# HISTORY OF SCIENCE (HIST SCI)

**HIST SCI/ENVIR ST/HISTORY 125 — GREEN SCREEN: ENVIRONMENTAL PERSPECTIVES THROUGH FILM**
3 credits.

From Teddy Roosevelt's 1909 African safari to the Hollywood blockbuster King Kong, from the world of Walt Disney to The March of the Penguins, cinema has been a powerful force in shaping public and scientific understanding of nature throughout the twentieth and twenty-first century. How can film shed light on changing environmental ideas and beliefs in American thought, politics, and culture? And how can we come to see and appreciate contested issues of race, class, and gender in nature on screen? Explore such questions and come to understand the role of film in helping to define the contours of past, present, and future environmental visions in the United States, and their impact on the real world struggles of people and wildlife throughout the world.
**Requisites:** None
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2025
**Learning Outcomes:** 1. Interpret film as a historical document and place it in a particular historical context.
Audience: Undergraduate

2. Describe the changing historical contours of environmentalism and how the past continues to shape diverse perspectives relating to the meaning and representation of "the environment," particularly with respect to issues of class, gender, and race.
Audience: Undergraduate

3. Identify major environmental issues and controversies of the past, present, and future in the United States and around the world.
Audience: Undergraduate

**HIST SCI/HISTORY/MED HIST 132 — BEES, TREES, GERMS, AND GENES: A HISTORY OF BIOLOGY**
3 credits.

How did today's biology emerge out of the diverse traditions of agriculture and natural history (bees and trees), biomedicine and molecular biology (germs and genes), which stretch back into the eighteenth century? Examines classic texts and "game-changers" in the history of biology, putting them into broader scientific and social contexts to see how these different ways of knowing intertwined, competed, and yielded novel approaches to the study of life that still shape today's life sciences.
**Requisites:** None
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Summer 2025
**Learning Outcomes:** 1. Identify key ideas, people, places, and events in the history of biology.
Audience: Undergraduate

2. Connect a passage of professional or popular scientific writing in biology to larger historical themes and trends.
Audience: Undergraduate

3. Analyze similarities and differences in scientific expression across different people, genres, and time periods.
Audience: Undergraduate

4. Explain how past ideas about classification and evolution; organismal organization; disease causation and medical intervention; and mastery of genetic machinery have shaped present-day assumptions and attitudes about biology and human nature.
Audience: Undergraduate

**HIST SCI 133 — BIOLOGY AND SOCIETY, 1950 - TODAY**
3 credits.

From medical advancements to environmental crises and global food shortages, the life sciences are implicated in some of the most pressing social issues of our time. Explores events in the history of biology from the mid-twentieth century to today, and examines how developments in this science have shaped and are shaped by society. Investigates the origins of the institutions, technologies, and styles of practice that characterize contemporary biology, such as the use of mice as "model organisms" for understanding human diseases. Examines biological controversies such as the introduction of genetically modified plants into the food supply. Explores how biological facts and theories have been and continue to be used as a source for understanding ourselves.
**Requisites:** None
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2024
**Learning Outcomes:** 1. Develop an appreciation for the ways in which the institutions, practices, and ways of thinking associated with contemporary biology are specific to a particular place and time, and have changed over time
Audience: Undergraduate

2. Identify and state the significance of key people and events in the recent history of biology
Audience: Undergraduate

3. Understand key theoretical frameworks for describing interactions between biology and society, and be able to apply these frameworks to new empirical cases
Audience: Undergraduate

4. Identify and evaluate the strength of the arguments and evidence used in an academic paper
Audience: Undergraduate

5. Extrapolate complex arguments to new contexts and assess how new information would change the argument
Audience: Undergraduate

**HIST SCI 150 — THE DIGITAL AGE**
3 credits.

An introduction to the history of the computer from the 1940s to the present day, major developments in computer science and technology in their historical contexts, and recent trends in computing and society. We learn about machines, but emphasize the study of people: the institutions, scientists, workers, and social movements that invented, facilitated, and transformed digital technology in the 20th and early 21st century.
**Requisites:** None
**Course Designation:** Breadth - Humanities
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Identify key technological developments, periods, and themes in the history of computing
Audience: Undergraduate

2. Analyze primary cultural and technical sources from the history of technology in the 20th century
Audience: Undergraduate

3. Engage ongoing developments in computer science and digital technology with historical and critical perspective
Audience: Undergraduate

4. Write and speak conscientiously about digital technology's effects in society
Audience: Undergraduate

5. Recognize factors that contribute to technological change
Audience: Undergraduate

**HIST SCI 160 – ENGINEERING INEQUALITY: TECHNOLOGY AND INEQUITY THROUGHOUT HISTORY**
3-4 credits.

Offers an introduction to the history of technology centered around the relationship between technology and various forms of social inequality. Addresses: 1) how gendered, racial, and class-based disparities have shaped the history of technology; 2) how forms of engineered inequity have intersected with state-building, colonial projects, environmental degradation, and revolutionary programs; 3) how technology has been implicated in attempts to imagine a more just society. Introduces central themes and concepts in the histories of science, medicine, and especially technology. Examines case-studies that are transnational in scope and move chronologically from the 17th century to the present. Also gives significant attention to histories of technology that originated outside of the U.S. and Europe.
**Requisites:** None
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Identify and summarize key concepts in the history of technology
Audience: Undergraduate

2. Utilize historical methods and techniques and apply these to analyze primary sources including print media, visual art, film, web-based content, and technical materials
Audience: Undergraduate

3. Apply concepts from the history of technology to relevant present-day issues in engineering and technology policy
Audience: Undergraduate

