

# HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE (HIPS)

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Department Website: <https://fishbein.uchicago.edu/>

## 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](https://fishbein.uchicago.edu/) (<https://fishbein.uchicago.edu/>).

## PROGRAM REQUIREMENTS

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

### 1. The Foundation.

All students must:

- Complete an approved sequence that fulfills the biological sciences general education requirement;
- 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 higher), 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;
- 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;
- 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 and the subject of their bachelor's thesis.

**3. Five HIPS courses.** Students are expected to take five courses that carry a HIPS course number, which are in addition to the two required HIPS tutorials and the three courses in the Science, Culture, and Society in Western Civilization sequence. HIPS tutorials begin with the course number HIPS 296XX and the Science, Culture, and Society in Western Civilization courses begin with the course numbers HIPS 183XX, 184XX, and 185XX, and will not count toward the five courses in HIPS requirement.

**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 on the Fishbein Center website (<https://fishbein.uchicago.edu>) or at [registrar.uchicago.edu/classes](http://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: Foundational Readings in the History of Science and Medicine) 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 I, which is comprised of meetings that focus on organizing, researching, writing, and revising the thesis.

## SUMMARY OF REQUIREMENTS

### GENERAL EDUCATION

Three Science, Culture, and Society in Western Civilization courses - one from each of the following chronological periods:	300
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Ancient: HIPS 18301-18309

Early Modern: HIPS 18400-18409

Modern: HIPS 18500-18509

An approved sequence that fulfills the biological sciences general education requirement	200
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One of the following sequences:	200
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CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher) *	
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PHYS 12100-12200	General Physics I-II (or higher) *	
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MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *	200
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Total Units	900
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### MAJOR

Three courses in science, social sciences, or mathematics beyond the introductory level	300
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Two HIPS Tutorials (courses beginning with HIPS 296XX)	200
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Five courses with a HIPS course number (excludes tutorials and courses within the required Science, Culture, and Society in Western Civilization sequence)	500
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HIPS 29700	Readings and Research in History, Philosophy, and Social Studies of Science and Medicine	100
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HIPS 29800	Junior Seminar: Foundational Readings in the History of Science and Medicine	100
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HIPS 29900	Bachelor's Thesis	100
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HIPS 29810	Bachelor's Thesis Workshop I	000
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Total Units	1300
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\* Credit may be granted by examination.

### ADMISSION

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

### HONORS

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

### GRADING

Students majoring in HIPS must receive quality grades in all courses meeting the requirements of the degree program, except HIPS 29810 Bachelor's Thesis Workshop I, which must be taken for Pass/Fail grading. Non-majors may take courses for Pass/Fail grading with consent of instructor.

### ADVISERS

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

## MINOR PROGRAM IN HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE

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

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

Students should take at least two courses focusing on the origins and development of science in the West (one course in each of two of the following chronological periods: ancient, early modern, and modern) to meet the general education requirement in civilization studies. Additional courses in these sequences that are not used to meet the general education requirement can count toward courses required for the minor.

Students must complete one tutorial course.

The remaining five courses for the minor program should constitute courses that contain HIPS course numbers. A student may petition to have a course without a HIPS course number count toward this requirement, which must be approved by the program director. The form is found here (<https://college.uchicago.edu/sites/default/files/documents/College%20Dean%20of%20Students/General%20Petition%20Form.pdf>). Students select the courses in consultation with the program director and their program adviser.

Students who elect the minor program in HIPS should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the program. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on the Consent to Complete a Minor Program ([https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent\\_Minor\\_Program.pdf](https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf)) form obtained from the College adviser or online.

## HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE COURSES

Please visit this page (<https://fishbein.uchicago.edu/courses/>) for a list of currently offered courses.

### **HIPS 18301-18309, HIPS 18400–18409, and HIPS 18500–18509 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 18300-18309), early modern (HIPS 18400–18409), and modern (HIPS 18500–18509). 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.

#### **HIST 18301-18302-18303. Colonizations I-II-III.**

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

#### **HIST 18301. Colonizations I: Colonialism, Enslavement and Resistance in the Atlantic World. 100 Units.**

This quarter examines the making of the Atlantic world in the aftermath of European colonial expansion. Focusing on the Caribbean, North and South America, and western Africa, we cover the dynamics of invasion, representation of otherness, enslavement, colonial economies and societies, as well as resistance and revolution.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): LACS 24001, SOSC 24001, ANTH 24001, RDIN 24001

#### **HIST 18302. Colonizations II: Imperial Expansion, Anti-Imperialism, and Nation in Asia. 100 Units.**

This quarter addresses the histories of modern European and Japanese colonialism in Asia and their interconnection within the Pacific and Indian Ocean worlds. Themes examined include the logics and dynamics of imperial expansion and rule; Orientalist discourses; uprisings and anti-imperial movements; the rise of nationalisms; and paths to decolonization in the region.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Equivalent Course(s): RDIN 24002, SALC 24002, SOSC 24002, ANTH 24002

**HIIST 18303. Colonizations III: Decolonization, Revolution, Freedom. 100 Units.**

The third quarter of the Colonizations sequence considers the processes and consequences of decolonization both in newly independent nations and former colonial powers. Through an engagement with postcolonial studies, we explore the problematics of freedom and sovereignty; anti-colonial movements, thinking and struggles; nation-making and nationalism; and the enduring legacies of colonialism.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): SOSC 24003, SALC 20702, RDIN 24003, ANTH 24003

**HIPS 18304. Science, Culture, and Society in Western Civilization I: Ancient Period. 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): Amber Jacobs Terms Offered: Autumn. Autumn 2026

**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: Winter. Winter 2027

Equivalent Course(s): HIIST 17411

**HIPS 18405. Science, Culture, and Society in Western Civilization II: Early Modern Period. 100 Units.**

This course addresses one of the great transformations in Western history. During the period from the early sixteenth century to the late seventeenth, European understandings of the natural world - and ways of achieving such understandings - underwent a series of radical and far-reaching transformations. The process affected every aspect of life as it was then lived, and as it has been lived since. It is often called the Scientific Revolution. Many people think that it was the central process in the development of modern culture itself.

Instructor(s): A. Johns Terms Offered: Winter

**HIPS 18506. Science, Culture, and Society in Western Civilization III: Modern Science. 100 Units.**

This course will examine the constitutive relationship between major sociopolitical and scientific events in Western and Central Europe between 1815 and 1945, including the role of the post-Napoleonic "Vienna System" in the consolidation of the statistical style of reasoning in France and the connection between interwar politics and the rise of eugenics. 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: Spring. Offered in Spring 2027

Equivalent Course(s): HIIST 17516

**HIPS 18509. Science, Culture, and Society in Western Civ III: History of Science and Technology in Russia. 100 Units.**

In "History of Science and Technology in Russia," students will study the process of entry and formation of Russian science as a part of European and ultimately global science. We will explore how science and scientists fared under different political regimes, ideologies, and social structures. We will also consider the quality of scientific education and the contributions of Russian scientists in the 18th-20th centuries. What has the world given Russian science and what has Russian science brought to the world? What was unique about the constitution of Russian science, and what were the similarities between scientific and educational problems and institutions in Russia (Russian Empire, USSR) and those in Europe and the United States?

Instructor(s): A. Shokareva Terms Offered: Spring. Offered in Spring 2027

Equivalent Course(s): REES 28509, HIIST 17405

**HIPS 11300. Science Communication: Crafting a Science Think Piece. 100 Units.**

Science think pieces are an important genre of public writing. Think pieces are longform journalism typically ranging between 2,000 and 5,000 words that appear in print and online publications. Readers of all kinds turn to science think pieces to understand critical issues in STEM fields and get a big picture perspective. Science think pieces provide deep context, informed perspective, and expert synthesis of the most recent data and findings. They have the power to shape public opinion and influence science policy. This course guides students through the process of conceiving, developing, pitching, writing, and potentially publishing an engaging and persuasive science think piece. Through reading-inspired group discussions and instructor-led writing projects, the course introduces students to current theories and best practices of science communication as well as everyday processes in science journalism and public-facing science writing. Students will finish the course with

a polished science think piece ready for submission to potential venues for publication. No prior knowledge of science communication is required.

Instructor(s): Jordan Bimm Terms Offered: Autumn Spring Winter

Prerequisite(s): Three quarters of physical or biological (including neuroscience) sciences. Third- or fourth-year standing or consent of instructor.

Equivalent Course(s): SCPD 11300, PHSC 28104, CCSG 22702

**HIPS 11400. Science Communication: Producing a Science Podcast. 100 Units.**

Podcasts are one of the most popular ways for non-experts to learn about science and for working scientists to follow happenings in other fields. Podcasts are audio productions typically ranging between 20 and 45 minutes. Science podcasts provide context, perspective, and synthesis to diverse audiences. They have the power to highlight recent findings, surface the everyday aspects of scientific research practices, amplify diverse voices in the sciences, and combat misinformation. This course prepares students to create science content in audio formats through practical studio experience. It provides a platform for science storytelling, an introduction to science communication theory, and covers science journalism best practices. Emphasis will be placed on crafting compelling audio stories, interviewing techniques, narration, sourcing audio clips and samples, editing, accessibility, and creating show notes and supporting materials. Students will finish the course with a polished science podcast episode ready for publishing. No prior knowledge of science communication is required.

Instructor(s): Jordan Bimm Terms Offered: Spring Winter

Equivalent Course(s): SCPD 11400, CCSG 22703

**HIPS 11800. Introduction to the Field of Science Communication. 100 Units.**

Communicating accurately and effectively about science to non-expert audiences is quickly becoming an essential skill for scientists and non-scientists alike. This course provides a foundation in science communication theory and practice that prepares students to communicate about their own research, or someone else's across a wide range of media formats and situations. Broadly scoped, this course covers the history of science communication, different approaches to engaging public audiences about science, theories of communication and science education, as well as practical training in science journalism and science writing. Each week we will focus our learning by investigating and analyzing a different historical case study from the perspective of science communication including breakthroughs, emergencies, debates, innovations, controversies, and everyday applications of research. Concepts and skills we will cover include the deficit model of science communication, communicating uncertainty and risk, engaging diverse stakeholders, addressing misconceptions, fact checking to ensure scientific accuracy, and communicating about major discoveries and everyday practice. No prior knowledge of science communication is required. All students wishing to minor in SCPD must take SCPD 11800 Introduction to the Field of Science Communication, which will cover foundational theories, practices, and cases in science communication.

Instructor(s): Jordan Bimm Terms Offered: Spring

Equivalent Course(s): CCSG 22701, SCPD 11800

**HIPS 15005. Engineered Environments in East Asia. 100 Units.**

Environments in East Asia have drastically changed in the twentieth century. Seawalls and cities rose in coastal areas that were previously untouched along Japan's coast; cement-dams replaced dirt dikes that divided the Han river in the Korean Peninsula; and railroads expanded into far-off regions in China, redefining both cities and hinterlands. These are three archetypal examples of technically complex projects that this course will explore. These industrial and technological projects of a national, regional, or global scale connect past to present and pose questions to our future about climate change, public health crises, and energy anxieties. This class asks what engineered environments are and how they shape our everyday life. We will visit three types of archetypal megaprojects--the railway system, the transformation of ocean space, and the building of dams--in China, Japan, and Korea that have shaped and continue to shape the environments of East Asia, an economically vibrant, politically challenging, and ecologically diverse region, with a deep history and vibrant technological innovations even today. We will discuss the politics and science behind the building of each megaproject, the interconnected history among them, and more importantly, how each project generated its environment, shaped the relationship between human societies and nature, and influences our current understanding of the region.

