Program of Study

The BA program in the History, Philosophy, and Social Studies of Science and Medicine (HIPS) is designed for College students interested in studying science in terms of its historical development, conceptual structure, and social role. Students in the program must do sufficient work in one or more sciences to acquire a sound foundation for studying the nature of science. After securing this basis, they are expected to gain an understanding of how science arose, as well as how the content of scientific thought has changed and is changing, because of both its own internal dynamic and its interaction with the larger society in which it is embedded.

The HIPS program is designed to make possible the study of a wide range of social, historical, and conceptual issues relating to science. Students completing the program follow a number of different careers. Some pursue graduate study in the history and philosophy of science or in some field of science. Others find the program valuable preparation for the study of medicine, law, public policy, or science journalism. More generally, the goal of the program is to provide students with a sound basis on which to interpret and evaluate science and science policy. Some students choose to construct a degree program combining the requirements for the HIPS major with those for a major in the physical or biological sciences. Others, having met the HIPS program requirements, use electives to broaden their liberal arts education.

Students in other fields of study may also complete a minor in HIPS. Information follows the description of the major.

HIPS Sponsor

The Morris Fishbein Center for the History of Science and Medicine sponsors the HIPS program. Further information can be obtained in the center's office (SS 207) and at fishbein.uchicago.edu.

Program Requirements

Elements of the Curriculum. The curriculum of the program contains five principal elements:

1. The Foundation. All students must:
   a. complete an approved sequence that fulfills the biological sciences general education requirement;
   b. complete the general education requirement in the physical sciences with a physics sequence (PHYS 12100-12200-12300 General Physics I-II-III or equivalent) or a chemistry sequence (CHEM 11100-11200 Comprehensive General Chemistry I-II, CHEM 10100 Introductory General Chemistry I and CHEM 10200 Introductory General Chemistry II, or equivalent), or have earned a score of 5 on the AP Chemistry or Physics test or a score of 4 or 5 on the AP Physics C Mechanics and E&M test;
   c. complete a calculus sequence (MATH 13100-13200-13300 Elementary Functions and Calculus I-II-III or higher), or have earned a score of 5 on the AP Calculus BC test;
   d. complete a three-quarter sequence surveying the growth of science in Western civilization, with three courses from either the HIPS 17300-17400 (or 17403)-17504 (or 17502) sequence or the HIPS 17300-17402-17503 sequence. HIPS 17400 and HIPS 17403 may not be taken in the same sequence.

2. Advanced Science. In addition to the science courses typically taken as part of the general education requirements, students are expected to take three courses in science, social sciences, or mathematics beyond the introductory level. They select these advanced courses according to their special aims, their area of concentration, and the subject of their bachelor's thesis.

3. Areas of Concentration. All students in the program determine an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. In consultation with the program director and their program adviser, students select five courses to constitute this concentration area. For example, some students may be particularly interested in the intellectual and social interactions between changing scientific knowledge and institutions, on the one hand, and evolving social institutions, on the other; a second group may be concerned with either epistemological issues related to the growth of science or moral and political problems attending the employment of technology; and a third group may wish to emphasize the study of science as a social or cultural activity.

4. Tutorials. Students are required to take two tutorial courses; this is typically done early in their program. With a specific focus that changes each year, these tutorials are small classes (from three to ten students) that emphasize discussion and writing. An updated list of courses is available in the HIPS office (SS 207) or at registrar.uchicago.edu/classes.

5. Bachelor's Thesis and Junior Seminar. Third-year students enroll in a designated one-quarter seminar (HIPS 29800 Junior Seminar: My Favorite Readings in the History and Philosophy of Science) that deals with general aspects of history, philosophy, and social studies of science and medicine. In Spring Quarter of their third year, students must discuss their proposal for their bachelor's thesis with the program director. In consultation with the program director, students then sign up for a reading and research course (HIPS 29700 Readings and Research in History, Philosophy, and Social Studies of Science and Medicine) with an appropriate faculty member. In their fourth year, this research course should lead to a
bachelor's thesis (HIPS 29900 Bachelor's Thesis) that integrates each student's academic studies, bringing them to bear on a significant question related to some historical, conceptual, ethical, or social aspect of science. Fourth-year students also enroll in a two-quarter HIPS 29810 Bachelor's Thesis Workshop, which is comprised of meetings that focus on organizing, researching, writing, and revising the thesis.