4. Produce original arguments that demonstrate critical thinking skills and draw on course concepts, arguments specifically about the role of technology—as a collection of material, social, and political practices—and technological change in the contemporary world
Audience: Undergraduate

**HIST SCI 201 – THE ORIGINS OF SCIENTIFIC THOUGHT**
3 credits.

Emergence of scientific method and scientific modes of thought out of ancient philosophical and religious traditions; the impact of ancient science on medieval Christendom; the origins and development of the Copernican-Newtonian world view.
**Requisites:** Not open to students with credit for ILS 201 or HIST SCI/ HISTORY 323
**Course Designation:** Breadth - Humanities
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2025
**Learning Outcomes:** 1. Identify and explain how premodern science was shaped by its social, cultural, and material contexts.
Audience: Undergraduate

2. Interpret historical sources to construct evidence-based arguments concerning premodern science.
Audience: Undergraduate

**HIST SCI 202 – THE MAKING OF MODERN SCIENCE**
3 credits.

Major trends and developments in the sciences from the 17th century to the early 20th century. Emphasis on those with broad cultural and social implications.
**Requisites:** None
**Course Designation:** Breadth - Humanities
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Identify and explain critical developments in how the natural world has been analyzed and understood in early modern and modern periods and cultures.
Audience: Undergraduate

2. Identify and explain how science and its history have served a wide range of purposes in early modern and modern periods.
Audience: Undergraduate

3. Recognize and evaluate how early modern and modern science has been deeply shaped by its historical, social, cultural, intellectual, and material contexts.
Audience: Undergraduate

4. Interpret and evaluate historical sources to construct persuasive arguments concerning science and its history in the early modern and modern periods.
Audience: Undergraduate

**HIST SCI/ASTRON 206 – HISTORY OF ASTRONOMY AND COSMOLOGY**
3 credits.

The development of astronomical knowledge and cosmological views from the earliest times to the present, viewed in their social, philosophical, and technological contexts.
**Requisites:** None
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Summer 2024
**Learning Outcomes:** 1. Discuss the history of modern astronomy, with an emphasis on tracing how our current conception of the universe has developed.
Audience: Undergraduate

2. Describe the ancient background to western European astronomy, the role of astronomy in the scientific revolution of the 16th and 17th centuries, the development of modern astrophysics, and Wisconsin's contributions to modern astronomy.
Audience: Undergraduate

3. Engage actively and critically with primary historical sources, including Galileo's Siderius Nuncius, through reading, writing, discussion, and examination of rare books.
Audience: Undergraduate

4. Evaluate historical subjects and works in their own contexts while also appreciating their significance for our own world view.
Audience: Undergraduate

5. Demonstrate some familiarity with astronomical instruments, observatories, and technologies through actual use, visits, and class demonstrations.
Audience: Undergraduate

**HIST SCI 211 – THE HISTORIAN'S CRAFT: SCIENCE, MEDICINE, AND TECHNOLOGY**
3-4 credits.

Conduct original historical research in the fields of history of science, medicine, or technology and convey the results to others. Become historical detectives through engagement with archival materials and disciplinary methodologies in the histories of science, medicine and technology; practice defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing discussions. Confer individually with and receive feedback from instructors to improve skills of historical analysis and communication in written and other formats. May not be repeated for credit.
**Requisites:** Satisfied Communications A requirement. Not open to students with credit for HISTORY 201
**Course Designation:** Gen Ed - Communication Part B
Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Ask Questions: develop the habit of asking questions, including questions that may generate new directions for historical research.
Audience: Undergraduate

2. Find Sources: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.
Audience: Undergraduate

3. Evaluate Sources: determine the perspective, credibility, and utility of source materials.
Audience: Undergraduate

4. Develop and Present an Argument: use sources appropriately to create, modify, and support tentative conclusions and new questions.
Audience: Undergraduate

5. Plan Further Research: draw upon preliminary research to develop a plan for further investigation.
Audience: Undergraduate

6. Communicate Findings Effectively: make formal and informal, written and oral presentations tailored to specific audiences.
Audience: Undergraduate

**HIST SCI/MED HIST 212 – BODIES, DISEASES, AND HEALERS: AN INTRODUCTION TO THE HISTORY OF MEDICINE**
3 credits.

A survey of different conceptions of how the body as a site of sickness has been understood from Antiquity to contemporary medicine. Includes consideration of the origins and evolution of public health, the changing social role of healers, and the emergence of the modern "standardized" body in health and illness.
**Requisites:** None
**Course Designation:** Breadth - Humanities
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Identify important themes, theories, events, and people in the global history of medicine from Antiquity to the present day.
Audience: Undergraduate

2. Describe how historical medical systems were developed in the context of an interconnected world.
Audience: Undergraduate

3. Analyze the ways in which understandings of bodies, diseases, and healers are influenced by society and culture, and change over time.
Audience: Undergraduate

4. Contextualize modern health debates and systems within the history of medicine.
Audience: Undergraduate

**HIST SCI/ENVIR ST 213 – GLOBAL ENVIRONMENTAL HEALTH: AN INTERDISCIPLINARY INTRODUCTION**
3 credits.

Provides an introduction to the intersections of health and environment on a global scale. Exposes students to a range of problems in global environmental health, including climate change, disease ecology, and the globalization of disease.
**Requisites:** None
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Recognize the utility of humanistic methods for the study of global environmental health
Audience: Undergraduate

2. Develop critical thinking skills through techniques of close reading and written analysis
Audience: Undergraduate

3. Understand essential developments in the evolving relationship between the environment and public health on a global scale.
Audience: Undergraduate