Instructor(s): Y. Dong

Note(s): All the course materials are in English. In this course, we will engage with primary documents that are translated into English and other scholarship on specific sites, including newspaper reports, journal articles, and documentaries. Primary sources include literature, memoirs, and visual images. For students who do not have background knowledge on the political and social history of East Asia, this course also assigns readings from historical textbooks to help students place megaprojects in each's historical context. There are no prerequisites for this course. There will be a component of short lectures in some meetings.

Equivalent Course(s): HIST 15005

**HIPS 15006. 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

Equivalent Course(s): HIST 15006

**HIPS 15007. History of Biotech. 100 Units.**

In 2007, the physicist Freeman Dyson declared that while the twentieth century had been the "century of physics," the twenty-first century would belong to biology. This course explores the scientific, social, economic, and political histories of biology and biotechnology in the twentieth and twenty-first centuries, including topics such as the birth of Mendelian genetics; the discovery of DNA; eugenics and population science; synthetic biology and genetic engineering; the sequencing of the human genome; and the explosive growth of corporate and commercial biotechnology and the patenting of life itself. Drawing on primary and secondary sources, including scientific papers, legal decisions, corporate reports, and popular fiction, we will explore how our present "Century of Biology" came to be.

Instructor(s): E. Kern Terms Offered: Spring

Equivalent Course(s): CEGU 25007, HIST 15007

**HIPS 18302. Science, Culture, and Society in Western Civilization I: Ancient Science. 100 Units.**

This undergraduate course represents the first quarter of the Science, Culture, and Society in Western Civilization general education 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): Daniel Kranzelbinder

**HIPS 18303. Science, Culture, and Society in Western Civilization I: Ancient Period. 100 Units.**

People in ancient societies were curious about the natural phenomenon and applied a range of methods to investigate and theorize them. The idea of a single "ancient western civilization" as the origin of scientific inquiry is tied to racist and sexist narratives of the history of science developed through European colonization. This way of understanding science erases the connections between ancient Greece and the rest of the world, as well as the many people involved in collectively creating knowledge of the natural world beyond the (mostly) male authors of texts. However, the ancient Mediterranean was deeply connected to the broader Indian Ocean world through trade; scholars have used the term "Hellenistic" to describe these confluences. We will investigate over a millennium of engagement with ancient Greek knowledge across Asia and Africa, what some scholars have called the "Hellenic-Abrahamic synthesis." To aid us in this, we will consider some frameworks scholars use to analyze science as a social and historical phenomenon. How does ancient Greek knowledge differ from our expectations in ways that trouble its legacy as the "origin" of modern scientific inquiry?

Instructor(s): Shireen Hamza Terms Offered: Autumn. Autumn 2026

**HIPS 18404. Science, Culture, and Society II - Medieval and Early Modern Science. 100 Units.**

This course considers the global history of science from the eleventh to the eighteenth centuries, looking at the relationship between science, power, and the state in shaping the making of knowledge about nature in the medieval and early modern world. Topics will include the histories of astronomy, botany, medicine, navigation, alchemy, and mechanics, as well as dynamics of translation, transmission, and circulation and the relationship between science and religion. At the same time, this is also a class about how we think and write about the history of science itself, including what "counts" as science, where science can be said to begin, and whether there was such a thing as a "Scientific Revolution" at all.

Instructor(s): Emily Kern Terms Offered: Autumn. Offered in Autumn 2025

Equivalent Course(s): HIST 17401

**HIPS 18405. Science, Culture, and Society in Western Civilization II: Early Modern Period. 100 Units.**

This course addresses one of the great transformations in Western history. During the period from the early sixteenth century to the late seventeenth, European understandings of the natural world - and ways of achieving such understandings - underwent a series of radical and far-reaching transformations. The process affected every aspect of life as it was then lived, and as it has been lived since. It is often called the Scientific Revolution. Many people think that it was the central process in the development of modern culture itself.

Instructor(s): A. Johns Terms Offered: Winter

**HIPS 18509. Science, Culture, and Society in Western Civ III: History of Science and Technology in Russia. 100 Units.**

In "History of Science and Technology in Russia," students will study the process of entry and formation of Russian science as a part of European and ultimately global science. We will explore how science and scientists fared under different political regimes, ideologies, and social structures. We will also consider the quality of scientific education and the contributions of Russian scientists in the 18th-20th centuries. What has the world given Russian science and what has Russian science brought to the world? What was unique about the constitution of Russian science, and what were the similarities between scientific and educational problems and institutions in Russia (Russian Empire, USSR) and those in Europe and the United States?

Instructor(s): A. Shokareva Terms Offered: Spring. Offered in Spring 2027

Equivalent Course(s): REES 28509, HIST 17405

**HIPS 20043. Medicine, Culture, and Society. 100 Units.**

Medical anthropology is the study of human health and illness across culture, time, and location. This course will introduce and explore some of the aspects of medical anthropology. We will approach medical systems as cultural systems and discuss health, well-being, illness, and disease as ethnographic questions. This is a reading intensive, discussion-based course. All of the scholars we will read in this class use anthropological tools and methods to explore various conditions in their specific sociocultural and historical contexts. After this course, students will have a working knowledge about the scope of the field of medical anthropology. What is so cultural about disease? How does culture shape illness experience and narrative? What is the significance of language talking about health? How are power and violence defined in the context of health and illness? How is medicine related to culture? This course is designed to help us develop critical thinking about the issues of health and medicine and the ways in which they are related to culture and society.

Instructor(s): Neslihan Sen Firestone

Equivalent Course(s): ANTH 20043, HLTH 20043, CHDV 20043

**HIPS 20223. Magic, Miracles, and Medicine: Healthcare in the Bible and the Ancient World. 100 Units.**

This course examines the complex issues surrounding the body, disability, and medical care in antiquity. It will be guided by a variety of questions, such as what was the root cause of bodily infirmity and disease in antiquity? How did cultural views of sex, gender, and race influence perceptions of the body and what it meant to be able bodied? Such questions are significant when considering what kind of access to healthcare marginalized groups had. In order to explore these questions, we will examine ancient Mediterranean views of medical care through material remains (e.g., magical amulets and healing shrines) and textual evidence (e.g., Galen and Hippocrates). After considering this wider cultural context, we will examine treatments in the Hebrew Bible, New Testament, and early Christianity. We will also explore how Christian concepts of medical care evolved in light of accounts of Jesus as a divine healer. In addition to this ancient evidence, we will engage with modern disability studies and sociological analyses to better orient our readings. At the end of the course, students will be better acquainted with the complex relationship between religion and medicine and how that affects modern healthcare decisions.

Instructor(s): Richard Zaleski Terms Offered: Spring. Not offered 2025–26

Equivalent Course(s): KNOW 20223, JWSC 20923, HLTH 20223, RLST 20223, HIST 25305, CCTS 21021

**HIPS 20401. Philosophy of Mind. 100 Units.**

This is a survey of some of the central questions in the philosophy of mind. These questions include: What is consciousness? How can mental states represent things in the world? How do our minds relate to our bodies? Do we have free will? Can we blame someone for the beliefs or desires she has? What are the emotions? To help us with these questions, we will focus on 20th-century analytic work (by Putnam, Nagel, Searle, Jackson, Dennett, Chalmers, Block, Dretske, and others), but we will also read important historical texts on the nature of the mind by Aristotle, Descartes, and Hume.

Instructor(s): B. Callard Terms Offered: Autumn

Equivalent Course(s): PHIL 23501

**HIPS 20574. How to Think Sociologically. 100 Units.**

To paraphrase Georg Simmel, sociology isn't just a great pot into which a bunch of topics related to society are dumped. It represents a particular perspective on the world, one that is very different from common-sense and commonly available perspectives rooted in, say, economics, biology, physics, or psychology. Sociologists tend to explain the world using words like social structure, culture, agency, and process rather than self-interest, genetics, evolution, natural laws, or neural wiring. A sociological perspective can be very powerful, casting a new and clarifying light on important social issues and problems, from racial segregation in the United States to democratic backsliding globally (and in the United States). The aim of the course is to get students to think sociologically and deepen their sociological imaginations. To this end, we'll discuss a set of societally important (and not at all controversial) topics, including epistemology, identity, inequality, race, sexuality, social class, orientalism, and political division. As the course will demonstrate, a sociological approach can help illuminate these topics and shed new light on how to approach them. While the readings will include dense social theory, every effort will be made to make the ideas at stake accessible to a non-specialized audience.

Instructor(s): M. Garrido Terms Offered: Autumn

Equivalent Course(s): SOCI 30574, CHSS 30574, SOCI 20574

**HIPS 20576. Social Theory for the Digital Age. 100 Units.**

Society rearranges itself, though we don't always know where it is heading. When the postmodern moment had arrived in the 1980s it perplexed social theorists, hence its characterization as simply a "post"-stage of modernity. Digitization is one answer to the question of direction of change in the last decades. In this class, we take the ongoing transformations that we attribute to digital media as a starting point to ask what challenges they provide to social theory that may force us to reconsider some of our most basic concepts and premises. We will understand the term digital age broadly to refer to the rise of algorithms, sensors, (big) data, machine learning, and computational methods, all developments that swirl in and around the Artificial Intelligence scene and intersect with and replace purely human relations. The class gives particular attention to concepts such as action and interaction, embodiment, social situations, subjectivity and autonomy, as well as society as communication.

Instructor(s): K. Knorr Terms Offered: Spring

Equivalent Course(s): CHSS 30576, SOCI 20576, ANTH 30576, ANTH 20576, SOCI 30576

**HIPS 20608. Remaking the Prairie: The Cultural Politics of Ecological Restoration. 100 Units.**

This course uses the Midewin National Tallgrass Prairie as a case study to understand the environmental and cultural challenges of ecological restoration. In essence, we will look at the Midewin as an environmental humanities problem, asking the questions: What does it mean to restore a landscape or an ecosystem? What values or biases are in place in ecological restoration and how do we overcome them? The Midewin National Tallgrass Prairie, managed by the US Forest Service, is a restored prairie on the former site of the WWII era Joliet Army Ammunition Plant. Throughout the September Term, we will visit the site several times to meet with Forest Service employees, participate in environmental restoration work, collect data for ecological studies, and learn more about the complicated history of the prairie and efforts to restore it. Analysis of the Midewin National Tallgrass Prairie and ecological restoration more broadly will be done from an interdisciplinary lens that takes seriously the sometimes-competing stakes of indigeneity, agriculture, settler colonialism, ecology, history, militarism, and recreation, among others.

Instructor(s): Jessica Landau Terms Offered: Summer

Equivalent Course(s): CHST 20806, CEGU 20806

**HIPS 20700. Introduction to 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): Autumn 2026 Kevin Davey Spring 2027 Ginger Schultheis Terms Offered: Autumn Spring

Prerequisite(s): Students may count either PHIL 20100 or PHIL 20012, but not both, toward the credits required for graduation.

Equivalent Course(s): PHIL 20100, PHIL 30000, CHSS 33500

**HIPS 20962. Nature's Authority. 100 Units.**

From ancient times to the present, nature's authority has been invoked by revolutionaries and reactionaries alike to justify social, political, and economic arrangements made by humans. Despite much trenchant philosophical criticism, nature seems to be an irresistible resource in very human debates about power, work, sex, money, and much else. This seminar asks why this tradition has been so persistent and pervasive and where nature's authority comes from. Readings will emphasize primary sources, from Aristotle to contemporary environmentalists. This course will meet two times per week for 3 hours, during the 1st five weeks of the quarter, March 28 - April 27.

