

## Artificial Intelligence in Healthcare

Instructors: Freya Gulamali, [freya.gulamali@duke.edu](mailto:freya.gulamali@duke.edu); Saanvi Pawa, [saanvi.pawa@duke.edu](mailto:saanvi.pawa@duke.edu)  
Faculty Sponsor: Dr. Kate Bundorf, Sanford, [kate.bundorf@duke.edu](mailto:kate.bundorf@duke.edu)

### Course Description

With the disruption caused by Artificial Intelligence (AI) reaching new heights across industries, this course aims to dissect the various considerations required to implement an AI tool into clinical settings. In recent years, numerous AI tools have been created to diagnose patients, assess risk, or reduce administrative burden. However, few have been deployed into clinical settings. This course will be divided into seven two-week modules where we will learn, evaluate, and discuss the role of AI from the perspective of each stakeholder interacting with the tool—clinician that uses the tool, health system leaders that approve the tool, lawyers who assess liability, policymakers that craft legislation and guidance to ensure safe and responsible use of the tool, etc. By the end of the course, you will have heard from people working in each of these areas and gain a significantly deeper understanding of how to overcome the inevitable challenges in using AI to improve patient wellbeing.

## Be Well. Stay Well. DuWell: An Introduction to Personal Wellness

Instructors: Chyler Turner, [chyler.turner@duke.edu](mailto:chyler.turner@duke.edu); Danielle Okotcha, [Danielle.okotcha@duke.edu](mailto:Danielle.okotcha@duke.edu)

Faculty Sponsor: Dr. Nicole Schramm-Sapyta | [nicole.schrammsapyta@duke.edu](mailto:nicole.schrammsapyta@duke.edu)  
Associate Professor of the Practice | Duke Institute for Brain Sciences

### Course Description

A house course focused on student wellness, "Be Well. Stay Well. DuWell: An Introduction to Personal Wellness" aims to engage students in the six dimensions of health and wellness and provide opportunities to interact with their own wellness philosophies. It will incorporate on-campus and community resources that will assist students in embarking on their wellness journeys. The primary focus will be on aspects of the daily lives of students and the power they have to alter and improve upon them in order to foster a stronger sense of overall well-being. The course is based on the University Wellness Center's "six dimensions of wellness" strategy which separates Wellness into the following categories: Mind and Body, Financial, Social, Intellectual, Environmental, and Spiritual. This course will spend at least one session on each of the dimensions, evaluating the campus culture of each dimension, examining student relationships to each dimension, and brainstorming strategies to improve each dimension in the students' lives.

## Caring for Queers: Demedicalizing Queerness

Instructors: Gabe Caress, [agc44@duke.edu](mailto:agc44@duke.edu)

Faculty Sponsor: Gabriel Rosenberg, [Gabriel.rosenberg@duke.edu](mailto:Gabriel.rosenberg@duke.edu), Associate Professor GSF and History

There has been a recent surge in mental care awareness along with research into queer populations. Society is becoming progressively more accepting of both queer rights and individuals facing mental care issues. This house course identifies the following three issues as critical to address: queer policy, mental care awareness, and a synthesis of the two. By bringing these issues to the table, this house course takes measures to make a tangible change. Please note we will be using the term mental care rather than mental health to illustrate the divergence between something being auspiciously developed and

strengthened rather than pathologized or fixed out of necessity. This course is very interdisciplinary, emphasizing health, law, language, and psychology, with the aim to analyze the ways in which identity shapes mental care and to study queerness at large. Students will be challenged to draw upon a myriad of research, frameworks, and approaches to fully understand and explore these topics.

## Co-Lab Building Web Solutions: Project-Based Learning with Rails & React

Instructors: Alexander Perioni, [alexander.perioni@duke.edu](mailto:alexander.perioni@duke.edu)

Faculty Sponsor: Daniel Davis, [Daniel.davis@duke.edu](mailto:Daniel.davis@duke.edu), Pratt School of Engineering

In the rapidly evolving world of web development, mastering the art of building robust, scalable web solutions is a valuable skill. This course is designed to immerse students, regardless of experience, in the practical aspects of full-stack web development. Leveraging the power of Ruby on Rails for backend development and React for the frontend, the course offers an engaging and hands-on approach to understanding the intricacies of web application development. Throughout the semester, students will engage in a project-based learning environment, where they will collaboratively design and develop a fully functioning web application. This project will serve as a canvas for students to apply their theoretical knowledge in a real-world context, exploring the latest trends and best practices in the industry.