### Summary of Requirements

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Three courses from one of the following sequences:</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 17300</td>
<td></td>
</tr>
<tr>
<td>Science, Culture, and Society in Western Civilization I</td>
<td></td>
</tr>
<tr>
<td>HIPS 17400</td>
<td></td>
</tr>
<tr>
<td>Science, Culture, and Society in Western Civilization II</td>
<td></td>
</tr>
<tr>
<td>or HIPS 17403</td>
<td></td>
</tr>
<tr>
<td>Science, Culture, and Society in Western Civilization II</td>
<td></td>
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<tr>
<td>HIPS 17504</td>
<td></td>
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<tr>
<td>Science, Culture, and Society in Western Civilization III</td>
<td></td>
</tr>
<tr>
<td>or HIPS 17502</td>
<td></td>
</tr>
<tr>
<td>Science, Culture, and Society in Western Civilization IV</td>
<td></td>
</tr>
<tr>
<td>or HIPS 17300</td>
<td></td>
</tr>
<tr>
<td>Science, Culture, and Society in Western Civilization I</td>
<td></td>
</tr>
<tr>
<td>HIPS 17402</td>
<td></td>
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<tr>
<td>Science, Culture, and Society in Western Civilization II</td>
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<tr>
<td>HIPS 17503</td>
<td></td>
</tr>
<tr>
<td>Science, Culture, and Society in Western Civilization III</td>
<td></td>
</tr>
</tbody>
</table>

An approved sequence that fulfills the biological sciences general education requirement 200

One of the following sequences: 200

<table>
<thead>
<tr>
<th>CHEM 10100 &amp; CHEM 10200</th>
<th>Introductory General Chemistry I and Introductory General Chemistry II (or equivalent) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) *</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) *</td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher) *</td>
</tr>
</tbody>
</table>

Total Units 900

**MAJOR**

<table>
<thead>
<tr>
<th>Three courses in science, social sciences, or mathematics beyond the introductory level</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five courses in an area of concentration</td>
<td>500</td>
</tr>
<tr>
<td>Two tutorials</td>
<td>200</td>
</tr>
<tr>
<td>HIPS 29700 Readings and Research in History, Philosophy, and Social Studies of Science and Medicine</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29800 Junior Seminar: My Favorite Readings in the History and Philosophy of Science</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29900 Bachelor’s Thesis</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29810 Bachelor’s Thesis Workshop</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units 1400

* Credit may be granted by examination.

**Examples of Concentrations**

The following are meant to illustrate areas of concentration. They are not prescriptive, only suggestive. For the particular courses that might constitute their area of concentration, students should consult with the director of the program, examine this course catalog, and visit registrar.uchicago.edu/classes.

**History and Philosophy of Biological Science**

| HIPS 23600 History and Theory of Human Evolution | 100 |
| BIOS 29321 The Problem of Evil: Disease?         | 100 |
| HIPS 25801 Evolutionary Theory and Its Role in the Human Sciences | 100 |
| HIPS 28202 Topics in Philosophy of Science: Mechanism and Causation | 100 |

Total Units 400

**Philosophy of Science**

| HIPS 20300 Scientific/Technological Change | 100 |
| HIPS 22000 Introduction to the Philosophy of Science | 100 |
| HIPS 22708 Planetary Britain, 1600–1900 | 100 |
| HIPS 24900 Natural Philosophy 1200–1800 | 100 |
Admission

To be eligible for admission, students should have completed at least two of the four foundation course sequences listed in the preceding section and should have maintained a 3.2 GPA or higher in previous course work. Students should apply for admission no later than Autumn Quarter of their third year to the director of the program. The director advises students about the requirements, arranges a preliminary plan of study, and discusses scheduling conflicts and special cases. Thereafter, a student chooses, in consultation with the director, a BA adviser from the staff.

Honors

Students who meet the following criteria are considered for graduation with honors: (1) overall GPA of 3.3 or higher, (2) completion of a bachelor's thesis of A quality, and (3) a majority vote by the faculty in favor of honors.

Grading

Students majoring in HIPS must receive quality grades in all courses meeting the requirements of the degree program, except HIPS 29810 Bachelor's Thesis Workshop must be taken for P/F grading. Nonmajors may take courses for P/F grading with consent of instructor.

Advisers

Drawn from many parts of the University, those listed in the Faculty Section of the HIPS program have direct responsibility for admitting students, formulating curriculum, and advising students.

Minor Program in History, Philosophy, and Social Studies of Science and Medicine

Students in other fields of study may complete a minor in HIPS, in particular, the minor program in HIPS offers students who are majoring in science the opportunity to gain an understanding of the conceptual, historical, and social contexts in which their disciplines are situated.