Terms Offered: Spring. Course will be taught Spring 2022

Note(s): Instructor consent required. Primarily aimed at graduate students, but also open to well-qualified undergraduates.

Equivalent Course(s): HIST 45005, CHSS 30962, SCTH 30962

**HIPS 21000. Introduction To Ethics. 100 Units.**

In this course, we will read, write, think, and talk about moral philosophy, focusing on Immanuel Kant's Groundwork of the Metaphysics of Morals and work by John Stuart Mill. We will work through our texts with care. We will conclude with a criticism of utilitarianism. (A)

Instructor(s): Candace Vogler Terms Offered: Spring

Equivalent Course(s): PHIL 21000, FNDL 23107

**HIPS 21014. Toxic Chicago. 100 Units.**

In this field trip-rich course, students will learn about Chicago's many toxic environments, focusing in particular on fallout from the city's industrial past and on racialized, unequal distributions of harmful exposure. We will ask: What is unique (and not unique) about the way that Chicago's toxic geography has been shaped by environmental racism? What happens when we think about toxicity on different temporal and geographical scales, from molecule to neighborhood to international corporation, from a day in the life to deep time? How does this trouble everyday ideas about cause and effect, responsibility and liability? And finally, what unique challenges are presented by the difficulty of producing scientific knowledge about toxic environments, especially when it comes to environmental justice activism or other attempts at change-making? We will visit former Superfund sites, city history museums, industrial processing facilities, and environmental justice non-profits, among other sites. Readings will be drawn from environmental anthropology, STS, Black studies, Native studies, and the history of science, and will forefront scholarship about Chicago. Excerpts from final projects will be collected together into a (physical) zine that will be distributed guerilla-style around the city.

Instructor(s): Reed McConnell

Equivalent Course(s): RDIN 21014, CEGU 21014, HLTH 21014, CHST 21014, ANTH 21014

**HIPS 21201. Symbiosis: Where science meets the humanities. 100 Units.**

Since the (western) 18th century, it has been normative to separate humanities and the sciences. The institutional side of this divide is reflected on college campuses, where there is little intellectual exchange between these areas. This course seeks to challenge that separation by (1) familiarizing ourselves with the history that led to it; (2) exploring materials from Kuhn, Feyerabend, and Foucault; and (3) studying points of intersection such as metaphor in science, science fiction, the Turing Test, humanistic medicine, the cyclical nature of scientific ideas

since antiquity, and the metaphysics of science. Requirements: midterm exam; oral presentation; final essay of 8-10 pages

Instructor(s): Shadi Bartsch Terms Offered: Spring, spring 2026

Equivalent Course(s): CEGU 28726, CLCV 28726

**HIPS 21406. Britain 1760-1880: The Origins of Fossil Capitalism. 100 Units.**

Britain rose to global dominance after 1760 by pioneering the first fossil-fuel economy. This course explores the profound impact of coal and steam on every aspect of British society, from politics and religion to industrial capitalism and the pursuit of empire. Such historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through direct comparison with Victorian energy use. How much does the modern world owe to the fossil capitalism of the Victorians? Assignments include short essays that introduces students to primary sources (texts, artifacts, and images) and a longer paper that examines in greater depth a specific aspect of the age of steam.

Instructor(s): F. Albritton Jonsson

Equivalent Course(s): CEGU 21406, CEGU 31406, CHSS 31406, HIST 21406, HIST 31406

**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, KNOW 21408, HIST 25314

**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 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, ANTH 22165

**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): CHSS 31413, KNOW 21413, HIST 22218, GNSE 21413

**HIPS 21414. What is Technology? 100 Units.**

In the nineteenth century, the word "technology" referred to the science of the useful and industrial arts. While the term is today synonymous with machinery and other material tools, this contemporary usage dates only to the 1930s. A word once used to describe a specialist mode of writing about applied knowledge has come to refer to tools and their use.

Equivalent Course(s): KNOW 21414

**HIPS 21530. Reading ethnographically, thinking anthropologically. 100 Units.**

How do anthropologists use ethnographic writing to puzzle over the human condition? What assumptions and choices do they make to turn diverse beliefs, practices, and struggles into shareable texts and other media? Why are perennial contrasts between self and other, here and there, author and audience integral to anthropology's vast intellectual appetites? This course explores the twin arts of ethnographic reading and anthropological thinking. It is structured along two axes: 1) an intellectual history of anthropological thought from its institutionalization at the turn of the twentieth century to the present; 2) an exploration of different dimensions of human experience that anthropologists turn to and return to (e.g., myth & ritual, meaning & language, time & space, belonging & relationality, magic & science, violence & authority). Students will learn to identify the conventions of ethnographic writing, to distinguish dominant anthropological "schools of thought," and to unpack taboos and controversies central to the discipline's development. This course involves staggered assessment that culminates in a final comparative project. It is open to graduate and advanced undergraduate students by consent and fulfills the MAPSS methods requirement.

Instructor(s): Damien Bright Terms Offered: Autumn

Equivalent Course(s): ANTH 31530, MAPS 31530, CHSS 31530, MAPS 21530

**HIPS 21700. Science Communication: Explorations of Mars. 100 Units.**

Mars seems to be on everyone's mind. Is there life there? Will humans ever set foot on the surface? Should we try to establish a settlement? How did we become obsessed with the Red Planet in the first place? This course will prepare you to communicate effectively about space science and join conversations about Mars happening across society. Through readings, activities, and discussions focused on history, science, and culture we will build an understanding of important figures, events, ideas, and trends required to communicate about Mars. A major focus will be learning how Mars has factored into different social and cultural movements here on Earth, including theological debates, military conquest, scientific exploration, and commercial settlement. We combine this foundation with theories and practices from science communication, including how to engage non-expert audiences, explain complex terms and concepts, convey uncertainty and ambiguity, and counter misinformation and conspiracy theories. The course moves from the earliest visual observations of Mars to present-day robotic missions on the planet's surface, and also considers plans for future human exploration and habitation. Students can expect a deepened understanding of our important cosmic neighbor and how to think, write, and speak about it. No prior knowledge of Mars is required.

Instructor(s): Jordan Bimm Terms Offered: Autumn Winter

Equivalent Course(s): SCPD 11700, CEGU 26070

**HIPS 22001. Introduction to Science Studies. 100 Units.**

This course provides an introduction to the interdisciplinary study of science, medicine, and technology. During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, "science studies." The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we may examine are: the sociology of scientific knowledge and its applications; actor-network theories of science; constructivism and the history of science; and efforts to apply science studies approaches beyond the sciences themselves.

Instructor(s): Adrian DS Johns Terms Offered: Autumn. Offered in Autumn 2026

Equivalent Course(s): SOCI 40137, KNOW 31408, HLTH 22001, CHSS 32000, ANTH 32305, HIST 44906

**HIPS 22107. Queer Reproduction. 100 Units.**

What makes reproduction queer, and how do queers reproduce? In some senses, more people than ever before have access to reproductive technologies and to family building resources. People of all genders and sexualities

utilize tools to combat infertility such as in vitro fertilization, gamete donation, surrogacy, and adoption, sometimes reproducing the normative family form and other times expanding it. Kinship categories, from "diblings" (donor siblings) to house mothers, can be artifacts both of culture and of science, and reflect ways of understanding what constitutes a family and what relationships become considered family. This course asks after the many mechanisms which can be taken to foster or hinder queer reproduction, thinking through the tools for managing social and biological infertility alongside cultural anxieties about queer reproduction more broadly, as enacted through bans on queer representation in classrooms and other policies. We will consider how specific technologies emerge and are utilized among groups who identify as queer and those who do not, ask after the legacy of queerness and its association with non-procreative forms of intimacy, and map the ways that the figure of the child is always bound up with some vision of the future (of the family, the nation, or humanity itself).

Instructor(s): Paula J. Martin Terms Offered: Autumn

Equivalent Course(s): CHDV 22107, HLTH 22107, HMRT 22107, ANTH 22107, GNSE 20164

**HIPS 22200. Learning How to Die. 100 Units.**

Death is inevitable, universal, and largely unspoken. "Learning How to Die" examines how individuals and societies confront the end of life and how cultural narratives, medical institutions, and systems of care shape what that confrontation makes possible. Co-taught across literary studies and sociology, the course explores dying as both an existential problem and a socially organized process, shaped by the languages we use, the stories we tell, and the structures of care that support or constrain us. Readings include philosophical reflections on mortality, first-person accounts of terminal illness, and ethnographic analyses of medical communication, prognostic cultures, caregiving labor, and the social distribution of vulnerability. By placing narrative form in dialogue with clinical and institutional practice, the course investigates how people "learn" to die-how they make meaning under conditions of finitude, negotiate uncertainty, and develop shared frameworks for witnessing, articulating, and supporting the end of life.

Instructor(s): Maria Anna Mariani, Alexandra Tate Terms Offered: Winter

Prerequisite(s): PQ: Third or fourth-year standing

Equivalent Course(s): ITAL 22090, HLTH 22000, BPRO 22000

**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

Equivalent Course(s): HLTH 22207, HIST 22207

**HIPS 22210. Disease, Health, and the Environment in Global Context. 100 Units.**

Recent concerns about infectious diseases and the environmental determinants of health have attracted renewed attention to previous accounts of disease, many of which have significantly shaped human political, social, economic, and environmental history. Former examples include: respiratory diseases and sexually transmitted infections among Indigenous communities during the age of European exploration and colonial settlement; nutritional deficiencies resulting from the forced relocation and labor of enslaved Africans throughout the Atlantic World; "filth" diseases and urban sanitary reform during the Bacteriological Revolution; zoonotic diseases and pest control campaigns during imperial expansion projects across the Caribbean; and cancers borne of industrial pollutants in the modern era. Through readings, in-class discussions, and written assignments that culminate in a final project, students in this course will explore how natural and human-induced environmental changes have altered our past experiences with disease and future prospects for health. First, we will examine how early writers understood the relationship between geography, environment, hereditary constitution, race, gender, and human health. We will then analyze the symbiotic relationship among pathogens, human hosts, and their physical environments. Finally, we will explore how social factors and human interventions have influenced the distribution of infectious diseases and environmental health risks.

Instructor(s): Christopher Kindell Terms Offered: Winter

Equivalent Course(s): RDIN 22100, GLST 22101, CEGU 32100, HLTH 22100, HIST 25033, CEGU 22100

**HIPS 22245. New Testament Readings: Disability, Healing, and Ancient Medicine. 100 Units.**

Within New Testament literature, one encounters numerous narratives of healing and embodied difference. How do these narratives inform our understanding of ancient discourses around the body? What interpretative insights do we gain from reading these texts alongside Greco-Roman discourses of medicine and healing? How have the insights of Disability Studies enriched our understanding of these texts? This Greek exegesis course will introduce students to modern historical, textual, and rhetorical-critical approaches in conversation with the history of interpretation. Students will engage in close readings of the Greek text of representative examples drawn from the canonical gospels. We will examine each passage's composition, structure, and theology. Through lectures and assignments, students will gain familiarity with the major interpretative trajectories of these narratives within the history of Christian thought. At the beginning of the quarter every student will choose an interpreter or interpretative approach - ancient, medieval, modern, or post-modern - to represent in class discussions.

Instructor(s): Erin Walsh Terms Offered: Spring

Prerequisite(s): Undergraduate and Graduate students who have completed classes I and II of the Koine Greek sequence or equivalent. Various levels can be accommodated; please feel free to consult with instructor.

