**History, Philosophy, and Social Studies of Science and Medicine (HIPS)**

**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 (http://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 General Physics I-II 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 Elementary Functions and Calculus I-II or higher), or have earned a score of 5 on the AP Calculus BC test;
   d. complete three courses on the origins and development of science in the West: one course in each of the following three chronological periods: ancient, early modern, and modern.

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 (http://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

Three courses: one from each of the following chronological periods: 300

<table>
<thead>
<tr>
<th>Period</th>
<th>Course(s)</th>
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<tbody>
<tr>
<td>Ancient</td>
<td>HIPS 18300</td>
</tr>
<tr>
<td>Early Modern</td>
<td>HIPS 18400-18403</td>
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<tr>
<td>Modern</td>
<td>HIPS 18500-18503</td>
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An approved sequence that fulfills the biological sciences general education requirement 200

One of the following sequences: 200

<table>
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<tr>
<th>Sequence</th>
<th>Description</th>
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<tr>
<td>CHEM 10100, CHEM 10200</td>
<td>Introductory General Chemistry I</td>
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<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II</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</td>
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Total Units 900

MAJOR

Three courses in science, social sciences, or mathematics beyond the introductory level 300

Five courses in an area of concentration 500

Two tutorials 200

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<tr>
<th>Course(s)</th>
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<tbody>
<tr>
<td>HIPS 29700</td>
<td>Readings and Research in History, Philosophy, and Social Studies of Science and Medicine 100</td>
</tr>
<tr>
<td>HIPS 29800</td>
<td>Junior Seminar: My Favorite Readings in the History and Philosophy of Science 100</td>
</tr>
<tr>
<td>HIPS 29900</td>
<td>Bachelor’s Thesis 100</td>
</tr>
<tr>
<td>HIPS 29810</td>
<td>Bachelor’s Thesis Workshop 100</td>
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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 (http://registrar.uchicago.edu/classes/).

History and Philosophy of Biological Science

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<tr>
<th>Course(s)</th>
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<tr>
<td>HIPS 23600</td>
<td>History and Theory of Human Evolution 100</td>
</tr>
<tr>
<td>BIOS 29321</td>
<td>Problem of Evil: Disease? 100</td>
</tr>
<tr>
<td>HIPS 23900</td>
<td>Biological and Cultural Evolution 100</td>
</tr>
<tr>
<td>HIPS 25801</td>
<td>Evolutionary Theory and Its Role in the Human Sciences 100</td>
</tr>
<tr>
<td>HIPS 27860</td>
<td>History of Evolutionary Behavioral Sciences 100</td>
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Total Units 500

Philosophy of Science

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<tr>
<th>Course(s)</th>
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<tbody>
<tr>
<td>HIPS 22000</td>
<td>Introduction to Philosophy of Science 100</td>
</tr>
<tr>
<td>HIPS 25104</td>
<td>History and Philosophy of Biology 100</td>
</tr>
</tbody>
</table>
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**

- **Tutorial:**
  - HIPS 29641 Tutorial: Medical Ethics in the Hospital and Clinic: 100

- **Concentration in History and Philosophy of Biology:**
  - 500
HIPS 22700  Philosophical Problems in the Biological Sciences
HIPS 23600  History and Theory of Human Evolution
HIPS 23900  Biological and Cultural Evolution
HIPS 25801  Evolutionary Theory and Its Role in the Human Sciences
BIOS 29321  Problem of Evil: Disease?

Total Units 700

Group 2

Tutorial: 100
HIPS 29642 Tutorial: The Science and Philosophy of Artificial Intelligence

Concentration in History of Medicine and Medical Ethics: 500
HIPS 21400 Intro To Medical Ethics
HIPS 24103 Bioethics
HIPS 25900 Darwinian Medicine
HIPS 27300 Medicine and Culture

Total Units 600

HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE COURSES
HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503 Science, Culture, and Society in Western Civilization

These courses focus on the origins and development of science in the West. They aim to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the culture and social matrix of their periods and, in turn, affect culture and social. In order to satisfy the general education requirement in civilization studies, students must take a course in two or three of the following chronological periods: ancient (numbered HIPS 18300), early modern (HIPS 18400–18403), and modern (HIPS 18500–18503). Taking these courses in sequence is recommended but not required. Only one course per category may count toward the requirement unless special approval is granted.

HIPS 18300. Science, Culture, and Society in Western Civilization I: Greek & Roman Science. 100 Units.
This undergraduate core course represents the first quarter of the Science, Culture, and Society in Western Civilization sequence. Taking these courses in sequence is recommended but not required. This quarter will focus on aspects of ancient Greek and Roman intellectual history, their perceived continuities or discontinuities with modern definitions and practices of science, and how they were shaped by the cultures, politics, and aesthetics of their day. Topics surveyed include history-writing and ancient science, the cosmos, medicine and biology, meteorology, ethnography and physiognomics, arithmetic and geometry, mechanics, taxonomy, optics, astronomy, and mechanical computing.
Instructor(s): J. Wee Terms Offered: Autumn. Offered Autumn 2021
Equivalent Course(s): HIST 17310

HIPS 18400. Science, Culture, and Society in Western Civilization II: Renaissance to Enlightenment. 100 Units.
This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.
Instructor(s): R. Richards Terms Offered: Winter. Course is offered in Winter 2022
Equivalent Course(s): HIST 17410, KNOW 18400

HIPS 18401. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.
This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.
Instructor(s): M. Rossi Terms Offered: Autumn. Course is not offered in 2021-2022 Academic Year
Equivalent Course(s): HIST 17411

HIPS 18501. Science, Culture, and Society in Western Civilization III: History of Medicine 1900-Present. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since 1900. 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.
HIPS 18502. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.
This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.
Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Course is not offered in 2021-2022 Academic Year Equivalent Course(s): HIST 17511

HIPS 18503. Science, Culture, and Society in Western Civilization III: History of Social Science. 100 Units.
Social Science’ now is generally used to refer to the various disciplines devoted to the study of humanity in its social manifestations: sociology, social and cultural anthropology, economics, political science, geography, and history. But these disciplines employ radically different methodologies, rooted in distinct histories. While positive social science and the application of statistics to society began in the context of French Revolutionary nation-building, ethnographic methods emerged in the very different context of British imperial encounters with ‘exotic’ cultures. In the midst of a growing interest in ‘society’ and ‘culture,’ distinct methodological schools with competing social and cultural ontologies and methodologies emerged across Europe. This course studies these traditions, and their development in the social and cultural contexts of revolution, empire, racial justice, and disciplinary institutionalization.
Instructor(s): P. Mostajir Terms Offered: Autumn Winter. Offered in Autumn 2021 and Winter 2022 Equivalent Course(s): HIST 17513

HIPS 18505. Science, Culture, and Society in Western Civilization III: Histories of the Bomb. 100 Units.
In the long history of the planet, the years since 1945 have a remarkable and unique geological signature: one left by the creation and testing of atomic weapons, medicine, and energy. This class explores the intellectual, social, economic, and political histories of nuclear research, including topics such as transnational scientific migrations; the Manhattan Project; weapons testing and development; the rise of ‘Big Science’; postcolonial histories of nuclear development; domestic and international anti-nuclear activism; and ecological and environmental impacts of fallout, waste, and nuclear accidents. Drawing on both primary and secondary sources, we will consider how the story we tell about the history of the nuclear age and the rise of science came to be, and how that story has transformed at different points in the twentieth century.
Instructor(s): E. Kern Terms Offered: Spring. Offered in Spring 2022 Equivalent Course(s): HIST 17515

