

2007 GUIDE TO STS COURSES AT HARVARD

Compiled by the
Program on Science, Technology, and Society
John F. Kennedy School of Government

About this Guide

Understanding how science and technology shape society, and are shaped by it, requires methodological approaches and analytic insights from multiple disciplines. The purpose of this Guide is to acquaint Harvard students with the wide variety of courses related to Science, Technology, and Society (STS) offered at Harvard University.

STS has been broadly defined for this Guide to include courses that meet one or more of the following criteria:

- the course offers perspectives on contemporary or recent science (including both natural and social sciences) and technology from disciplinary standpoints in the humanities and social sciences;
- the course focuses on the ethical, legal, and social implications of science and technology;
- the course offers insights into public decision making involving science and technology;
- the course analyzes institutions that are heavily involved in producing or using scientific and technical knowledge or expertise (e.g., labs, courts, clinics, regulatory agencies, NGOs, advisory committees);
- the course examines the relationship between science and other forms of epistemic or cultural authority (e.g., law, religion, politics).

This Guide lists STS courses from many departments within the Faculty of Arts and Sciences and from Harvard's professional schools. Each listed course also appears in the *Harvard University Courses of Instruction*. The information in this Guide was current at the time of publication (September 2007), but course offerings, instructors, and meeting dates and times are all subject to change. For up-to-date information, consult the respective School Registrars and/or course catalogs.

The Guide is intended for informational purposes only. It is expected that students will work with their academic advisers to choose relevant STS courses that are compatible with their academic or pre-professional interests.

This Course Guide is compiled and published by the Program on Science, Technology, and Society (STS) at the John F. Kennedy School of Government. The Program's mission is to enhance STS teaching and research throughout the university. For more information about the Program's activities and resources, please visit our website at:

<http://www.ksg.harvard.edu/sts/>

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What is STS?

Science and Technology Studies (STS) is a relatively new academic field. Its roots lie in the interwar period and continue into the start of the Cold War, when historians and sociologists of science, as well as scientists, engineers and physicians, became interested in the relationship between scientific knowledge, technological systems, and society. The best-known product of this interest was Thomas Kuhn's classic 1962 study, *The Structure of Scientific Revolutions*. This influential work helped crystallize a new approach to historical and social studies of science, in which scientific facts were seen as products of scientists' socially conditioned investigations rather than as objective representations of nature. Among the many ramifications of Kuhn's work was a systematic effort by social scientists to probe how scientific discovery and its technological applications link up with other social developments, in law, politics, public policy, ethics, and culture.

STS, as practiced in academia today, merges two broad streams of scholarship. The first consists of research on the nature and practices of science and technology (S&T). Studies in this genre approach S&T as social institutions possessing distinctive structures, commitments, practices, and discourses that vary across cultures and change over time. This line of work addresses questions like the following: is there a scientific method; what makes scientific facts credible; how do new disciplines emerge; and how does science relate to religion? The second stream concerns itself more with the impacts and control of science and technology, with particular focus on the risks that S&T may pose to peace, security, community, democracy, environmental sustainability, and human values. Driving this body of research are questions like the following: how should states set priorities for research funding; who should participate, and how, in technological decisionmaking; should life forms be patented; how should societies measure risks and set safety standards; and how should experts communicate the reasons for their judgments to the public?

The rise of STS as a teaching field reflects a dawning recognition that specialization in today's research universities does not fully prepare future citizens to respond knowledgeably and reflectively to the most important challenges of the contemporary world. Increasingly, the dilemmas that confront people, whether in government, industry, politics or daily life, cut across the conventional lines of academic training and thought. STS seeks to

overcome the divisions, particularly between the two cultures of humanities (interpretive inquiry) and natural sciences (rational analysis).

STS teaching seeks to promote cross-disciplinary integration, civic engagement, and critical thinking. Undergraduate STS courses are especially popular with engineering and pre-professional students, including premeds. They help to illuminate issues of professional responsibility and ethics. Such courses also build bridges between disciplines that do not ordinarily meet each other in the undergraduate curriculum, such as sociology and science, law and science, anthropology and technology, environmental science and political theory, or technology and philosophy. Graduate STS courses offer ways of integrating knowledge in areas that are impossible to grasp through any single discipline; examples include security studies, environmental studies, globalization, the human sciences, and biology and society. STS courses in these areas enable students to form more robust understandings of the nature of controversy, the causes of scientific and technological change, the relationship of culture and reason, and the limits of rational analytic methods in characterizing complex problems.

In sum, STS explores in rich and compelling ways what difference it makes to human societies that we, collectively, are producers and users of science and technology. STS research, teaching, and outreach offer citizens of modern, high-tech societies the resources with which to evaluate—analytically, esthetically, and ethically—the benefits and the risks, the perils and the promises, of notable advances in science and technology.

Harvard Faculty of Arts and Science

<http://www.registrar.fas.harvard.edu/fasro/courses/index.jsp?cat=ugrad&subcat=courses>

Anthropology

Anthropology 1605. Law and Anthropology

9631

Asad A. Ahmed

Fall 2006-2007

This course is designed to introduce students to the anthropological study of law and society. We begin by reading critical theoretical approaches before turning to classic ethnographies that sought to understand legal precepts and dispute resolution in non-modern societies. We then examine the role of the colonial state in forging legal regimes and constituting criminality. Finally we read contemporary ethnographies that examine how law and culture interact to construct and normalize racial and gender identities.

Anthropology 1655. Politics of Nature

0710

Ajantha Subramanian

Spring 2006-2007

Explores the intersections of ecology, history, and politics with a focus on the social construction of nature, politics of natural resource use, centrality of resource control to the consolidation of empires and nations, and the making of post-industrial natures. Some of the theoretical frameworks considered include: political ecology, Marxist geography, development anthropology, and environmental history. Some of the political trends addressed include: offshore extraction, nuclearization, legal pluralism, indigenous rights, wilderness preservation, and global environmentalism.

Anthropology 1665. Humans and Animals (*New Course*) **7922**

Lucien G. Taylor (Half course)

Spring. Hours tba

Seminar on cultural and political ecology, concentrating on the spectrum of relationships between humans and animals, both wild and domesticated, that exist across cultures and throughout history. Attention will be on behavioral, material, affective, symbolic, and ideological aspects of human-animal relationships, as well as both the animalic nature of humanity and humanity's inclination to anthropomorphize animality. We shall consider anthropological, scientific, and literary texts, as well as artistic iconography and works of cinema. *Note:* Expected to be given in 2007–08.

Anthropology 1685. Humans, Aliens, and Future Home Worlds: An Anthropologist Looks at Science Fiction 2300

Paulette G. Curtis (Half course)

Spring. Hours tba

Science Fiction is an entertaining and rich genre in which to examine attitudes, ideals, mores and desires concerning culture and society. Through American SF stories, films, and television series, the course will examine the following themes: The Alien; Galactic Military Battles and Adventures; Cyborgs and Other Near-Humans; 'Alternative' SF Storytellers; Social Science Fiction; Utopic and Paranoid TV Visions; SF Fandom. *Note:* Expected to be given in 2007–08.

Anthropology 1738. Biotechnology and the State 0652

Sarah E. Wagner

Fall 2006-2007

This course examines the relationship between states and their citizens through the lens of biotechnology, and in particular technologies of identification. Anthropological ideas about "identity" and "being" help us evaluate the import of technologies such as DNA testing and biometrics for people in their everyday lives - from their cross-border movements, expectations of privacy, access to social services, even postmortem identification.

Anthropology 1760. Nationalism and Bureaucracy 0291

Michael Herzfeld (Half course)

Spring. Hours tba

Explores the ideological and practical foundations and effects of nationalism. Particular attention focused on how nationalism is reproduced by bureaucrats in daily practice, and how rituals of national identity are organized and invested with meaning. Cases include systems of taxation, historic conservation, health care, and immigration. This comparative course covers several different countries and systems, and is designed to highlight the contribution of ethnography to the analysis of national bureaucracies. Enrollment: Limited to 20. *Note:* Expected to be given in 2007–08.

Anthropology 1850. Ethnography as Practice and Genre 1686

Mary M. Steedly (Half course)

Fall. W., 1–3.

For sociocultural anthropologists, ethnography is both a way of studying human communities and a way of writing about them. Ethnography fieldwork raises issues of participation, power, and perspective; cultural relativism; the nature of evidence; and the ethics of engagement. Writing ethnography highlights other issues, such as the politics of representing

“others.” This course explores these and related issues through close reading and intensive discussion of selected texts. *Prerequisite:* Open to graduate students with permission of instructor.

Anthropology 2635. Image/Media/Publics: Seminar 9515

Mary M. Steedly

Spring 2006-2007

Explores the relations among technologies of image production and circulation, the nature and intensity of the circulating image, and the generation of publics and counter-publics. Questions of scale, mediation, publicity, and mobilization will be considered.

Anthropology 2645. Reconfiguring Regimes: Power, Law and Governance 9925

Kimberly Theidon

Spring 2006-2007

Studies changing concepts of law, power and governance within contemporary global politics. Combines theoretical readings with ethnographic inquiries of the state, the legal, the magical, and the just.