4. Explain the social, economic, and/or environmental dimensions of the sustainability challenge(s) of global health issues in developing and industrialized countries
Audience: Undergraduate

5. Describe the social, economic, and environmental dimensions of climate change, agriculture, and the built environment and identify potential tradeoffs and interrelationships among these dimensions at a level appropriate to the course.
Audience: Undergraduate

**HIST SCI 218 – HISTORY OF TWENTIETH CENTURY AMERICAN MEDICINE**
3 credits.

Introduction to the development of the modern American medical care system.
**Requisites:** None
**Course Designation:** Breadth - Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2025
**Learning Outcomes:** 1. Identify the social, cultural, and political factors that have shaped the health care system and health institutions in 20th century America.
Audience: Undergraduate

2. Analyze the changing interactions of patients, physicians, nurses, and other health care personnel over the last century.
Audience: Undergraduate

3. Describe how the experience of illness was transformed in the 20th century, and the changing role of technologies, pharmaceuticals, and medical research.
Audience: Undergraduate

4. Understand the ways in which assumptions about race, gender, and socio-economic factors affect the experience of illness and health outcomes over the long twentieth century.
Audience: Undergraduate

**HIST SCI 222 – TECHNOLOGY AND SOCIAL CHANGE IN HISTORY**
3 credits.

Topics in the history of technology. Themes include the social basis of technical change, the impact of technology on everyday life, and ethical issues in technology in the last four centuries.
**Requisites:** Sophomore standing or 3 credits in HISTORY or HIST SCI
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Fall 2020
**Learning Outcomes:** 1. Identify and summarize key concepts in the history of technology
Audience: Undergraduate

2. Utilize historical methods and techniques and apply these to analyze primary sources including print media, visual art, film, web-based content, and technical materials
Audience: Undergraduate

3. Apply concepts from the history of technology to relevant present-day issues in engineering and technology policy
Audience: Undergraduate

4. Produce original arguments that demonstrate critical thinking skills and draw on course concepts, arguments specifically about the role of technology—as a collection of material, social, and political practices—and technological change in the contemporary world
Audience: Undergraduate

**HIST SCI 250 – SPECIAL TOPICS IN HISTORY OF SCIENCE (INTRODUCTORY)**
3 credits.

Special topics in the history of science, medicine, and technology.
**Requisites:** None
**Course Designation:** Breadth - Humanities
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Summer 2024
**Learning Outcomes:** 1. Explain developments in science, medicine, or technology in terms of historical context.
Audience: Undergraduate

2. Use historical methods to analyze primary sources related to science, medicine, or technology.
Audience: Undergraduate

3. Construct and defend written and verbal arguments by synthesizing information derived from a range of sources.
Audience: Undergraduate

**HIST SCI/AFROAMER 275 – SCIENCE, MEDICINE, AND RACE: A HISTORY**
3-4 credits.

Surveys the medical and scientific constructions of categories of race, placing the development of racial theories in a broad social and political context. Pays particular attention to the importance of racial science in slavery and colonialism.
**Requisites:** None
**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement
Breadth - Either Humanities or Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Summer 2025
**Learning Outcomes:** 1. Identify and analyze within their social, cultural and economic contexts key historical issues, and their significance, in the history of the idea of race as it relates to scientific and medical developments.
Audience: Undergraduate

2. Develop an understanding of the mutually shaping interactions between ideas about race and perceptions of social hierarchy, health, illness and medical and anthropological categories.
Audience: Undergraduate

3. Analyze the role of social factors like gender and class, among others, in shaping cultural realities related to race and body normativity.
Audience: Undergraduate

4. Identify the role that scientists, physicians, patients, healthcare providers, scientific institutions and the state play in modeling, ideas about race.
Audience: Undergraduate

5. Discern the impact of programs of global science as they intersect with international politics in the shaping of ideas about human rights, ethnicity, and race.
Audience: Undergraduate

**HIST SCI 280 – HONORS SEMINAR: STUDIES IN SCIENCE, TECHNOLOGY, MEDICINE**
3 credits.

Intensive exploration of issues in the history of science. Emphasis on developing critical thinking about science through formal and informal writing.
**Requisites:** Satisfied Communications A requirement and declared in an Honors program
**Course Designation:** Gen Ed - Communication Part B
Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Honors - Honors Only Courses (H)
**Repeatable for Credit:** No
**Last Taught:** Fall 2023
**Learning Outcomes:** 1. Develop and support historical arguments about science, technology, or medicine.
Audience: Undergraduate

2. Locate, collect, and analyze primary sources for the historical study of science, technology, or medicine.
Audience: Undergraduate

3. Revise their own writing effectively, by identifying problem areas and setting strategies for improvement.
Audience: Undergraduate

**HIST SCI 286 – HONORS SEMINAR: STUDIES IN SCIENCE, TECHNOLOGY, MEDICINE**
3 credits.

Intensive exploration of issues in the history of science. Emphasis on developing critical thinking about science through discussion of readings and written exercises.
**Requisites:** Declared in an Honors program
**Course Designation:** Breadth - Humanities
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Honors - Honors Only Courses (H)
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2019
**Learning Outcomes:** 1. Explain developments in science, medicine, or technology in terms of historical context.
Audience: Undergraduate

2. Use historical methods to analyze primary sources related to science, medicine, or technology.
Audience: Undergraduate

3. Construct and defend written and verbal arguments by synthesizing information derived from a range of sources.
Audience: Undergraduate