HIPS 12108. Feminist Perspectives in Social Studies of Science and Technology. 100 Units.
This seminar is an introduction to foundational theories, methods and case studies in science and technology studies (STS), with a focus on feminist contributions to the field. Over the last five decades, the interdisciplinary domain of Science and Technology Studies (STS) has shown how scientific practice is a process of making the world rather than one of discovering and describing the world. Feminist STS scholars in particular have pointed out the normative dimensions in the construction of scientific objectivity, for example the euro-centric bias of Western science and the marginalization of BIPOC, women* and LGBTQ in science and technology. In the first half of the seminar, we will review debates and interventions in feminist STS. Understanding feminist critique as an intersectional endeavor, we will consider the importance of the entanglement of gender, race, (dis)ability and class for critical studies of science. Showing that scientific facts are cultural and historical products does not make them less powerful agents in the world and thus, the way forward does not lie in deconstruction alone (Haraway 1991). In the second half of the seminar, we will therefore review how feminist intersectional STS scholars propose to engage science and scientist’s work productively in order to take responsibility for the social relations of science and technology. Lastly, we will consider how to research issues in STS from a feminist, intersectional perspective in practice.
Instructor(s): Reichert, Sophie Terms Offered: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): GNSE 12108

HIPS 18402. Science, Culture, and Society in Western Civilization II: The Scientific Revolution. 100 Units.
This course focuses on one of the most radical transformations in the history of Western thought: the so-called "Scientific Revolution." In addition to analyzing the origin and development of Copernicanism, Galilean mechanics, and Paracelsian alchemy-among other revolutionary ideas-we will examine several institutional and methodological innovations that profoundly altered how early modern Europeans investigated the natural world, including the advent of the experimental philosophy and the creation of scientific academies.
Instructor(s): Zachary Barr Terms Offered: Autumn. Offered Autumn 2021

HIPS 20003. 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
towards demonstrating the consistency of various foundational systems, discussing the virtues and limitations we reason. This course will explore two main efforts in this direction. We will first look at proof-theoretic efforts around the question of to what extent we can or cannot prove the consistency of the basic principles with which
Since Russell's discovery of the inconsistency of Frege's foundation for mathematics, much of logic has resolved but our primary focus is on acquiring a facility with symbolic logic as such.

HIPS 20700. Elementary Logic. 100 Units.
An introduction to the concepts and principles of symbolic logic. We learn the syntax and semantics of truth-functional and first-order quantificational logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.
Instructor(s): G. Schultheis Terms Offered: Autumn Winter
Equivalent Course(s): CHSS 33500, LING 20102, PHIL 30000, PHIL 20100

HIPS 20905. Advanced Logic. 100 Units.
Since Russell's discovery of the inconsistency of Frege's foundation for mathematics, much of logic has resolved around the question of to what extent we can or cannot prove the consistency of the basic principles with which we reason. This course will explore two main efforts in this direction. We will first look at proof-theoretic efforts towards demonstrating the consistency of various foundational systems, discussing the virtues and limitations
of this approach. We will then closely examine Godel’s theorems, which are famous for demonstrating limits on
the extent to which we can formulate consistency proofs. Much has been written on the implications of Godel’s
theorems, and we will spend some time trying to carefully separate what they really entail from what they do not
entail. Assessment will be by regular homework sets. Intermediate logic or prior equivalent required. (II) and (B).
Instructor(s): K. Davey Terms Offered: Spring
Prerequisite(s): Elementary Logic or equivalent
Equivalent Course(s): PHIL 29405, CHSS 39405, PHIL 39405

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): B. Callard Terms Offered: Winter
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 21347. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.
Why do some monuments matter more than others? Why do we destroy some sites and preserve others? How
do these objects and sites attain value? As witnessed in Charlottesville, heritage is at the heart of intense debates
in politics and culture today. Questions of theft and colonial violence haunt museums, galleries, and other
cultural institutions. Looting and repatriation-linked to archaeology’s complex history and of equal concern to
contemporary anthropology-force us to contend with the very meaning of heritage, including why it matters,
what it does, and to whom it rightfully belongs. Bringing archaeology and anthropology together, this course
attends to these complex questions, exploring how monuments, heritage sites, and material culture are enmeshed
in power and condense contested histories. Drawing together ethnographies of heritage, theories of history and
art, and accounts of dispossession and destruction, we will examine heritage as a conceptual formation, a set
of social, political, and economic practices, and as a locus of both enchantment and endangerment. In doing so,
students will gain a better sense of why the category of heritage seems to matter so much in the 21st century,
paradoxically weaponized by both nationalist narratives and decolonial movements, and what futures heritage
builds.
Instructor(s): Hilary Leatham Terms Offered: Course is essentially deactivated
Equivalent Course(s): GLST 23317, ARCH 21347, ANTH 21347

HIPS 21407. The Vocation of a Scientist. 100 Units.
Max Weber wrote that to be a scientist one needed a “strange intoxication” with scientific work and a “passionate
devotion” to research as a calling. And yet, such passion seemed to conflict with the ideal of value-neutral
inquiry. This class considers the vocation of science since the turn of the twentieth century. What political,
economic, and cultural forces have shaped scientific professions in the United States? How are scientists
represented in public culture? How was American science experienced during the colonization of the
Philippines? By exploring these questions, this class will examine the values and norms that make science into a
meaningful vocation.
Terms Offered: TBD
Equivalent Course(s): ANTH 22129, KNOW 21407

HIPS 21408. History of Medicine. 100 Units.
This course surveys the history of medicine from the medieval period to the present. How did medicine emerge
as a defined body of knowledge? To what extent do diseases and disorders have an independent existence, and
to what extent are they cultural constructs? How have social mores-particularly those related to religion, class,
nationality, race, and gender-influenced the ways in which health was and is understood and maintained, and
illness treated? What does it mean to practice medicine ethically, and how has that changed over time? Topics
include the emergence and evolution of the medical profession, the history of medical research and method, the
interpretation and treatment of the unhealthy and healthy alike, eugenics, euthanasia, the quest for immortality,
and the changing relationship between technology and disease.
Equivalent Course(s): CCTS 21408, HIST 25314, KNOW 21408

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.

Equivalent Course(s): KNOW 21409, ECEV 31409, HIST 24917

HIPS 21410. Politics of Technoscience in Africa. 100 Units.

Euro-American discourse has often portrayed Africa as either a place without science and technology or as the home of deep and ancient wisdom. European imperialists used the alleged absence of science and technology as a justification for colonialism while pharmaceutical companies sought out African knowledge about healing plants. In addition to their practical applications, science and technology carry significant symbolic weight in discussions about Africa. In this class, we will examine the politics of scientific and technical knowledge in Africa with a focus on colonialism and its aftermath. How have different people produced and used knowledge about the environment, medicine, and technology? What kinds of knowledge count as indigenous and who gets credit for innovation? How have independent African governments dealt with the imperial legacies of science? From the interpretation of archaeological ruins to the design of new medical technologies, this class will examine science and technology as political practice in Africa.