Anthropology 2655. The Normal and the Abnormal 1057

Arthur Kleinman and Charles E. Rosenberg

Fall 2006-2007 Th., 2-4

We examine case studies and theoretical readings from history, cultural anthropology, and social theory, to compare notions of the normal and abnormal. We ask how do norms bridge the moral, the political, and the body.

Anthropology 2660. The Anthropology of Knowledge 7070

Michael Herzfeld

Fall 2006-2007

Comparative exploration of local epistemologies from craft apprentices and skilled manual workers to schoolchildren and scientists, emphasizing the embodiment, inculcation, and transmission of practical knowledge and the relationships among cosmology, social context, and pragmatic understanding.

Anthropology 2740. Culture and Mental Illness 6013

Byron J. Good (Medical School) (Half course)

Fall, Hours tba

Reviews the figure of mental illness in Western thought, then focuses on cross-cultural studies of psychopathology: culture and diagnosis; cultural influences on depression, schizophrenia, and dissociation; madness in non-European healing systems; transnational aspects of psychiatry. *Note:* Expected to be given in 2007–08.

**Anthropology 2750. Local Biologies: Perspectives on the Interaction
Between Culture and Biology** **8267**

Arthur Kleinman (Half course)

Spring. Hours tba

Reviews the variety of anthropological perspectives on the interactions between culture and biology. Topics include mind-brain-society interaction in pain; cross-cultural studies of menopause; sociosomatics of depression; the new genetics and eugenics; research on stress and trauma. *Note:* Expected to be given in 2008–09.

Open to advanced undergraduates with permission of instructor.

Anthropology 2840. Ethnography and Personhood **3560**

Michael Herzfeld (Half course)

Fall. Hours tba

Intensive, critical review of major ethnographies, exploring the relationship between society and personhood, examining ethnographic writing and its relation to other genres (including biography); and tracing anthropological theory through changes in descriptive and analytic practice. *Note:* Expected to be given in 2007–08. Given in alternate years.

**Anthropology 2876. New Ethnographies in the Anthropology of Social
Experience** **5029**

Arthur Kleinman (Half course)

Fall. Hours tba

New ethnographies of social experience and subjectivity are remaking anthropology. Students critically examine studies of illness, violence, and cultural responses to other human problems. Emphasis is on the methodology, writing, and ethics of such ethnographies. *Note:* Expected to be given in 2008–09. Open to advanced undergraduates.

Anthropology 2980. Culture **1114**

Mary M. Steedly (Half course)

Spring. Hours tba

“Culture” is one of anthropology’s key concepts, but there has never been agreement as to the term’s meaning. We tour the work of culture’s key theorists. Is culture still a useful concept in anthropological analysis? *Note:* Expected to be given in 2007–08.

Anthropology 2985. Sociocultural Space and Time: Seminar **8385**

Engseng Ho (Half course)

Fall. Hours tba

We revisit the development of social theory (structure, practice, subject, domination) through cultivating an eye for the sensuous properties of spatiotemporal media/phenomena (landscape painting, built form, imperial

and industrial mobility, travel narratives, genealogy, fame, diaspora). *Note:* Expected to be given in 2007–08.

Biological Sciences

Science B-29. Evolution of Human Nature

0152

Marc D. Hauser and John E. Dowling

Spring 2006-2007

Human biology and behavior are considered in a broad evolutionary context, showing how the facts of development, physiology, neurobiology, reproduction, cognition, and especially behavior are informed by evolutionary theory and comparative evidence. Field and experimental data on other species are introduced with the aim of illuminating human behavior. Behavior is traced from its evolutionary function as adaptation, through its physiological basis and associated psychological mechanisms, to its expression. The role of ecology and social life in shaping human behavior is examined through the use of ethnographies and cross-cultural materials on a variety of human cultures. Topics include basic genetics, neural and neuroendocrine systems, behavioral development, sex differences, kinship and mating systems, ecology, language, and cognition.

Engineering Sciences

Engineering Sciences 109. Science Fictions

5988

Cornelia Dean (Half course)

Spring. Tu., 1-4.

Political, economic or other imperatives skew public debates on issues in which science plays an important part. Seminar discusses why this is possible and how it plays out. Will deal with the public's knowledge of and attitudes toward science, the way people reason and perceive risk, the privatization of the nation's research agenda, and the politicization of science.

Engineering Sciences 139. Innovation in Science and Engineering: Conference Course

0994

David A. Weitz, Thomas C. Esselman (Half course) Fall. Tu., Th., 2:30-4

Explores factors and conditions contributing to innovation in science and engineering; how important problems are found, defined, and solved; roles of teamwork and creativity; and applications of these methods to other

endeavors. Students receive practical and professional training in techniques to define and solve problems, and in brainstorming and other individual and team approaches. *Note:* Taught through a combination of lectures, discussions, and exercises led by innovators in science, engineering, arts, and business. Enrollment: Limited to 28.

**Engineering Sciences 144. Introduction to Global Health
Pharmaceutical Development 3580**

David A. Edwards (Half course)

Spring. Th., 3-6.

Introduces undergraduate students to early stage startup (public and private) pharmaceutical organizations targeted at healthcare in the developing worlds. Students analyze the developing world healthcare problem, new medical science technologies that can help resolve it, as well as business plans while learning of pharmaceutical and biotechnology development from discovery to commercialization. *Note:* Expected to be given in 2007–08. Given in alternate years. *Prerequisite:* Permission of the instructor recommended.

**Engineering Sciences 147. Idea Translation: Effecting Change through
the Arts and Sciences 9676**

David A. Edwards (Half course)

Fall. M., 1-4.

How are ideas generated through arts and sciences, and then "translated" into practices? This introduction to idea generation and development addresses their effects in social, economic, intellectual and cultural change. Students from all disciplines are guided by experts through individual and group idea translation projects. Significant in-class time devoted to group projects. Factors of effective idea translation focused through case studies, debate and interaction with visiting translators (e.g., theater directors, entrepreneurs, historians, composers, and others). *Note:* Open to sophomores, juniors, and seniors by permission of instructor.

Engineering Sciences 167. Environmental Assessment 6885

Peter P. Rogers (Half course)

Fall. M., W., 3:30-5.

Examines the methods and approaches to environmental impact assessment currently being used and new approaches which rely on improved scaling and index development. Models of impact and indices for air, water, and land impacts will be examined using data from Asia and North America. Cost-of-remediation and environmental elasticity indicators will be examined and their use in engineering design and regulation of the environment will be assessed. *Note:* Expected to be given in 2007–08.

Prerequisite: Familiarity with the material of Engineering Sciences 6 and Social Analysis 10.

Engineering Sciences 201. Decision Theory

2362

Roger W. Brockett (Half course)

Spring. M., W., F., at 10

Mathematical analysis of decision making. Bayesian inference and risk. Maximum likelihood and nonparametric methods. Algorithmic methods for decision rules: perceptrons, neural nets, and back propagation. Hidden Markov models, Blum-Welch, principal and independent components. *Prerequisite:* Applied Mathematics 21a,b or Mathematics 21a,b, and Statistics 110 or equivalents.

Engineering Sciences 207. Communicating Science

5993

Cornelia Dean (Half course)

Fall. Tu., 1-3.

Many important public issues have strong science components but, generally, scientists are missing from public debates. This seminar discusses how the relative silence of scientists weakens our national discourse and encourages participation in this discourse. *Note:* Through writing exercises, role playing, and the like, seminar offers practical suggestions on how to communicate scientific information in an engaging and useful fashion.

**Engineering Sciences 214. Advanced Introduction to Global Health
Pharmaceutical Development**

2663

David A. Edwards (Half course)

Spring. Th., 3-6.

Students are expected to meet all of the requirements of Engineering Sciences 144 and in addition are required to complete a project that encourages them to consider a contemporary problem of bioethics related to biotechnology. *Note:* Expected to be given in 2007–08. Given in alternate years. *Prerequisite:* Students recommended to have some familiarity with organic chemistry or permission of instructor.

English

English 243. Studies in the Enlightenment: Graduate Seminar

1226

Leo Damrosch

Fall 2006-2007

Autobiographical, fictional, and philosophical texts that inaugurate modern interpretations of self and society. Writers to be read include Mme. de Lafayette, Hume, Voltaire, Boswell, Gibbon, Diderot, Rousseau, Laclos, Franklin, and Blake.

English 276. Space, Place, and Imagination: Graduate Seminar

4162

Lawrence Buell (Half course)

Spring. Hours tba

Major works from Thoreau, Whitman, and Melville to the present, most but not all American, considered, with reference to phenomenology of place, cultural anthropology, social space discourse, landscape and gender studies, urban and ecocritical theory. *Note:* Expected to be given in 2007–08.

Environment

Environmental Science and Public Policy 78. Environmental Politics

3613

Sheila S. Jasanoff (Kennedy School)

Fall 2006-2007

An introduction to the history, organization, goals, and ideals of environmental protection in America. Examines the shift in emphasis from nature protection to pollution control to sustainability over the 20th-century and develops critical tools to analyze changing conceptions of nature and the role of science in environmental policy formulation. Of central interest is the relationship between knowledge, uncertainty, and political or legal action. Theoretical approaches are combined with case studies of major episodes and controversies in environmental protection.