## Condoms and Counseling

Instructors: Rachel Weissman, [rachel.weissman@duke.edu](mailto:rachel.weissman@duke.edu); Louise Adillon, [louise.adillon@duke.edu](mailto:louise.adillon@duke.edu)

Faculty Sponsor: Dr. Pete Sigal, Professor of History and Gender, Sexuality, and Feminist Studies, [peter.sigal@duke.edu](mailto:peter.sigal@duke.edu)

### Course Description

College students aren't always well informed on their sexual health. Unfortunately, it is oftentimes difficult to engage in such conversations regarding sexual health and pleasure comfortably on campus. Thus, Condoms and Counseling seeks to provide a safe space for this dialogue and to empower its students with the language to articulate their autonomy as sexual beings while also affording comprehensive sexual education. This course will prepare its students for continued involvement with the PASH center (Peer Advocacy for Sexual Health) in the capacity of a peer advisor and PASH chat facilitator

## Contemporary China Today

Instructors: Diego Ge, [diego.ge@duke.edu](mailto:diego.ge@duke.edu)

Faculty Sponsor: Dr. Ralph A. Litzinger, [rlitz@duke.edu](mailto:rlitz@duke.edu), Cultural Anthropology

China is emerging as one of the world's superpowers in the 21st century, yet its form of society and politics stands markedly distinct from the Western world. This has led to a variety of simplistic narratives surrounding Chinese society: from the understanding of China as a totalitarian state with insurmountable state control on all sectors of civil life, to the understanding that China represents a more efficient and advanced form of governance than liberal democracies. This course seeks to use historical and political lenses to problematize these different imaginaries of Chinese society, by focusing on social movements in Chinese society since the post-Mao Reforms & Opening. Ultimately, we aim to look at Chinese social movements on their own terms, and reflect on notions of movement, freedom, equality, institutionality and power in the context of contemporary Chinese society.

## Deconstructing the History of the American West

Instructors: Jerry Zhou, [zihui.zhou@duke.edu](mailto:zihui.zhou@duke.edu)

Faculty Sponsor: Dr. Juliana Barr, [Juliana.barr@duke.edu](mailto:Juliana.barr@duke.edu), Associate Professor of History

In American popular media past and present, the American West has been a symbol of romanticization, individualism, and the opportunity for a better life. This skewed representation in film, literature, news, and popular culture shadows the much more complex and multi-lateral parts of the historical development of the West. Where was the West? Who were the power holders? What was the true cost of the Louisiana Purchase? Why are coins with the initial "C. C." so popular today? What industries are hiding behind the theater stages of California's Hollywood? This course reexamines the ways famous narratives have been taught and told in classrooms and media to peel back the sugarcoat that has engulfed the complicated entanglement of environmental, economic, Native American, and immigration histories of the American West. Ultimately, we will understand the effects and implications that misleading historical narratives have on our past and current society.

## Disciplinary Approached to Cognitive Neurosciences

Instructors: Carolyn Chen, [cyc29@duke.edu](mailto:cyc29@duke.edu), Loren Takayama, [let31@duke.edu](mailto:let31@duke.edu),

Faculty Sponsor: Dr. Edna Andrews, [eda@duke.edu](mailto:eda@duke.edu), Professor and Chair, LIN/SES

### Course Description

This course is an exploration of the neuroscience discipline from various perspectives. Topics are chosen by students with consultation with faculty. Specific attention is given to topics such as language and the brain, multilingualism, neurodiversity, neuroimaging, and aging.

## Driving International Development

Instructors: Lauren Tse, [lauren.tse@duke.edu](mailto:lauren.tse@duke.edu), and Katharine Donofrio, [katharirine.donofrio@duke.edu](mailto:katharirine.donofrio@duke.edu)

Faculty Sponsor: Edmund J. Malesky, [ejm5@duke.edu](mailto:ejm5@duke.edu), Professor of Political Economy

### Course Description

This course aims to establish an understanding of the global development landscape through diverse yet specific case studies from the Harvard Kennedy School. With the Sustainable Development Goals as a framework for case study selection, students and instructors will work together to analyze the successes and failures of critical development initiatives around the world – in Zambia, Bangladesh, Thailand, South Africa, Colombia, Mauritania, and Indonesia. Featuring diverse themes from sexual health and educational access to impact investing and microlending, this course will explore how both public and private actors drive development outcomes. Furthermore, frequent guest speakers from within and beyond the Duke community will help students imagine how they might go on to drive development outcomes.