The minor requires a total of six courses. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students should take at least two courses from either the sequence HIPS 17300-HIPS 17400-HIPS 17504-HIPS 17502 Science, Culture, and Society in Western Civilization I-II-III-IV (HIPS 17403 may be taken in place of HIPS 17400, but may not be taken in the same sequence) or from the sequence HIPS 17300-HIPS 17402-HIPS 17503 Science, Culture, and Society in Western Civilization II-II-III-IV to meet the general education requirement in civilization studies. Additional courses in these sequences that are not used to meet the general education requirement can count toward courses required for the minor.

Students must complete one tutorial course.

The remaining five courses for the minor program should constitute an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. Students select the courses that constitute this concentration in consultation with the program director and their program adviser.

Students who elect the minor program in HIPS should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the program. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on a form obtained from the adviser.

The following groups of courses would satisfy the requirements for a minor in HIPS. They are only meant to illustrate possible plans of study; they are not prescriptive.

Group 1

<table>
<thead>
<tr>
<th>Tutorial:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 29405</td>
<td>Tutorial: Evolution and Pragmatism</td>
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</table>

<table>
<thead>
<tr>
<th>Concentration in History and Philosophy of Biology:</th>
<th>500</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 22700</td>
<td>Philosophical Problems in the Biological Sciences</td>
</tr>
<tr>
<td>HIPS 23600</td>
<td>History and Theory of Human Evolution</td>
</tr>
</tbody>
</table>
**History, Philosophy, and Social Studies of Science and Medicine (HIPS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 25801</td>
<td>Evolutionary Theory and Its Role in the Human Sciences</td>
<td></td>
</tr>
<tr>
<td>HIPS 28202</td>
<td>Topics in Philosophy of Science: Mechanism and Causation</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units:** 600

**Group 2**

**Tutorial:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIPS 29606</td>
<td>Tutorial: Medicine, Disease, and Death in American History</td>
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</tbody>
</table>

**Concentration in History of Medicine and Medical Ethics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 17501</td>
<td>Science, Culture, and Society in Western Civilization III (if not taken to meet general education requirements)</td>
<td>500</td>
</tr>
<tr>
<td>HIPS 21400</td>
<td>Intro to Medical Ethics</td>
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<tr>
<td>HIPS 21600</td>
<td>Advanced Medical Ethics: Health Care</td>
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<tr>
<td>HIPS 24800</td>
<td>Gender and History and Science Technology and Medicine</td>
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<tr>
<td>HIPS 27300</td>
<td>Medicine and Culture</td>
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</tr>
</tbody>
</table>

**Total Units:** 600

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**Hist/ Philos & Social Studies of Sci/Med Courses**


This group of courses consists of two three-quarter sequences: HIPS 17300-17400 (or 17403)-17504 (or 17502), and HIPS 17300-17402-17503. Taking these courses in sequence is recommended but not required. Each sequence meets the general education requirement in civilization studies. Each three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

**HIPS 17300. Science, Culture, and Society in Western Civilization I. 100 Units.**

The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.

**Instructor(s):** J. Wee

**Terms Offered:** Autumn

**Equivalent Course(s):** HIST 17300

**HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.**

The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton. This course is part of the College Course Cluster, The Renaissance.

**Instructor(s):** A. Johns, R. Richards

**Terms Offered:** Autumn, Winter

**Equivalent Course(s):** HIST 17400

**HIPS 17402. Science, Culture, and Society in Western Civilization II. 100 Units.**

**Full course title: Science, Culture, and Society in Western Civilization II: History of Medicine I.** This course examines the history of medicine from the Renaissance through the end of the eighteenth century, when many features of medicine that we now consider "modern" were coming into being. Topics include the history of anatomy and physiology, including Vesalius and Harvey; the history of relations between doctors and patients, including traditional medical practitioners and midwives; and the changing nature of the hospital.

**Instructor(s):** M. Rossi

**Terms Offered:** Winter

**Equivalent Course(s):** HIST 17402

**HIPS 17403. Science, Culture, and Society in Western Civilization II. 100 Units.**

**Full course title: Science, Culture, and Society in Western Civilization II: Early Modern Period.** This three-quarter sequence focuses on the origins and development of science in the West. Taking these courses in sequence is recommended, but not required. This sequence meets the general education requirement in civilization studies.