Freshman Seminars

Freshman Seminar 41i. Technology, Self, and Society

Stefan Sperling

Spring 2007-2008

Technological innovation is celebrated for liberating the self, bettering humankind, and improving social conditions. Such optimism is frequently countered by warnings of technological hubris and overreaching. Examines how these critical confrontations configure relationships among technology, society, self, and culture in various historical and social settings. Why, despite all the investments we make in technology, and all the benefits we expect from it, have utopian visions not been entirely convincing?

Freshman Seminar 41q. Medicine, Ethics, and Culture **8466**

Stefan Sperling

Fall 2006-2007

Investigates how bioethics is culturally and historically contingent, studies how moral and ethical judgments are arrived at communally, and explores sources and validity of moral ideas and convictions. Bioethics claims to speak for universal ethical norms and values; it operates with socially and culturally specific images of human nature, rational action, legal personhood, and the "good life." Explores how Western ideas of bioethics differ among themselves, and with other cultural traditions.

Freshman Seminar 43q. Historian and the Genes-From Mendel to Human Clones **6220**

Everett I. Mendelsohn

Spring 2006-2007

This seminar will examine the several sides of the history of genetics -- scientific, cultural, social, and political -- through the reading of original texts, through the study of their reception, rejection, or modification, through the analysis of their incorporation into fiction as well as social theory and practice, and through the exploration of their interaction with other sciences and with agricultural and medical practices. Topics will include: Why was Mendel (1866) "lost" and "rediscovered" in 1900?; the invention of a science of genetics (as well as its language); the "Eugenic Temptations"; genetics, neo-Darwinism, and the evolutionary synthesis; Lysenko -- what happened in the Soviet Union?; genes and molecules -- the double helix, recombinant-DNA, DNA, and controversy in the courtroom -- welcome Dolly. Students will be responsible for both interpretive and research writing. There will be one or two additional evening sessions to view films.

Government

Government 1093. Ethics, Biotechnology, and the Future of Human Nature **4613**

Michael J. Sandel, Douglas A. Melton (Half course) Spring. Hours tba

Explores the moral, political, and scientific implications of new developments in biotechnology. Does science give us the power to alter human nature? If so, how should we exercise this power? The course examines the science and ethics of stem cell research, human cloning, sex selection, genetic engineering, eugenics, genetic discrimination, and human-animal hybrids. *Note:* Expected to be given in 2008–09.

Government 2034. Ethics and Economics**4652**

Michael J. Sandel (Half course)

Spring. Hours tba.

The seminar explores the moral limits of markets. Topics to include organ sales, pollution permits, for-profit prisons, mercenary armies, vote-selling, the patenting of life forms, and the commercialization of medicine, law, and higher education. *Note:* Expected to be given in 2007–08. Intended for graduate students.

Government 2090. Ethics and Biotechnology**0942**

Michael J. Sandel (Half course)

Fall. Hours tba.

The seminar explores the moral and political implications of recent advances in biotechnology. Topics include cloning, stem cell research, genetic engineering, eugenics, and patenting of life forms. *Note:* Expected to be given in 2007–08.

Offered jointly with the Law School as 93370-11. Meets at the Law School. Open to GSAS students with permission of the instructor.

History**History 1472. Epistemic Regimes: Conference Course****6425**

Peter E. Gordon

Fall 2006-2007

Will address the now-prevalent idea that reality is a construction, i.e., that what counts as objectivity or truth may depend upon conceptual schemes, discourses, or practices of world-making, such that the conditions for something being "an object" or being "true" in natural science or social experience may admit of variation and structural transformation over time. Topics and authors include: Foucault, Heidegger, Latour, Sokal, Hacking, Poovey, Shapin, Cervantes, and the film trilogy, *The Matrix*.

History of Science**History of Science 90c. Science, Culture, and the Natural World****2082**

Sarah Jansen

Spring 2006-2007

Explores the role of environmental sciences and traditional knowledges, their practices and their cultural locations, in constructions of nature, environment, wilderness, and settled landscape, in a global context. Topics include the shaping of the concepts of natural resources and sustainability,

narratives of nature, nature as commodity, environmental movements. Readings, films, and art material from different countries, people, and groups at different times.

History of Science 90m. Medicine and Deviance

2795

Charles E. Rosenberg

Spring 2006-2007

Sociologists and historians have described what they call the medicalization of deviance: explaining certain behaviors as the consequences of disease rather than culpable choice. I refer to a variety of behaviors ranging from homosexuality to substance abuse, from chronic fatigue syndrome to premenstrual syndrome. This course will focus on the interrelated legal, medical, policy, and professional history of such problematic "diseases" during the past century and a half.

History of Science 130. Biology and Society

0179

Sarah Jansen

Fall 2006-2007

Introduction to the history of the modern life sciences and their role in society from the 17th century to the Human Genome Project. Examines major models of the natural world and the resonance of biological knowledge with social, economic, and political orders of their times.

History of Science 132. Environmental History

8673

Sarah Jansen (Half course)

Fall. Hours tba

Environmental sciences, politics, and policies in a global context. Topics to be covered: Pristine nature; built environments; managed forests, agriculture, biodiversity, population and environment in postcolonial contexts; the seas, GM organisms, global warming, environmental risk assessment, narratives of nature. Course materials include films, novels, and policy papers, as well as scientific and other academic papers. *Note:* Expected to be given in 2007–08.

History of Science 140. Sickness and Healing in America **4471**

Charles E. Rosenberg (Half course)

Spring. Hours tba

Focuses on disease as well as efforts to understand, prevent, and heal it. We discuss the changing incidence of morbidity and mortality as well as the social and ecological factors that relate to these vital realities of sickness and death. Therapeutic practice and efficacy provides another theme: how were the sick treated? Where were they treated? By whom? *Note:* Expected to be given in 2007–08.

History of Science 149. Medical Technologies in Historical Perspective: Conference Course **2028**

Evelynn M. Hammonds (Half course) Fall. Hours tba

The course examines the ways in which various medical technologies, shaped and were shaped by, physician and nurse practices and goals as well as ideas about patient care in American medicine from the 19th-century to the present. We will look at how the meanings attached to medical technologies grew out of specific historical, social, political and medical contexts. Medical technologies examined include: imaging machines; clinical, diagnostic and genetic tests; reproductive technologies; and artificial organs. *Note:* Expected to be given in 2007–08.

History of Science 152. Filming Science **1658**

Peter L. Galison and Robb Moss (Half course) Spring. Hours tba

Examination of the theory and practice of capturing scientific practice on film. Topics will include fictional, documentary, informational, and instructional films and raise problems emerging from film theory, visual anthropology and science studies. Each student will make and edit short film(s) about laboratory, field, or theoretical scientific work. *Note:* Expected to be given in 2007–08.

History of Science 160. Intellectual Property in Science **8570**

Mario Biagioli Spring 2006-2007

We examine different forms of credit for scientific and technological innovation, comparing publication credit in science and use of patents to protect technoscientific work. Readings range from history of technoscience to legal and literary studies.

History of Science 171. Narrative and Neurology **3222**

Anne Harrington (Half course) Fall. Hours tba

What does it “feel” like to live inside a brain that has been damaged? What role has knowledge of such experience played, or failed to play, in the development of brain science over the past two hundred years? We probe these questions by juxtaposing narratives “about” brain damage with the science “of ” brain damage. Readings range from the case histories that launched neurology in the mid-19th century to the essays of Oliver Sacks. *Note:* Expected to be given in 2007–08. Enrollment: Limited to 15.

Critical Experiments in the Human Sciences

Rebecca M. Lemov

Spring 2006-2007

This course examines critical experiments that changed the course of the human sciences, and also changed modern social life. The focus is on five key experiments, drawn from the related fields of social psychology, anthropology, sociology, and psychoanalysis. From Pavlov to Milgram to Margaret Mead and others, the course considers how such experiments have influenced twentieth- and twenty-first century views of authority, obedience, sanity, sociality, consciousness, free will, and determinism.

History of Science 176. Evolution and Human Nature: Conference Course

6736

Anne Harrington (Half course)

Spring. Hours tba

Explores the historical attempt to reconcile our understanding of the human mind—and our fundamental experience of our humanness—with evolutionary understandings of human origins since Darwin. Organized topically around classic and exemplary debates on the nature and purpose of consciousness, free will, morality, aggression, religion and more. Readings include Darwin, Wallace, Huxley, Spencer, James, Freud, Lorenz, Chardin, and Wilson. Particular attention to social and ethical context and perceived implications of these debates. *Note:* Expected to be given in 2007–08. Enrollment: Limited to 15 Preference given to juniors and seniors.

History of Science 182. Science, Modernity and Discontent

Jimena Canales

This course will examine theories of modernity vis-à-vis postmodernity in the context of modern science and technology. It will start by covering some of the most important post-modern theorists, such as Jürgen Habermas, Jean-François Lyotard, Frederic Jameson, and Bruno Latour. It will then compare these theories against selected writings by Karl Marx, Sigmund Freud, and Henri Bergson dealing with modernity and its problems. Lectures will place a particular emphasis on the development of the steam engine, telegraphy, rail, photography and cinematography and their impact on literature, art, history, psychology, medicine, urbanism, and the physical sciences.

History of Science 251. Science in Translation

4873

Marwa S. Elshakry (Half course)

Fall. Hours tba.

