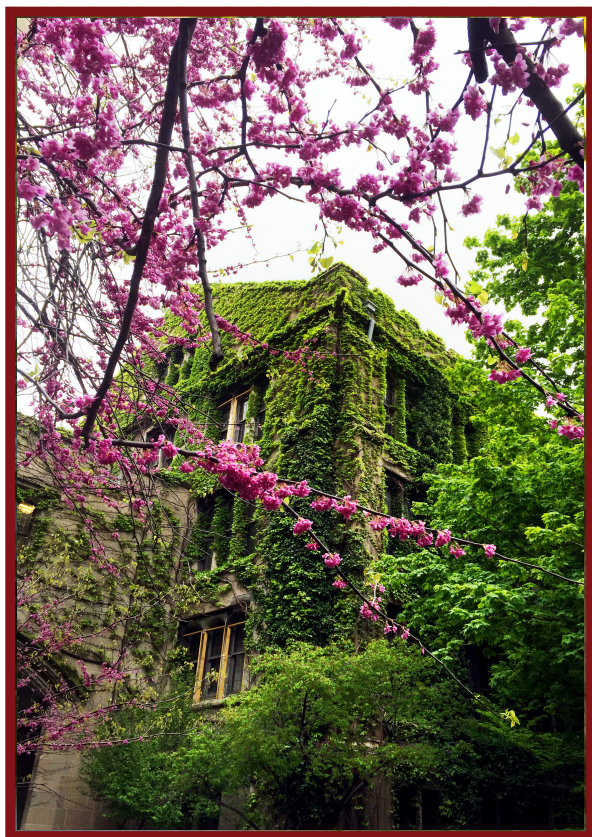


THE UNIVERSITY OF
CHICAGO



THE COLLEGE CATALOG

2020-2021

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The College Catalog 2020-2021

Educational Objectives and Enrollment

The College residential and curricular experience is predicated on the community that students build by attending classes together and by learning from faculty and each other in academic and social settings. We believe that successful education at the college level depends to a large extent on regular attendance at classes and laboratories, and therefore it is the expectation of the College that students will attend all classes for which they have registered. Nevertheless, it is up to the individual department, faculty member, or instructor to set the attendance policy for their individual courses.

All students enroll in the general education curriculum, designed with the expectation that in the first two years of study a student will complete general education requirements and introductory courses in a major. The final two years of enrollment are devoted to advanced work in the major and elective courses that build on the foundation laid in the first two years.

In order to engage in this structured plan, students must register full time (with three or four courses) in each quarter of the standard academic year (autumn, winter, spring). Full-time registration allows for completion of the general education requirements and introductory courses to the major, and enables students to participate fully in the intellectual life of the College. As young scholars, students test their understanding and perspective across all disciplines in conversation with peers. The community that develops in College housing and in cocurricular student life builds on students' common experiences in learning and in exploring beyond the classroom. Further, the elements of the general education curriculum provide cross-disciplinary perspectives on enduring questions and create the habits of mind that prepare students for advanced studies.

Non-discrimination Statement

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct, please see: harassmentpolicy.uchicago.edu/page/policy (<http://harassmentpolicy.uchicago.edu/page/policy/>).

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5525 S. Ellis Ave., Suite B, Chicago, IL 60637.

General Information

The University of Chicago is accredited by the Higher Learning Commission of the North Central Association.

The content of this catalog is accurate as of April 1, 2020. It is subject to change.

Cover photo by Robert Kozloff.



Introduction

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The Curriculum

The University of Chicago College curriculum has three components: general education requirements (1500 units), a major (900–1900 units), and electives (800–1800 units). A minimum of 4200 units of credit (forty-two 100-unit courses) is required for the undergraduate degree. Of all credits earned, at least 3800 must be earned via course enrollment, as opposed to credit earned via examination.

Students choose courses across the curriculum in consultation with College advisers and faculty counselors. Courses valued at less than 100 units may not be used to satisfy degree requirements.