**Instructor(s):** Robert J. Richards

**Terms Offered:** Winter

**Equivalent Course(s):** HIST 17403

**HIPS 17501. Science, Culture, and Society in Western Civilization III. 100 Units.**

**Full course title: Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance.** This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

**Instructor(s):** M. Rossi

**Terms Offered:** Spring

**Equivalent Course(s):** HIST 17501
HIPS 17502. Science, Culture, and Society in Western Civilization IV. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization IV: Modern Science. The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring
Equivalent Course(s): HIST 17502

HIPS 17503. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: History of Medicine 2. This three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society. This course examines the history of modern medicine from the time of the "clinic," in the late-eighteenth century through the present. Topics include the changing character of the hospital, the development of new medical technologies such as the stethoscope, the impact of laboratory techniques (especially microscopy) for the understanding of disease, the history of public health movements in the nineteenth and twentieth centuries, and the history of specific areas of medical practice such as childbirth, mental health, and surgery.
Instructor(s): Michael Paul Rossi Terms Offered: Spring
Equivalent Course(s): HIST 17503

HIPS 17504. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: The Environment. This course will chart the development of modern science and technology with special reference to the environment and energy. Major themes include empire and environmental change, romanticism and conservation, science in the industrial revolution, energy in science and industry, the debates about the limits to growth, the rise of ecology, the Cold War development of climate science, and the emergence of modern environmentalism. We end with the science of the Anthropocene. This course is part of the College Course Cluster, Climate Change, Culture, and Society.
Instructor(s): Fredrik Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 17504

HIPS 20003. Discovering Anthropology: Reading Race. 100 Units.
Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in Homo sapiens have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to it role in retarding social progress, and the extermination and exploitation of some populations and individuals.
Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): CRES 20003, ANTH 38305, ANTH 20003

HIPS 20300. Scientific/Technological Change. 100 Units.
No description available.
Equivalent Course(s): CHSS 42300

HIPS 20401. Philosophy of Mind. 100 Units.
This is a survey of some of the central questions in the philosophy of mind. These questions include: What is consciousness? How can mental states represent things in the world? How do our minds relate to our bodies? Do we have free will? Can we blame someone for the beliefs or desires she has? What are the emotions? To help us with these questions, we will focus on 20th-century analytic work (by Putnam, Nagel, Searle, Jackson, Dennett, Chalmers, Block, Dretske, and others), but we will also read important historical texts on the nature of the mind by Aristotle, Descartes, and Hume.
Instructor(s): B. Callard Terms Offered: Autumn
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 23501

HIPS 20500. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of deductive systems for both sentential and first-order predicate logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem and Lindström’s theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Prerequisite(s): Elementary Logic or the equivalent.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CHSS 33600, PHIL 39600, PHIL 29400
HIPS 20700. Elementary Logic. 100 Units.
An introduction to the techniques of modern logic. These include the representation of arguments in symbolic notation, and the systematic manipulation of these representations in order to show the validity of arguments. Regular homework assignments, in class test, and final examination.
Instructor(s): T. Pashby Terms Offered: Autumn
Prerequisite(s): No prerequisites. Course not for field credit.
Note(s): Undergrads enroll in sections 01 through 08. Graduates enroll in section 09.
Equivalent Course(s): CHSS 33500, PHIL 30000, PHIL 20100

HIPS 20800. Evolutionary Processes. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): This course does not meet requirements for the biological sciences major.
Equivalent Course(s):

HIPS 21000. Introduction to Ethics. 100 Units.
In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)
Instructor(s): C. Vogler Terms Offered: Winter
Note(s): Students should register via discussion section.
Equivalent Course(s): FNDL 23107, PHIL 21000

HIPS 21100. Celebrity and Science in Paleoanthropology. 100 Units.
This seminar explores the balance among research, "showbiz" big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): ANTH 38300, ANTH 21406

HIPS 21200. Big Science and the Birth of the National Security State. 100 Units.
This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.
Instructor(s): J. Masco Terms Offered: TBD
Equivalent Course(s): ANTH 34900, ANTH 22400

HIPS 21301. The Anthropology of Science. 100 Units.
Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.
Instructor(s): J. Masco Terms Offered: TBD
Equivalent Course(s): ANTH 32300, ANTH 22105

HIPS 21409. History of Extraterrestrial Life. 100 Units.
In 2014, the Vatican Radio made a splash when it reported that the pontiff, Pope Francis, condoned the baptism of extraterrestrials—if they so desired it. "Who are we to close doors?" he asked rhetorically. It was both a metaphor for spiritual inclusion and an accurate representation of the modern Vatican's position on the possibilities of modern astrobiology and the search for extrasolar planets, fields whose rapid growth over the past two decades make serious consideration of extraterrestrial life seem like a uniquely modern phenomena. Its history, however, is in fact many centuries old. In this course we will examine the development of beliefs concerning life in the universe from the sixteenth century to the present. How did historical actors understand the nature, abilities, and location of extraterrestrial life, and its relationship to man and god? We will analyze connections between these beliefs and contemporary political, social, scientific, and religious developments. These include the role of the plurality of worlds in the debates over heliocentrism, its impact and application in the context of deism and social and political freethought, its literary and artistic depictions and use as a tool of satire and social commentary, its influence on natural philosophy, its decline and the subsequent rise of alien conspiracists and their critics, and how and why conceptions of the extraplanetary other took a dark and sinister turn toward the early-to-mid twentieth century.
Instructor(s): Jennifer Pegg Daly Terms Offered: Spring
Equivalent Course(s): ECEV 31409, HIST 24917, KNOW 21409
HIPS 21414. What is Technology? 100 Units.
In the nineteenth century, the word “technology” referred to the science of the useful and industrial arts. While the term is today synonymous with machinery and other material tools, this contemporary usage dates only to the 1930s. A word once used to describe a specialist mode of writing about applied knowledge has come to refer to tools and their use.
Instructor(s): Damien Droney Terms Offered: Spring
Equivalent Course(s): KNOW 21414