Examines ways in which scientific knowledge is transformed by its translation, appropriation, and interpretation within different socio-cultural and epistemological settings, utilizing theoretical insights from linguistics,

sociology, and anthropology and drawing on a number of case studies. *Note:* Expected to be given in 2008–09.

History of Science 254. Probability in Science and Society 0807

Sarah Jansen

Spring 2006-2007

Explores the history of probability, one of the key concepts of modern science, from the Enlightenment to the present. Topics include reconceptualizations of the individual and the social, and changing notions of truth, facticity, and objectivity.

History of Science 255. Sociology of Scientific Knowledge 8911

Steven Shapin (Half course)

Spring. Hours tba.

Surveys themes and achievements in the sociological study of scientific knowledge and practice, focusing on the historical and cultural contexts in which this work developed and its usefulness in writing the history of science. *Note:* Expected to be given in 2007–08.

History of Science 281. Flat Science: Picturing Knowledge through Print, Photography, and Cinematography 2387

Mario Biagioli and Jimena Canales (Half course) Fall. Hours tba

Examines imaging techniques from the Scientific Revolution to the twentieth century in astronomy, physiology, and criminology; interactions between art history (Benjamin, Krauss), philosophy (Bergson, Foucault, Deleuze), and science studies; the epistemological status of pictures. *Note:* Expected to be given in 2007–08.

Literature

Literature 147. Robots: Imagination, Fiction and Reality 4482

Despina Kakoudaki

Fall 2006-2007

This class explores the meanings of robots as cultural figures, tracing their presence in popular culture, science fiction and film, and engaging contemporary research in robotics. Both imaginary and real, robots represent our understanding of futurity and innovation, but they also function as existential sites for debates about the limits and definitions of humanity. Designed to bridge the humanities and sciences, the class includes visits to robotics labs and conversations with engineers and scientists in the field.

Literature 116. Literature and Science**6289**

Christopher D. Johnson (Half course)

Spring. Hours tba.

Explores how literature in different historical periods represents and reshapes the ideas, methods, and language of science. Compares the ways reason and the imagination function in literature and science. Considers how literature rethinks the cultural and historical significance of the scientific enterprise. Primary texts include Lucretius, Donne, Copernicus, Kepler, Cavendish, Fontenelle, Shelley, Goethe, Darwin, Calvino and Gibson. Enrollment: Limited to 20. *Note:* Expected to be given in 2007–08.

Molecular and Cellular Biology**MCB 125: Stem Cells and Cloning****5481**

Douglas A. Melton

Fall 2006-2007

An advanced course in developmental biology. Embryonic and adult stem cells in different organisms will be examined in terms of their molecular, cellular and potential therapeutic properties. Genetic reprogramming by nuclear transfer and cloning animals will be critically evaluated. Current findings will be considered in a historical context; ethical and political considerations will not be ignored.

Philosophy**Philosophy 149z. Philosophy of Science****4473**

Bernhard Nickel

Spring 2006-2007

Few terms are as powerful an honorific as calling something "scientific". Is there a peculiarly scientific method or subject matter? If so, what are they? Topics: Logical empiricism, Popper, Kuhn, scientific explanation, induction and confirmation, and the status of the social sciences.

Philosophy 152. Philosophy of Biology**3367**

Peter Godfrey-Smith

Fall 2006-2007

Conceptual issues in evolutionary biology and genetics. Topics will include natural selection, biological kinds, the role of information in biology, and perhaps cultural evolution.

Psychology

Psychology 980v. The Insanity Defense

6942

Mahzarin R. Banaji, Dept members (Half course) Fall. Th., 5:30–7:30 p.m.
Explores, through case materials and empirical research, the insanity defense in the legal system and its impact on psychology, law, and society. Topics include history of the defense; the relation among psychopathology, insanity, and diminished capacity; effects of different standards for determining insanity; arguments for its retention, abolition, and revision; media and other responses; controversies surrounding pre- and post-conviction commitment; and the roles of psychologists and lawyers in defining, implementing, and questioning the defense.

Psychology 1002. Morality and Taboo

7770

Steven Pinker, Alan Dershowitz (Law School) Spring 2006-2007
Psychological and legal aspects of morality, the moral sense, taboo, dangerous ideas, and related topics. Does morality come from social conventions, innate intuitions, divine decree, platonic reality, or some combination? Can it ever be immoral to evaluate controversial ideas, such as ones about torture, innate group differences, the environment, infanticide, or the legalization of distasteful but victimless practices? When is it rational, or moral, to choose to be ignorant?

Psychology 1205. Brain, Drugs, and Society: From Neurobiology to Ethics

4056

Steven E. Hyman Fall 2006-2007
Progress in psychopharmacology has produced drugs that not only treat illnesses, but also can influence behavior in people who are not ill. Ethical and policy issues have been raised about whether such uses might undermine personal responsibility, have unintended personal consequences, or exacerbate societal disparities. This course will give equal weight to how certain drugs (e.g., stimulants, antidepressants, memory altering drugs, addictive drugs) act in the brain and to ethical issues raised by their use.

Psychology 1509. Law and Mind

5294

Bruce Hay (Law School) (Half course) Spring. Hours tba
Examines intersections between law, cognition, and social psychology. Topics include eyewitness testimony; judgment under uncertainty; conformity, obedience and altruism; attribution of responsibility; and

prejudice. *Note:* Expected to be given in 2007–08. Offered jointly with the Law School as 41340-31. *Prerequisite:* No previous study of law necessary.

Psychology 2552 : Moral Cognition

2142

Joshua D. Greene

Spring 2006-2007

Examines morality from cognitive, developmental, neuroscientific, evolutionary, and philosophical perspectives. Emphasizes new research on moral judgment using cognitive and neuroscientific methods.

Religion

Religion 2041. Conscience and Its Freedom: Seminar

7093

David Little (Divinity School) (Half course)

Spring. Hours tba.

A consideration of the meaning and significance of the concept of conscience. The seminar will examine the history of the idea in Western thought, and give some attention to its place in Islamic and other cultural settings. It will also touch on the role of conscience in contemporary human rights discourse. It will take up contemporary philosophical, theological, and legal problems associated with the term. *Note:* Expected to be given in 2007–08. Offered jointly with the Divinity School as 2810.

Religion 1850. The Protocol of the Gaze: Seminar

3353

Baber Johansen (Divinity School) (Half course) Fall. Hours tba

The seminar will examine the links between the rules of the gaze on the one hand, gender and social hierarchy on the other. It will investigate the construction of public and private spheres and its influence on the way of looking at others. It will follow these debates from the ninth to the twelfth century. The first of two seminars that will trace the development of the protocol of the gaze until the present. *Note:* Expected to be given in 2007–08. Offered jointly with the Divinity School as 3932.

Sociology

Sociology 154. Culture, Power, and Inequality

5713

Michele Lamont

What is the role played by culture in shaping the distribution of power and resources in contemporary societies? This course provides tools and

frameworks of understanding to analyze topics such as identity, symbolic boundaries, race, class, and gender cultures, culture and urban poverty, consumption and popular culture, resistant subcultures, media, politics, and the making of public opinion, and American cultural hegemony. This course provides simpler and more complex tools and frameworks of understanding to answer these questions.

Sociology 162. Medical Sociology

5801

Mary-Jo Del Vecchio Good (Medical School) Fall 2006-2007

Explores current topics in medical sociology organized around the theme of global and local environments of risk and trust in medicine and health care. Examines how medical education, knowledge, practice, research, technology, and health policies are culturally shaped and institutionally organized. Analyzes the culture and political economy of American medicine through comparative and global perspectives, utilizing country specific illustrations and global health examples.

Sociology 190. Life and Death in the US: Medicine and Disease in Social Context

0021

Nicholas A. Christakis (Medical School, FAS) Spring 2006-2007

Explores how biological and social factors jointly conspire to determine the health of individuals and populations. Examines how medical care, social networks, and socioeconomic inequality influence illness, recovery, and death.

John F. Kennedy School of Government

<http://ksgaccman.harvard.edu/courses/>

ENR-100 - Environmental and Resource Science for Policy

John Holdren

This course equips students to understand and utilize insights from the natural sciences about resource utilization, human impacts on the environment, and sustainable development. Part I surveys current thinking about environmental and resource problems as well as how the scientific and technological dimensions of these relate to their economic, political, and management dimensions. It also reviews how environmental challenges vary by scale and location around the world. Part II introduces key science-based tools for illuminating environmental and resource issues, including estimation and comparison of natural and anthropogenic environmental change; analysis of growth and depletion; stock/flow modeling; risk assessment; remote sensing/GIS applications; indicator systems; and the use of scenario techniques. It also includes a systematic review of sources of environmental information useful in policy work. Part III explores how these approaches can be integrated with social science-based approaches in the design of effective environmental policies.

ENR-302 - Energy Policy: Technologies, Systems and Markets

John Holdren and Henry Lee

Energy is a critical component of every dimension of human society. It is an essential input for economic development, transportation, and agriculture, and it plays an enormous role in environmental problems and solutions, in national security issues, and in science and technology policy. The course discusses the technological, economic, and policy dimensions of the energy choices needed to meet economic and environmental goals in both the near and long term. Electricity-infrastructure policy, energy-supply and end use-efficiency options, environmental impacts, and strategic energy policies will all be covered. The primary focus of the course will be international, but there will be some discussion of U.S. domestic programs and policies.