## Duke Players Fall Production: Circle Mirror Transformation

### Course Description:

Students will engage in the preparation and presentation of Annie Baker's *"Circle Mirror Transformation."* The public performance is scheduled for October 24-27, 2024. Leading up to the performance, students will delve into the play's analysis, rehearsal process, and production. Anyone who wishes to sign up for the house course is welcome to, and roles within the

production, including acting, directing, dramaturgy, and management, will be assigned by the instructor based on individual interest. Every student in the class will have the opportunity to study the play and actively contribute to the production in a significant role.

In "Circle Mirror Transformation," Annie Baker draws us into the intimate world of a small-town community center acting class, where we witness a delicate and multifaceted exploration of self-awareness, healing, and the subtle dynamics of human connection. Baker herself has remarked, "In the act of pretending, we often uncover truths about ourselves, fostering a deeper understanding and empathy towards the stories we all carry."

## Faces of Durham Re-Entry

Instructor(s): Jenna Smith / [jenna.smith@duke.edu](mailto:jenna.smith@duke.edu); Viktoria Wulff-Andersen / [viktoria.wulffandersen@duke.edu](mailto:viktoria.wulffandersen@duke.edu); Will Lieber / [will.lieber@duke.edu](mailto:will.lieber@duke.edu)

Faculty Sponsor: James Chappel / Kenan Institute of Ethics / [james.chappel@duke.edu](mailto:james.chappel@duke.edu)

### Course Description

This course will empower students to engage with the criminal-legal landscape in Durham as partners with activists and those who are justice-involved. We will learn about mass incarceration and re-entry through a series of readings and discussions with people who have experienced incarceration or have worked in re-entry in Durham. Readings will connect themes of race, power, gender, and socioeconomic status to the lived experience of justice-involved community members. Students will gain an understanding of the causes of mass incarceration and recidivism and the ways to create a more equitable justice system.

## Family Ties: The Ethics of Community in a Complicated World

Instructors: Jack Hirsh, [jack.hirsh@duke.edu](mailto:jack.hirsh@duke.edu), Jude Reece, [jude.reece@duke.edu](mailto:jude.reece@duke.edu), Taylor Reasin, [taylor.reasin@duke.edu](mailto:taylor.reasin@duke.edu)

Faculty Sponsor: Ada Gregory, [ada.gregory@duke.edu](mailto:ada.gregory@duke.edu), Associate Director, Kenan Institute For Ethics

This course explores the limitations of some ethical traditions that emphasize the individual by taking up questions in the tradition of relational ethics – how do our ties to others create, influence, or constrain our moral lives and decision-making? We'll begin by discussing several theoretical frameworks for considering our relationality and how that forms who we are, how we see others, and how we then discern the "right" thing to do. We'll take up a series of complex contemporary challenges, including gentrification, systemic inequity, western ethnocentrism, and American political polarization.

## FROSH101: The Freshmen Experience

Instructors: Margaret Berei, [meg184@duke.edu](mailto:meg184@duke.edu), Aarav Dagar, [aarav.dagar@duke.edu](mailto:aarav.dagar@duke.edu)

Faculty Sponsor: Kisha Daniels, [kisha.daniels@duke.edu](mailto:kisha.daniels@duke.edu)

FROSH101 is a newly designed House Course to help first-semester freshmen navigate the start to their Duke experience while building meaningful community. An extension of Experiential Orientation, this low-stress course will expose students to the wide variety of resources Duke has to offer with the guidance of upperclassmen instructors and faculty. FROSH101 aims to give

students the opportunity to reflect on their new experiences at college, ask for advice, and develop meaningful relationships with their peers. FROSH101 also has an experiential learning component, with complementary class trips around the Durham area. Students will FROSH101 is modeled off of Stanford's successful Frosh & Transfer 101.

