing Intensive

HHS 40889 Making Science Matter: Anthropological Approaches to Meaningful Research Design (3 Credit Hours)

This graduate level seminar will explore the philosophical, theoretical, and ethical underpinnings for inclusive and collaborative practices in anthropology, particularly research that combines approaches from more than one anthropological subfield. Taking a global approach, students will examine a wide range of case studies in community-based and collaborative anthropology, aiming to identify best practices and develop skills which students can then apply to their own projects. Attention will be paid to the importance of context, including geography, colonial histories and decolonization, war and conflict, economy, and environment, that shape engaged approaches to working for and serving communities instead of working on or studying communities with an extractive approach.

HHS 43000 Interdisciplinary Studies: Race & Reproductive Politics (3 Credit Hours)

Students in the Interdisciplinary Seminar read widely across feminist and queer scholarship in multiple fields, including the interdisciplinary field of Gender Studies, and consider how disciplinary norms and boundaries shape scholarly inquiry. Student research and writing for the course will synthesize disciplinary ways of knowing and produce original, interdisciplinary Gender Studies scholarship or creative work. The Interdisciplinary Seminar fulfills both the IS requirement for Gender Studies graduate minors and the capstone requirement for Gender Studies primary and supplemental majors. Although each iteration of the course focuses on a unique topic, all Interdisciplinary Seminars put multiple disciplines in conversation in order to deepen students' mastery of key Gender Studies concepts. Course descriptions for current and upcoming semesters can be found at <https://genderstudies.nd.edu>.

HHS 43102 Latino Health: Social, Cultural, and Scientific Perspectives (3 Credit Hours)

This course will examine the health of Latinos in South Bend from an interdisciplinary perspective drawing on biology, medicine and cultural anthropology. We will consider both the scientific bases of specific diseases affecting Latinos and the social, cultural, economic and environmental factors that increase risk and limit access to therapy. We will discuss topics such as antimicrobial resistance, chronic illnesses, labor-related afflictions, mental health and the effects of climate change on Latino well-being. We take seriously subjects' holistic, embodied understandings of suffering and their pragmatic quest for treatment across a pluralistic continuum from curanderismo to biomedicine. A critical analysis of health injustice and ways to cure this systemic disease guide our class research, seminar discussions and scholarly goals. Satisfies the following University Core Requirements: WKIN - Core Integration, WRIT - Writing Intensive

HHS 43209 Biopolitics (3 Credit Hours)

What is the relation between life and politics? In the late 18th century, a new technology of governance emerged. This technology, armed with a new science of statistics, focused on the management of life and death within the population—its rates of fertility, mortality, and illness. How could life expectancy be increased? How could rates of mortality be lowered? How could biological threats be eliminated? These questions of life and death were not only biological; life itself had emerged as a political problem. Michel Foucault called this new technology of power biopolitics. Since Foucault's formulation, the concept of biopolitics has demarcated an object of inquiry that has been taken up by scholars in a wide range of academic fields, including anthropology, sociology, literature, philosophy, and history. Through the lens of biopolitics, we will study a number of contemporary issues in which the politics of life and death are at stake, including humanitarianism, new medical technologies, public health interventions, disaster, incarceration, and global pandemics. In class, we will think through these topics together using examples drawn from visual and print media including film, journalism, literature, and photography.

HHS 43318 Philosophy, Gender, & Feminism (3 Credit Hours)

This course will survey a variety of philosophical issues pertaining to gender and feminism. Topics we expect to cover include the metaphysics of gender (e.g., the sex-gender distinction, the nature of masculinity and femininity, gender essentialism vs. gender constructivism); implicit bias and hermeneutic injustice; sexual harassment, violence, and the nature of consent; gender, feminism, and religion; and intersectionality.

HHS 43333 New Readings in Transgender Studies (3 Credit Hours)

In this seminar, students will engage with texts published within the last five years in the field of transgender studies. Along with academic writing, we will work with literature, memoir, film, and popular culture. Together, these texts expand our shared understanding of what trans* means; pose challenging questions about Western transgender studies and its canon; and link the field of transgender studies with global movements for justice. Students will have opportunities for collaboration and community engagement, and to create their own theory and creative work.

HHS 43339 Feminist Food (3 Credit Hours)

The goal of this class is to help students think philosophically about ways in which social structures and norms involving gender, race and class affect our personal decisions about what and how much to eat, contribute to disordered eating, impact the environment and workers in the industries that produce our food, and impinge on a variety of other concerns that have been the focus of feminist theorizing.

HHS 43402 Population Dynamics (3 Credit Hours)

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle, and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population.