ESPP-10. Public Policy for Environmental Science 6383

Prof. William C. Clark (Kennedy School) Spring 2007

This course will develop the concepts and skills needed to design effective public policy for managing interactions between social and environmental

systems. To do this, we will grapple with big questions regarding what is, and what ought to be, the human use of the earth. We will seek to understand the policy process through which people strive to shape public actions that advance their goals for use or protection of the environment. We will work to master a systematic methodology for mobilizing and integrating knowledge of political processes, decision functions, and environmental systems, and for bringing that knowledge to bear in crafting solutions that advance the common interests of humanity in sustainable development. Throughout the course, we will reflect on what it means to be a good practitioner of the approaches and skills of policy design that we seek to develop. By the end of the course, you will have learned how to do good policy design for sustainable development.

PPP-100 - Press, Politics, and Public Policy

Alex Jones

The U.S. news media are viewed as enormously powerful and have a strong role in all aspects of governance. Should journalists, who are not elected by the people, have this much power, and can they exercise it effectively? Or are news organizations hopelessly compromised by their drive for profit? What is the impact of the tumultuous change sweeping the news media? Will traditional news survive? Should it? What is the nature of the media's power: how fully and in what ways do the media shape public opinion, debate, and policy? Are the media politically biased? How adept are political leaders at manipulating the media, and do their efforts undermine popular sovereignty? Do new communication technologies threaten the role of the traditional media? What can be learned from news coverage of the War on Terror, the war in Iraq, the 2004 election, and the current political situation? Questions such as these will be addressed in class meetings, which consist of lectures and discussion. Visiting journalists, politicians, or scholars can be expected to participate in some sessions.

PPP-358 - Mass Media and Public Policy

Evan Thomas

Who controls the news? The so-called newsmakers or the press? And what can the public believe? An examination of the interaction of politicians, policymakers, and the media and the impact on policy, the national interest, and personal reputation, drawn from case studies involving national security issues, Washington scandals, and political elections. Considers the ethical, moral, and practical issues that recur in news delivery. Looks at arts of leaking and spinning and questions of bias and competitive pressure.

Focuses on the modern era since World War II, and the “Watergate” of Vietnam, and Watergate, when the adversarial role of the press took over.

STP-100 - Science, Technology, and Public Policy

Sims Gallagher and John Holdren

Provides an introduction to the governance of science and technology in industrial societies, especially the United States, and to major public policy controversies that involve science and technology. Makers of public policy must anticipate the possible consequences of new scientific knowledge and new technologies in order to shape them and to help society utilize them effectively and safely. Among the general issues to be explored are the relationship of experts to democratic decision making, the processes of goal setting and the allocation of resources for science and technology, and the management of risk and uncertainty. The cases will encompass a range of areas of current interest, including information technology, biomedical research, antiterrorism measures, energy production and conservation, and environmental protection.

STP-291 - Science, Power and Politics I

Sheila Jasanoff

Taken with STP-292, this is the fall semester of a yearlong seminar that introduces students to the major contributions of the field of science and technology studies (S&TS) to the understanding of politics and policymaking in democratic societies. The objective throughout is to deepen students’ understanding of the ways in which science and technology participate in the creation of social and political order. The fall semester (STP-291) is devoted to reading and analyzing works by scholars in S&TS and related fields who have addressed such topics as the nature and role of scientific authority, science’s relations with the state, science and democracy, scientific and technical controversies, and the politics of technology. The spring semester (STP-292) is structured as an advanced research seminar.

STP-307 - Ruling the Net: Technology, Policy, and the Future of Governance

Viktor Mayer-Schoenberger

The dot-com and telecom bubbles have burst, yet the Internet is still thriving. By the same token, regulatory policies — such as intellectual property, information security, and data privacy — may need much more than just an evolutionary adjustment. Overall, information (and control over

it) has become a more visible source of power. And unlike the speed of technological change, we have made little progress in debating the larger policy implications: from security and the delivery of e-government services to online democracy and the future of governance. Building on numerous case studies, this course offers a framework to analyze the options and challenges posed by modern information and communication technologies and examines strategic options decision makers in both the public and private sectors may want to add to their policy toolkit.

STP-309 - New Media and Democracy

Nolan Bowie

This policy course focuses on new information, communication and media technologies, their industries and their relationships to democracy, civil society, informed citizens, and economic justice. If knowledge is indeed power, how should it be distributed — equitably to all people or primarily to those who can pay market rates for information, knowledge, and communication technology? In the knowledge-based global economy, timely access to relevant information, to the right technology, and increasingly to high-speed broadband networks, coupled with digital-age competencies and lifelong learning opportunity, increasingly endow individuals, groups, firms, and even nations with strategic competitive advantages over others without these resources or skills. This is a graduate course that examines the policies and politics associated with new disruptive media in the 21st century. Information access, privacy, propaganda, media concentration, diversity, universal service, surveillance, and intellectual property are some of the issues to be discussed and analyzed.

STP-321 - Bioethics, Law and the Life Sciences

Sheila Jasanoff

Developments in biotechnology and the life sciences have thrown into question existing policy approaches and instruments dealing with intellectual property, reproduction, health, informed consent, and privacy. They are reconstituting concepts of the self and its boundaries, kinship, and legal rights and obligations of people in relation to their governing institutions. Through reading primary materials and relevant secondary literatures, this course seeks to identify and explore salient ethical, legal, and policy issues — and possible solutions — associated with these developments.

Harvard Business School

<http://www.hbs.edu/doctoral/registrar/course.html>

HBS 4420. PSY 2650. Behavioral Approaches to Decision Making and Negotiation

Max H. Bazerman

Spring. M 3-6

This course will provide a research overview of the field of behavioral decision making and decision analytic perspectives to negotiation. A core focus of the course will be the individual as a less than perfect decision maker in individual and competitive contexts. On the decision making side, we will start with March and Simon's (1958) work on bounded rationality, work through the groundbreaking research of Kahneman and Tversky, and update this line of inquiry through the turn of the millennium. On the negotiation side, we will start with Raiffa's (1982) critical work on the interaction of prescriptive and descriptive research on negotiation, continue through the development of a behavioral decision perspective to negotiation, and examine how the field is currently evolving. We will examine the implications of imperfect behavior for theoretical development, as well as for how to train individuals to make wiser decisions. This course will involve students in an intensive, thorough survey of the intersection of analytic and behavioral perspectives to decision making and negotiation.

HBS 4425. PSY 2553r. Decision Making and Negotiation: Research Seminar

Max H. Bazerman

Fall and Spring terms.

This seminar provides lab experience in behavioral approaches to decision making and negotiation. Note: Open to students working on research in the instructor's laboratory.

Managing International Trade and Investment

Debora L. Spar

Despite the ease with which it is often conducted, doing business across borders is not the same as doing it at home. Rather, it entails a whole new set of managerial challenges: re-assessing competitive advantage; evaluating diverse political environments and legal structures; considering the impact of currency fluctuations and trading regimes; and understanding widely disparate cultures and business norms. The purpose of MITI is to build a framework of analysis that enables managers to understand the challenges of

international trade and investment and to master the opportunities they represent.

Business, Government, and the International Economy

Debora L. Spar

A firm's profits depend not only on what happens within the firm and industry, but also on the broader environment in which the firm operates. A major player in that environment is the government. Thus, BGIE is designed primarily to develop in MBA students a better understanding of how governments influence the environment of business. The course focuses both on the economic consequences of policies and on the political and institutional context in which these policies are established and implemented.

Harvard Law School

<http://www.law.harvard.edu/academics/courses/2007-08/>

LAW-39371A. International Reproductive/Sexual Health Rights: Reading Group

Mindy Jane Roseman

Spring. Block L Tu 4:45-6:45

Sex and reproduction are deeply personal activities, which at the same time are infused with public purpose. As such, they help constitute (as well as undermine) the public/private divide that legal and rights discourses often police. Internationally and nationally, individuals and civil society have staked out rights claims along this territory; courts and international human rights bodies have rejected as well as recognized these claims. They still continue to do so.

This reading course will examine how these claims have been formulated, and critically assess the value added of human rights in the areas of sex and reproduction. We will pay attention to gender and other categories of social analysis, as well as the orientation towards health. Topics may include sexuality, sexual identity, sex education, contraception, abortion, new reproductive technologies, as well as sex trafficking, prostitution and pornography. We will read a range of texts (theoretical, methodological, and normative), in addition to case law and advocacy documents from a range of perspectives. Not offered 2007-2008

LAW-33795A. Citizenship and Globalization

Ayelet Shachar

Fall. Block D, Th, F 10-11:30

Citizenship is the characteristic modern form of membership that links individuals to the state. It both shapes and regulates a polity's membership boundaries. In this course, we will examine citizenship in today's world of increased migration and globalization, asking: does it matter? And if so, how? We will draw upon American, comparative, and international case law, as well as political theory and social science literature, to explore current topics such as birthright citizenship; the process of naturalization; the loss of citizenship; the rights of non-members; the relationship between family and citizenship; dual nationality; regional treaties affecting trade and human mobility; the opening versus closing of borders; and the emerging talent-for-citizenship exchange. Emphasis will be given to the impact of globalization on the rise of transnational conceptions of membership and the future of domestic citizenship regimes.