Equivalent Course(s): KNOW 21410, CRES 21410, ANTH 22165

HIPS 21411. Sex, Race, and Empire. 100 Units.

This course surveys how science, race, and gender interacted in the early modern Atlantic world from 1500-1800. We will critically examine how new modes of scientific inquiry brought Africans, Americans, and Europeans into contact and conflict. Along the way, we will ask how, why, and with consequences imperial science created new knowledge claims about human inequality, especially racial and sexual difference. We will draw primarily on British, Iberian, and French imperial agendas in order to track the experiences of men and women from all corners of the Atlantic world, including indigenous peoples, enslaved black Africans, free people of color, and white Europeans. Through a variety of primary and secondary sources, we will uncover European aspirations to curate, control, and exploit the natural world and the agency of subjugated peoples in responding to and resisting these designs. Topics covered include natural history collecting and classification; the invention of racial theory; slavery and maroons; women, gender, and reproduction; consumption; and violence, resistance, and revolution.

Equivalent Course(s): KNOW 21411, GNSE 21411, CRES 21411, HIST 25315

HIPS 21413. Sex and Enlightenment Science. 100 Units.

What do a lifelike wax woman, a birthing dummy, and a hermaphrodite have in common? This interdisciplinary course seeks answers to this question by exploring how eighteenth-century scientific and medical ideas, technologies, and practices interacted with and influenced contemporary notions of sex, sexuality, and gender. In our course, the terms "sex," "Enlightenment," and "science" will be problematized in their historic contexts using a variety of primary and secondary sources. Through these texts, as well as images and objects, we will see how emerging scientific theories about sex, sexuality, and gender contributed to new understandings of the human, especially female, body. We will also see how the liberating potential of Enlightenment thought gave way to sexual and racial theories that insisted on fundamental human difference. Topics to be covered include theories of generation, childbirth, homosexuality, monstrosities, race and procreation, and hermaphrodites and questions about the "sex" of the enlightened scientist and the gendering of scientific practices.

Equivalent Course(s): KNOW 21413, HIST 22218, GNSE 21413, CHSS 31413

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 1950s. A word once used to describe a specialist mode of writing about applied knowledge has come to refer to tools and their use.

Equivalent Course(s): KNOW 21414

HIPS 21419. Indigenous Knowledge and the Foundations of Modern Social Theory. 100 Units.

Indigenous people are often seen as "objects" of social theory; this course considers their role as subjects of social theory-makers of modern knowledge who made foundational contributions to basic ideas about humanity. We will take up three case studies, each of which highlights an indigenous people who unleashed a cascade of fresh theory-makers of modern knowledge who made foundational contributions to basic ideas about humanity. We will critically examine how new modes of scientific inquiry brought Africans, Americans, and Europeans into contact and conflict. Along the way, we will ask how, why, and with consequences imperial science created new knowledge claims about human inequality, especially racial and sexual difference. We will draw primarily on British, Iberian, and French imperial agendas in order to track the experiences of men and women from all corners of the Atlantic world, including indigenous peoples, enslaved black Africans, free people of color, and white Europeans. Through a variety of primary and secondary sources, we will uncover European aspirations to curate, control, and exploit the natural world and the agency of subjugated peoples in responding to and resisting these designs. Topics covered include natural history collecting and classification; the invention of racial theory; slavery and maroons; women, gender, and reproduction; consumption; and violence, resistance, and revolution.

Equivalent Course(s): KNOW 21419, GNSE 21411, CRES 21419, HIST 25315

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Equivalent Course(s): KNOW 21410, CRES 21410, ANTH 22165

HIPS 21411. Sex, Race, and Empire. 100 Units.

This course surveys how science, race, and gender interacted in the early modern Atlantic world from 1500-1800. We will critically examine how new modes of scientific inquiry brought Africans, Americans, and Europeans into contact and conflict. Along the way, we will ask how, why, and with consequences imperial science created new knowledge claims about human inequality, especially racial and sexual difference. We will draw primarily on British, Iberian, and French imperial agendas in order to track the experiences of men and women from all corners of the Atlantic world, including indigenous peoples, enslaved black Africans, free people of color, and white Europeans. Through a variety of primary and secondary sources, we will uncover European aspirations to curate, control, and exploit the natural world and the agency of subjugated peoples in responding to and resisting these designs. Topics covered include natural history collecting and classification; the invention of racial theory; slavery and maroons; women, gender, and reproduction; consumption; and violence, resistance, and revolution.

Equivalent Course(s): KNOW 21411, GNSE 21411, CRES 21411, HIST 25315

HIPS 21413. Sex and Enlightenment Science. 100 Units.

What do a lifelike wax woman, a birthing dummy, and a hermaphrodite have in common? This interdisciplinary course seeks answers to this question by exploring how eighteenth-century scientific and medical ideas, technologies, and practices interacted with and influenced contemporary notions of sex, sexuality, and gender. In our course, the terms "sex," "Enlightenment," and "science" will be problematized in their historic contexts using a variety of primary and secondary sources. Through these texts, as well as images and objects, we will see how emerging scientific theories about sex, sexuality, and gender contributed to new understandings of the human, especially female, body. We will also see how the liberating potential of Enlightenment thought gave way to sexual and racial theories that insisted on fundamental human difference. Topics to be covered include theories of generation, childbirth, homosexuality, monstrosities, race and procreation, and hermaphrodites and questions about the "sex" of the enlightened scientist and the gendering of scientific practices.

Equivalent Course(s): KNOW 21413, HIST 22218, GNSE 21413, CHSS 31413

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 1950s. A word once used to describe a specialist mode of writing about applied knowledge has come to refer to tools and their use.

Equivalent Course(s): KNOW 21414

HIPS 21419. Indigenous Knowledge and the Foundations of Modern Social Theory. 100 Units.

Indigenous people are often seen as "objects" of social theory; this course considers their role as subjects of social theory-makers of modern knowledge who made foundational contributions to basic ideas about humanity. We will critically examine how new modes of scientific inquiry brought Africans, Americans, and Europeans into contact and conflict. Along the way, we will ask how, why, and with consequences imperial science created new knowledge claims about human inequality, especially racial and sexual difference. We will draw primarily on British, Iberian, and French imperial agendas in order to track the experiences of men and women from all corners of the Atlantic world, including indigenous peoples, enslaved black Africans, free people of color, and white Europeans. Through a variety of primary and secondary sources, we will uncover European aspirations to curate, control, and exploit the natural world and the agency of subjugated peoples in responding to and resisting these designs. Topics covered include natural history collecting and classification; the invention of racial theory; slavery and maroons; women, gender, and reproduction; consumption; and violence, resistance, and revolution.