HHS 43550 Economics of the Family (3 Credit Hours)

This course will use economic theory and empirical economic research to study the family. Topics will include household decision making; the determinants of marriage and fertility; how marriage, fertility, and family structure are related to other outcomes; and public policies that affect the family and family formation. Students will learn to read and evaluate empirical economic research. This is a writing-intensive seminar course. Satisfies the following University Core Requirements: WRIT - Writing Intensive

HHS 43701 Philosophy of Science (3 Credit Hours)

A detailed consideration of the central methodological and epistemological questions bearing on science. Satisfies the following University Core Requirements: WKSP - Core 2nd Philosophy

HHS 43787 Social Consequences of Mass Incarceration (3 Credit Hours)

Given the dramatic rise in mass incarceration over the last 50 years, understanding the spillover consequences of this uniquely American phenomenon has become increasingly important as a growing number of families now have direct experience with imprisonment. This course will provide a broad overview of the ripple effects of mass imprisonment on family life and how it shapes opportunity and structures disadvantage for communities, families, and especially children. This will be done through 1) exposure to mixed-media portrayals of imprisonment's effects on family and community life and 2) the close analysis of empirical research on the spillover and intergenerational consequences of incarceration across a range of outcomes. With the concentration of imprisonment falling among poor, minority families, much of the readings in this course will focus on family life in urban communities of color, however, we will spend a little time exploring broader accounts, including those of rural communities and encourage students to consider impacts for families exposed to incarceration due to white-collar crimes.

HHS 43818 Sociology of Sexuality (3 Credit Hours)

When people think about sexuality, they often adopt a biological view - seeing sexuality as "driven" by hormones and nature. This course adopts a different approach by viewing sexuality through the lens of sociology - as shaped by social processes, including social interaction, institutions, and ideologies. The course will focus on examining three sociological aspects of sexuality: 1) The social, historical, and cultural factors that shape sexual behaviors, desires, identities, and communities; 2) The ways in which sex and sexuality are constantly regulated and contested at multiple levels of society, including within families, schools, workplaces, and religious and political institutions; and 3) The sources, causes, and effects of sexual inequality. While our focus will be on sexuality, we will also study how other identities (including gender, race, class, religion, etc.) influence and affect it. Students will be encouraged to question their taken-for-granted assumptions about sex and sexualities and to formulate critical perspectives on issues pertaining to sexuality in today's public discourses. This course is sex-positive in that it assumes that knowledge about sexuality is empowering, not dangerous. The readings and discussions will be frank, and students will be assisted in developing a language for and comfort level with discussing a wide range of sexual topics in a respectful and sociological way. In the process, students will be challenged to improve their critical thinking, researching, writing, and public speaking skills.

HHS 43839 Unequal America (3 Credit Hours)

America is the richest country in the world and yet roughly three million American children now grow up in families surviving on just \$2 a day. As America's richest 0.1% have seen their incomes more than quadruple over the last forty years, the incomes for 90% of Americans have barely changed. These financial disparities reflect deeper inequities in educational opportunity, incarceration rates, social status and more. In this course, we will examine the nature and consequences of American inequality. Through close reading and spirited discussion, we will address such questions as: What is the meaning of meritocracy in an age of profound inequality? What is the lived experience of American poverty and American privilege? How are race and gender inequalities (re)produced throughout the life course? And, finally, how do all of these issues manifest in the successes and struggles of students at Notre Dame?

HHS 44404 Neuropharmacology of Great Britain (3 Credit Hours)

In "Neuropharmacology in Great Britain," you will learn about the basic tenants of pharmacology and classes of drugs that affect the brain, with particular emphasis on drugs that have been important in Great Britain's culture and history.

HHS 45000 Race & Racism in Science & Medicine (3 Credit Hours)

Race is a social construct. So why have scientists spent centuries trying to quantify, measure, and categorize people by race? From early anthropometry to the Human Genome Project, this course examines the production and embedding of race into scientific knowledge since the 18th century. Designed for students interested in the history of science and the production of scientific knowledge or those curious about the origins of scientific racism and racial inequality, this course is also well-suited for students pursuing careers in the health professions. By focusing on historical discourses on the production and dissemination of scientific knowledge of race, students will be able to: 1. Understand how race, racism, and racial inequality are embedded in scientific knowledge 2. Outline the various methodologies different fields of science have used to group people into races 3. Carefully evaluate scientific technologies for racial biases This is an upper level undergraduate and graduate seminar. Satisfies the following University Core Requirements: WKHI - Core History

HHS 46497 Directed Reading/Research (1-3 Credit Hours)

Independent research or readings taken under the supervision of an HHS faculty member. An approved proposal for the research/readings will be filed with the HHS office. (In order to receive HHS credit, the student's proposal will need to be approved by the faculty member supervising the student's research/readings and by the director of the HHS program.)

HHS 47000 Directed Readings/Research (1-3 Credit Hours)

Independent research or readings taken under the supervision of an HHS faculty member. An approved proposal for the research/readings will be filed with the HHS office. (In order to receive HHS credit, the student's proposal will need to be approved by the faculty member supervising the student's research/readings and by the director of the HHS program.)

HHS 47100 Directed Readings/Research (1-3 Credit Hours)

Independent research or readings taken under the supervision of an HHS faculty member. An approved proposal for the research/readings will be filed with the HHS office. (In order to receive HHS credit, the student's proposal will need to be approved by the faculty member supervising the student's research/readings and by the director of the HHS program.)

HHS 48000 HHS Internship (1-3 Credit Hours)

This course will be for students to register for the HHS Internships taken during the regular semester.

HHS 48497 Community Health Practicum (1-3 Credit Hours)

Undergraduates will conduct research or elaborated readings on a topic of interest.

HHS 48500 Undergraduate Research (1-3 Credit Hours)

Undergraduates will conduct research or elaborated readings on a topic of interest.