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): BIBL 42245, HCHR 42245, CLAS 42245, HLTH 22245, RLST 22245

**HIPS 22300. Sydney: Colonization, Health, and the Environment. 100 Units.**

Colonial Sydney was both a site of British imperial experimentation and a crucial node in Pacific World networks of trade, migration, and disease transmission. Focusing on the period between the First Fleet's arrival in 1788 and Australian Federation in 1901, this September term course examines how encounters among Aboriginal Australians, British convicts, colonial officials, and East Asian and Pacific Island immigrants altered the social, environmental, and urban fabric of Sydney. What does Sydney's built environment tell us about the city's colonial past? What sociocultural, economic, and physical forces transformed Sydney from the traditional lands of the Eora people into Britain's most distant colonial outpost? How did the global importation and exploitation of people, plants, animals, and diseases reshape both the natural environment and human experience in this thriving Pacific seaport? What tensions emerged as colonial authorities sought to impose control over unfamiliar landscapes and diverse populations while pursuing broader imperial strategies? Students will explore such questions and develop essential skills in historical analysis and place-based learning through a series of in-class lectures, readings, and guided visits to many of Sydney's museums, heritage sites, and cultural landmarks. Excursions throughout Sydney and its surroundings will illuminate how colonial cities often developed as crucibles of contestation, environmental change, and imperial governance.

Instructor(s): Christopher Kindell Terms Offered: September Term

Equivalent Course(s): RDIN 22301, CEGU 22300, HLTH 22300, HIST 25036

**HIPS 22305. Who deserves what? Analyzing inequalities in institutional decision-making. 100 Units.**

A key element of societal structuring is producing and reproducing ways to identify ourselves and categorize each other. Ways of differentiating often carry with them implicit or explicit moral assessments - is this difference good or bad, valuable or not? Government institutions and other systems of social organization make decisions and allocate resources based on markers of difference. Therefore, inequalities based on morally loaded categories become embedded in systems that decide who is deserving of earning a diagnosis, health care, a legal status or other resources. This course looks at the ways people become labeled (desirably or not), how these labels impact institutional or systemic decision-making, and how moral assessments are present in justifications of such decisions. Over the quarter we will introduce and apply the analytic of deservingness and investigate decision-making processes (e.g., diagnosis, legal claims, insurance coverage) in various geographic locations and settings with a focus on medical, legal, and bureaucratic institutions. We will explore themes of objectivity, evaluation, expert intervention, inequality, systemic violence and moral justification. Primary course questions include: How do institutions and governments make decisions? How are their decisions justified? What role do experts and expert knowledge play in decision-making? As an analytic tool, what does deservingness make visible about decision-making processes and their impacts?

Instructor(s): A. Prior Terms Offered: Spring

Note(s): Undergrad distribution: C

Equivalent Course(s): HLTH 22305, ANTH 22305, CHDV 22305

**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): HIST 22310

**HIPS 22500. Death. 100 Units.**

We die. That may be the meaning of life." - Toni Morrison This course is an exploration of death as understood by various religious traditions as depicted in popular culture. Through an exploration of primary and secondary materials, we will explore and discuss topics such as heaven, hell, ghosts, personifications of death and death rituals—comparing contemporary American rituals and narratives about dying with those from ancient China, the Indian subcontinent, Latin America, South Africa, Viking-era Northern Europe, and ancient Egypt. Along the way, we will consider questions like whether it would be preferable to live forever and what role death plays in giving life meaning.

Instructor(s): Marielle Harrison Terms Offered: Spring

Equivalent Course(s): GLST 22500, HIST 18401, HLTH 22500, RLST 22500, ANTH 22500

**HIPS 22707. The Industrial Revolution. 100 Units.**

Britain's Industrial Revolution is the most important event in human history after the invention of agriculture. It is also one of the most contested topics in history. Why was Britain the first country to industrialize? How did new industries like cotton textiles become so innovative? What role did empire and slavery play in shaping industrialization? Without assuming any prior knowledge of history, this lecture course introduces students to the debates about the Industrial Revolution from a global and comparative perspective. Major topics will include technology, energy, infrastructure, agriculture, labor, gender, consumption, finance, trade, empire and the state. Instructor(s): F. Albritton Jonsson Terms Offered: Spring  
Equivalent Course(s): HIST 22707, CHSS 32707, LLSO 22707, HIST 32707

**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): KNOW 22708, HIST 22708, KNOW 32808, HIST 32708, CHSS 32708

**HIPS 22790. Science and Technology in Modern South Asia. 100 Units.**

Is modern science an imperial project? How did people who lived under colonial rule reshape and remake imperial scientific projects? And might scientific and technological trajectories that are often associated with the "West" also have relied on knowledge from elsewhere? In this course, we explore these questions and others in the context of modern South Asian history. Themes explored in the course include imperial ecological impacts, the intersections of European and South Asian medical traditions, and the impact of caste and gender-hierarchies on scientific and technological knowledge production. We especially emphasize the varied South Asian social and cultural contexts in which science and technology were produced and used, asking how local meaning was assigned to knowledge that circulated globally.

Instructor(s): Amanda Lanzillo Terms Offered: Autumn  
Equivalent Course(s): CHSS 32790, SALC 32709, SALC 22709

**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, epoché, 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): MAPS 32800, CHDV 32822, ANTH 35135, CHSS 32800, ANTH 24355

**HIPS 23107. Biodiversity: Past and Present. 100 Units.**

Biodiversity is the foundation of all life, essential to human flourishing and economic growth. This course offers a historical approach to biodiversity, including environmental, economic, and intellectual perspectives. How has biodiversity shaped societies over time? How have humans learned to value or ignore biodiversity? Why is a sixth mass extinction increasingly likely?

Instructor(s): Fredrik Albritton Jonsson Terms Offered: Winter  
Equivalent Course(s): HIST 25034, CEGU 23107

**HIPS 23404. Science and Values. 100 Units.**

Ever since the establishment of modern science, a central topic of discussion is whether and how scientific reasoning differs from political, moral, or philosophical reasoning. One of the traditionally identified unique features of science is its 'ideal' of being 'value-free'. The value-free ideal of science states that scientific reasoning from evidence to theory should not be influenced by social, political, or moral values. In recent decades numerous philosophers of science have concerted that the value-free ideal of science is neither attainable nor desirable. Some of the motivations for this criticism are to promote traditionally underrepresented perspectives such as feminism in science and to rethink the social and moral responsibilities of scientists beyond those understood under scientific integrity. The main upshot of this critique is that scientific objectivity must be redefined in a way that does not imply value-freedom. This course will give an outlook on the central ideas and concepts in the science and values debate and beyond it. The core philosophical discussion will focus on the main arguments for the untenability or undesirability of the value-free ideal and their criticisms. The broader

context of discussion will include topics such as the science-society relationship, how scientific expertise and scientifically informed policy relates to democratic governance, public trust in science, and misinformation. (B)

Instructor(s): Duygu Uygun Tunc Terms Offered: Spring

Prerequisite(s): One previous philosophy course. Open to undergraduate and MA students, and all others with consent.

Equivalent Course(s): PHIL 33404, PHIL 23404, CHSS 33404

**HIPS 23570. Power and Responsibility in the Anthropocene. 100 Units.**

Humanity's immense impact on Earth's systems has led some scientists to claim that we have entered a new geological epoch: the Anthropocene. Humans' influence on Earth's landscape, climate system, and biodiversity inspires many to ask, in turn, What should be done about humankind's planetary powers? Some scholars and religious leaders claim that people should take responsibility and influence Earth's systems for good ends, while others argue that we should radically scale down such power. Still others suggest that the Anthropocene requires us to entirely revise our ideas of power and responsibility and even develop new religious sensibilities. Through discussions and focused writing assignments, students in this class will explore and evaluate these and additional responses to the Anthropocene, paying specific attention to how Anthropocene ethical thought wrestles with the place of religion on a changing planet. The course culminates in an extended examination of how Anthropocene discourse conceals racial antagonisms and contemporary decolonial struggles.

Instructor(s): Colin Weaver Terms Offered: Spring

Equivalent Course(s): RDIN 23507, RLST 23507, ANTH 23507, GLST 23507, CEGU 23507

**HIPS 23614. Judaism and Science. 100 Units.**

We shall examine how Jewish thinkers examined the interplay between science and the Jewish intellectual tradition, with particular focus on the Middle Ages and Renaissance. This course will explore questions such as: Is the study of science opposed to the study of Jewish texts? Should one study science differently from the way of studying traditional Jewish texts? Are different logical syllogisms appropriate for science and for religious texts? Additionally, we shall examine the materials and formal structures that Jewish thinkers had to study science.

We shall begin with the introduction of translations in the 12th-13th centuries among Hebrew readers who had no access to Universities and continue through to the opening of (some) Universities to Jewish students in the 15th and 16th centuries. Readings include Maimonides, Jacob Anatoli, Gersonides, Albo, Judah Messer Leon, Alemanno, Isaac Abravanel, and Obadiah Sforno.

Instructor(s): Yehuda Halper Terms Offered: Autumn

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): HIJD 36314, MDVL 26314, JWSC 26314, RLST 26314

**HIPS 23810. Big Data and AI: Global Histories, Ethics, and Justice. 100 Units.**

Algorithms, Big Data, and Artificial Intelligence have become deeply ingrained in our daily lives, shaping how we interact with the world—from ChatGPT to Spotify's Smart Shuffle. These computational, statistical, and data-driven technologies have enabled remarkable breakthroughs in science and medicine and have fueled visions of an optimized, data-driven future. But alongside these advances come significant challenges. These technologies often reflect and amplify societal biases embedded in the vast datasets they are trained on, resulting in phenomena such as algorithmic bias, cognitive bias, exclusion bias, and sample bias. Moreover, are these technologies truly revolutionary? If they are built upon historical systems of thought and prejudice, how "new" are the modes of computation and data science they claim to represent? This course critically examines our current algorithmic and AI moment through the lenses of history, ethics, and justice. We will explore the global historical roots of data technologies, their ethical implications, and their impact on equity and social justice. No prior knowledge of AI, big data, or history is required. The class is discussion-based, and students are encouraged to share their own experiences with data technologies to enrich our conversations.

Instructor(s): Clever, Iris Terms Offered: Spring. Offered in Spring 2025.

Equivalent Course(s): CHSS 33810

**HIPS 23830. Power and Medicine. 100 Units.**

The marvel of modern medicine has been lauded as a great leveler of the human condition. From sanitary regimes, to the discovery of antibiotics, to anaesthesia and the development of successful surgery and lifestyle intervention, medicine has improved the lives of all humankind. However, research shows that this improvement is not uniform - that some benefit more from medicine than others. This disparity, which public health scientists and medical researchers have followed for decades, is borne of a complex set of societal factors - including socioeconomic status, race, genetic background, environment, and lifestyle. These studies show us a key feature of medicine: it does not exist in a vacuum, and one's lifespan and quality of life are as tethered to social factors as they are to scientific innovation. This class will explore the effects of uneven power systems on health and human medicine in modern history. We will explore how different peoples - of diverse racial, socioeconomic and historical backgrounds - experienced medical and sanitary regimes, and how they navigated disparities in access. Every week we will examine a particular theme in the history of medicine and explore its effects first on a regional scale in the U.S., and the following meeting in the global context. The goal in this structure is to demonstrate the diversity of experience and the complex systems that influence medical regimes.