Equivalent Course(s): KNOW 21419, GNSE 21411, CRES 21419, HIST 25315
HIPS 21428. Apes and Human Evolution. 100 Units.
This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.
Instructor(s): R. Tuttle Terms Offered: Spring. Spring 2022
Prerequisite(s): BIOS 10130 or BIOS 10140. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): ANTH 21428; BIOS 13253, EVOL 38600, ANTH 38600

HIPS 22000. Introduction to 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: Winter
Equivalent Course(s): HIST 35109, CHSS 33300, PHIL 22000, PHIL 32000, HIST 25109

HIPS 22003. Einstein for Everyone. 100 Units.
Einstein’s revolutions in physics led to fundamental changes in how we understand the universe. Among other things, we seem to have learned from Einstein about the existence of black holes and gravitational waves, that time is not absolute but relative, that the universe is expanding, that gravity is not a force. But how is someone who doesn’t know much physics to figure out if this or that moral really is vindicated by Einstein’s work? This course covers just enough of Einstein’s work at an elementary level to help answer such questions. High school math is required but we will provide an understanding of special and general relativity at a conceptual level, without calculations or problem sets. (B)
Instructor(s): T. Pashby Terms Offered: Winter
Equivalent Course(s): PHIL 22003, FNDL 24307

HIPS 22207. The Social History of Alcohol in Early Modern Europe. 100 Units.
This course will examine the multifaceted role that beer, wine, cider, and spirits played in European society and will challenge students to consider how a seemingly familiar commodity was a key component in shaping early modern social relations. It will focus on several major themes that have guided historical inquiry and show how hard drink intersects with and entangles these histories. Major themes will include alcohol and gender relations; state legality and taxation; moral policing; environmental projects and crises; labor and technology; and colonialism. Using both primary and secondary sources will push students to look below the surface to see how drink alternately challenged or reinforced social hierarchies, much as it continues to do in the present time.
Instructor(s): C. Rydell Terms Offered: Spring
Equivalent Course(s): PHIL 22003, FNDL 24307

HIPS 22310. The Commons: Environment and Economy in Early Modern Europe. 100 Units.
Drawing on case studies from Europe and the Atlantic world, this course will track changes in land use and property rights over the early modern period (ca. 1500-1800), inviting students to reflect on the relationship between natural environments (woodlands, waterways, pasture) and histories of state formation, economic growth, rebellion, and colonialism. Organizing concepts and debates will include the tragedy of the commons, moral economies, sustainability and scarcity, the “organic economy” of the old regime, primitive accumulation, and economic takeoff. Readings will encompass classic works in agrarian, environmental, and social history (i.e., Marc Bloch, E. P. Thompson, Silvia Federici, James Scott, Carolyn Merchant) as well as primary documents and contemporary texts (i.e., More, Bacon, Smith, Paine, Babeuf). We will also reflect on how these histories bear on debates about land use and natural resources in the present day.
Instructor(s): O. Cussen Terms Offered: Winter
Equivalent Course(s): ENST 22310, HIST 22310, LLSO 22310

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): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals Sequence or consent of instructor.
Note(s): CHDV Distribution - Undergrad: A
Equivalent Course(s): BIOS 23405, CHDV 21500, HLTH 21500, GNSE 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.

Equivalent Course(s): ENST 22708, CHSS 32708, KNOW 22708, KNOW 32808, HIST 32708, HIST 22708

HIPS 22800. Experiencing Madness: Empathic Methods in Cultural Psychiatry. 100 Units.

This course provides students with an introduction to the phenomenological approach in cultural psychiatry, focusing on the problem of "how to represent mental illness" as a thematic anchor. Students will examine the theoretical and methodological groundings of cultural psychiatry, examining how scholars working in the phenomenological tradition have tried to describe the lived experiences of various forms of "psychopathology" or "madness." By the end of the course, students will have learned how to describe and analyze the social dimension of a mental health experience, using a phenomenologically-grounded anthropological approach, and by adopting a technical vocabulary for understanding the lived experiences of mental illness (for instance, phenomena, life-world, being-in-the-world, intentionality, époché, embodiment, madness, psychopathology, melancholia, depression, schizophrenia, etc). In addition, given the ongoing problematic of "how to represent mental illness," students will also have the opportunity to think through the different ways of presenting their analysis, both in the form of weekly blog entries and during a final-week mock-workshop, where they will showcase their work in a creative medium appropriate to that analysis.

Equivalent Course(s): CHDV 32822, CHSS 32800, ANTH 24355, ANTH 35135, MAPS 32800

HIPS 23136. On being Ill: Feminist and Queer Cancer Narratives. 100 Units.

Two years after a breast cancer diagnosis, Susan Sontag wrote in Illness and Metaphor: "Cancer is considered to be desexualizing...It is a rare and still scandalous subject for poetry; and it seems unimaginable to aestheticize the disease." Still, cancer narratives have become a source of information and inspiration for doctors, patients, and carers alike. In this course, we will examine the genres useful to writing about cancer, and also writing from it, from inside the experience of sickness. We will compare medical attempts to write cancer's abstract biography alongside feminist/queer accounts that foreground the dysphorias of cancer. We will pay particular attention to the ways writers experiment with the conventional limits of diary (Lorde), essay (Sontag, Sedgwick), memoir (Ensler, Boyer), and novel (Butler) to give meaning and form to shapeless experiences of sickness, treatment, and care. We will focus on the relationship between cancer narratives and feminist, queer, disability, and antiracist politics: Does it matter who writes cancer's story? Can feminist and queer practices of care point to more endurable, collective ways of being sick? What insights does cancer offer feminist and queer political projects, especially those that center sexuality as a tool for liberation? Students will examine the narrative, intimate, and political possibilities of various cancer genres and forms, critically examining the deep relationship between storytelling and being ill.

Instructor(s): Jasperse, Lee Terms Offered: Winter

Note(s): This course counts as a Concepts Course for GNSE majors.

Equivalent Course(s): ENGL 23136, HLTH 23136, GNSE 23136

HIPS 23410. Sex in Twentieth-Century Europe. 100 Units.

This course will examine the "syncopated" history of sexuality across this tumultuous century. The period took Europeans from bourgeois norms of sexuality through the 1960s sexual revolution to same-sex marriages; genocide and the emergence of rape as a war crime; and the unprecedented regulation of sexuality and biomedical developments treating infertility. Since the history of sex and sexuality in Europe cannot be thought outside of European colonialism and the Cold War, the course will also examine how sexuality shaped and was shaped by political ideologies. In short, by examining the centrality of "who can have sex with whom," students will rethink "standard" political narratives of twentieth-century Europe. Working with Dagmar Herzog's "Sexuality in Europe: A Twentieth-Century History," the main text of the course, and drawing on a variety of primary sources-including law and medical treatises, popular culture, and autobiographies-students will also gain an insight into the ways in which sexuality can be studied beyond archival sources.

Instructor(s): M. Appeltová Terms Offered: Winter

Equivalent Course(s): CHDV 32822, CHSS 32800, ANTH 24355, ANTH 35135, MAPS 32800

HIPS 24103. Bioethics. 100 Units.

This is a lecture and discussion class that will explore how a variety of philosophic and religious thinkers approach the issues and problems of modern dilemmas in medicine and science in a field called bioethics. We will consider a general argument for your consideration: that the arguments and the practices from faith traditions and from philosophy offer significant contributions that underlie policies and practices in bioethics. We will use a case-based method to study how different traditions describe and defend differences in moral choices in contemporary bioethics. This class is based on the understanding that case narratives serve as another core text for the discipline of bioethics and that complex ethical issues are best considered by a careful examination of the competing theories as work themselves out in specific cases. We will examine both classic cases that have shaped our understanding of the field of bioethics and cases that are newly emerging, including the case of research done at our University. Through these cases, we will ask how religious traditions both collide and cohere over such topics as embryo research, health care reform, terminal illness, issues in epidemics and public health, and our central research question, synthetic biology research. This class will also explore how the discipline of bioethics has emerged to reflect upon such dilemmas, with particular attention to the role that theology and philosophy have played in such reflection.