LAW-33525A. Contemporary Issues in Law and Politics: Reading Group

Nathaniel Persily

Fall. Block H, M 5-7

This reading group will cover recent controversies concerning law and politics. Topics to be discussed include same-sex marriage, the torture memos, terrorism cases, desegregation, partisan gerrymandering, the right to die, and other cases to be decided by the Supreme Court during the term.

LAW-33800A. Copyright

Pamela Samuelson

Fall. Block E, M, T 1-2:30

The principal features of U.S. copyright law include: what is (and is not) copyrightable subject matter, the originality and fixation requirements for copyright protection, ownership and transfer of rights issues, the scope of protection that copyright law affords to works of authorship, limiting principles, exceptions, and defenses to infringement, standards for judging direct and indirect infringement, and remedies available in copyright lawsuits. Both statutory and common law developments will be considered, as well as neighboring rights such as anti-circumvention rules. Current controversies about the contours of and theoretical underpinnings of copyright and the public domain will be discussed. Comparative copyright law and international treaties affecting copyright law will also be given some attention.

LAW-33800A. Copyright and Other Intellectual Property

Lloyd L. Weinreb

Spring. Block C, M, T, W 10:15-11:55

The aim of this course is to give students a solid grounding in the law of intellectual property. The first part of the course (about 50%) will examine closely the law of copyright, including general theoretical and doctrinal issues and concrete problems arising out of the ownership and marketing of literary, musical, and artistic works (and computer technology). The balance of the course will consider principal topics in the law of patents (about 20%) and trademark (about 20%), unfair competition, and the right of publicity. Students are expected to participate in class discussions. (Students who have previously taken a course in Intellectual Property or Copyright may not take this course. Students who are on the wait list may be admitted only if they have attended the first class.) Text: Gorman and Ginsburg, *Copyright: Cases and Materials* (7th ed. 2006) and Supplement, and supplementary materials.

LAW-92464A. Critical Theory: Seminar

Jon Hanson and Duncan Kennedy Spring. Block H, M 4:45- 6:45

This seminar explores the historical and current uses of 'critical methods' in legal theory and policymaking. It will compare and contrast the critical methods of different schools of thought, including legal realism, critical legal studies, and neoclassical economics. Students will have various options for short and/or long papers. Not offered 2007-2008

LAW-31451A. Ethics and Health Policy

Norman Daniels Spring. Block L, T, Th 5-6:30

Many areas of health policy, including health law, raise difficult ethical issues, including basic questions about social justice. An account of justice for health and health care should answer such basic questions as: Is health of special moral importance? When are health inequalities unjust? How can we meet health needs fairly when we cannot meet them all? What is the role of consent to risk in the distribution of the benefits and burdens of risk taking in health policy? Can we reconcile answers to these questions with concerns about various liberties? Answers to these questions are examined in the context of various health policy issues, including such topics as these: Is there a right to health or health care? What can such a right claim mean under resource limits? What implications are there for the design of health systems? What kinds of medical underwriting should we permit? Do health workers have a duty to treat despite risks they face? Is risk regulation in the workplace unduly paternalistic? Can we allocate health care resources by age? Should we permit the sale of organs? Should Medicare coverage decisions take into account the opportunity costs of introducing new therapies? What ethical problems face resource allocation methodologies, such as cost effectiveness analysis, that might be used to consider opportunity costs? How do we establish program priorities when pursuing a human rights based approach to health? What obligations do we have to address international health inequalities?

LAW-36000A. Evidence B1

Scott Brewer Spring. Block D, Th, F 10-11:30

This course examines basic rules and principles of evidence law. It focuses on American federal law (the Federal Rules of Evidence and cases interpreting them) but also covers select state rules and cases. Topics covered include: presumptions and standards of proof and persuasion, judicial notice, relevance, privileges, authentication and best evidence rules, hearsay, lay, expert, and scientific expert evidence, examination and

impeachment of witnesses, character and propensity evidence, and some of the constitutional questions that arise in connection with evidence. During the semester the course will examine some of the philosophical assumptions and methods on which judges and legislators rely when they adopt and apply rules of evidence. Because rules of evidence attempt to enable judges and jurors to form justified beliefs about guilt, innocence, and liability, understanding some of those philosophical assumptions and methods is very helpful for mastering the doctrines of evidence law.

LAW-93040A. Evidence, Reason and Law: Seminar

Scott Brewer

Spring. Block K, Th 5-7

The rules and principles of evidence law inevitably make and heavily rely on many philosophical assumptions. Among them are assumptions about the nature of probabilistic reasoning, the reliability of testimony (both lay and expert), the nature of scientific inquiry, and the nature of knowledge and justified belief. In this seminar we will analyze and discuss some of the most important of these assumptions. For each topic we consider, we will read relevant rules of evidence from American federal and state jurisdictions, identify some of the important philosophical issues raised by those rules, and assess the extent to which cogent philosophical reasoning either supports current rules of evidence or suggests reforms in those rules. Readings will include rules of evidence, other statutory materials, leading cases, and work by philosophers and legal scholars. No special background in philosophy is required. The basic course in evidence, taken either before this class or simultaneously, may be helpful but is not required. Course work consists of a paper and class participation. Not offered 2007-2008

LAW-96715A. Genetics and Reproductive Technology: Legal and Ethical Issues: Seminar

I. Glenn Cohen

Spring. Block J, W 5-7

Should individuals be able to sell reproductive materials like sperm and ovum, or reproductive services like surrogacy? Should the law require individuals diagnosed with diseases like Huntington's disease to disclose to family members that they too are at risk for the disease? Should prenatal sex selection be a crime? Should federal funds be used for stem cell research? Should law enforcement be able to bank DNA samples collected from suspects and perpetrators? Should doctors be able to patent cell lines developed from their patients' bodies? Since Watson and Crick's discovery of the double helix structure of DNA in 1953, and the 1978 birth of Louis Brown, the first child conceived through in vitro fertilization, pressing

questions like these have propagated. In this seminar we will cut across doctrinal categories to examine how well the law and medical ethics have kept up, and plot directions for fruitful development.

LAW-94530A. Health Law Policy Workshop

Einer Elhauge

Fall. Block K, Th 5-7

This seminar will feature the presentation and discussion of cutting edge scholarship on health law, health policy, biotechnology and bioethics. It is designed for students who have intellectual interests in those areas, and especially for those who might want to pursue an academic career. Students must submit brief written comments on a number of the papers. Because the papers are different every term, students can take the class as many times as they wish. Enrollment is limited to 12, and is by permission of the instructor.

LAW-41155A. Law and Cognitive Science: Reading Group

Henry Smith

Spring. Block L, W 5-7

This reading group will explore recent work in cognitive science and will examine its implications for law and legal theory. Topics covered will include the modularity of mind, heuristics and biases, and context in decision-making.

LAW-96440-A. Law and Psychology – The Emotions: Seminar

David Cope

Spring. Block K, Th 5-7

Love, jealousy, guilt, anger, fear, greed, compassion, hope, and joy play important roles in the lives of lawyers and those with whom they interact. The most effective lawyers are not just good thinkers, they are also empathic students of human emotions. This seminar will offer students a chance to explore what is missing from the traditional law school rational actor model of human nature through discussion of readings primarily from psychology (but with contributions from economics, biology, philosophy, and literature) about the nature and operation of the emotions, the use of emotion in persuasion and negotiation, emotions and the good life, and the role of emotions in moral and legal decision making. Students will be asked to write short papers (1-2 pages) on each week's readings. There will be no required final examination or term paper.

LAW-41215A Law, Economics and Psychology

Oren Bar-Gill

Winter. Block W, M,T,W,Th,F 9-11

The law aims to control, guide, or facilitate many aspects of human behavior. To achieve these goals legal policymakers should benefit from an

accurate account of how people make decisions. Research in psychology and behavioral economics has demonstrated that in many circumstances the standard rational choice model of neoclassical economics, which has also dominated the economic analysis of law, fails to provide a satisfactory account of human decision-making. As a result, a new model is emerging* a model informed by a more nuanced understanding of the interrelations between the law, economics and psychology of decision-making. This course will explore the implications of this new model for legal policy. Topics will include law enforcement, decision-making by judges and juries, pre-trial settlement negotiations, contract law and contracting, tort law and products liability, and antidiscrimination and affirmative action. Not offered 2007-2008.

LAW-97930A. Law, Psychology, and Morality: An Exploration Through Film: Seminar

Alan Stone

Spring. Block I, T 5-7

This seminar will deal with subjects at the intersection of law, psychology, and morality using film as 'text.' Subjects include: responsibility and community, love and redemption, reconstructing the claims of family, gender and sexual identity, narratives of justice and injustice, the lawyer's identity, patriarchy and misogyny, and race and the subculture of poverty. Films shown in the past years include (director and title): Gorris, *Antonia's Line*; Mikhalkov, *Burnt by the Sun*; Fassbinder, *The Marriage of Maria Braun*; Coppola, *Apocalypse Now*; Resnais, *Hiroshima Mon Amour*; Verhoeven, *The Nasty Girl*; Tarantino, *Pulp Fiction*; Hrebejk, *Divided We Fall*; van Diem, *Character*; Vidor, *The Crowd*; Visconti, *Rocco and His Brothers*; Zhang, *The Story of Qui Ju*; Zwick, *Glory*; Leigh, *Secrets and Lies*; Fellini, *8 1/2*; Allen, *Crimes and Misdemeanors*; Lee, *Do the Right Thing*; Frears, *My Beautiful Laundrette*, and Sautet, *Un Coeur en Hiver*. Students must view John Sayles's film *Lone Star* and submit a brief review before the first class. Requirements include regular class attendance and active participation in discussion. Students must write five short papers to be shared with other members of the seminar. Enrollment is limited to 22 students.