Instructor(s): Caine Jordan Terms Offered: Spring

Equivalent Course(s): CHSS 33830, RDIN 23800, HIST 35320, RDIN 33800, HIST 25320

**HIPS 23900. Biological and Cultural Evolution. 100 Units.**

This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.

Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Not offered in 2026-2027

Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.

Equivalent Course(s): ANTH 38615, BPRO 23900, NCDV 27400, CHDV 33930, PHIL 22500, CHDV 23930, CHSS 37900, LING 11100, LING 39286, ANTH 28615, PHIL 32500

**HIPS 24100. Is It Ethical to Have Children in the Climate Crisis? 100 Units.**

Climate change is not just an urgent environmental crisis for scientists, engineers, and policy makers: it is a moral problem that also informs individual and intimate aspects of human life, including choices about reproduction and parenting. For example, a 2018 survey published in the New York Times found that young adults in the U.S. are having fewer children than they would otherwise prefer, in part due to concerns about climate change and overpopulation. In this course, we examine the moral dimensions of having and raising children in an era shaped by climate change, looking closely at two main questions: 1) Is it ethical to have children in light of the world that the next generation will inherit, which may include more extreme weather events, involuntary human migrations, diminished access to resources, and heightened insecurity? 2) Is it ethical to have children in the context of the affluent West, where consumptive human populations disproportionately contribute to the effects of climate change that impact the world's most vulnerable? We will examine various points of view on these questions, engaging material from the disciplines of environmental studies and ethics, science and technology studies, and religious and philosophical ethics. Responses from feminist, queer, Indigenous, Black, and religiously diverse authors (and intersections therein) will shape our course readings and discussions.

Instructor(s): Kristi Del Vecchio Terms Offered: Spring

Equivalent Course(s): CEGU 24000, GNSE 23154, HLTH 24000, RLST 24000, CCTS 21023

**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): Katrina Myers Terms Offered: Winter

Equivalent Course(s): SIGN 26069, RLST 24103, HLTH 24103

**HIPS 24240. Buddhism and Science: A Critical Introduction. 100 Units.**

Buddhism is the only religion able to cope with modern scientific needs." This quotation, often erroneously attributed to Albert Einstein, prompts the question: Why are such statements about Buddhism so easily taken nowadays as credible and plausible? Currently, it seems no other religion is held as compatible with science as Buddhism: From the recent 'mindfulness' craze in psychology and medicine, to the 'Emptiness' of quantum physics, Buddhism is uniquely hailed as a 'rational religion' whose insights anticipated modern science by millennia. Some even suggest it is not a 'religion' at all, but rather a sort of 'mind-science.' This course functions as both an introduction to Buddhism and a critical survey of its modern scientific reception. As we explore Buddhism's relationship to contemporary scientific theories in psychology and physics, we will be guided by questions such as: What methodological principles distinguish the practices of religion and science? What are the different ways they can be brought into relation? Why is Buddhism, in particular, singled out as uniquely scientific? What modern historical factors, like colonialism and secularization, contribute to this contemporary meme? Why does it matter whether Buddhism is compatible with science or not? What, exactly, is at stake in this relationship? And for whom? No prior study of Buddhism or the philosophy of science is expected.

Instructor(s): Jesse Berger Terms Offered: Spring

Note(s): This course counts as a Cognitive Science extra-disciplinary course.

Equivalent Course(s): CCTS 21018, RLST 24240, KNOW 24240

**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): ANTH 23026, LACS 24706

**HIPS 24803. History of Sexuality and Sin. 100 Units.**

Since Foucault's groundbreaking work on the History of Sexuality, we have become attuned to the effects of power and the political implications of the science of sexuality. While Foucault's text has offered a critical avenue to examine the secular state's administrations of sexuality, it begins with Christianity's techniques of power based on the confession of one's sex. The Christian formulation of the relationship between 'sex' and 'sin' is essential to understanding the techniques of power that connect sexuality, legality, criminality, normality, and transgression in modern secular contexts. In this class, we will begin with the critical questions of the History of Sexuality, then turn to primary texts in order to examine the way 'sex' and 'sin' became conceptually connected in Christianity, and finally interrogate the effects of this relation for medieval and modern politics. Over the course of these readings, we will trace the relation between the concepts and their effects to discern the histories of sexuality that lie at the root of contemporary debates on freedom, power, resistance, and desire. No prerequisites.

Instructor(s): Maureen Kelly Terms Offered: Spring

Equivalent Course(s): FNDL 24806, GNSE 23152, MDVL 24803, RLST 24803

**HIPS 24921. Darwinism and Literature. 100 Units.**

In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late 19th and early 20th century provided fictional portrayals of human nature that were grounded into Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universal aspects of human nature. In this course we read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yuvgeny Zamyatin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology.

Instructor(s): D. Maestriperi Terms Offered: Autumn

Note(s): Distribution requirements: Undergraduate: A; Graduate: 1

Equivalent Course(s): CHDV 37861, HIST 24921, HIST 34921, CHDV 27861, CHSS 34921, KNOW 31418, KNOW 21418

**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.C

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, CEGU 25014, HIST 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 thermoelectric 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): CHSS 35121, LACS 35121, LACS 25121

**HIPS 25206. Digital Culture: Artificial Intelligence, Algorithms, and the Web. 100 Units.**

In contrast to print culture and electronic culture, yet embedded in them, contemporary digital culture engages us in human-computer systems empowered as media for mobile communication in the global network society. In our conjoined online and offline environments, we inhabit human-computer hybrids in which (for instance) we learn, imagine, communicate, pay attention, and experience affect. 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).

Instructor(s): Browning, Margot Terms Offered: Course was not offered in 2019-20

Equivalent Course(s): HUMA 25206, LLSO 25206

**HIPS 25207. Mindfulness: Experience and Media. 100 Units.**

How do we experience media (of all kinds) with (or without) awareness? Methods of mindfulness offer principles and practices of awareness focusing on mind, body, and embodied mind. Mindfulness (a flexible, moment-to-moment, non-judging awareness) is an individual experience and at the same time, practices of mindfulness can be a mode of public health intervention. Mindfulness involves social epistemologies of how we know (or don't know) collectively, as we interact with immediate sensory experience as well as with mediated communication technologies generating various sorts of virtual realities (from books to VR). In addition to readings and discussions, this course teaches embodied practices of attention and awareness through the curriculum of Mindfulness-Based Stress Reduction.

Instructor(s): M. Browning Terms Offered: Spring

Equivalent Course(s): TAPS 20507, HLTH 25207, MADD 14207, HUMA 25207

**HIPS 25221. Feminism and the Politics of Abortion. 100 Units.**

This course surveys feminist politics on abortion both historically and in the contemporary moment, with particular attention to abortion activism just before the Roe decision until the post-Dobbs present. We will draw on investigative journalism, academic research, and activist literature/movements to conceptualize both the feminist politics of abortion and resistance to government restrictions on access to reproductive healthcare. The course emphasizes the multifaceted ways feminists (both in the US and elsewhere) have conceptualized abortion and reproductive politics as well as frameworks of care, solidarity, and resistance. The course takes special interest in the ever-evolving post-Dobbs landscape by incorporating both current events and histories of the anti-abortion movement of the United States.

Instructor(s): Rhiannon Auriemma Terms Offered: Spring

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

Equivalent Course(s): GNSE 12137, PLSC 12137

**HIPS 25270. Infrastructure Histories. 100 Units.**

Dams, sewers, container ships, water pipes, power lines, air conditioning, and garbage dumps: the critical infrastructures that enable modern life are so often invisible, except when they fail. This course explores the historical role of infrastructure as a set of planet-spanning systems of resource extraction and crucial conduits of social and political power. Looking at cases from apartheid South Africa and the Suez Canal to Mumbai and Chicago itself, we will consider the relationship of infrastructure with capitalism, settler colonialism, and postcolonial development. We will see how forms of citizenship and exclusion have been shaped and negotiated via wires, leaky pipes, and improvised repairs, and we will consider perhaps the biggest question of all: In this age of ecological crisis, do energy-guzzling infrastructural systems have a strange form of more-than-human agency all of their own?

Instructor(s): E. Chatterjee Terms Offered: Winter

Equivalent Course(s): CEGU 35027, HIST 25027, CHSS 35270, CEGU 25027, ARCH 25027, HIST 35027

**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): ANTH 24308, HIST 35309, CHSS 35309, ANTH 34308, KNOW 31404, HIST 25309, KNOW 21404

**HIPS 25417. Biology, Technology, and Politics in 20th Century Europe. 100 Units.**

This course examines the intersection between science and politics in modern Europe. In addition to surveying the history of modern Europe through themes such as colonialism and racism, gender and sexuality, the history of labor, and the history of psychiatry and psychoanalysis, this course exposes students to multiple methodological approaches to the study of history, including the history of science, cultural history, and intellectual history.

Instructor(s): I. Gabel Terms Offered: Winter

Equivalent Course(s): HIST 25417

**HIPS 25505. The Scientific Image. 100 Units.**

This course explores the broad field of scientific image-making, focusing in particular on problems of formalism, abstraction, and realism. What makes a "good" scientific image? What kind of work do scientific images do? What philosophical, ideological, and political constraints underwrite attempts to render the complexity of events and entities in the world in stylized visual vocabularies? And how might we approach the work of aesthetics and style in image-making? We will examine these questions through a survey of several contemporary scholarly frameworks used for thinking about problems of representation in scientific practice, and will attend to such image-making practices as graphing, diagramming, modeling, doodling, illustrating, sculpting, and photographing, among other methods.

Instructor(s): M. Rossi Terms Offered: Spring

Equivalent Course(s): HIST 35205, CHSS 35205, HIST 25205

**HIPS 23519. The Arts of Number in the Middle Ages: The Quadrivium. 100 Units.**

Alongside the arts of language (grammar, rhetoric, and logic), medieval students would encounter the arts of number: arithmetic, the study of pure number; geometry, number in space; music, number in time; and astronomy, number in space and time (in Stratford Caldecott's formulation). In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of the medieval European intellectual, scientific, and artistic tradition. This is a companion course to "The Arts of Language in the Middle Ages: The Trivium," but the two courses may be taken in either order.

Instructor(s): R. Fulton Brown Terms Offered: Spring

Equivalent Course(s): CHSS 33519, FNDL 25688, HIST 33519, HIST 23519, MDVL 23519

**HIPS 25610. Occult powers: divinatory and magical sciences in the Indian and Islamic worlds. 100 Units.**

This course offers a historical survey of occult sciences and practices in regions spanning from the Arab world to South Asia and focuses on the medieval and early modern periods. Far from being marginal, practices pertaining to what is now seen as the supernatural realm, such as magic and divination, were classified as sciences by reputable scholars, were sponsored by rulers, and had their specific written corpus and techniques. The practice of the occult also involved vernacular disciplines practiced by healers and fortune tellers for any client seeking help or advice. This course will look at a vast range of written and visual sources on subjects ranging from astrology, alchemy and magical cures, subjugation of planets and spirits, yogic superpowers, bibliomancy (book divination), oneiromancy (dream divination), physiognomy, letterism, charm making. It will look at the dynamics of cultural transfers as occult sciences were borrowed and adapted from the Greek to the Arab world and back to Latin Europe, and from Sanskrit to Persian in the Indian subcontinent.