## Grappling With God: Christianity in Modern Literature and Film

The last 150 years, which have seen a decline of Christianity in the West, have also seen brilliant literature and film grapple honestly with the hardest questions that arise in Christianity's shadow: Does God exist? Can this God be trusted? How should we live in the face of suffering and injustice? In this course, we'll read poetry and fiction from great authors like Fyodor Dostoyevsky, T. S. Eliot, Flannery O'Connor, Louise Erdrich, and David Foster Wallace, and watch unforgettable films by directors like Martin Scorsese and Terence Malick. Throughout, we will explore how these works support and challenge traditional Christian teachings, and what they uniquely add as works of art. Our main focus, though, will be open, honest conversation about the ultimate questions these works of art raise

## The Gratitude Equation: Adding Joy to Life at Duke

Instructors: Danica Bajaj / [danica.bajaj@duke.edu](mailto:danica.bajaj@duke.edu)

Faculty Sponsor: Sheryl Welte Emch, Writing Department, [sheryl.emch@duke.edu](mailto:sheryl.emch@duke.edu)

### Course Description

Gratitude isn't just a fleeting "thank you"; it's a life-changing mindset. In this course, we'll embark on an exploration of gratitude's scientific foundations and its practical applications in your daily life. Through hands-on activities, insightful readings/discussions, and the completion of Duke bucket-list items, you'll develop the tools to cultivate gratitude, leading to increased well-being and personal growth.

## How To Duke

Faculty Led course with Nima Bassiri, [nima.bassiri@duke.edu](mailto:nima.bassiri@duke.edu)

This is a Faculty-in-Residence led house course which seeks to enhance the first year experience by offering an in-depth introduction to college life and the college mindset. Weekly seminars cover a range of topics and are organized around a common theme: "Finding Your Place." At the end of the course, students will gain a more comprehensive appreciation of what it means to be a student at Duke in a robust and thoughtful way. Many of the takeaways of the course are lessons that students eventually come to learn in their second, third, and even fourth year; but many students have lamented the fact that they wish they had learned them much earlier, particularly upon their initial arrival to campus. "How to Duke," then, lays the groundwork by which first-year student can take the most effective advantage of the rest of their college careers.

## How to Save a Life: An Introduction to Emergency Medicine

Instructors: Amy Fulton, [atf33@duke.edu](mailto:atf33@duke.edu), Shivam Singh, [ss1277@duke.edu](mailto:ss1277@duke.edu), Daniel Zeng, [dz115@duke.edu](mailto:dz115@duke.edu)

Faculty Sponsor: Patrick Charbonneau, Chemistry & Astrophysics, [patrick.charbonneau@duke.edu](mailto:patrick.charbonneau@duke.edu)

## Course Description

A house course dedicated to developing an in-depth understanding of the management of medical emergencies. Taught by members of Duke University EMS, students will gain an introduction to emergency medicine with applications to real world situations, particularly within the Duke and Durham community. Covered topics include how to react if someone goes into cardiac arrest, how to help choking victims, how to care for burns, how to bandage wounds, how to splint injuries, and much more. Beyond that, the course will delve into modern advancements in emergency medicine, as well as many of the issues which medics and emergency department physicians still face today. No prior medical experience is necessary, but the course aims to provide valuable medical knowledge. Skills will be taught, but a large emphasis will be placed on the importance of emergency interventions and how improvements can/have been made to emergency medical systems. Students will also be introduced to more ways they can become involved with emergency medicine in the Duke and Durham community if they choose to pursue them.

## Impact Investing

Instructors: Raiyan Choudhury, [raiyan.choudhury@duke.edu](mailto:raiyan.choudhury@duke.edu), and Amalie Seth, [amalie.seth@duke.edu](mailto:amalie.seth@duke.edu)

Faculty Sponsor: Ben Thomason, [Ben.Thomason@duke.edu](mailto:Ben.Thomason@duke.edu), Managing Director, Duke Innovation & Entrepreneurship

## Course Description

In a world dominated by desire for growth, sustainable and empowering impact has become inextricably tied with financial well-being, ranging from proper external investment strategy to appropriate internal allocation policies. To successfully innovate in the contemporary world, there will always be a requirement to understand the fascinating flows of money, the increasingly interconnected webs of wealth, not only to fund ideas but also to establish impact. This course aims to bring attention to Impact Investing, a multifaceted field with roots in corporate social responsibility, social entrepreneurship, development economics, and financial services. We will explore impact investing at the intersection of these usually distinct industries. By the end of this course, we will not only understand why impact investing is widely regarded as the most applicable pathway to social impact at scale, but also have developed the skill set necessary to implement and manage impact investment funds.