HIPS 21609. Medical Ethics: Central Topics. 100 Units.
Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics.
Instructor(s): D. Brudney; Staff Terms Offered: Autumn
Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03. For Philosophy majors: This course fulfills the practical philosophy (A) requirement.
Equivalent Course(s): PHIL 21609,BPRO 22612,BIOS 29314,PHIL 31609

HIPS 22000. Introduction to the Philosophy of Science. 100 Units.
We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper’s deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B) (II)
Instructor(s): T. Pashby Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,HIST 35109,PHIL 32000,CHSS 33300,PHIL 22000

HIPS 22300. Philosophy of Social Science. 100 Units.
No description available.
Instructor(s): W. Wimsatt Terms Offered: Winter
Equivalent Course(s): CHSS 37700,PHIL 32900,PHIL 22900

HIPS 22401. Darwinian Health. 100 Units.
This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.
Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor only.
Note(s): CHDV Distribution: A
Equivalent Course(s): GNSE 21500,CHDV 21500

HIPS 22708. Planetary Britain, 1600–1900. 100 Units.
What were the causes behind Britain’s Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 32708,ENST 22708,CHSS 32708,PHIL 32708

HIPS 22800. Phenomenology & Madness—Perspectives from Cultural Psychiatry. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Francis McKay Terms Offered: Spring,TBD
Prerequisite(s): Upper level undergraduates admitted with consent.
Equivalent Course(s): CHSS 32800,ANTH 23435,ANTH 35135,MAPS 32800

HIPS 23000. The Organization of Knowledge. 100 Units.
This course explores several structures of knowledge that students may have encountered in their core and specialized education, with the goal of enabling students to identify and explore the implications of these different structures. We ask whether all knowledge is relative, and if so, to what? When things are structured differently, does that mean that knowledge is lost? Or are there several diverse ways of structuring knowledge, each of which may be viable? We read a wide range of classical and modern thinkers in various disciplines.
Instructor(s): W. Sterner Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing
HIPS 23400. Is Development Sustainable? 100 Units.
Is Development Sustainable? is an undergraduate seminar for students with or without a background in environmental or development issues. Its aim is to grapple with the theory, concepts and practices of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, social transformation and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. The seminar is based on intensive discussion of theoretical and applied dimensions of sustainable development and will require weekly engagement with assigned texts through posting on Canvas, as well as an experimental quarter-long exercise in stake holder role playing within the context of a representative case of a large-scale development intervention. The seminar is designed to be interactive and to equip students with the practical analytical tools to understand the problems and prospects of development in a world characterized by rapidly changing social and environmental conditions. This course is part of the College Course Cluster, Urban Design.
Instructor(s): A. Kolata Terms Offered: Spring
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.
Equivalent Course(s): PBPL 24400, ANTH 22015, BPRO 23400, ENST 24400

HIPS 23600. History and Theory of Human Evolution. 100 Units.
This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.
Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): ANTH 38400, EVOL 38400, ANTH 21102

HIPS 23700. Apes and Human Evolution. 100 Units.
No description available.
Instructor(s): R. Tuttle Terms Offered: Spring
Note(s): BIOS 23241 recommended.