Instructor(s): Jean Arzoumanov Terms Offered: Spring

Equivalent Course(s): SALC 35600, SALC 25600, RLST 28883

**HIPS 25706. Climate Justice. 100 Units.**

Climate injustice includes the disproportionate effects of climate change on people who benefit little from the activities that cause it, generally the poor, people of color, and people marginalized in other ways. Given the complex economic, physical, social, and political realities of climate change, what might climate justice entail? This course explores this complex question through an examination of various theories of justice; the gendered, colonial, and racial dimensions of climate change; and climate justice movements.

Instructor(s): Sarah Fredericks

Equivalent Course(s): HMRT 25706, RDIN 25706, KNOW 25706, RLST 25706, GLST 25766, GNSE 25702, CEGU 25706

**HIPS 25707. Contested Concepts: "Indigeneity" and Ecological Thought. 100 Units.**

The figure of "The Ecological Indian" has been critiqued on anti-colonial grounds as a racist inheritance of the conquest era and also affirmed and mobilized by Indigenous scholars and activists as capturing something true about pre- and post-colonial Indigenous forms of life. Despite these tensions, "indigeneity" and the idea that Indigenous peoples are uniquely attuned to nonhuman reality persist as givens in much environmental thought. In this class we will examine and evaluate this persistence, asking, Why are Western environmentalists so attracted to the idea of indigeneity and what do they mean by it? Where does the idea of "the Ecological Indian" come from? In what ways does this idea track reality and how might it obfuscate or distort distinctive

Indigenous perspectives? How do different Indigenous people understand and take up this concept? In pursuit of these and related questions, our readings will span Renaissance utopias, theories of colonialism, studies of the religious roots of environmentalism, historical and contemporary environmental writing, and various Indigenous perspectives on empire, the environmental movement, and the other-than-human.

Instructor(s): Colin Weaver Terms Offered: Winter

Equivalent Course(s): CEGU 25707, RLST 25707, GLST 25707, RDIN 25707

**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

Equivalent Course(s): HIST 25308, CHSS 35308, HLTH 25308, KNOW 25308, ANTH 24307, ANTH 34307, KNOW 30202, HIST 35308

**HIPS 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.**

A study of conceptions of the relation of the human intellect to reality in medieval and early modern Europe. Figures studied include Aquinas, Duns Scotus, Descartes, Elisabeth of the Palatinate, Conway, Locke, Leibniz, Hume, and Kant.

Instructor(s): Benjamin Callard Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.

Equivalent Course(s): MDVL 26000, PHIL 26000

**HIPS 26021. Sense & Sensibility & Science. 100 Units.**

In Sense & Sensibility & Science, you will learn how to better incorporate into your thinking and decision making the problem-solving techniques of science at its best. Many insights and conceptual tools from scientific thinking are of great utility for solving problems in your own day-to-day life. Yet, as individuals, as groups, as whole societies we fail to take full advantage of these methods. The focus in this course is on the errors humans tend to make, and the approaches scientific methodology has developed (and continues to develop) to minimize those errors. The course includes a discussion of the nature of science, what makes science such an effective way of knowing, how both non-scientific thinking and scientific thinking can go awry, and how we can reason more clearly and successfully as individuals, as members of groups, and as citizens of a democracy. This undergraduate course is simultaneously taught at UC Berkeley, Harvard and UChicago in spring. UChicago's course, premiered in 2024, built on a decade of experience developing and teaching the popular course at Berkeley and Harvard's adoption of its own version in 2021.

Terms Offered: Spring

Prerequisite(s): PQ: Third or fourth-year standing.

Equivalent Course(s): PBPL 26021, BPRO 26021, SCPD 26021, SOSC 26021, DIGS 26021

**HIPS 26043. The Aesthetics of Artificial Intelligence. 100 Units.**

With the emergence of generative AI tools such as ChatGPT, DALL-E, and Midjourney, the production of computer-generated content has become accessible to a wide range of users and use cases. Knowledge institutions are particularly challenged to find adequate responses to changing notions of authorship as the mainstreaming of 'artificial' texts, audio-visual artifacts, and code is transforming our paradigms of communication in real-time. This course offers a survey of scholarship from the nascent field of critical AI studies to investigate the impact of AI, machine learning, and big data on knowledge production, representation, and consumption. In addition to theoretical discussions, we will conduct research-creation experiments aimed at documenting and evaluating emerging methods of AI-augmented content creation across text, image, and sound. Prospective students should demonstrate a substantial interest in media art and design and its connections to digital humanities, critical theory, and pedagogy. Experience with artistic and/or engineering practice is a plus. Please submit a 300 word max statement of interest to uhl@uchicago.edu by 12/22 in order to be considered for enrollment.

Instructor(s): Andre Uhl Terms Offered: Winter

Equivalent Course(s): CMST 26043, MADD 12043, KNOW 26043, CMST 36043, CHSS 36043, KNOW 36043, MACS 36043, ANTH 26043, ANTH 36043

**HIPS 26078. Normal People. 100 Units.**

Worrying about what's normal and what's not is an endemic feature of both our popular and scientific cultures. Is my intelligence above average? What about my height? Should I be feeling this way? Is there a pill for that? People seem to have always been concerned with fitting in, but the way of describing the general run of practices and conditions as "normal" is a rather recent phenomenon; testament to the vast influence of the modern human sciences on how we understand ourselves and others. This seminar will offer a broad historical overview of the ways that group behaviors and individual traits - bodily, moral, intellectual - were methodically described and measured in the past 200 years. We will become acquainted with the work of sociologists and anthropologists, psychiatrists and psychologists, polling experts and child development specialists, and ask about the kinds of

people their efforts brought into being, from sexual perverts to the chronically depressed. The course will focus on the scientific theories and techniques used to distinguish the normal from the pathological, together with the new social institutions that translated this knowledge into forms of control. We will read Émile Durkheim on suicide rates and Cesare Lombroso on born criminals; learn about IQ tests and developmental milestones; and consider whether, with the advent of personalized medicine and self-data, we have indeed reached the "end of average."

Instructor(s): Tal Arbel Terms Offered: TBD

Equivalent Course(s): KNOW 36078, IRHU 20009, SOCI 40255, HIST 35213, HLTH 26078, IRHU 36078, HIST 25213, CHSS 36078, CHDV 36078

#### **HIPS 26080. Technologies of the Body. 100 Units.**

From models and measures to imaging technologies and genomic sequencing, technologies have profoundly shaped how we know and understand human bodies, health, and disease. Drawing on foundational and contemporary science and technology studies scholarship, this class will interrogate technologies of the body: how they are made, the ways in which they have changed understandings of the human condition, their impact on individual and collective identities, and the interests and values built into their very design. Course readings will examine how technologies render bodies knowable and also construct them in particular ways. We will also focus on how technologies incorporate, and reinforce, ideas about human difference. Students will conduct an independent, quarter-long research project analyzing a biomedical technology of their choice. By the end of this course, students will be able to identify and explain the social, political and economic factors that shape the design and production of biomedical technologies, as well as the impact of these technologies on biomedicine and the social world more broadly. This course provides students with an opportunity to conduct a quarter-long research project, using a biomedical technology as a case study. Students will be introduced to foundational and cutting-edge scholarship in science and technology studies, and will use this scholarship to conduct their independent research.

Instructor(s): Melanie Jeske Terms Offered: Autumn

Equivalent Course(s): SOCI 30345, CHSS 36080, KNOW 36080, HLTH 26080, GNSE 36080

#### **HIPS 26230. 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): ENGL 26230, HLTH 26230, ENGL 36230, ARTV 20018, KNOW 36230

#### **HIPS 26304. Religion and Abortion in American Culture. 100 Units.**

In American public discourse, it is common to hear abortion referred to as a "religious issue." But is abortion a religious issue? If so, in what ways, to whom, and why? In this course we will answer these questions by tracing the relationship between religion and abortion in American history. We will examine the kinds of claims religious groups have made about abortion; how religion has shaped the development of medical, legal, economic, and cultural perspectives on the topic; how debates over abortion have led to the rise of a certain kind of religious politics in the United States; and how issues of race, class, gender, sexuality, and the body are implicated in this conversation. Although the course will cover a range of time periods, religious traditions, and types of data (abortion records from Puritan New England, enslaved people's use of herbal medicine to induce miscarriage, and Jewish considerations of the personhood of the fetus, among others), we will give particular attention to the significance of Christianity in legal and political debates about abortion in the twentieth and twenty-first centuries. There are no prerequisites for this course and no background in Religious Studies is required. However, this course may be particularly well-suited to students interested in thinking about how certain themes or areas of study—medicine and medical sciences, gender and sexuality, race and ethnicity, political science—converge with religion and Religious Studies.

Instructor(s): Emily D. Crews Terms Offered: Autumn

Equivalent Course(s): RLST 26304, AMER 26304, HMRT 26304, ANTH 26304, CCTS 21015, SOCI 20564, GNSE 12115, HLTH 26304, PBPL 25304, SSAD 26304, HIST 28008

#### **HIPS 26306. Religion, Medicine, and Human Flourishing on the South Side of Chicago. 100 Units.**

Historically, medicine has promoted health as central to the good life. The contemporary turn in the medical and social sciences to the more capacious concept of human flourishing, however, presses these disciplines into conversation with longer traditions of inquiry—more specifically religious traditions—on the nature of the good life for individuals and communities. How might religious traditions reveal the possibilities and limits

of contemporary views of human flourishing? How might they add elements to discourses of health such as forgiveness, dignity, and character, that might otherwise be missing from medical conversations? How might they challenge assumptions around our understanding not only of the health of the person (human flourishing) but also the health of the body? Just as medicine is understood best in its practice, so too this course seeks to understand religious traditions as embedded within and responsive to the communities they serve through religious nonprofits and congregations. How does the on-the-ground experience of these community organizations seeking to advance human flourishing on the south side of Chicago challenge these categories? Note: Instructor's prior consent required for course enrollment to ensure students fully appreciate the dimensions of field education and experiential learning expected from this course. This course prioritizes enrollment for fourth year students (or third year students graduating early).

Instructor(s): John Yoon, MD Terms Offered: Spring

Equivalent Course(s): HLTH 26306, HMRT 26306, CHST 26306, RLST 26306, CCTS 32000

**HIPS 26311. Aspirations of Justice. 100 Units.**

This class thinks through questions of what justice means, what justice promises, what justice betrays, and what possibilities for politics are opened by aspirations of justice at moments of radical rupture. It does so through a focus on critical conceptual terms that also become the frameworks for praxis and institutionalization after war/violence/trauma/revolution/colonialism/slavery/casteism: terms such as transition, transformation, restoration, reconstruction, and repair. The readings will be comparative but grounded out of South Africa's experience of transition from apartheid, a process that remains frictioned, fractured and far from finished. At the core of the class are two concerns. First: how does one think about non-retributive forms of justice, and what aporias of forgiveness lie at their core? Second, how do these imaginaries and forms of justice get constituted and instituted, out of different histories of foundational violence, different transitional processes, at different moments in time? How, in the process, do histories themselves get rewritten through a process of rewriting wrongs?

Instructor(s): Kaushik Sunder Rajan

Equivalent Course(s): RDIN 22311, ANTH 36311, CHSS 36311, AASR 36311, CCCT 36311

**HIPS 26313. Judaism, Medicine, and the Body. 100 Units.**

For centuries the "Jewish doctor" has existed as an archetype, but is there such a thing as Jewish medicine? Does Judaism teach a distinct approach to the body, illness, and healing? And more significantly, why should religion have anything to do with one's health today? In this course we will grapple with our assumptions regarding modern Western medicine by discussing topics in Jewish medical thought and ethics. We will study how Judaism - its texts, history, laws, and traditions - intersect with issues of science, medicine, and the body. In particular we will think about how a Jewish approach to medicine, and more broadly a religious approach, might complicate contemporary assumptions about the body and healing. We will also consider how Jewish bodies have been imagined and stereotyped, and think about how that might affect Jewish approaches to disease and medical ethics. This course will thus offer students a way to think about alternatives to assumptions about medicine, the body, and ethics in the secular West, which will be explored both in class materials and in personal projects. No prior work in Jewish studies, medical ethics, or religious studies necessary.