4. Compare different approaches in historical scholarship on science, medicine, or technology.
Audience: Undergraduate

**HIST SCI/AGROECOL 301 – (HORTI)CULTURAL ROOTS: HUMAN HISTORIES OF PLANTS AND SCIENCE**
4 credits.

Dig into the history of plant sciences to understand why plants and humans have the relationships they do today. Focus on the experiences of Indigenous Americans and People of Color to understand the roots of inequities in horticulture, agriculture, and other plant sciences. Practice skills as a translator of science and history through engagement with scientific publications, library resources, and archival materials. Define important societal questions, collect and analyze evidence, present original conclusions, and contribute to ongoing discussions about the relationship of people and plants.
**Requisites:** Satisfied Communications A requirement
**Course Designation:** Gen Ed - Communication Part B
Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2025
**Learning Outcomes:** 1. Compare and contrast plant-human systems in multiple historical contexts with an emphasis on the impact of racism
Audience: Undergraduate

2. Produce written and spoken work that incorporates critical reading, logical thinking, and use of evidence that is appropriate to the plant sciences
Audience: Undergraduate

3. Recognize ethnic, racial, and religious minorities' historical and ongoing marginalization in horticulture, agriculture, botany, and other plant-related disciplines
Audience: Undergraduate

4. Effectively participate in a multicultural society through written and spoken contributions to ongoing discussions
Audience: Undergraduate

5. Translate current research into a written and spoken format that is relevant and understandable to a public audience and scholars in other disciplines
Audience: Undergraduate

6. Apply core library resources to research and communication about human-plant systems
Audience: Undergraduate

**HIST SCI/ECON 305 – DEVELOPMENT OF ECONOMIC THOUGHT**
3-4 credits.

Development of economic thought from the middle ages to the present; emphasis on major schools of thought including Classical, Marxian, Neo-Classical, and Keynesian schools.
**Requisites:** (ECON 101 and 102) or (ECON 102 and A A E 101 or 215 prior to Fall 2024) or ECON 111
**Course Designation:** Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2021
**Learning Outcomes:** 1. Describe the evolution of the methodology of economics.
Audience: Undergraduate

2. Explain what Adam Smith wrote and what he did not write.
Audience: Undergraduate

3. Discuss the dual role of economics as a social science and as an art (moral philosophy).
Audience: Undergraduate

**HIST SCI/HISTORY 323 – THE SCIENTIFIC REVOLUTION: FROM COPERNICUS TO NEWTON**
3 credits.

An introduction to the formative period of modern science, including major ideas and events in the physical and life sciences from Copernicus to Newton.
**Requisites:** Junior standing or (graduate/professional standing and concurrent enrollment in HIST SCI 623)
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2024
**Learning Outcomes:** 1. Explain critical developments in how the natural world was understood in early modern Europe.
Audience: Undergraduate

2. Describe how early modern European science was shaped by its cultural contexts.
Audience: Undergraduate

3. Analyze and interpret early modern European scientific books as historical objects.
Audience: Undergraduate

4. Use historical texts and objects to construct evidence-based arguments concerning science and its history.
Audience: Undergraduate

**HIST SCI/MED HIST/RELIG ST 331 – SCIENCE, MEDICINE AND RELIGION**
3 credits.

Introduction to the study of religion, science, and medicine. Focus on how religion, science, and medicine have shaped practices of knowledge production and meaning making with respect to human life, by considering theories of human history and racial progress; how logics of contagion structure human relationships and communal boundaries; the variety of ways of understanding and caring for bodies; and the place of humans within broader ecologies.
**Requisites:** Junior standing
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2024
**Learning Outcomes:** 1. read and interpret critically primary and secondary source texts about religion, science, and medicine
Audience: Both Grad & Undergrad

2. access and utilize a variety of resources and methods for critical inquiry and research in religious studies, history of science and medicine, and science and religion
Audience: Both Grad & Undergrad

3. categorize, analyze, and compare core concepts in religious studies, the history of science and medicine, and science and religion, such as the conflict thesis; knowledge production; creation/evolution; eugenics; race; gender; embodiment; care; health/healing; capitalism; and progress narratives
Audience: Both Grad & Undergrad

4. identify, evaluate, and interpret the interrelationships and impact of religious and and scientific worldviews as related to health, bodies and communities
Audience: Both Grad & Undergrad

5. perform textual analysis, primary source research and synthesis of scholarly ideas, in persuasive writing, oral communication, active listening, and with critical empathy
Audience: Both Grad & Undergrad

6. create conversations about complex topics that seek academic excellence, honesty, and integrity
Audience: Both Grad & Undergrad

7. engage with the academic literature on religion, science, and medicine that is pertinent to the student's specific research area and apply it to facilitate original primary source analysis
Audience: Graduate

**HIST SCI 343 – THE DARWINIAN REVOLUTION**
3 credits.

Scientific, social, religious and related dimensions of the evolution hypothesis from predarwinian speculation and Darwin's own work to later support, criticism and continuing investigation. Coverage reaches into the twentieth century.
**Requisites:** Junior standing
**Course Designation:** Breadth - Humanities
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2020
**Learning Outcomes:** 1. Identify the main features of Darwin's own theory and its similarities and differences from evolutionary theories before and since.
Audience: Both Grad & Undergrad

2. Summarize, compare, and contrast leading social and religious issues involved in the reception of Darwin's theory in different settings.
Audience: Both Grad & Undergrad

3. Identify the differences between primary sources and secondary sources in the history of science, and use them appropriately in analyzing historical questions.
Audience: Both Grad & Undergrad

4. Use evidence and analysis to explain change over time in the history of evolutionary thought.
Audience: Both Grad & Undergrad