HIPS 24000. Evolution of the Hominoidea. 200 Units.
This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 38100, EVOL 38100, ANTH 28100

HIPS 24706. Science in the South. 100 Units.
Science in the South: Decolonial Approaches to the Study of Science, Technology and Medicine in Latin America and the Caribbean. This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can inflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.
Instructor(s): Stefanie Graeter Terms Offered: Winter
Equivalent Course(s): LACS 34706, ANTH 31640, ANTH 23026, LACS 24706

HIPS 24901. Darwin's "On the Origin of Species" and "The Descent of Man" 100 Units.
This lecture-discussion class will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's Beagle voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment.
Instructor(s): R. Richards Terms Offered: Autumn
Equivalent Course(s): PHIL 23015, HIST 34905, CHSS 38400, PHIL 33015, FNDL 24905, HIST 24905
HIPS 25114. Natural History and Empire, circa 1500–1800. 100 Units.
This course will examine natural history—broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people—in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern sources of natural history from antiquity and their (re)interpretation in imperial context; early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of
Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring
Equivalent Course(s): HIST 25114

HIPS 25203. Media Ecology: Embodiment and Software. 100 Units.
Media ecology examines how the structure and content of our media environments—online and offline, in words, images, sounds, and textures—affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?
Instructor(s): M. Browning Terms Offered: Autumn
Equivalent Course(s): CMST 25204, LLSO 27801, TAPS 28452, HUMA 25202

HIPS 25205. Computers, Minds, Intelligence & Data. 100 Units.
How are we co-evolving with our machines? How do we teach ourselves and our computers how to learn? What kinds of human intelligences do we promote in liberal education in comparison with artificial intelligence(s)? Through our distributed cognition with tools of all kinds, as we engage in participatory culture using digital computers and networks, we provide information that generates the basis for big (and small) data. At the crux of our investigation—on the one hand into reading and conversation and on the other hand into algorithms and information theory—are issues about human action and the multifaceted agency of the universal Turing machine—as mobile phone, laptop, internet, robot.
Instructor(s): M. Browning Terms Offered: Autumn
Equivalent Course(s): HUMA 25205

HIPS 25309. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIST 35309, CHSS 35309, KNOW 21404, KNOW 31404, ANTH 24308, ANTH 34308, HIST 25309

HIPS 25415. History of Information. 100 Units.
“Information” in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): CHSS 35415, HIST 35415, LLSO 23501, KNOW 25415, KNOW 35415, HIST 25415
HIPS 25421. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, *The History of Censorship*, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417, CLAS 35417, HIST 35421, CHSS 35421, KNOW 21403, KNOW 31403, RLST 22121, HREL 34309, SIGN 26010, HIST 25421

HIPS 25600. History of Statistics. 100 Units.
This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories. This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.
Instructor(s): S. Stigler Terms Offered: Spring
Prerequisite(s): Prior statistics course
Equivalent Course(s): CHSS 32900, STAT 36700, STAT 26700

HIPS 25901. Evolution of Mind and Morality: Nineteenth to Twenty-First Centuries. 100 Units.
No description available.
Instructor(s): R. Richards Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): CHSS 35900, HIST 25501, HIST 35501, PHIL 24300, PHIL 34300, PSYC 28200

HIPS 25902. A History of Cell and Molecular Biology. 100 Units.
This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.
Instructor(s): K. Matlin Terms Offered: Spring
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): BIOS 29270

HIPS 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.
A survey of the thought of some of the most important figures of this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.
Instructor(s): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 26000

HIPS 26203. Nature/Culture. 100 Units.
Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of “nature.” Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders.
Instructor(s): J. Mascio Terms Offered: TBD
Equivalent Course(s): ANTH 43805, CHSS 32805, ANTH 23805

HIPS 26502. Social Studies of Science. 100 Units.
No description available.
Instructor(s): J. Evans Terms Offered: Spring
Equivalent Course(s): SOCI 20148, SOCI 30148, CHSS 30310
HIPS 27005. Secrecy and Science. 100 Units.
This course traces the relationship between openness, secrecy, and the construction of scientific knowledge. Our sources span several millennia of intellectual history, from cuneiform tablets containing glassmaking recipes and the “secrets of the gods,” to Medieval alchemical recipes, and to the first museums of natural history. We will investigate how and why science shifted from a subject intended for the elite few, to a more democratic ideal that embraced public demonstration. The role of patronage in the development of scientific knowledge, and the complex interaction between science and religion will be central to our discussions. Writing assignments will respond to thematic questions based on the readings.
Instructor(s): Eduardo Escobar Terms Offered: Spring
Equivalent Course(s): HIST 24918, RLST 27550, KNOW 27005

HIPS 27302. Culture, Mental Health, and Psychiatry. 100 Units.
While mental illness has recently been framed in largely neurobiological terms as “brain disease,” there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists’ professional accounts of mental illness and patients’ experiences of it. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry’s knowledge of their afflictions?
Instructor(s): E. Raikhel Terms Offered: Autumn
Prerequisite(s): Undergraduates must have previously completed a SOSC sequence.
Note(s): CHDV Distribution: C, D
Equivalent Course(s): ANTH 24315, CHDV 23301