Instructor(s): Laurie Zoloth Terms Offered: Spring
Note(s): This course counts as the 3rd year Theories and Methods course for the undergraduate Religious Studies major/minor. This course meets the CS or LMCS Committee distribution requirement for Divinity students.
 Equivalent Course(s): SIGN 26069, RETH 30600, RLST 24103, BIOS 29216, HLTH 24103

**HIPS 24341. Topics in Medical Anthropology. 100 Units.**

Over the past two decades, the field of “global health” has become the dominant narrative and organizing logic for interventions into health and well-being worldwide. This seminar will review theoretical positions and debates in anthropology, focusing on the decolonizing global health movement. Divergent historical legacies of colonialism and racism, institutionalized forms of structural violence, and modern-day extractive capitalism have resulted in stark global inequities, which currently stand at shockingly unprecedented levels. This seminar offers a critical lens to rethink contemporary global health’s logic and practice by considering other histories and political formations, experiences, and knowledge production systems. This seminar opens up a space for generative dialogue on the future directions of what constitutes health, equity, and aid, and whether social justice is or should be the new imperative for action.

**Instructor(s): P. Sean Brotherton**

**Terms Offered:** Not Offered 2021-22; may be offered 2022-23

**Prerequisite(s):** Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV

Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.

Equivalent Course(s): KNOW 24341, CHDV 40301, CRES 24341, HLTH 24341, CHDV 24341, CHSS 40310, ANTH 40310, ANTH 24341, KNOW 40312

**HIPS 24352. Health, Value, Politics. 100 Units.**

**TBD**

**Instructor(s): Kaushik Sunder Rajan**

**Terms Offered:** TBD

**Equivalent Course(s):** ANTH 24352, HLTH 24352

**HIPS 24706. Science in the South: Decolonizing the Study of Knowledge in Latin America & the Caribbean. 100 Units.**

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): S. Graeter**

**Terms Offered:** TBD

**Equivalent Course(s):** LACS 24706, ANTH 23026

**HIPS 24908. Being Human: Paleonthropology, Origins, and Deep Time. 100 Units.**

What does it mean to be “human,” and how have different sciences been used at different points in time to answer that question? While the scientific discipline of paleonthropology—the study of human evolution and the deep human past—only emerged at the start of the twentieth century, it grew out of both nineteenth-century investigations into mysterious stone tools and the fossils of strange prehistoric creatures and much older traditions about origins, creation, and the nature of human difference drawn from history, religious faith, and the mythological tradition. This seminar will explore the connected histories of paleonthropology, prehistory, and the geosciences from the late eighteenth to the early twenty-first century, and consider how these sciences have been shaped by ideas about history, human nature, gender and race, and the earth itself.

**Instructor(s): E. Kern**

**Terms Offered:** Winter

**Equivalent Course(s):** HIST 24908

**HIPS 25001. Kant: Critique of Pure Reason. 100 Units.**

This will be a careful reading of what is widely regarded as the greatest work of modern philosophy. Immanuel Kant’s Critique of Pure Reason. Our principal aims will be to understand the problems Kant seeks to address and the significance of his famous doctrine of “transcendental idealism.” Topics will include: the role of mind in the constitution of experience; the nature of space and time; the relation between self-knowledge and knowledge of objects; how causal claims can be justified by experience; whether free will is possible; the relation between appearance and reality; the possibility of metaphysics. (B) (V)

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

**Terms Offered:** Autumn

**Equivalent Course(s):** PHIL 27500, FNDL 27800, PHIL 37500, CHSS 37901

**HIPS 25011. Debating Science: Legitimacy, Authority, and Knowledge. 100 Units.**

How can we tell what counts as science? That is, how does science make itself legible as science? Are the social sciences “as scientific” as the natural sciences? By concerning itself with practices of legitimation, this course introduces students to the social study of science and linguistic anthropological theory. Students will consider the sociopolitical dimensions of scientific activity through a theoretical lens which takes language use as a form of social action. They will consider concepts such as reliability, reproducibility, and objectivity. Case studies will likely include climate change skepticism, education research, and neurodiversity. Students will end the quarter
by writing and presenting on a current or historical topic of “scientific” debate, that is, debate on the scientific
status of a field or claim.
Instructor(s): Lily Ye Terms Offered: Spring
Equivalent Course(s): CHDV 25011

HIPS 25014. Introduction to Environmental History. 100 Units.
How have humans interacted with the environment over time? This course introduces students to the methods
and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster,
Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism,
evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land
reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies
from European, American, and British imperial history.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): CHSS 35014, HIST 25014, ENST 25014, HIST 35014

HIPS 25104. History and Philosophy of Biology. 100 Units.
This lecture-discussion course will consider the main figures in the history of biology, from the Hippocrates
and Aristotle to Darwin and Mendel. The philosophic issues will be the kinds of explanations appropriate to
biology versus the other physical sciences, the status of teleological considerations, and the moral consequences
for human beings.
Instructor(s): R. Richards Terms Offered: Autumn
Note(s): For students taking PHIL 23405, the course is (B) (II).
Equivalent Course(s): HIST 35104, PHIL 23405, PHIL 33405, CHSS 37402, HIST 25104

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. Niemier-Dohoney Terms Offered: Autumn
Note(s): For students taking PHIL 23405, the course is (B) (II).
Equivalent Course(s): CHSS 35014, HIST 25014, ENST 25014, HIST 35014

HIPS 25121. The Brazil-Argentina Nuclear Cooperation Agreement and Thermoelectric Transition in Brazil. 100 Units.
In this course, we present a history of Brazil-Argentina nuclear cooperation and how Brazil is planning the
transition of its electric matrix from predominantly hydraulic towards a mix with increased share of nuclear
power. Proliferation risks are a main concern of international community when nuclear programs expansion
is considered. The Brazilian-Argentine Agency for Accounting and Control of Nuclear Materials, created in
1991, has been fundamental in assuring the international community (via the International Atomic Energy
Agency) that the nuclear materials and facilities of both countries are being used for peaceful purposes.
Domestically, the debate has been environmental in nature, and concerns topics ranging from mining to power
generation, and from radioactive materials disposal to radiation effects in living organisms and major accidents.
These diplomatic, environmental, social and political issues are in turn dependent on technical details of the
thermolectric generating process, and this nexus of issues provides the topics for the course.
Instructor(s): Ramos, Alexandre Terms Offered: Autumn
Note(s): Tinker Visiting Professor Autumn 2018
Equivalent Course(s): LACS 35121, LACS 25121, PPHA 39921, CHSS 35121

HIPS 25202. Feminist Perspectives on Science. 100 Units.
Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have
in common is a determination to uproot the deepest and least visible forms of oppression in our society: those
pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint
ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal
has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma
by (1) historically demonstrating science’s symbiotic alliances with political ideologies of gender and race, (2)
ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation
that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and
rationality that are used to insulate science from feminist critique. Works include but are not limited to authors

The last two hundred years have grappled with questions like: Can machines think? What is information? How and ethical questions raised by this history up to our present moment. We'll look at how people throughout

This course will cover the history of machine intelligence, with an emphasis on the sociological, philosophical, relevant clinical and basic medical scientific topics will be offered to inform students' ethical decision-making. Consideration will also be given to ethical research practices and global health service. Weekly, lectures regarding big ethical questions in various medical specialties: surgery, psychiatry, obstetrics and gynecology, and pediatrics.