5. Develop an original historical argument based on primary sources and using secondary sources to construct a framework.
Audience: Graduate

**HIST SCI 350 – SPECIAL TOPICS IN THE HISTORY OF SCIENCE**
2-3 credits.

Readings/discussion of varying topics in History of Science, Medicine, and Technology.
**Requisites:** Sophomore standing or 3 credits in HIST SCI
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Fall 2025
**Learning Outcomes:** 1. Explain developments in science, medicine, or technology in terms of historical context.
Audience: Undergraduate

2. Use historical methods to analyze primary sources related to science, medicine, or technology.
Audience: Undergraduate

3. Construct and defend written and verbal arguments by synthesizing information derived from a range of sources.
Audience: Undergraduate

4. Understand science, technology, or medicine as products of diverse people and places.
Audience: Undergraduate

**HIST SCI 360 – HEALTH INEQUALITIES IN THE LONG 20TH CENTURY**
3 credits.

Analyze historical factors impacting healthcare cost, access, and services with focus on social determinants of health in the United States across the long 20th century. Evaluate current state of the field through literature reviews and conversations with guest lecturers. Apply historical analysis in consideration of current disparities in health resources. Produce original research project and policy proposal at intersection of public health, medical history, and health law and policy.
**Requisites:** Sophomore standing
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2023
**Learning Outcomes:** 1. Analyze changing concepts, measurements, and markers of health across time and place.
Audience: Undergraduate

2. Understand contemporary challenges in addressing healthcare disparities drawing upon historical context and the development of research norms and practices in the field.
Audience: Undergraduate

3. Articulate informed, well-researched arguments, and situate within the context of the field.
Audience: Undergraduate

4. Conduct and present original research, analyze and synthesize findings to others.
Audience: Undergraduate

**HIST SCI/S&A PHM 401 – HISTORY OF PHARMACY**
2 credits.

Pharmaceutical field, from antiquity to modern medical care; professional; structuring in principal countries of the West.
**Requisites:** Junior standing
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2025
**Learning Outcomes:** 1. Outline the key theoretical issues in the history of medicine and pharmacy
Audience: Undergraduate

2. Explain the relationship, using models of change, between medicines, pharmacy practice, and society
Audience: Undergraduate

3. Assess critically the historiographies of the history of medicine and pharmacy
Audience: Undergraduate

4. Evaluate the reputations of pharmacy practices, organizations, and key actors
Audience: Undergraduate

5. Communicate effectively conclusions regarding the history of medicines and pharmacy
Audience: Undergraduate

6. Apply historical understandings to contemporary issues regarding pharmacy, drug regulation, and political conflicts
Audience: Undergraduate

**HIST SCI 404 – A HISTORY OF DISEASE**
3-4 credits.

What is disease? Who decides? What are the consequences of labeling a behavior a disease? Can disease be a tool of liberation? Can disease be an instrument of oppression? How do race, class, and gender affect our understandings of and experiences with illness? How have diseases shaped American history? Illustrates the various ways disease operates in America and examines the role of disease on at least four levels--political, social, cultural, and personal--to demonstrate that diseases are not merely bodily afflictions; they are also participants in the body politic. Each disease covered is chosen to illustrate a different point about the social and cultural lives of disease in the history of the United States. Though diseases are covered in a chronological fashion, this coverage is not meant as a narrative history of disease.
**Requisites:** Sophomore standing
**Course Designation:** Breadth - Humanities
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Fall 2023
**Learning Outcomes:** 1. Recognize how diseases and responses to diseases have shaped elements of American society and analyze the claim that disease is socially constructed
Audience: Undergraduate

2. Discover and analyze how politics and diseases have intersected in American history
Audience: Undergraduate

3. Describe and analyze how patients have shaped the medical responses, personal reactions and social meanings of disease
Audience: Undergraduate

4. Recognize and describe how race, class, and gender have influenced the experience, meaning, and understanding of disease
Audience: Undergraduate

5. Develop research skills to perform primary source historical research and analyze primary sources to develop a historical argument
Audience: Undergraduate

6. Recognize and describe general trends in the history and the historiography of disease
Audience: Graduate

7. Write a book review suitable for publication in historical journals
Audience: Graduate

8. Identify and analyze historical arguments in historical monographs
Audience: Graduate

9. Sharpen historical research skills and deepen analysis of primary sources in the service of an argument
Audience: Graduate

**HIST SCI/MATH 473 – HISTORY OF MATHEMATICS**
3 credits.

An historical survey of the main lines of mathematical development.
**Requisites:** Consent of instructor
**Course Designation:** Breadth - Either Humanities or Natural Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2025
**Learning Outcomes:** 1. Recall and state the formal definitions of the mathematical objects and their properties used in various mathematical topics throughout history (e.g., content from number theory, analysis, algebra, etc.).
Audience: Undergraduate

2. Use such definitions to argue that a mathematical object does or does not have the condition of being a particular type or having a particular property in the context of these topics.
Audience: Undergraduate

3. Recall and state the standard theorems from these topics, and recall the arguments for these theorems and the underlying logic of their proofs.