## Inequity in Higher Education

Instructors: Ana Herndon, [ah582@duke.edu](mailto:ah582@duke.edu), Anya Dias-Hawkins, [axd2@duke.edu](mailto:axd2@duke.edu) and Alexis Cruz-Ayala, [adc94@duke.edu](mailto:adc94@duke.edu)

Faculty Sponsor: David Hoffman, [David.hoffman@duke.edu](mailto:David.hoffman@duke.edu) Steed Family Professor, Public Policy

## Course Description

This course will focus on contemporary topics and big ideas within the realm of higher education in the United States. Often, we are taught that college is the highest form of meritocracy while also not adequately addressing the inequities that occur within the space. This class seeks to highlight those inequities by addressing topics like affirmative action, meritocracy in higher education, academic tracking, and college admissions. Additionally, it addresses economic issues like college access, costs, and debt. Finally, we will look at the role of the institution outside of just the four walls, the role of higher education, and the role colleges play in the communities that they reside in. This course will use a mixture of seminar-style

classes and guest lectures and hopes to engage with these issues in such a way that students can bring their own experiences to share with their peers, as well as gain experience from those who have either done research in these fields in the past or want to do research in this field. If you're interested in learning more about higher education and the impact of higher education on our social and economic lives, this would be an excellent course of action for you

## Intertextuality (Taylor's Version)

Instructors: Eliana Durkee, [egd16@duke.edu](mailto:egd16@duke.edu), and Rodrigo Guerreiro, [rb419@duke.edu](mailto:rb419@duke.edu)  
Faculty Sponsor: Joseph Donahue, [joseph.donahue@duke.edu](mailto:joseph.donahue@duke.edu), Professor of the Practice of English

This course will focus on lyrical analysis of Taylor Swift's discography, with a focus on allusions to literary texts and other media. We will introduce how to write poetic and literary analyses, emphasizing the connections between Swift's words and other artists' bodies of work. Each week will cover one of her eleven albums so we can deep dive into the theme and common references throughout each, including one week focusing on her vault tracks and how they do or do not conform to the original album's lyrics and themes. The goal of the course is to garner a deeper appreciation of the "mastermind" behind her songs, and cultivate conversations about her place in pop culture and media.

## Intro to Bridge

Instructor: Jacqueline Cole, [jmc236@duke.edu](mailto:jmc236@duke.edu)  
Faculty Sponsor: Bill Adair, Professor the Practice of Journalism and Public Policy, [bill.adair@duke.edu](mailto:bill.adair@duke.edu),

### Course Description

In Introduction to Bridge, you will learn the basics of this wildly fun, strategy-based card game. Bridge is a partnership game, so students will be able to meet others in the course by rotating partners over the course of the semester. We will learn both the bidding process (predicting how many tricks you and your partner can take) and the play of the hand (taking tricks). If this all sounds confusing, don't sweat it! This course is open to anyone who wants to try their hand at a challenging game.

## Introduction to Computer Aided Design

Instructors: Bryce Fitzpatrick, [bef33@duke.edu](mailto:bef33@duke.edu)  
Faculty Sponsor: Rebecca Simmons, [Rebecca.simmons@duke.edu](mailto:Rebecca.simmons@duke.edu), Professor, Mechanical Engineering and Materials Science

Computer-Aided-Design (CAD) is an essential skill for engineering design. Being able to translate design concepts and ideas into a functional design in CAD is an extremely powerful tool that can give students an edge in coursework, internships and applications, and design of personal projects. In this course, students will develop skills in SolidWorks, the industry standard CAD platform. Additionally, students will practice thinking in a creative way through design challenges. By the end of the course, students will be prepared to take the CSWA certification exam, giving them a competitive edge in the hunt for internship opportunities. Additionally, students with abilities in CAD will have lower barriers to creative design and will be enabled to build material for their portfolios.

## Intro to Energy and Climate Venture Investing

Instructors: Tyler Ratcliffe, [thr11@duke.edu](mailto:thr11@duke.edu), Mudit Agrawal, [ma480@duke.edu](mailto:ma480@duke.edu)  
Faculty Sponsor: Brian C Murray, [brian.murray@duke.edu](mailto:brian.murray@duke.edu), Nicholas Institute of Energy and Environment

Intro to Energy and Climate Venture Investing provides students with a high level introduction to investing in energy transition and climate solutions, primarily from the perspective of the investor. The course centers on venture capital, but will also incorporate perspectives from further up the capital stack, as well as from founders. Students will explore the history and purpose of energy and climate investing, learn about the key questions that investors ask, and apply their knowledge through a practical final project evaluated by real investors.