Instructor(s): Ranana Dine Terms Offered: Autumn. Not offered 2025-26

Equivalent Course(s): JWSC 26313, KNOW 26313, CCTS 21022, HLTH 26313, GNSE 26313, RLST 26313

**HIPS 26316. Medical Innovation and Religious Reform in Early Modernity. 100 Units.**

Through a survey of innovative medical authorities and religious reformers, students will investigate the co-constitution of two bodies of knowledge at a historical moment (the sixteenth and seventeenth centuries) when questions of authority and epistemology are in considerable flux. This period has long been implicated in the "conflict thesis"-a hugely influential argument that portrays the centuries-long relationship between religion and science/medicine as an inherently adversarial one. This course shall scrutinize that argument through a discussion of seemingly contradictory examples where reformers that touted the all-encompassing reach of divine providence also promoted intricate public health infrastructures; where the Vatican increasingly relied on university-trained physicians to validate saints and their miracles; where theologians were viewed as authorities on Galen and responsible for medical breakthroughs; and where medicine and metaphysics were considered complementary pursuits. Ultimately, students will unveil a portrait not of conflict, but of a symbiotic relationship between religion and medicine. The goal of our course will then be to query why religious reformers were not only unthreatened by but also actively esteemed the medical arts as a valuable ally.

Instructor(s): Mark M. Lambert Terms Offered: Winter

Equivalent Course(s): HLTH 26316, RLST 26316, CCTS 21013, HIST 24924

**HIPS 26380. Indigenous Politics in Latin America. 100 Units.**

This course examines the history of Indigenous politics and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.

Instructor(s): Diana Schwartz Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): ANTH 23077, LACS 36380, HIST 26318, LACS 26380, RDIN 36380, GLST 26380, RDIN 26380

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

Description: 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: Course not offered in 24-25

Equivalent Course(s): GLST 26382, CEGU 26382, HIST 26317, ANTH 23094, LACS 36382, LACS 26382, HIST 36317, GEOG 26382

**HIPS 26390. Science and Society in Latin America. 100 Units.**

How have ideas about and practices of science shaped life and society in Latin America? This course explores the interconnected social and political realities of scientific theory and practice in modern Latin America. Taking a historical approach, it will focus on the scientific management of social and political life, including the construction of categories such as sex and race; the production, consumption, and policing of drugs; and public health. In this discussion-based course, students will develop their own research project that historicizes a contemporary question related to scientific knowledge and/or practice in the region.

Instructor(s): Diana Schwartz Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): HIST 26390, LACS 26390

**HIPS 26907. Into the Unquiet Woods: The Environmental History of South Asia. 100 Units.**

Today South Asia is the world region perhaps most acutely threatened by climate change, air pollution, water scarcity, and extreme weather. At the same time, the Indian subcontinent has long been the source of the most vibrant and innovative research in environmental history beyond the West. Drawing on this rich body of scholarship, this course explores the deep historical roots of South Asia's contemporary environmental crises. How have the Asian monsoon, the Indian Ocean, and the Himalayas shaped human history? What were the environmental consequences of British colonial rule? How have South Asian intellectuals and protesters pushed forward the boundaries of green thought and political action, from M. K. Gandhi to the "tree hugging" Chipko movement and anti-dam activists of the 1970s and 1980s? We will investigate both the South Asian avatars of classic topics in environmental history (like the plantation, mineral extraction, industrialized agriculture, and chemical toxicity) as well as place-specific issues like the environmental history of caste and Hindu nationalism. On the way, we will pay particular attention to how historians have wrestled with the conceptual and aesthetic challenges of incorporating non-human agency at diverse scales, from El Niño and unruly rivers to opium poppies and mollusks.

Instructor(s): E. Chatterjee Terms Offered: Spring

Equivalent Course(s): HIST 26907, CHSS 36907, SALC 26907, SALC 36907, CEGU 36907, HIST 36907, CEGU 26907

**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, HIST 25617, NEHC 20215

**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): KNOW 27005, HIST 24918, RLST 27550

**HIPS 27010. Counterhistories of Mathematics and Astronomy. 100 Units.**

Mathematics and astronomy are often taught as packaged universal truths, independent of time and context. Their history is assumed to be one of revelations and discoveries, beginning with the Greeks and reaching final maturity in modern Europe. This narrative has been roundly critiqued for decades, but the work of rewriting these histories has only just begun. This course is designed to familiarize students with a growing literature

on the history of mathematics and astronomy in regions which now make up the global south. It is structured as a loosely chronological patchwork of counterexamples to colonial histories of mathematics and astronomy. Thematic questions include: How were mathematical and astronomical knowledge conjoined? How were they embedded in political contexts, cultural practices, and forms of labor? How did European scientific modernity compose itself out of the knowledges of others? Where necessary, we will engage with older historiographies of mathematics and astronomy, but for the most part we will move beyond them. No mathematics more advanced than highschool geometry and algebra will be assumed. However, those with more mathematical preparation may find the course especially useful.

Instructor(s): Prashant Kumar Terms Offered: Spring

Equivalent Course(s): CHSS 39001, KNOW 39000, HIST 35305, SALC 39000

**HIPS 27107. Frankenstein: Making Monsters in Science and Religion. 100 Units.**

And now, once again, I bid my hideous progeny go forth and prosper," writes Mary Shelley of Frankenstein. In framing her 1818 novel as itself a monster with agency, she raises questions about why and how we continue to create and regard our creations as monstrous. Why has the creation of artificial life fascinated us from ancient times to modern A.I.? How do we recognize and identify monsters, and what role do we have in their creation? Are creators responsible for their creations, or alienated from them? This class combines close reading of Frankenstein with religious and scientific texts on monsters, the creation of artificial life, and our moral responsibilities to our creations. We will discuss what narratives about the monstrous tell us about our values, how the "human" is contrasted with its opposites, and why the story of Frankenstein-as well as its predecessors and imitators-remains so hauntingly compelling.

Instructor(s): Alex Matthews Terms Offered: Spring

Equivalent Course(s): FNDL 27107, RLST 27107

**HIPS 27301. Intro to Medical Anthropology. 100 Units.**

This course introduces students to the central concepts and methods of medical anthropology, the study of the social construction of illness and healing. Our primary focus will be Western biomedicine and the cultural and historical forces that shape both its institutions and the people and bodies interacting with those institutions. Throughout the course, we will attend to tensions and connections between peoples' lived experience and the structural conditions and systems of authoritative knowledge they face. We will begin with a puzzle - several cases illustrating what can go wrong when the perspective of the patient clashes with the perspective of the medical practitioner. Then, we will contextualize those cases by delving into the political, economic, linguistic, and social processes shaping local and global biomedical cultures - from the lab to the clinic - and how individuals and communities make sense of illness and healing.

Instructor(s): L. Hadlock 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): CHDV 23204, HLTH 23204, CHDV 33204, ANTH 24330, ANTH 40330

**HIPS 27515. Scientific and Humanistic Contributions to Knowledge Formation. 100 Units.**

In this course, we will explore whether the sciences and the humanities can make complementary contributions to the formation of knowledge, thus leading to the integration and unification of human knowledge. In the first part of the course we will take a historical approach to the issue; we will discuss how art and science were considered complementary for much of the 18th and 19th century (for example, in the views and work of Wolfgang Goethe), how they became separate ('the two cultures') in the middle of the 20th century with the compartmentalization of academic disciplines, and how some attempts have recently been made at a reunification under the concept of 'consilience'. In the second part of the course, we will focus on conceptual issues such as the cognitive value of literature, the role of ideas in knowledge formation in science and literature, the role of creativity in scientific and literary production, and how scientific and philosophical ideas have been incorporated into literary fiction in the genre known as 'the novel of ideas'. As an example of the latter, we will read the novel 'One, No One, and 100,000' (1926) by Luigi Pirandello and discuss how this author elaborated and articulated a view of the human persona (including issues of identity and personality) from French philosophers and psychologists such as Henri Bergson and Alfred Binet.

Instructor(s): D. Maestriperi Terms Offered: Winter

Note(s): Part of Study Abroad program in Paris. Satisfies CHD graduate distribution (1)

Equivalent Course(s): CHDV 47015, CHDV 27015, KNOW 28015, CHSS 47015, SCTH 47015, KNOW 47015

**HIPS 27520. Indigenous Religions, Health, and Healing. 100 Units.**

This course introduces students to the dynamic, often-contested understandings of health, healing, and religion among the Indigenous peoples of the Americas. Our task will be threefold: first, to examine the drastic effects of settler colonialism upon the social determinants of health for Indigenous peoples throughout the Americas, including the Caribbean, Mexico, United States, and Hawaii. Second, we shall attempt to understand healing practices as they are steeped in and curated by Indigenous traditions and religious beliefs. Our goal is to counteract centuries-old stereotypical images of Native peoples and challenge our preconceived notions of wellness, selfhood, and the boundaries of medicine. Third, we will reflect upon contemporary Indigenous approaches to health and healing with particular attention to the postcolonial hybridity of these practices. Throughout the course we will attend to a generative diversity of epistemologies, anthropologies, and religious

worldviews with the ultimate goal that a renewed understanding of Indigenous healing traditions will augment our own approaches to global/public health and the study of religion.

Instructor(s): Mark M. Lambert Terms Offered: Winter

Equivalent Course(s): CCTS 21016, HLTH 27501, KNOW 27501, RLST 27501, CHST 27501

#### **HIPS 27706. Research in Archives: Human Bodies in History. 100 Units.**

How have we come to know and experience our bodies? This undergraduate seminar develops humanities research skills necessary to study the body in history. Spanning early modern cultural practices to modern medicine, science, and technology, this course explores how ideas and practices concerning the body have changed over time and how the body itself is shaped by culture and society. A major focus will be learning how to conduct different forms of historical research to produce cutting-edge humanities scholarship about the human body. Readings will introduce key themes and recent scholarship including work on disability, reproduction, race, gender, ethics, extreme environments, and identity. This dynamic research group will grapple with issues at the heart of our corporeal existence by combining perspectives from the history of science, medicine, and technology, cultural history, anthropology, and science and technology studies (STS).

Instructor(s): J. Bimm and I. Clever Terms Offered: Winter

Note(s): This course partially fulfills the research seminar requirement for the IRHUM major.

Equivalent Course(s): KNOW 26076, IRHU 27006, GNSE 27006, HIST 25513

#### **HIPS 27804. Living the Body Through Technology. 100 Units.**

We live with and in our bodies, we cannot experience the world without them. Yet, much of the time, we remain unaware of how our bodies are shaped by the technological infrastructures that surround us. This course examines the complex ways in which technologies, broadly defined, mediate and transform our experiences of the body and influence conceptions of health and well-being. Drawing on philosophical, anthropological and artistic perspectives, we will explore how contemporary technologies influence not only the conditions of the human body but also our very understanding of embodiment in modern life. Key questions include: How do brain scans and real-time ultrasounds reshape our inner sense of self? In what ways do organ transplants challenge traditional notions of bodily integrity and personal identity? What are the political and embodied implications of technological augmentations, from cochlear implants to bionic breasts? How do profit-driven markets shape the development of these technologies? We will also investigate how artists use new technologies to narrate embodied experiences of illness or transformation, and how fitness trackers and biometric devices are redefining concepts of health and well-being. The course will conclude with an exploration of consciousness and the mind, focusing on near-death experiences and the altered states brought on by psychedelics. Through critical reflection, we will generate new possibilities for living in and through our bodies.