Audience: Undergraduate

4. Prove or disprove statements related to the above definitions, properties, and theorems using techniques of mathematical argument (direct methods, indirect methods, constructing examples and counterexamples, induction, etc.).
Audience: Undergraduate

5. Convey arguments in oral and written forms using English and appropriate mathematical terminology, notation, and grammar.
Audience: Undergraduate

6. Explain mathematical ideas and describe their historical contexts.
Audience: Undergraduate

**HIST SCI/HISTORY/MED HIST 508 – HEALTH, DISEASE AND HEALING II**
3-4 credits.

Medicine in Europe from the 18th century to mid-20th century, investigating changes in disease and demography, state interest in health care, the medical professions, and both scientific and alternative medical ideas.
**Requisites:** Junior standing
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2023
**Learning Outcomes:** 1. Recognize the utility of humanistic methods for the study of medicine and public health
Audience: Undergraduate

2. Develop critical thinking skills through techniques of close reading and written analysis
Audience: Undergraduate

3. Understand essential developments in the evolving relationship between medicine and public health in modern societies.
Audience: Undergraduate

**HIST SCI/MED HIST 509 – THE DEVELOPMENT OF PUBLIC HEALTH IN AMERICA**
3 credits.

Health problems in the U.S. from the colonial period to the twentieth century; efforts made toward their solutions.
**Requisites:** Junior standing
**Course Designation:** Breadth - Biological Sci. Counts toward the Natural Sci req
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Identify major historical trends in the history of public health in the United States.
Audience: Undergraduate

2. Understand the tensions between individual rights and population health as they have played out in the past.
Audience: Undergraduate

3. Analyze the social, political, and cultural factors that have influenced societal responses to epidemics and pandemics in American history.
Audience: Undergraduate

4. Develop critical thinking skills by engaging with both primary sources and secondary texts to understand how historians have written the history of public health.
Audience: Undergraduate

5. Evaluate the ways in which understanding the past history of public health can shape policy making in the present.
Audience: Undergraduate

**HIST SCI/GEOSCI 514 – HISTORY OF GEOLOGIC THOUGHT**
3 credits.

Major concepts from earliest to modern times.
**Requisites:** GEOSCI 204 or graduate/professional standing
**Course Designation:** Breadth - Humanities
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2024
**Learning Outcomes:** 1. Describe the progression of ideas in the history of the geological sciences.
Audience: Both Grad & Undergrad

2. Discuss controversies that have existed in geology and how they have been resolved.
Audience: Both Grad & Undergrad

3. Provide a detailed understanding of the theory of continental drift and its relationship to the theory of plate tectonics.
Audience: Both Grad & Undergrad

4. Analyze and evaluate both the nature of science and the process of science, as applied to specific historical developments in geology.
Audience: Both Grad & Undergrad

5. Generate a history in one's subfield in geology or about a specific geologic controversy.
Audience: Graduate

**HIST SCI/AFROAMER/MED HIST 523 – RACE, AMERICAN MEDICINE AND PUBLIC HEALTH**
3 credits.

Provides historical perspectives on current dilemmas facing black patients and health care professionals.
**Requisites:** Junior standing
**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement
Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2025
**Learning Outcomes:** 1. Identify key developments, actors, ideas, and institutions in the broad history of race, medicine and public health in America between 1700 and 2000.
Audience: Both Grad & Undergrad

2. Analyze and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
Audience: Both Grad & Undergrad

3. Evaluate the ways in which ideas about race and assumptions about the meaning of racial difference influenced the care patients of color received and how they experienced their illnesses and injuries.
Audience: Both Grad & Undergrad

4. Understand how conceptions of race profoundly influenced the medical and nursing professions, as well as medical institutions (dispensaries, hospitals, and blood donation centers).
Audience: Both Grad & Undergrad

5. Evaluate the different methodological approaches historians have used to analyze the multiple histories of race, medicine, and public health in the United States in the last two centuries.
Audience: Graduate

**HIST SCI/ENGL/MED HIST 525 – HEALTH AND THE HUMANITIES**
3 credits.

Explores how a humanistic perspective can broaden our understanding of health and medicine. Specifically, we will examine the role of language and culture in the creation and circulation of biomedical knowledge; our lived experiences with illness (physical and mental); the intricate intersections of race, gender, sexuality, disability and medicine; the political dimensions of diagnosis, disease, and epidemics, and the role that fiction, creative non-fiction, comics, and film play in shaping our experiences with health and medicine as health care providers and as patients. The course does not assume any background in science or medicine. One of our recurrent topics, in fact, will be to consider how non-experts interact with medicine and its technical vocabularies. Although the primary objective of the course is to understand the cultural, social, and political dimensions of health and medicine, a secondary objective is for students to become more savvy patients and, for the few students who might emerge on the other side of the stethoscope one day, more well rounded health care professionals.
**Requisites:** Declared in the Health and the Humanities certificate
**Course Designation:** Breadth - Humanities
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2026
**Learning Outcomes:** 1. Reflect on personal values and experiences in relation to health, illness, and medical care, and use humanities methods to explore them
Audience: Undergraduate

2. Engage respectfully with alternative views on health and illness (especially drawn from different cultures/life experiences), and develop interpersonal skills in class projects
Audience: Undergraduate

3. Identify ethical dilemmas in healthcare, apply analytical tools to these problems, and discuss the benefits and shortcomings of various approaches
Audience: Undergraduate

4. Recognize major historical trends pertinent to the health field and demonstrate an understanding of the connections between events, ideas, and values across time
Audience: Undergraduate

5. Understand how creative and humanistic thinking impacts experiences of illness and can improve the delivery of care and healing
Audience: Undergraduate

**HIST SCI/GEN&WS/MED HIST 531 – WOMEN AND HEALTH IN AMERICAN HISTORY**
3 credits.

Women as patients and as health professionals in America from the colonial period to the present.
**Requisites:** Sophomore standing
**Course Designation:** Breadth - Biological Sci. Counts toward the Natural Sci req
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Summer 2025
**Learning Outcomes:** 1. Summarize how and why women's experiences of health and illness have changed over time.
Audience: Both Grad & Undergrad

2. Recognize how and why experiences of health and illness vary among women.
Audience: Both Grad & Undergrad

3. Interrogate how historical, social, cultural, and political forces shape the experience of health and illness.
Audience: Both Grad & Undergrad

4. Determine the varied ways women have shaped the experience of health and illness as patients, activists, advocates, and health care workers.