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.
This course shall read the works of Sigmund Freud. We shall examine his views on the unconscious, on human sexuality, on repetition, transference, and neurotic suffering. We shall also consider what therapy and “cure” consist in, and how his technique might work. We shall consider certain ties to ancient Greek conceptions of human happiness—and ask the question: what is it about human being that makes living a fulfilling life problematic? Readings from Freud’s case studies as well as his essays on theory and technique.
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates.
Note(s): Undergrads enroll in sections 01, 02, 03, and 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 38209, SCTH 37501, FNDL 28210, PHIL 28210

HIPS 28202. Topics in Philosophy of Science: Mechanism and Causation. 100 Units.
No description available.
Instructor(s): B. Fogel Terms Offered: Spring
Note(s): Background in science not required.
Equivalent Course(s): PHIL 21109, PHIL 31109

HIPS 28306. Data History: Information Overload from the Enlightenment to Google. 100 Units.
The current era of “Big Data” is often described as a new paradigm in science: increasingly, in fields ranging from molecular genetics to particle physics to internet search analytics, knowledge is produced by processing massive electronic databases with digital algorithms that tell us who we are, what the universe is made of, and why we think and act the way we do. At the same time, the tools, techniques, and social implications of modern data culture have a deep history that stretches back well before the advent of digital computers. Understanding the world by collecting and analyzing large quantities of information is has been a goal in the natural and social sciences for centuries, and this history has shaped our current fascination with data in important and surprising ways. This course will examine the long-term history of data in critical historical context. We will examine how data has been collected, managed, and analyzed in the sciences over the past few centuries—the emergence of various technologies and conventions for information processing—as well as why it has been such a central concern in so many disciplines—what was understood to be the goal of reducing the world to data. We will also consider what social and political consequences the history of data reveals, and we will discuss the ethical and epistemological concerns that have emerged as science has become increasingly oriented towards collecting and manipulating large quantities of data.
Instructor(s): D. Sepkoski Terms Offered: Spring
Equivalent Course(s): CHSS 38306, HIST 29523, HIST 39523
HIPS 28307. Global Environmental Humanities. 100 Units.
This course is an introduction to the interdisciplinary field of environmental humanities, which calls on us to study the global environment, and the threats posed by globalization and climate change, using the tools of history, cultural studies, philosophy, and literature. Reading texts from these and other disciplines, we will attend to the ways that “environment” registers in political, aesthetic, and social life across the globe. Sample authors: Fernand Braudel, William Cronon, Dipesh Chakrabarty, Amitav Ghosh, Ursula Heise, Joseph Masco, Jed Purdy, Anna Tsing.
Instructor(s): Gabel, Isabel Terms Offered: Autumn. Autumn 2017
Prerequisite(s): 2nd year undergrads or later
Note(s): Seminar.
Equivalent Course(s): CHSS 38307,HIST 25422

HIPS 28308. Science and Selfhood in Modern Europe. 100 Units.
This course explores the role of the sciences in changing ideas of selfhood in 19th- and 20th-century Europe. How did the proliferation of new forms of knowledge about humans (biological, psychiatric, evolutionary, sociological, anthropological) transform peoples’ understandings of themselves as biological beings, as bearers of consciousness, as subjects and citizens? This course pairs primary sources with secondary texts from European history, history of science, and history of the human sciences.
Instructor(s): Gabel, Isabel Terms Offered: Winter. Winter 2018
Prerequisite(s): 2nd year undergraduates or later.
Note(s): Seminar
Equivalent Course(s): CHSS 38308,HIST 25423

HIPS 28601. Environment and the Body. 100 Units.
No description available.
Instructor(s): A. Gugliotta Terms Offered: Winter

HIPS 28801. Environmental Law. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing, or consent of instructor

HIPS 29412. The Face in Western Culture from the Mona Lisa to the Selfie. 100 Units.
The course will approach the history of the human face from a variety of disciplinary perspectives, ranging across art history through to the history of science and technology. Topics will include the Mona Lisa and Renaissance portraiture; early modern identity and identity documents; the discipline of physiognomy; Johann Kaspar Lavater and the makings of racial science; the impact of photography; Alphonse Bertillon and the “mug shot”; smiles in advertisements; biometrics to facial recognition technologies; and the art and science of the selfie. The course will draw on specialized readings from secondary literature alongside a wide range of literary and visual primary sources, including scientific texts, paintings, drawings, identity documents, photographs, advertisements, cosmetics, and prosthetic parts. The subject offers a great deal of room for the selection of a topic for a research paper on a subject of students’ choices.
Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Open to upper-level undergraduates
Equivalent Course(s): HIST 29412