## Medicinal Chemistry and Other Chemical Applications

Instructor: Chinelo Agwuegbo, [cea48@duke.edu](mailto:cea48@duke.edu), Miguel Cohen Suarez, [mc107@duke.edu](mailto:mc107@duke.edu)  
Faculty Sponsor: Charlie Cox / Chemistry / [Charlie.cox@duke.edu](mailto:Charlie.cox@duke.edu)

### Course Description

Chemical interactions can be found everywhere around us, and pharmaceuticals are no exception. Chemistry plays a critical role in many pharmaceutical processes, from the mechanism of action to the research and optimization of modern pharmaceuticals. This course aims to elucidate the mechanisms of these drugs from a basic scientific viewpoint and review the history of the many seminal developments that have occurred in medicinal chemistry. No prior chemistry or biochemistry knowledge is necessary. Emphasis will be placed on developing insight into the creative applications of simple principles to achieve desired goals. This course will support students in developing an understanding and appreciation for chemistry in medicine.

## Queer Representation in Contemporary Media

Student Instructor: J Shoemaker (he/they): [jes155@duke.edu](mailto:jes155@duke.edu)  
Faculty advisor: Chase Black (he/him), [chase.black@duke.edu](mailto:chase.black@duke.edu), Director, Academic Guides Program

### Course Description

This course looks at representations of queer sexualities and identities in popular US media. We seek to question the tropes and stereotypes in which queer identities are presented and begin a discussion on how to create more accurate, respectful, and affirming forms of representation. We want students to finish the house course with the ability to locate and critique queer identities and sexualities in television, film, fiction and audio dramas. We will contextualize the contemporary proliferation of queerness in media as a way of better understanding how—and if—the popular culture has come to overcome its historical repression and censorship of queer desire. Students will walk away with not only further knowledge into pieces of media they can find their own identities in, but also the background and critical skills to analyze the media they consume and an understanding of how to improve the queer media scene today. Students will be asked to consider the questions:

1. What was the historical state of Queer representation and how has that affected the tropes and stereotypes we see today?
2. Where has emerging acknowledgement/incorporation of queer identities in popular media shown up today?
3. What motivates this change? What has caused certain forms of media (podcasts, web comics, etc.) to shift to queer inclusivity more quickly/popularly than other forms of media?



## Raising Women in Power at Duke and Beyond

Instructors: Bianca Sjoenell, Email: [bianca.sjoenell@duke.edu](mailto:bianca.sjoenell@duke.edu); Chisom Ezigbo, Email: [chisom.ezigbo@duke.edu](mailto:chisom.ezigbo@duke.edu)

Faculty Sponsor: Jenny Wood Crowley, Assistant Vice Provost for Undergraduate Education - Intellectual Community, Email: [jeneee.woodcrowley@duke.edu](mailto:jeneee.woodcrowley@duke.edu)

### Course Description

This house course aims to offer students an exploration of how women and other people of marginalized genders empower themselves and one another at Duke University and in their individual communities. We will examine the concept of empowerment through a gender studies and sociological perspective. The course will analyze dynamics of power and agency, historical and contemporary feminist movements, and real-world examples of institutionalized inequalities. Students will think critically about how the intersectionality of gender with other social identities manifests itself on campus, and how this shapes the experiences of students from diverse backgrounds. Learning about the principles of activism and advocacy, students will rethink campus culture and group norms. They will serve as examples of strong, smart leaders, and will graduate prepared to play a significant role in society, regardless of their chosen career paths. This course is modeled after the objectives of the Baldwin Scholars Program and is designed to spread its mission to the larger Duke population.

## Regenerating Our Food Systems: The Duke Campus Farm House Course

Instructors: Gurnoor Majhail (they/them) [gkm11@duke.edu](mailto:gkm11@duke.edu); Olivia Ares (she/her) [ora4@duke.edu](mailto:ora4@duke.edu)

Faculty Sponsor: Saskia Cornes, [sc386@duke.edu](mailto:sc386@duke.edu), DCF Director/Franklin Humanities Institute

### Course Description

Have you ever eaten food? This course aims to provide an overview of sustainable food systems and farming using initiatives at the Duke Campus Farm as a starting point, to ground our approach theory in a particular context and place. Students will explore crucial questions about food systems, equity, agroecology, and justice through critical analysis of assigned texts, interactions with guest speakers, and experiential learning on the farm. The course places an emphasis on how the North Carolina Piedmont fits into the American South in the context of climate change and community resilience. This course is open and welcome to any level of experience (or no experience!) with food systems work. No affiliation with the Duke Campus Farm is required.