In the first week, we will introduce basic frameworks to organize our thinking around complex ethical problems. How can we understand and critique our theories, concepts, practices, and technologies of intelligence and information in relation to the capacities of these digital machines with which we co-evolve? For exploring this question, our case studies include comparing artificial and natural intelligences, as well as examining algorithms and their socio-political impacts, in current web functionalities such as search (Google) and social media (Facebook, Twitter).

In this course, we depart from the ethical conversations that UChicago students may be used to having in such as Harvard, Columbia, and our own University of Chicago between the 1860s and the 1950s.

Classical American pragmatism was not an insular philosophical tradition. Rather, it was a major movement, spanning almost a century of U.S. intellectual history, incorporating evolutionary-theoretical insights into all areas of inquiry. This applied not only to the problems of philosophy, but also to various branches of scientific research. Why did pragmatist thinkers construct a philosophical basis out of Darwinian and Spencerian theories of evolution? How was this evolutionary philosophical basis applied towards a transformation of sciences such as psychology, sociology, education science, economics, and even physics? Who were the agents of such transformation projects? How did their lives and projects overlap and diverge? Our class will explore the origins and development of this intellectual movement that occupied a dominant position in major American schools such as Harvard, Columbia, and our own University of Chicago between the 1860s and the 1950s.

In this course, we will cover the history of machine intelligence, with an emphasis on the sociological, philosophical, and ethical questions raised by this history up to our present moment. We’ll look at how people throughout the last two hundred years have grappled with questions like: Can machines think? What is information? How
does data relate to the "real world"? Who is responsible for the actions of a machine? We will examine how developments in mathematical logic, electrical engineering, cybernetics, and statistics interact with each other and with the wider political and cultural context. This course does not require any specific technical background, though we will sometimes read and discuss technical materials together in class. Weekly reading, writing, and research assignments will culminate in an independent research project.

Instructor(s): J. Foley Terms Offered: Spring, Spring 2021

HIPS 25213. Modernities and Microscopes: Sociopolitical Conflict and Scientific Knowledge in Modern Europe. 100 Units.

Modernities and Microscopes: Sociopolitical Conflict and Scientific Knowledge in Modern Europe" examines the relationship between major sociopolitical and scientific events in Western and Central Europe between 1815 and 1945. In week two, for example, we will analyze the role of the post-Napoleonic "Vienna System" in the consolidation of the statistical style of reasoning in France, while in week seven we will explore the connection between interwar politics in Austria and Germany and the rise of various eugenicist movements. By the end of the course, students should have a better understanding of a critical period in European history and acquired a set of theoretical tools for understanding how sociopolitical and epistemic developments are related.

Instructor(s): Zachary Barr Terms Offered: Autumn. Offered in Autumn 2021

HIPS 25214. Histories of Scientific Communication, 1650-1914. 100 Units.

This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.

Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): HLTH 25218, GLST 25218, HIST 25218, CRES 25218, ENST 25218, AMER 25218, GNSE 25210

HIPS 25218. American Epidemics, Past and Present. 100 Units.

In a 2004 address to the History of Science Society, historian James Secord exhorted his audience to play closer attention to what he called "knowledge in transit," meaning the practices and mechanisms that have historically served to circulate knowledge claims, arguing that "questions of 'what' is being said can only be answered through a simultaneous understanding of 'how,' 'where,' 'when,' and 'for whom.'" The aim of this course is to apply Secord's maxim to a series of case studies in the history of science. Specifically, each week we will examine a different form of scientific communication or inscription, ranging from the public demonstration to the scientific image, and analyze its role within a broader regime of knowledge production. In week three, for example, we will look at how the seventeenth-century experimentalist Robert Boyle was able to use a novel literary technology, the experimental report, to vouchsafe his controversial claims about the air-pump; while in week seven we will look at the rise of the scientific paper in the nineteenth-century and analyze its role as both cause and effect of the increasing specialization and quantification of research.

Instructor(s): Zachary Barr Terms Offered: Winter. Offered in Winter 2022

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.

Equivalent Course(s): CHSS 35309, HIST 35309, KNOW 21404, HIST 25309, ANTH 24308, KNOW 31404, ANTH 34308

HIPS 25402. Disastrous Histories: Scientific and Social Understandings of Modern Disasters. 100 Units.

How could this happen? This question reverberates following a disaster. You yourself may have asked it about COVID-19, the 2020 California wildfires, or the 2021 Texas power grid failure, to name a few. While scientific disciplines can help us understand the hazards and risks that lead to disaster, they cannot equip us with all the tools to prevent or mitigate disaster. This course argues that disasters arise when environmental hazards interact with societal structures (infrastructure, racial disparities, religious belief, historical inequalities, etc.) to produce human loss and suffering. This means that there are no "man-made" or "natural" disasters, each being a combination of human and environmental factors. In order to understand and communicate about disaster events, one must understand the history of these societal structures. This class aims to provide students with the tools to understand and talk about disaster. Following the long arc of global disaster history in the modern
age, the class starts with the emergence of the categories of man-made and natural disaster in the early modern era and ends with a consideration of how climate change has once again collapsed these categorizations. In order to recognize the relevance of disaster histories to the present day, the class culminates in a final project on conveying information about a historical disaster to a public audience.

Instructor(s): A. Jania
Terms Offered: Autumn
Equivalent Course(s): GLST 25427, HIST 25422

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): T. Kahle
Terms Offered: Autumn
Equivalent Course(s): CLCV 25417, HREL 34309, HIST 25421, KNOW 21403, CHSS 35421, CLAS 35417, SIGN 26010, KNOW 31403, RLST 22121, HIST 35421

HIPS 25427. The Global Atomic Age. 100 Units.
The nuclear bombings of Hiroshima and Nagasaki 75 years ago was the advent of the atomic age. Paradoxically, the same technology that had unleashed infernos on the Japanese population was heralded in other contexts as utopia in waiting. This course examines how the atom transformed global politics and remade social life, culture, and even the way people experienced emotions. We will use a broad range of sources—including but not limited to historical scholarship, film, poetry, and architecture—to examine the global expansion of nuclear energy, weapons proliferation and militarization, gender and the politics of reproduction, decolonization, nuclear fear and disasters, labor at atomic facilities and in uranium mines, environmentalism and the problem of waste, and nuclear mass politics. Assignments: three essays (1,000-1,500 words each) due in weeks three, six, and nine, which use course-related materials to respond to an assigned prompt. In lieu of a final exam, a portfolio of work from the quarter and a short reflective essay (1,000-1,250 words).