HIPS 29516. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516,CLCV 28517,CLAS 38517,CHSS 39516,KNOW 21406,KNOW 31406,RLST 22123,HREL 39516,SIGN 26011,HIST 29516
HIPS 29626. Modernities & Microscopes: Sociopolitical Change & Scientific. 100 Units.
TUTORIAL - “Modernities & Microscopes: Sociopolitical Change & Scientific Knowledge in 19th & 20th Century Europe.” Historians of science Steve Shapin and Simon Schaffer argued in their now-canonical history of experimental philosophy, *Leviathan and the Air-Pump*, that “the problem of knowledge is the problem of social order.” In short, scientific knowledge and sociopolitical context are deeply intertwined, and it is rarely possible to fully understand one without understanding the other.
This course will proceed chronologically through major developments in European (and, briefly, North American) history from 1815 to 1955, beginning with the role of the post-Napoleonic “Vienna System” in the consolidation of the statistical style of reasoning in week two, and ending with the relationship between cybernetics, “Big Science,” and cold war politics in week nine. The course will conclude by examining the viability and utility of the concepts “science” and “society” in general, exploring Actor-Network Theory as an alternative framework for understanding the relationship between scientific knowledge and context.
By the end of the course you should not only have a better understanding of major events in the European history and the history of science, but have a set of theoretical tools and approaches for understanding how the two are related regardless of historical period.
Instructor(s): Zachary Barr Terms Offered: Winter
Note(s): Tutorial. Full course title: “Modernities & Microscopes: Sociopolitical Change & Scientific Knowledge in 19th & 20th Century Europe.”

HIPS 29627. Science, Art, and Democracy: The Pragmatism of John Dewey. 100 Units.
TUTORIAL - John Dewey is commonly referred to as the most influential American philosopher of all time: ‘American’ not just in the sense that he was born in New England, but insofar as his work represents a “distinctive intellectual expression of American culture” (Bernstein 1966). Indeed, his high esteem for science and technological innovation, his unrelenting optimism in democratic society, and his belief in the expansive and progressive power of art, are all undeniably American in complexion. These perspectives we have undoubtedly heard before, but nowhere do we find them so profoundly and expertly integrated into a single world vision as in the work of John Dewey, for whom democracy is science, science is art, and art is experience.
Instructor(s): Parysa Mostajir Terms Offered: Autumn. Winter 2018
Note(s): TUTORIAL

HIPS 29628. Knowledge of Man, Society, & Culture, 1700-1914. 100 Units.
TUTORIAL - Questions about man, and by extension woman, have been asked by intellectuals throughout human history. Some of the most basic and essential of these questions have been: What is man? What is his position in the world? Why does he live the way that he does? And, why does he do the things that he does? The answers to such questions have, in turn, shaped the way that men, and women, understand themselves as well as the societies in which they live (and those with which they come to interact). These kinds of questions, and the variety of answers that they have been given over the course of human history, ultimately formed the basis of the modern Social Sciences and Humanities. Consequently, numerous publications exist that trace the development of specific disciplines from their origins in the distant or more recent past to the present. This course intentionally takes a different tact and, instead, aims to look at how considerations of man, society, and culture evolved over time, holistically and in situ, with an explicit focus on historical context. This course probes the kinds of questions that were being asked about man, society, and culture. It asks why certain problems were explored at certain times in certain ways and why different kinds of knowledge were produced at different times by different people.
Instructor(s): Kristine Palmieri Terms Offered: Spring. Spring 2018
Note(s): HIPS TUTORIAL
Equivalent Course(s): HIST 25113, KNOW 29628

HIPS 29700. Readings and Research in History, Philosophy, and Social Studies of Science and Medicine. 100 Units.
Reading and Research for HIPS seniors working on their senior thesis.
Terms Offered: Autumn, Spring, Winter
Note(s): Students are required to submit the College Reading and Research Course Form.

HIPS 29800. Junior Seminar: My Favorite Readings in the History and Philosophy of Science. 100 Units.
This course introduces some of the most important and influential accounts of science to have been produced in modern times. It provides an opportunity to discover how philosophers, historians, anthropologists, and sociologists have grappled with the scientific enterprise, and to assess critically how successful their efforts have been. Authors likely include Karl Popper, Thomas Kuhn, Robert Merton, Steven Shapin, and Bruno Latour.
Instructor(s): R. Richards Terms Offered: Autumn
Equivalent Course(s): HIST 25503

HIPS 29810. Bachelor’s Thesis Workshop. 100 Units.
Thesis writing workshop for HIPS seniors.
Terms Offered: Autumn, Spring, Winter
HIPS 29900. Bachelor’s Thesis. 100 Units.
This is a research course for independent study related to thesis preparation.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.