## Space Medicine

Instructor: Sloane Mayman, [sbm53@duke.edu](mailto:sbm53@duke.edu)

Faculty Sponsor: Dan Buckland, M.D., Ph.D., [dan.buckland@duke.edu](mailto:dan.buckland@duke.edu), Department of Emergency Medicine

### Course Description

Astronauts need doctors too! Even better, there's an astronaut physician in space right now. With \$5.8 billion invested in private space companies in 2019 and NASA's annual budget increased to \$25 billion for 2020, humans are venturing further into space, our final frontier. And wherever we go, so does medicine. This course will explore how medicine changes in the unique "environment" of outer space and how the nascent field of Space Medicine is being revolutionized by pioneers at NASA, Baylor College of Medicine, the University of Colorado, and

here at Duke! It's a flyby of all the interesting topics that make space such a dangerous place and how humanity is overcoming these barriers. We will have science demonstrations courtesy of some guest speakers in order to bring physics to life, emergency medicine lessons from flight surgeons and flight nurses, and video calls with NASA Doctors! Space travel has an incredible history and future and we would be remiss if we didn't talk about the origins of Space Medicine as well as changes when humans begin commercial space exploration. Part of the allure of space is the difficulty of traveling there. So, what happens when an astronaut becomes acutely ill halfway to Mars with no way of turning around? Ethics become quite difficult in space and writing laws before events occur becomes very important. Better yet, how can engineering solutions solve health problems before they occur? This course looks at all of Space Medicine and so it's impossible for anyone to be an expert in all these fields. We assume no background in medicine, engineering, law, ethics, or economics. You don't need to be a pre-med, just curious about the future of mankind.

## Social Change & Expression

Instructors: Gabe Caress, [agc44@duke.edu](mailto:agc44@duke.edu), Umang Dhingra, [ud9@duke.edu](mailto:ud9@duke.edu), Miranda Harris, [mth46@duke.edu](mailto:mth46@duke.edu)

Faculty Sponsor: Stephen W. Smith, African and African American Studies, Professor of the Practice

### Course Description

Obstacles can be mediums for change. This course aims to channel challenges to propel progress. As such, the class has two main components: consumption of knowledge and generation of creative solutions. The structure of the class will surround a student's one-page (double-spaced) reflection on each reading contributing to our final project, and putting together a mechanism to change one's perception. We will put together a collaborative project - that we will work on and cultivate each week. The students will work, each week, to cultivate pieces for our end-of-semester exhibit.

## The Refugee Problem: Introduction to Critical Refugee Studies

Instructors: Thang Liam, [thang.liam@duke.edu](mailto:thang.liam@duke.edu), Annabel tang, [annabeltang@duke.edu](mailto:annabeltang@duke.edu)

Faculty Sponsor: Susan Thananopavam, [susan.than@duke.edu](mailto:susan.than@duke.edu), Lecturing Fellow, AADS

This undergraduate house course introduces students to the emergent field of critical refugee studies. Critical refugee studies (re)imagines a politicized refugee subject and locates the refugee subject within larger, interlocking systems of race, gender, class, and sexuality. Critical refugee studies critiques the nation-state, complicates the movements of gendered and racialized people across arbitrary borders, and unsettles the "problematization" of refugees by centering the refugee as a subject of knowledge production. We begin by asking questions about what critical refugee studies is and who the refugee is. We then investigate how critical refugee studies critiques reframe understandings of the state, law, humanitarianism, and human rights. For example, we ask questions about how discourses regarding empire are reframed within a critical refugee studies epistemology. We then focus on four specific cases: Palestinians, the Hmong people, the Rohingya people of Myanmar, and climate refugees. Through these foci, we apply transnational and intersectional analyses to attend to the ways refugees challenge normative framings. Ultimately, this course aims to reframe refugees not as a problem but as world-builders and producers of critical knowledge.

## Transforming the US Healthcare System

Instructors: Heather Raslan | Class of 2025 | [heather.raslan@duke.edu](mailto:heather.raslan@duke.edu); Julia Gambino | Class of 2025 | [julia.gambino@duke.edu](mailto:julia.gambino@duke.edu)

Faculty Sponsor: Dr. Ralph Snyderman, [ralph.snyderman@duke.edu](mailto:ralph.snyderman@duke.edu), James B. Duke Professor of Medicine, Chancellor Emeritus of Duke University, Director of the Center for Personalized Health Care at Duke University