Instructor(s): A. Jania

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): STAT 26700, CHSS 32900, STAT 36700

HIPS 25808. Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences. 100 Units.
In this course we will examine the ways in which different groups of people—in different times and places—have understood the nature of life and living things, bodies and bodily processes, and health and disease, among other notions. We will address these issues principally, though not exclusively, through the lens of the changing sets of methods and practices commonly recognizable as science and medicine. We will also pay close attention to the methods through which scholars in history and anthropology have written about these topics, and how current scientific and medical practices affect historical and anthropological studies of science and medicine.

Instructor(s): M. Rossi
Note(s): This course fulfills part of the KNOW core seminar requirement. PhD students should register for KNOW 40202 to be eligible to apply for the SIFK dissertation fellowship.
Equivalent Course(s): KNOW 25308, HIST 25308, ANTH 24307, ANTH 34307, KNOW 40202, HIST 35308, CHSS 35308

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 the period from the fall of Rome to the Scottish Enlightenment. The course will begin with an examination of the medieval hylomorphism of Aquinas and Ockham and then consider its rejection and transformation in the early modern period. Three distinct early modern approaches to philosophy will be discussed in relation to their medieval antecedents: the method of doubt, the principle of sufficient reason, and empiricism. Figures covered may include Ockham, Aquinas,
Descartes, Avicenna, Princess Elizabeth, Émilie du Châtelet, Spinoza, Leibniz, Abelard, Berkeley, Hume, and al-Ghazali.

Instructor(s): D. Moerner Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.

Equivalent Course(s): PHIL 26000, MDVL 26000

**HIPS 26121. Nature, Science, and Empire in the Early Modern Iberian World, 1400-1800. 100 Units.**

Full title: "Nature, Science, and Empire in the Early Modern Iberian World, 1400-1800." Historians have often relegated Iberia and its New World domains from accounts of the developments of modern science. They have traditionally claimed that strict censorship and a commitment to orthodox Catholicism prevented Spain, once the most powerful empire of the world, from embarking on the path towards scientific modernity in the eighteenth century. Modern scholars, however, have challenged this narrative by embracing more inclusive concepts of 'science' to explain the many ways in which early modern people related to nature. Some of these practices include the writing of natural histories, botanical research, and linguistic studies, all fields that Iberian scholars pioneered in their efforts to govern their vast domains. This course will introduce students to a diversity of scientific practices that flourished in the Hispanic world between 1400 and 1800.

Equivalent Course(s): HIST 26121, LACS 26121

**HIPS 26300. Death Panels: Exploring dying and death through comics. 100 Units.**

What do comics add to the discourse on dying and death? What insights do comics provide about the experience of dying, death, caregiving, grieving, and memorialization? Can comics help us better understand our own wishes about the end of life? This is an interactive course designed to introduce students to the field of graphic medicine and explore how comics can be used as a mode of scholarly investigation into issues related to dying, death, and the end of life. The framework for this course intends to balance readings and discussion with creative drawing and comics-making assignments. The work will provoke personal inquiry and self-reflection and promote understanding of a range of topics relating to the end of life, including examining how we die, defining death, euthanasia, rituals around dying and death, and grieving. The readings will primarily be drawn from a wide variety of graphic memoirs and comics, but will be supplemented with materials from a variety of multimedia sources including the biomedical literature, philosophy, cinema, podcasts, and the visual arts. Guest participants in the course may include a funeral director, chaplain, hospice and palliative care specialists, cartoonists, and authors. The course will be taught by a nurse cartoonist and a physician, both of whom are active in the graphic medicine community and scholars of the health humanities.

Instructor(s): Brian Callendar Terms Offered: Spring
Equivalent Course(s): KNOW 26230, KNOW 36230, ARTV 20018

**HIPS 26312. Religion, Medicine, and the Experience of Illness. 100 Units.**

This course introduces students to both the dynamic relationship between religion and medicine and the role of religion as it relates to the experience of illness. Through a survey of a broad selection of religious traditions, textual genres, and case studies, students will evaluate how religion offers a pliable explanatory system (through myths, symbols, rituals, etc.) to address questions of causation, coping, and curing vis-à-vis illness. The historical relationship between religions and medical systems has been fascinatingly complex. We will encounter examples where religion and medicine work in tandem as complementary explanatory systems, e.g., with devotion to holy figures such as Saint Jude. We will also discuss what happens when religion usurps the explanatory role of medicine, e.g., when the activity of spirits becomes the diagnostic explanation for a medical condition such as epilepsy. Drawing upon literature from art history, medical anthropology, sociology, history, and theology, this course surveys the impressive variety of responses to illness across religious traditions and within those traditions. Prior knowledge of religious studies and/or medical history is not required for the course.

Instructor(s): Mark Lambert Terms Offered: Winter
Equivalent Course(s): KNOW 26302, HIST 24923, HLTH 26302, SOCI 20542, CCTS 21012, RLST 26302

**HIPS 26382. Development and Environment in Latin America. 100 Units.**

This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? In what ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment?

Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): LACS 36382, ENST 26382, HIST 36317, LACS 26382, HIST 26317, ANTH 23094, GEG 26382, GLST 26382

**HIPS 27004. Babylon and the Origins of Knowledge. 100 Units.**

In 1946 the famed economist John Maynard Keynes declared that Isaac Newton “was the last of the magicians, the last of the Babylonians.” We find throughout history, in the writings of Galileo, Jorge Luis Borges, Ibn Khaldun, Herodotus, and the Hebrew Bible, a city of Babylon full of contradictions. At once sinful and
reverential, a site of magic and science, rational and irrational, Babylon seemed destined to resound in the historical imagination as the birthplace of knowledge itself. But how does the myth compare to history? How did the Babylonians themselves envisage their own knowledge? And is it reasonable to draw, as Keynes did, a line that begins with Babylon and ends with Newton? In this course we will take a cross comparative approach, investigating the history of the ancient city and its continuity in the scientific imagination.

Instructor(s): E. Escobar Terms Offered: Autumn
Equivalent Course(s): KNOW 27004, NEHC 20215, HIST 25617

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.

Equivalent Course(s): HIST 24918, KNOW 27005, RLST 27550

HIPS 27301. Medical Anthropology. 100 Units.
This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems—including biomedicine—as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.

Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master’s students.
Note(s): CHDV Distribution: C, D; 3, 4
Equivalent Course(s): HLTH 23204, CHDV 43204, ANTH 24330, ANTH 40330, CHDV 23204, KNOW 43204

HIPS 27544. Technologies of Language, Race, and State. 100 Units.
This course investigates language, race, and state as three mutually constituting and mutually authorizing constructs, important both to the academy and beyond. We will approach these categories’ interconnected social lives by considering the technologies through which they are materialized, technologies in the expansive senses of (1) machine applications of knowledge; (2) material means of representation; and (3) art or technique. The course introduces students to problems in the study of language, race, and state as they have been approached in anthropology, history, geography, sociology, Black studies, and science and technology studies (STS). Technologically, the course texts focus on dictionaries, censuses, statistical surveys, and master plans. Geographically, texts focus largely on Singapore and the United States, though with a few forays beyond. During “choose-your-own-adventure” weeks, students will select and report back on readings that engage other technologies and sites (both geographical and conceptual) that interest them, from film to data visualization, from writing to photography, from the paper file to the algorithm. Our approach to these categories is historical and expository, investigating how they have been deployed, in contextually shifting ways, to make and manage populations as objects and subjects of the state’s racial and linguistic knowledge.