LAW-97020A. Literary Vision of Copyright: Seminar

Matthew Pearl

Spring. Block I, T 4:45-6:45

In the nineteenth century, problems in international copyright meant that few authors here could earn a living from writing, contributing to an acute crisis in America's emerging literary identity. This led to an extraordinary nexus

between law and literature that forms the heart of this seminar: many of the preeminent English-speaking literary figures of the nineteenth century became ad hoc copyright lobbyists and theorists in an effort to reshape and re-imagine intellectual property. Students will read and write about three main sets of text: (1) the relevant American and British copyright laws of the nineteenth century; (2) the writings and speeches of the literary figures who worked to transform copyright; and (3) the stories and novels of these authors that can be viewed through our particular lens of concerns over the ownership, theft and control (legal and moral) of text. Included in these readings will be Charles Dickens, Henry Wadsworth Longfellow, Mark Twain and Edgar Allan Poe. Not offered 2007-2008.

LAW-97351A. Moral Order and the Irrational: Readings in Nietzsche and Freud: Seminar

Richard Parker and Alan Stone

Fall. Block K, Th 5-7

This seminar will reexamine selected texts of Nietzsche (1844-1900) and Freud (1856-1939), two thinkers who challenged the moral order on the basis of claims that they had unmasked the natural order and revealed the human condition. The work of the seminar will involve a close and critical reading of the texts that challenged traditional authority and shaped the moral skepticism of the twentieth century. Students will be required to submit 4 brief critical papers (1500 words) dealing with the assigned readings in the course of the seminar. The papers will be distributed prior to each seminar and serve as a focus for discussion. Regular attendance and active participation is expected.

LAW-44600A. Psychiatry and the Law

Alan A. Stone

Winter term.

This course will examine the recent developments in mental health law, civil commitment, the right to refuse treatment, competency to stand trial, the insanity defense, recovered memory, and psychiatric malpractice. Psychiatric materials will be examined in detail in an effort to analyze the medical model of mental illness and its limitations for legal purposes. Examples of material to be studied: the major psychoses, suicide, recovered memory, the sexual deviate, and the psychiatric concepts of the sociopath. Consideration will also be given to various psychiatric treatments and their possible abuse; e.g., drugs, behavior modification, electro-shock therapy, and psychosurgery. Photocopied materials.

LAW-45560A Risk

David Rosenberg and David Cope

Fall. Block E, M,T 1:15- 2:45

Reduction and allocation of risk is a primary goal of a great variety of societal institutions. Social Security, Workmen's Compensation, regulatory agencies from the FDA to the EPA, private insurance markets, financial markets and the tort law system-all are implicated in the management of social risk. Critical perspective on the design and functioning of such institutions requires mastery of fundamental concepts from economics, psychology, philosophy, and political science among other disciplines.

After providing some of this necessary theoretical background, we will take a look at some of the above institutions from an institutional design perspective, i.e., with the question of the effectiveness of the current systems, rules, and practices uppermost and with an eye to formulating new approaches. Not offered 2007-2008.

LAW-98471A. Scientific and Legal Doubt Workshop: Seminar

Martha Minow and Peter Galison (FAS) Fall. Block W 4-6

In the Fall of 2006, Peter Galison and Martha Minow, will offer an inter-school workshop involving faculty and students and addressing 'Scientific and Legal Doubt.' The workshop will address questions such as: How should we understand disputes over science when courts, legislatures, and agencies have decisions to make? Is it possible to separate the doubt that is necessary to the development of knowledge from doubt that is produced by parties acting from self-interest to influence public policy? Topics include: Is there climate change due to human intervention? What are the effects of tobacco, asbestos, low-level radiation? Is Darwinian evolution 'just a theory'? This faculty-student seminar will explore the taxonomy of doubt within science and the law, and to characterize their collision. The group will aim to produce jointly a student-faculty-guest expert 'commission report.' We will meet Wednesdays, 4-6. The workshop is open to graduate students, undergraduates, law students and others by permission of the instructors; interested law students should submit to Kristin Flower, kflower@law.harvard.edu, an explanation of their backgrounds and reasons for being interested in the workshop by September 5, 2006. Not offered 2007-2008.

LAW-46310A. Sexual Orientation and the Law

William B. Rubenstein

Winter. M,T,W,Th,F 9- 12

This course will explore the relationship between sexual orientation and law. It begins by considering the concept of 'sexual orientation' - What are we

talking about when we talk about sexual orientation? What is meant by that conversation? What are the relationships between sex, sexuality, sexual orientation, gender, and 'trans'gender? After initial consideration of these over-arching questions, the course is organized according to the life experiences of lesbians, gay men, and bisexuals. It considers how the legal system regulates: sexuality; expressions of identity (e.g., 'coming out'); the workplace; same-sex relationships; and queer parenting. Most of the legal doctrine considered in the course is constitutional in nature, including in-depth studies of the right to privacy, the First Amendment, and the equal protection clause; the course also encompasses basic employment law (e.g., Title VII) and family law doctrines. The course's legal readings are placed within an historical framework and are supplemented by more theoretical texts of 'queer theory,' as well as by selections of psychology, sociology, philosophy, theology, fiction, poetry, oral history, and journalism. Not offered 2007-2008.

LAW-98841A. Stem Cell Research: Seminar

Russell Korobkin

Fall. Block D, Th 10-12.

This seminar will focus on the range of legal and policy issues raised directly or indirectly by the current excitement in the scientific community over stem cell research. Topics will include the following: federal funding of embryonic stem cell research; therapeutic (research) cloning and reproductive cloning purposes; whether stem cells themselves should be patentable; ownership of intellectual property issues in publicly funded research; informed consent issues in stem cell research; tissue markets for biomedical research, and regulation of stem cell treatments through the regulatory and tort systems. Grades will be based on active participation in seminar discussions and a research paper (and presentation) analyzing a specific issue(s) or critically assessing a reading/set of readings.

LAW-99485A. Understanding Terrorism: Seminar

Jessica Stern

Spring. Block K, Th 5-7.

Terrorism is among the gravest threats facing the world today, and lawyers are increasingly required to know something about it. This seminar will focus on why terrorists do what they do. We will assess terrorists' motivations and how they market their causes to various publics. Themes will include ethics -- both of terrorist behaviors and state responses and the rationality and psychology of terrorist operatives and their organizations. We will explore these themes with case studies of a variety of terrorist groups at different points in history and from different parts of the world. We will

explore the role of fear both in leading to terrorist crimes and to our potential over-reactions that can play, ironically, directly into the hands of the adversary. We will examine the dilemma faced by democratic states -- how to respond effectively without compromising civil liberties and human rights. What lessons can be derived from other countries' experiences in countering terrorism? How are US policies perceived abroad, and what do these perceptions do to the effectiveness of counter-terrorism efforts?

Harvard Medical School

<http://www.medcatalog.harvard.edu/>

HT930: Social Studies in Bioscience and Biotechnology

M. Fischer and M. Good

Tu 5-7.

This course will focus on changing scientific paradigms and their social medicine (social, ethical, clinical) implications. The course will look very closely at the development of new biotechnologies, at the basic science level, and the social and ethical issues associated with these new technologies. For instance xenotransplantation will provide a window into new understandings of immune mechanisms, but at the same time such troubling ethical issues as changing requirements for informed consent and the nature of risk society. Stem cells and tissue engineering provide a window into both therapeutic cloning and the ethics of, and legislative control of, embryo research. Basic scientists, clinicians, bioethicists and social scientists will make presentations on topics organized thematically. These include the changing political economy of biotech research (university-industry relations, venture capital, etc.); problems associated with the adaptation of new biotechnologies for clinical settings; the ethical issues that emerge from clinical research and clinical use of new technologies (including clinical trials); and the broader social ethics associated with the differential availability and use of new technologies, pharmaceuticals or experimental procedures across rich and poor nations. Students and faculty will reflect on these issues based on cases presented in class, drawing on recent literature from medical ethics, the social studies of science and medical anthropology.

MA902.0: Narrative Ethics: Literary Texts and Moral Issues in Medicine

M. Montello

Tu, Th 4-6.

This eight-session course, especially suited for a mixed group of first, second, third and fourth-year students, uses literary narratives and poetry to study ethical issues in medicine. This methodology emphasizes the importance of context, contingency, and circumstances in recognizing, evaluating, and resolving moral problems. The seminar will focus on developing the skills of critical and reflective reading that increase effectiveness in clinical medicine. Texts will include short fiction and poetry by authors such as Woolf, Chekhov, Carver, Kafka, Hurston, Marquez and

Tolstoy. The instructor will provide necessary philosophic and literary context at the beginning of each session, the balance devoted to class discussion. During the course, students will keep a reading journal that examines the meanings of illness, the moral role of the physician, and the relevance of emotions, culture, faith, values, social realities, and life histories to patient care.