### Course Description

The US healthcare system is the most expensive in the world, yet lags behind those of other high-income countries on benchmarks of quality and access. Increasingly, American healthcare systems and governments are moving towards more personalized, preventive, and predictive delivery models while looking for solutions to address the rising cost of care. Factors like technology, biomedical innovation, and payment reform are shaping major paradigm shifts in healthcare delivery today. This course will be a broad survey of some of the most pressing and relevant movements happening in healthcare delivery reform. We begin the semester with an overview of the US healthcare system and then delve deeply into issues like chronic disease burden, the intersection of Big Pharma and medicine in its relation to drug development and pricing, and misaligned financial incentives for providers and payers. At the end of the semester, we will analyze the healthcare industry through a policy lens, mapping out the political landscape of healthcare and understanding how ideas become legal realities. Through class discussions, many guest speakers, blog posts, and presentations, we hope to make the course highly engaging and thought-provoking. Ultimately, the goal is for this course to act as a springboard for students to explore personal interests in health care that may help to inform future research or academic endeavors.

opportunities to engage with humanitarian and social work career professionals.

## Urban Studies 101: Breaking the Duke Bubble

**Instructors' Information:** Addie Geitner (she/her) Trinity '25; Tate Kahalas (he/him) Prae '26 [tate.kahalas@duke.edu](mailto:tate.kahalas@duke.edu); Mikey Schwartz (he/him) Trinity '25 [mikey.schwartz@duke.edu](mailto:mikey.schwartz@duke.edu)

**Faculty Sponsor:** Dr. Edward Balleisen [eballeis@duke.edu](mailto:eballeis@duke.edu) Vice Provost for Interdisciplinary Studies, Professor of History, and Professor in the Sanford School of Public Policy

### Course Description

This course engages with urban studies in two distinct contexts: academic and creative. The former exposes students to the variety of subject areas that constitute urban studies, and encourages them to consider their role in an urban world. This is subsequently used to introduce students to the latter, asking (and attempting to answer!) the question: How can we design and build spaces that are fundamentally good for our health and well-being, economy, safety, and social structure? Course readings introduce students to the multiple subject areas that make up the field of urban studies, namely urban humanities (sociology, cultural anthropology, history, etc), economics, policy, science, design and engineering, arts, and ethics. Urban design, innovation, and planning principles are embedded within these readings to present the practical, optimistic vision of creating high-quality urban environments. Each class is intentionally designed to expose you to a diverse array of global cities, and engage with interdisciplinary themes that are complementary to existing academic programs at Duke. Pre-class readings prepare students for in-class discussions on a number of topics. The course is organized around pre-class readings and in-class discussion, and in the second half of the course, students will conduct a case study on a particular urban-centered subject area that intrigues them. Course instructors will meet with students working individually or in teams to discuss potential resources and project expectations. End products are deliberately left to student creativity; they could range from a photo ethnography of a Bangkok wet market to an

op-ed supporting the GoTriangle Light Rail proposal.

## Visions of Visions Narrative

Instructors: Matthew Song, [mps61@duke.edu](mailto:mps61@duke.edu), Timothy Gunawan, [tg217@duke.edu](mailto:tg217@duke.edu)  
Faculty Sponsor: Michael Gillespie, [mgillesp@duke.edu](mailto:mgillesp@duke.edu), Political Science

### Course Description

Humans love to tell stories. We've done as much since the dawn of civilization: from neolithic cave paintings in Spain to the Instagram stories of today. However, there's no such thing as a "neutral story." Whether intentionally or not, all stories make claims: about ourselves or our societies, our distant pasts and our collective futures. People have long understood the power of a good story or narrative, which seeks to provide a framework to interpret otherwise disconnected events. Philosophers, historians, economists, and politicians, from Tacitus and Ibn Khaldun to Marx and Fukuyama, have sought to utilize narrative to champion particular socio-political issues, frame ideas within long-term trends, and forge collective identities. This course aims to examine narratives, their claims, their veracity, their strengths and weaknesses, and how they influence contemporary society.

## Word and Body: Christian Explorations in Healthcare

Faculty Led Course with Dr. Joshua Briscoe, MD [Joshua.briscoe@duke.edu](mailto:Joshua.briscoe@duke.edu)

Word and Body: Explorations in Healthcare will explore issues at the intersection of faith and medicine for Christian clinicians and patients alike. Engaging resources from medical scholarship to the Bible, we will discuss topics that include health, suffering, disability, justice, and death. This course will aim to equip students with important questions to guide them either in a healthcare career or in an experience as a patient (or caregiver for a patient). The course is named "Word and Body" because students will explore the landscape at the intersection of the written words of scholars on the human body and the Word breathed out by God about and to his Body, the Church. The course will address several topics in this domain.