Audience: Both Grad & Undergrad

5. Integrate historical research skills and learn to craft and develop arguments from primary sources.
Audience: Both Grad & Undergrad

6. Recognize and describe general trends in the history and the historiography of women's health.
Audience: Graduate

**HIST SCI/GEN&WS/MED HIST 532 – THE HISTORY OF THE (AMERICAN) BODY**
3 credits.

This course demonstrates that human bodies have social and cultural histories. It will highlight the social values placed on different bodies, the changing social expectations bodies create, and the role of science and medicine in creating the cultural meanings of bodies.
**Requisites:** Sophomore standing
**Course Designation:** Breadth - Humanities
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2023
**Learning Outcomes:** 1. Identify and summarize categories of embodied difference.
Audience: Both Grad & Undergrad

2. Analyze how embodied differences have shaped axes of power.
Audience: Both Grad & Undergrad

3. Examine how the experience of embodiment has shaped personal experience in the American past and present.
Audience: Both Grad & Undergrad

4. Integrate historical research skills and learn to craft and develop arguments from primary sources.
Audience: Both Grad & Undergrad

5. Apply historical understanding to current events focused on the body.
Audience: Both Grad & Undergrad

6. Recognize and describe general trends in the history and the historiography of the body.
Audience: Graduate

**HIST SCI/GEN&WS 537 – CHILDBIRTH IN THE UNITED STATES**
3 credits.

Using a reproductive justice framework, analyze contexts, experiences, practices, ideologies, and historiographies of childbirth in the United States from roughly the 17th century to the present, with the heaviest emphasis on the 20th and 21st century. Examines the ways that colonization, genocide, enslavement, racism, capitalism, heterosexism, patriarchy, and ableism have shaped all of these aspects of childbirth. Inquire how key movements and groups resisting some of these forms of oppression have had the power to reshape birth, as well as locating in birth a source of transformational power.
**Requisites:** Sophomore standing
**Course Designation:** Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Spring 2024
**Learning Outcomes:** 1. Explain of the framework of reproductive justice, and use it to analyze contemporary discourses, practices, and conditions of childbirth.
Audience: Undergraduate

2. Assess how racial, sexual, gender, economic, and colonial domination and resistance have shaped both reproductive realities and the ways that childbirth histories have been written and circulated.
Audience: Undergraduate

3. Identify and discuss shifting ideologies and practices of childbirth in the United States over time, and relate these to power.
Audience: Undergraduate

**HIST SCI/MED HIST/POP HLTH 553 – INTERNATIONAL HEALTH AND GLOBAL SOCIETY**
3 credits.

Major problems in international health from 1750 to the present. Focus on disease epidemiology and ecology; political economy of health; migration; quarantine; race, ethnicity, and health care; international health research; cross-cultural healing; mental and maternal health; growth of international health organizations.
**Requisites:** Junior standing
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2021
**Learning Outcomes:** 1. Recognize the utility of humanistic methods for the study of modern international health
Audience: Undergraduate

2. Develop critical thinking skills through techniques of close reading and written analysis
Audience: Undergraduate

3. Understand essential developments in the evolving relationship between global history, politics, and public health on a global scale.
Audience: Undergraduate

**HIST SCI 555 – UNDERGRADUATE SEMINAR IN HISTORY OF SCIENCE**
3 credits.

Advanced research in History of Science.
**Requisites:** HISTORY 201 or 3 Credits in HIST SCI
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Fall 2021
**Learning Outcomes:** 1. Investigate topics in science, medicine, and/or technology using historical methods.
Audience: Undergraduate

2. Create, plan, and execute a significant, self-designed and self-driven research project.
Audience: Undergraduate

3. Develop an original, well-substantiated argument that synthesizes diverse historical knowledge and is based on a critical analysis of primary sources.
Audience: Undergraduate

4. Communicate original historical research findings clearly and effectively.
Audience: Undergraduate

5. Lead and participate productively in purposeful collaboration, discussion, and feedback.
Audience: Undergraduate

**HIST SCI/HISTORY/MED HIST 564 – DISEASE, MEDICINE AND PUBLIC HEALTH IN THE HISTORY OF LATIN AMERICA AND THE CARIBBEAN**
3 credits.

Examines the history of illness and medical practice in Latin America and the Caribbean from the colonial era until the present. Using an interdisciplinary set of sources, students will explore the different meanings of disease, body normativity, medical practice, and ideas about public health across different historical circumstances in the region.
**Requisites:** Junior standing
**Course Designation:** Breadth - Either Humanities or Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2019
**Learning Outcomes:** 1. Identify and analyze within their social, cultural and economic contexts key historical issues, and their significance, in the history of healing practices and public health in Latin America from the fifteenth century to the present.
Audience: Both Grad & Undergrad

2. Develop an understanding of the mutually shaping interactions between perceptions of health, illness and medical practices and culture and society in different Latin American historical scenarios.
Audience: Both Grad & Undergrad

3. Analyze the role of social factors -- race, gender, ethnicity, class, and sexual orientation, among others -- in shaping cultural realities related to body normativity, health, medical practice, public health and medical education in Latin America.
Audience: Both Grad & Undergrad