SM700.0: The Social Roots of Health and Disease

A. Castro, P. Farmer, H. Behforouz, J. Millen

This course is intended for students interested in working with underserved populations in the United States and internationally. By closely examining pressing problems in global health and social medicine, the course prepares students to become informed world leaders in new and ongoing efforts to improve the health conditions of those overburdened by poverty, marginalization and social injustice. By the end of the course, students will have gained an understanding of how social forces become embodied as pathologies and how specific political, economic and historic processes influence the distribution of disease among different populations.

Each class period will be case-based and will focus on a set of medical problems of relevance to people living at the margins of society. Students will analyze the medical problems in terms of central ethical and socioeconomic considerations related to current world events and globalization in general. They will also examine the constraints and opportunities afforded key players in global health—local populations, national governments, and multilateral health agencies—in their efforts to remedy health inequalities and improve overall health. The course will cover old scourges and new infectious diseases, including diseases associated with economic vulnerability, food insecurity, lack of access to potable water, detrimental environmental policies, social injustices, violence, and social unrest. Students will be given ample opportunity to work individually and in teams to develop interventions and solutions to the problems addressed in class.

The course is taught by a team of physicians and medical anthropologists engaged in the practice of social medicine in Latin America, Africa, Russia, and the United States.

SM702.0: Poverty, Culture and Infectious Disease

P. Farmer and A. Castro

Tu 12:30-2.

The seminar is organized around three diseases, used as case studies, and is structured to incorporate social, clinical and epidemiological data. The

course faculty will bring a mix of disciplinary experience to bear upon a rethinking of tuberculosis, dengue, and AIDS, all of which disproportionately affect the poor. The goal of the seminar is to analyze ways in which social, economic and political factors influence basic ecological processes and biological mechanisms that in turn alter the distribution of pathogenic organisms, diseases, and illness outcomes. Beginning with a brief history of each disease, we will spend two to three weeks working through a set of case materials. In class discussions and through student presentations, we will highlight problems that are often obscured in the literature, overlooked in clinical settings, and neglected by health sector decision makers. In each case, we will ask how a critical rethinking of the topic might help in formulating more effective interventions.

SM707.0: The Social History of Medicine

J. Greene and S. Podolsky

Tu 4-6.

This course will explore selected topics that demonstrate the interactions between disease, medicine, and society. It will also use historical analysis to place contemporary medical theory and practice into their broad social and cultural contexts. Material will be drawn from American medical history, and topics will include: the social sources of disease; the cultural malleability of diagnostic categories; changing patterns of patient-doctor relationships; the impact of research and technology on medical practice; reforms of medical education; the history of hospitals and hospital architecture; historical approaches to issues of race and gender in medicine; and the status and impact upon the orthodox profession of “alternative” medicine.

SM715.0: Seminar in Global Health Equity

M.D. Good and R. Crone

Th 4-6.

This student-faculty seminar on global health equity will explore a variety of topics with HMS and HSPH faculty who work in the field of global health. Topics include historical overviews and political analyses of global health and health inequalities; social justice and human rights perspectives on global health; political and technical responses of WHO, states, donor organizations and other NGO and IGO global institutions. Examples include studies that address problems of access, equity and quality in health systems; ethical issues in global and local medical practice and in medical missions and interventions. The topics include cases that address many of the major global health challenges of the 21st Century from diverse disciplinary

perspectives. The seminar is designed for medical students who wish to pursue a concentration in Global Health. Course requirements include participation in discussion and analysis during seminars, drawing on assigned reading materials, plus a short research based essay or draft proposal for a summer project in the field of global health.

SM720.0: Gender, Sexuality and the Politics of Health

E. Miller and E. Case

Th 2-4.

This seminar examines broadly the construction of gender and sexuality in relation to health care inequalities, distribution of disease, illness experiences and health policy. The course will draw on readings from the history of medicine, feminist anthropology, gay/lesbian studies, epidemiology and health policy. Particular attention will be paid to the ways in which race/ethnicity, social class and poverty intersect with gender differences in health. Specific areas to be discussed include the history of women's health and homosexuality in the discourses of madness, domestic violence, eating disorders, HIV/AIDS in the US and abroad, politics of reproduction and reproductive technologies, and other related topics. Students are strongly encouraged to also enroll in Human Sexuality, ME735.0.

Harvard School of Public Health

<http://www.hsph.harvard.edu/registrar/courses/index.shtml>

HPM213. Public Health Law

M. Mello

Spring 1

This course examines the many ways in which the law impacts the public health. Among the questions explored are: What authority does the government have to regulate in the interest of public health? How are individual rights balanced against this authority? What are the promises and pitfalls of using laws and litigation to achieve public health goals? The course investigates these issues as they operate a range of specific contexts in public health and medical care, including the control and prevention of HIV/AIDS and other communicable diseases, tobacco regulation, rights to have and refuse medical care, reproductive health, and lawsuits against tobacco and gun companies. The course emphasizes constitutional law, but also touches on criminal law, tort law and intellectual property law. Instruction is through interactive lectures with a significant amount of class discussion. Most classes will revolve around two to three legal cases. The previous year's syllabus is available on the course website.

ID250. Ethical Basis of the Practice of Public Health

D. Wikler

Spring 1

Lectures, case studies. Two 2-hour sessions each week. Evaluation: Exams plus one term project (case study term paper, in-class debate, or tutorial) Provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates of public health policy. Helps students develop their own capacities to analyze, criticize, evaluate, and construct policy-oriented arguments The practice of public health require moral reflection and argument for a number of reasons. Public health measures often make demands on the public, such as changes in lifestyles or restrictions of liberties, and these must be justified. Practitioners of public health frequently face ethical dilemmas, both in framing policy and in practice in the field, whose optimal resolution is uncertain. The work of public health practitioners is sometimes challenged on moral grounds, which must be examined and, when appropriate, countered. The resources for moral argument and justification in public health are found in moral philosophy and philosophical theories of justice; and also in history, the social sciences, and in the science of public health

itself. Students in this course will survey some of the principle philosophical approaches in addressing a number of ethical controversies in contemporary public health.

PIH283. Pharmaceutical Policy and Global Health

Michael R. Reich

Spring. M 4:30-6:30

Lectures, case studies: One two-hour session each week. The course consists of readings and presentations on major issues related to pharmaceutical policy and global health, with particular attention to access to medicines. Topics will include: essential drugs, the global market for pharmaceuticals, patents, drug development, price policy, international trade agreements, drug development for neglected diseases, non-governmental organizations, generic drugs, vaccines, AIDS medicines, drug donation programs, and the politics of national drug policies.. Each session will consist of a brief presentation by a student, followed by general discussion. Some topics will be presented by visiting experts. Each student will be required to write a 15-20 page paper.**Course Note:** The seminar will meet once a week on Mondays, 4:30 to 6:30 PM at the Center for Population and Development Studies (9 Bow Street, Cambridge) for the Spring Semester. Enrollment limited to 20, instructor's signature required. Interested students should submit a CV and short statement (300) words on why they want to take the course to michael_reich@harvard.edu. No auditors. (5.06)

PIH293 Individual and Social Responsibility for Health

D. Wikler

Fall 1

The concept of responsibility for health plays a key role in health policy, but it is rarely articulated or evaluated. In this course, students will consider alternative understandings of assignments of responsibility for health to individuals, the state, the family, communities, nonprofit and for-profit firms, and other entities. They will identify their occurrences in health policy debates, assess the cogency of their use in ethical arguments in health policy, and trace the policy consequences of their normative analyses. The course will also serve as an introduction to ethical perspectives on public health.**Course Note:** Minimum enrollment of 15 required. Evaluation of Performance: Exams and a term project identifying and evaluating the role of responsibility for health in an area health policy. (5.06)

SHH215 History, Politics & Public Health: Theories of Disease Distribution

N. Krieger

Fall

This course focuses on social and scientific contexts, content, and implications of theories of disease distribution, past and present. It considers how these theories shape questions people ask about--and explanations and interventions they offer for--patterns of health, disease, and well-being in their societies. After examining the role of theory in the production of scientific knowledge, Part I reviews both text-based theories of disease distribution developed in ancient Greece, China, and India, and oral traditions reflecting diverse American Indian, Latin American, African, and medieval European explanations of disease distribution. Parts II and III then focus on theories employed in past and present epidemiologic research because of their influence on current efforts to understand and improve the public's health. Part II considers the rise of epidemiology as a distinct discipline in both Europe and the United States, from 1700 to 1950. Part III examines current theories and controversies, and employs selected case examples to illustrate their application to--and implications for understanding--current and changing population distributions of disease and social inequalities in health, especially in relation to class, race/ethnicity, gender and sexuality. Emphasizing relationships between epidemiologic theory and practice, theories and frameworks covered include: miasma, contagion, germ theory, biomedical model, lifestyle, social production of disease, population health, lifecourse, health and human rights, and ecosocial theory. **Course Activities:** Brief reflection papers on readings each week, class participation, one group project (textbook survey), one final paper. **Course Note:** Enrollment limited to 25 students, with preference given to doctoral students in SHDH; signature of instructor required; no auditors. (5.06)