Instructor(s): D. Foerster, E. Miresghhi Terms Offered: Not offered in 2026-2027

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): RLST 27804, BPRO 24400, MADD 14400, HLTH 24400

#### **HIPS 27901. Religion, Science, Naturalism: Is There a Problem? 100 Units.**

The idea that "religion" and "science" are basically at odds with one another - that they involve, indeed, essentially different kinds of rationality - is surely foremost among the ideas that arguably distinguish modernity. This class will consider some of the various ways in which that conclusion has been resisted by some twentieth- and twenty-first-century thinkers, drawing on a range of philosophical and religious perspectives - those, for example, of the Anglo-Austrian philosopher Ludwig Wittgenstein (who would complicate our understanding of what it means to "believe" anything); the German theologian Rudolf Bultmann (whose method precisely distinguished existential questions from scientific ones); and the 14th Dalai Lama of Tibet (who thinks it imperative that the limits of scientific understanding be acknowledged in light of a Buddhist critique). Particular attention will be given to early writings from American pragmatist philosopher-scientists (William James, C. S. Peirce, and John Dewey), who argued that it is a mistake in the first place to think religion necessarily concerns anything "supernatural"; religion, for these thinkers, can therefore be understood as wholly consistent with naturalism.

Instructor(s): Daniel A. Arnold Terms Offered: Winter

Equivalent Course(s): KNOW 28901, RLST 28901, SIGN 26072

#### **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): SETH 37501, PHIL 28210, FNDL 28210, PHIL 38209

#### **HIPS 28140. Golems, Angels, and AI. 100 Units.**

What makes us human? Is it our bodies or our souls? Our propensity to reason or our capacity for love? Or is it our ability to select all squares containing bicycles? In this interdisciplinary course, we consider what it means to be human by contrasting the human with the non-human. We think with sci-fi authors about how humans are different from androids and aliens. We think with scientists about how humans are different from animals and algorithms. We think with religious traditions about how humans are different from angels and abominations. Topics to be discussed include what we owe to our creators and our creations, what dehumanization is and why

we do it, how people throughout history have tried to transcend their physical forms, and what monsters have to tell us about the good life.

Instructor(s): Russell Johnson Terms Offered: Spring

Equivalent Course(s): RLST 28140, ANTH 28140, ISLM 38140, HREL 38140, NEHC 38140, NEHC 28140, ANTH 38140, JTAC 38140

**HIPS 28309. Natural Science in Aristotle and His Predecessors. 100 Units.**

'Unlike art, science destroys its past,' is how Thomas Kuhn (1969) once partly distinguished the sciences from the arts. The scientific heroes of old get removed by progress and new breakthroughs. In this class, we examine Aristotle's relationship to his predecessors in the first book of his foundational treatise on natural science, the *Physics*. We ask how Aristotle takes himself to make progress over his predecessors and how the answer to that question shapes our understanding of Aristotle's project in 'physics.' To answer these questions, we will develop a rich and complex understanding of Aristotle's conception of natural scientific inquiry and of the epistemological and methodological assumptions that drive his engagement with his predecessors. In doing so, we will be taking a critical look at the long-standing assumption by readers of Aristotle that his engagement with his predecessors in *Physics I* uniformly belongs to the dialectical stage of inquiry.

Instructor(s): D. Kranzelbinder Terms Offered: Winter. Winter 2025

Equivalent Course(s): CHSS 38309

**HIPS 28319. Ephron 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 wildly. 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 28882. Magic and Divination in the Islamic World. 100 Units.**

From weather forecasts to stock market speculations, our modern world is saturated with predictions for the future. In spite of this, other divinatory methods such as astrology are often portrayed as superstitious, irrational, or unreligious. This course will introduce students to the unexpected interaction of science, magic, and religion through the exploration of divination in the Islamic world. We will ask how divination can be a part of religious practice and how methods of future-telling are said to "work" from the perspective of the philosophers and scientists who practiced them. We will also explore the arguments against divination and identify and understand religious and/or scientific objections to the practice. All readings will be in English translation.

Instructor(s): Alex Matthews Terms Offered: Winter

Equivalent Course(s): NEHC 28882, CCTS 21020, RLST 28882, KNOW 28882, MDVL 28882

**HIPS 29003. Islam Beyond the Human: Spirits, Demons, Devils, and Ghosts. 100 Units.**

This seminar explores the diverse spiritual and sentient lifeforms within Islamic cosmology that exist beyond the human—from jinn, angels, and ghosts to demons and devils. We will focus on theological, scientific, philosophical, anthropological, and historical accounts of these creatures across a variety of texts, as well as their literary and filmic afterlives in contemporary cultural representations. In so doing, we consider the various religious, social, and cultural inflections that shape local cosmological imaginaries. We ask how reflecting on the nonhuman world puts the human itself in question, including such concerns as sexuality and sexual difference, the boundaries of the body, reason and madness, as well as the limits of knowledge.

Instructor(s): Alireza Doostdar and Hoda El Shakry Terms Offered: Autumn

Prerequisite(s): Enrollment by consent only for graduate students. Grad students should send the instructors a paragraph explaining their interest and prior preparation or familiarity with the themes in the course.

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): ANTH 49003, KNOW 49003, ISLM 49003, GNSE 29003, NEHC 49003, RLST 29003, CMLT 49003, NEHC 29003, AASR 49003, GNSE 49003, CMLT 29003, ANTH 29003

**HIPS 29653. TUTORIAL - Genetics in Society. 100 Units.**

What is the human genome, and what can it tell us about humanity? What constitutes the appropriate construction and use of genetic claims? While efforts to fully map the human genome peaked in the 1990s, the stakes of these questions long preceded the genomic era, and have long structured social worlds. This course will take a critical approach to the history and anthropology of genetics and genomics, focusing on the social and ethical implications in historical and contemporary iterations of genetics. We will consider how, over the course of the twentieth century, the genome came to represent a source of authority with regards

to human nature, occupying a central place in defining individual and group identities, history, policy, and reconciliation efforts. We will begin by considering the cultural and epistemic authority of the genome concept and the power dynamics in which it arose. We will then examine the relationships between genetic concepts and a number of scientific and social themes, including heredity and eugenics, diversity and human variation, identity, racialization, nationalism, disability, big data, and medical risk and promise. We will conclude with the contemporary 'postgenomic' era, in which many stakeholders are grappling with the question of what the human genome, and all the information gleaned from its sequencing, actually means.

Instructor(s): Megan MacGregor Terms Offered: Autumn. Offered in Autumn 2025

Equivalent Course(s): CHDV 29653, HIST 25214, ANTH 29653

**HIPS 29654. Tutorial: Populating the Earth: Biopolitics and Geopolitics of Life. 100 Units.**

From the nineteenth century to the present, human populations grew from 1 to 8 billion people on Earth. How did we get here? This course explores histories of science, technology, and medicine, as well as environmental transformations that have enabled global population growth in the last 200 years. Readings will cover a broad range of themes including agricultural reform, public health, eugenics, and climate change.

Instructor(s): Z. Huang and S. Pandey-Geeta Terms Offered: Spring. Offered in Spring 2026

Equivalent Course(s): CEGU 29654, HIST 25037

**HIPS 29655. Tutorial - Technē, Technology and Technologies. 100 Units.**

Has technology become an autonomous force? Is AI best understood as a form of productive understanding or as a kind of knowledge? Should we leave moral deliberation to humans; and can we be friends with robots? What role might technē play in our world, and does it remain a meaningful form for humans to make a difference to reality? In addressing these questions, this course takes as its anchor point Aristotle's account of technē (productive understanding, sometimes also translated as "art" or "craft"). Our goal is to understand the ethical, political, and philosophical dimensions of technē, technology, and the technologies that shape life. We examine how Aristotle's ideas about production, understanding, purpose, and human flourishing contribute to questions about technology's role in society. Readings pair Aristotle's texts with contemporary work in the philosophy of technology, AI policy, and epistemology. The course also features visits from academics, creatives, and policymakers working on or with AI (tbc). Finally, a word on method: Aristotle's views offer an original contribution to these debates. However, this is a case where a distinctive standpoint arises through close engagement with a historical author's writings in light of their own context and aims, rather than by imposing an external theoretical framework upon them. Accordingly, the course will involve close textual and interpretive analysis.

Instructor(s): D. Kranzelbinder Terms Offered: Spring. Offered in Spring 2026

**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: Foundational Readings in the History of Science and Medicine. 100 Units.**

This course is an introduction to some of the foundational readings, methods, and approaches in the history of science and medicine. Organized around a topical survey of philosophical and historical schools, interpretive frameworks, and research methods, this class is meant to introduce students to how historians, anthropologists, sociologists, philosophers, and practicing scientists have grappled with the nature of scientific truth, the growth and development of scientific and medical knowledge, and the problems of how we know what we know about the natural world. No prior experience with the history and sociology of science is necessary. This course is required for the HIPS major and strongly recommended for students interested in pursuing the track in History of Science within the History major.

Instructor(s): Emily Kern Terms Offered: Autumn

Equivalent Course(s): HIST 25503

**HIPS 29810. Bachelor's Thesis Workshop I. 000 Units.**

Thesis writing workshop for HIPS seniors. This is the first part of two required HIPS Senior Thesis Seminars.

Meets on alternating weeks in the Autumn Quarter. The second part meets in Winter Quarter.

Instructor(s): Laura Cremer Terms Offered: Autumn. Meets every other week in the Autumn Quarter.

**HIPS 29811. Bachelor's Thesis Workshop II. 100 Units.**

Thesis writing workshop for HIPS seniors. This is the second part of two required HIPS Senior Thesis Seminars.

Meets on alternating weeks in the Winter Quarter.

Instructor(s): Laura Cremer Terms Offered: Winter. Meets every other week in Winter Quarter

**HIPS 29657. Tutorial: Topics in the History of Medicine and the Body in Early Modern Europe. 100 Units.**

How did people in the past think about and experience their bodies? How were perspectives on the body reflected in larger social, political, and commercial developments? How do historical perspectives on the body differ from modern ones, and what can we learn from the changes and continuities? What are the major inaccuracies or myths about histories of medicine and the body that we can identify and correct through the process of this investigation? This course will examine the history of medicine and the body in early modern Europe (roughly 1450-1750), including classical and medieval precedents. We will consider sensitive topics such

as how both early moderns and historians have thought about the gender and sex of human bodies, experiences of disability and chronic illness in the period, gendered interactions with medical practitioners, racialized bodies before concepts of race are commonly believed to have taken hold, and the body as a focus of social, commercial, and political concern. Each class period will consist of a brief lecture, and a seminar-style discussion of the assigned reading material. Some of the class sessions will also involve group discussions of primary source materials. This course will be reading intensive, as students will assess relevant historiographical debates, as well as work to build the analytical skills necessary to complete a final research paper.  
Instructor(s): A. Conner Terms Offered: Winter. Winter 2027

**HIPS 29900. Bachelor's Thesis. 100 Units.**

This is a research course for independent study related to thesis preparation.

Terms Offered: Autumn, Winter, Spring

Note(s): Students are required to submit the College Reading and Research Course Form.