4. Analyze and synthesize information, provide evidence-based interpretations about the past, and develop arguments regarding social and cultural differences related to health and body concepts in different Latin American societies.
Audience: Both Grad & Undergrad

5. Identify the role patients, healthcare providers, institutions and the state played in modeling medical practice, ideas about the body, public health policies, and medical education in Latin America.
Audience: Both Grad & Undergrad

6. Discern the impact of international politics, acting through European and American programs of medical research and humanitarianism, in the shaping of ideas about race, medical hierarchies and public health policies in Latin American and Caribbean nations.
Audience: Both Grad & Undergrad

7. Understand the different methodological approaches and research strategies that historians, anthropologists, and other scholars have used to examine the histories of the medicine in Latin America from the sixteenth century to the present.
Audience: Graduate

**HIST SCI/ENGL/MED HIST 599 – DIRECTED STUDY IN HEALTH AND THE HUMANITIES**
1 credit.

Offers students enrolled in the Health and the Humanities certificate an opportunity to conduct independent research under the guidance of a faculty member. It allows students who have enrolled in or completed a Health and the Humanities Capstone an opportunity to go into greater depth on a topic covered in the capstone course. In consultation with a faculty member, students will design a project that builds on lessons learned or work completed as part of their capstone experience.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** No
**Last Taught:** Fall 2020
**Learning Outcomes:** 1. Design scholarly research questions based on their knowledge of the existing literature
Audience: Undergraduate

2. Conduct original primary research by identifying, accessing, and interpreting appropriate sources
Audience: Undergraduate

3. Effectively convey the results of their research through writing or other creative media
Audience: Undergraduate

4. Work independently and manage a large project through to completion
Audience: Undergraduate

**HIST SCI 623 – STUDIES IN EARLY MODERN SCIENCE**
1 credit.

Advanced readings in primary and secondary literature of the history of the 16th-17th century European science, with emphasis on current historiographic issues.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2024
**Learning Outcomes:** 1. Discuss major trends in recent scholarship on the history of early modern science, including the significant concepts and interventions raised.
Audience: Both Grad & Undergrad

2. Develop individual perspectives on relevant interpretative and methodological issues.
Audience: Graduate

**HIST SCI 681 – SENIOR HONORS THESIS**
3 credits.

Honors thesis on topics in History of Science, Medicine, and Technology.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Honors - Honors Only Courses (H)
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2025

**HIST SCI 682 – SENIOR HONORS THESIS**
3 credits.

Honors thesis on topics in History of Science, Medicine, and Technology. Continuation of HIST SCI 681.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Honors - Honors Only Courses (H)
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Fall 2025

**HIST SCI 691 – SENIOR THESIS**
3 credits.

Senior thesis on topics in History of Science, Medicine, and Technology.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Fall 2007

**HIST SCI 692 – SENIOR THESIS**
3 credits.

Senior thesis on topics in History of Science, Medicine, and Technology. Continuation of HIST SCI 691.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2008

**HIST SCI 698 – DIRECTED STUDY**
1-3 credits.

Directed study under the supervision of a faculty member on topics in History of Science, Medicine, and Technology. Graded on a Cr/N basis.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Fall 2024

**HIST SCI 699 – DIRECTED STUDY**
1-3 credits.

Directed study under the supervision of a faculty member on topics in History of Science, Medicine, and Technology. Graded on a lettered basis.
**Requisites:** Consent of instructor
**Course Designation:** Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2017

**HIST SCI 720 – PROSEMINAR: HISTORIOGRAPHY AND METHODS**
3 credits.

Philosophies, methods, and sources in the history of science, and their relations to the current state of scholarship.
**Requisites:** Graduate/professional standing
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Fall 2025

**HIST SCI 903 – SEMINAR: MEDIEVAL, RENAISSANCE, AND 17TH CENTURY SCIENCE**
3 credits.

Readings and/or research on the history of medieval, Renaissance, and/or 17th-century science. Topics vary.
**Requisites:** Graduate/professional standing
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2026

**HIST SCI 907 – SEMINAR: HISTORY OF TECHNOLOGY**
3 credits.

Research and readings on a topic of current interest in history of technology.
**Requisites:** Graduate/professional standing
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2023

**HIST SCI 909 – HISTORY OF BIOLOGY AND MEDICINE**
3 credits.

Readings and/or research on the history of biology and medicine. Topics vary.
**Requisites:** Graduate/professional standing
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2022

**HIST SCI 911 – SEMINAR-EIGHTEENTH CENTURY SCIENCE**
3 credits.

Readings and/or research on the history of science in the 18th century. Topics vary.
**Requisites:** Graduate/professional standing
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** No
**Last Taught:** Spring 2026

**HIST SCI/MED HIST 919 – GRADUATE STUDIES IN MEDICAL HISTORY**
3 credits.

Analyzes the scientific and social aspects of the development of modern medicine and public health in Europe and America.
**Requisites:** Graduate/professional standing
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2024
**Learning Outcomes:** 1. Apply, analyze, or evaluate advanced theories, concepts, or methods in Medical History
Audience: Graduate

**HIST SCI 921 – SEMINAR-SPECIAL TOPICS**
3 credits.

Readings and/or research on the history of science, medicine, and technology. Topics vary.
**Requisites:** Graduate/professional standing
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2026

**HIST SCI 990 – RESEARCH AND THESIS**
1-3 credits.

Independent research and writing of a thesis under the supervision of a faculty member.
**Requisites:** Consent of instructor
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2026

**HIST SCI 999 – INDEPENDENT WORK**
1-3 credits.

Directed study under the supervision of a faculty member.
**Requisites:** Consent of instructor
**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Spring 2026