Instructor(s): Josh Babcock Terms Offered: Autumn
Equivalent Course(s): CRES 27544, ANTH 27544

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.
An introduction to psychoanalytic thinking and its philosophical significance. A question that will concern us throughout the course is: What do we need to know about the workings of the human psyche-in particular, the Freudian unconscious—to understand what it would be for a human to live well? Readings from Plato, Aristotle, Freud, Bion, Betty Joseph, Paul Gray, Lacan, Lear, Loewald, Edna O’Shaughnessy, and others.
Equivalent Course(s): SCTH 37501, PHIL 28210, PHIL 38209, FNDL 28210

HIPS 28319. Ephon course: Imagining Nature among the Greeks. 100 Units.
The goal of this course is to gain an understanding of the historical roots of the concept of nature (Greek physis), while being attentive to the diversity of ancient Greek thought about nature even in its early history. In the texts we will read, numerous notions of “nature” can be discerned: for instance, nature as the physical form of an individual, nature as an underlying reality of someone or something, nature as an autonomous thing distinct from human art and from the supernatural, nature as the all-encompassing natural order, or nature as the natural environment. The conceptual and ideological work done by these conceptions also varies widely. Furthermore, the images associated with the concepts are similarly diverse, ranging from human bodies to magical plants and cosmic spheres, and with a comparable repertory of conceptual and ideological purposes. Yet discussions of the concept of nature typically deal almost exclusively in abstractions: this is true, for instance, of the standard study of physis written over a century ago as a U of C dissertation, which we will read in excerpt. Throughout this class, we will consider not only the explicit and abstract conceptualization of nature, but also a number of related
images especially in the form of metaphors, analogies and personifications that ultimately fed into the literary and philosophical depictions of nature in the long traditions that have followed.

Instructor(s): L. Wash Terms Offered: Winter
Equivalent Course(s): CLCV 28319

HIPS 28350. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.
What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories-and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their apperception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn
Prerequisite(s): for BIOS 29209: This course does not meet the requirements for the Biological Sciences major.
Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year. Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit https://sif.k.uchicago.edu/courses/xcap/
Equivalent Course(s): BIOS 29209, ANTH 24360, HLTH 29901, ARTV 20014, KNOW 29901

HIPS 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.
This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female “hysteria,” evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.
Instructor(s): M. Appeltová Terms Offered: Spring Winter
Equivalent Course(s): CRES 29318, GNSE 29318, HIST 29318, HLTH 29318, HMRT 29318, CHDV 29318

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 making 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 upon 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.
Prerequisite(s): Open to upper-level undergraduates.
Equivalent Course(s): HIST 29412

HIPS 29637. Tutorial: Evolution Beyond Darwin. 100 Units.
One of the most identifiable images associated with evolution is the visage of Charles Darwin. Historical narratives of evolution center on Darwin’s work, and scientific publications today still note whether or not Darwin pre-empted their ideas. This course aims to build a narrative of evolution that brings the story up to today, asking why so many see Darwin as a shorthand for evolution and what consequences that might have for the development and communication of the science. In addition, it will interrogate other “iconic” images and narratives in evolution, like the tree of life. We will ask where our ideas about evolution have come from, how they are perpetuated, and what consequence that might have for the discipline of evolutionary biology. The course has three aims: 1) to provide a historical understanding of evolution after Darwin; 2) to reflect on how evolution is communicated between scientists and to the broader public, and to ask how “icons” or Darwin himself suggest implicit meanings counter to the work of the scientists; and 3) to more broadly examine what is a science-a process or a body of knowledge?
Instructor(s): E. Kitchen Terms Offered: Spring. Spring 2021
Equivalent Course(s): HIST 25023
HIPS 29638. TUTORIAL - Vitalism and Teleology in Biology: Historical and Philosophical Approaches. 100 Units.

Unsurprisingly, “what is life?” has a claim to being one of the oldest questions in science, lagging only a little behind “what is?” It may be more surprising to learn that arguably all major answers to the question—with materialism and epiphenomenalism on one end of the spectrum, holism and essentialism on the other—are about as old, and that the history of biology has been more a matter of recombining these answers than coming up with new ones. If biology is a game, its ground rules were laid early on. You may propose ingenious modifications of strategy, but go too far outside the box and your fellow players will likely accuse you of playing a different game altogether—if you haven’t already been disqualified by the referees. We will approach these questions by considering the history of biology as the history of philosophical attempts at making sense of life, broadly conceived, from Aristotle to Darwin. Such “philosophies” of life need not be held self-consciously—the most interesting ones often aren’t. Rather, any scientific account of life necessarily entails making metaphysical commitments. By tracing the history of these commitments, we will consider which (if any) of their historical mutations have been novel, and where we currently stand. We will also consider the ways in which philosophies of life, with all their metaphysical entanglements, have themselves been entangled with politics and ideology.

Instructor(s): B. Deadman Terms Offered: Winter. Winter 2020
Equivalent Course(s): HIST 25022

HIPS 29639. TUT: The World's Columbian Exposition: Science, Race, Gender, & Music at the 1893 Chicago World Fair. 100 Units.

This course surveys the sights, sounds, and tastes that filled Jackson Park and the Midway Plaisance between May 1 and October 30, 1893. During those six months, over 27 million people flocked to Chicago’s south side from across the United States and beyond the Atlantic to experience the marvels illuminating the World’s Columbian Exposition. Visitors weaved their way through the newly-designed Midway Plaisance, where they passed exhibits of “authentic villages of native peoples” in “traditional” garb until they reached the entrance of the American White City—or, as it was presented, “the apex of civilization”—where exhibits and lectures on the newest theories and innovations filled 200 Neoclassical buildings under 100,000 incandescent lights. Walking up the Midway demonstrated progress in human development in tune with the main topic of the White City’s Congress of Evolution-Social Darwinism. In this course, students will learn about explicit displays of “progress” during the Gilded Age and will be challenged to interrogate allegories of it at the Columbian Exposition. Together, we will practice close-reading of primary and secondary texts, close-looking of images and objects, and close-listening of music and sounds. We will investigate how “progress” was staged and cogitated in terms of: Evolutionary theory, Race, Gender, Music, Architecture, and Technology.

Instructor(s): A. Clark Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): HIST 25021, GNSE 25021, CRES 25021

HIPS 29678. History Colloquium: Medicine and Society. 100 Units.

How does medical knowledge change? How do medical practices transform over time? What factors influence the ways in which doctors and patients—and scientists, artists, politicians, legislators, activists, and educators, among others—understand matters of health and disease, of proper and improper interventions, of the rights of individuals and the needs of communities? This course treats these questions as a starting point for exploring the interactions of medicine and society from 1800 to the present. Through a combination of primary and secondary sources we will examine changing causes of morbidity and mortality, the development of new medical technologies and infrastructures, shifting patterns of disease and shifting ideas about bodies, and debates about health care policy, among other topics. Students will be expected to conduct original research and produce an original research paper of fifteen to twenty pages.

Instructor(s): M. Rossi Terms Offered: Spring
Prerequisite(s): Priority registration is given to History majors.
Equivalent Course(s): HIST 29678

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, PHIL 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.
History, Philosophy, and Social Studies of Science and Medicine (HIPS)

Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form.