General Education

General education requirements are designed to teach the skills of critical inquiry, argumentation, and analytical thinking in both quantitative and qualitative settings. These requirements are largely completed with integrated, often interdisciplinary, sequences comprised of two or three courses. (Note: The courses designed to satisfy these requirements cannot be replaced by other courses, except in the sciences, as indicated. Substitutes for general education courses are rarely approved (1) to accommodate a second major or a minor, or (2) to avoid curricular and scheduling conflicts that result from postponing general education requirements until a student's third or fourth year.)

Meant to be a foundation for later study at the College, the general education requirements are a quintessential element of the University of Chicago experience and should be completed by the end of the second year.

These requirements are completed with 1500 units of credit (fifteen 100-unit courses) spread over seven areas of study. These seven general education requirements fall into three broad categories. Students must also satisfy a language competence requirement, which is outlined below.

1. Humanities, Civilization Studies, and the Arts (total: 600 units/6 quarter courses)

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters in the humanities, at least two quarters in civilization studies, and at least one quarter in the arts. The remaining (sixth) course may be taken in any one of these categories. Each of these requirements has its own detailed page under the heading 'The Curriculum' in this catalog.

An essential component of general education is learning how to appreciate and analyze texts intellectually, historically, and aesthetically. Through this general education requirement, students learn how to interpret literary, philosophical, and historical texts in depth; how to identify significant intellectual problems posed by those texts; and how to discuss and write about them perceptively and persuasively. They also learn how to study a visual or performing art form and how to study texts and art forms within a specific cultural and chronological frame.

2. Natural Sciences (Biological Sciences and Physical Sciences) and Mathematical Sciences (total: 600 units/6 quarter courses)

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters of physical sciences, at least two quarters of biological sciences, and at least one in mathematical sciences. The remaining (sixth) course may be taken in any one of these categories, unless calculus is being used to satisfy the requirement in mathematical sciences. In that case, the student must take two calculus courses for the general education requirement. In general, be aware that a student's major and/or preparation for the health professions may dictate which of the available options the student should select.

Courses and sequences in the natural sciences are designed to explore significant features of the natural universe and to examine the exciting process of scientific inquiry. These courses consider the powers and limitations of diverse forms of scientific observation, scientific reasoning, and natural laws. Courses in the mathematical sciences develop the powers of formal reasoning through use of precise artificial languages found in mathematics, computer science, statistics, or formal logic.

Each of these requirements has its own detailed page under the heading 'The Curriculum' in this catalog.

3. Social Sciences (total: 300 units/3 quarter courses)

Each of these year-long (three-quarter) social sciences sequences introduces fundamental questions and theories from the social sciences and shows how they enhance our understanding of important issues facing the world. Some sequences focus on classic texts, others on substantive fields of inquiry or research methodologies, but all explore how the social sciences formulate questions and inquire into the nature of social life through acts of imagination as well as through systematic analysis. The social sciences general education curriculum requires active engagement in small seminars, close reading, and analytic writing; some sequences may also include lectures.

Courses must be taken in sequence. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the social sciences sequences must attend the first and second class sessions or their registration will be dropped. This requirement has its own detailed page under the heading 'The Curriculum' in this catalog.

Major Programs

More than a set of course credits, a sound major is an effort to understand the methods and experience of a discipline or interdisciplinary field. Majors complement the breadth of the University of Chicago general education requirements with

an opportunity to come to grips with the depth of knowledge and the complexities of developing knowledge in a particular area of inquiry. Majors range from nine to nineteen courses, though the majority of them require between ten and fourteen courses. Each major is described in detail in the Programs of Study section of the catalog.

More than half of the requirements for a major must be met by registering for courses bearing University of Chicago course numbers. Courses used to meet general education requirements cannot also be counted toward a major.

Students officially declare a major through the student portal (my.uchicago.edu (<https://my.uchicago.edu/>)), but they should meet with their College adviser and with the director of undergraduate studies in the department as part of that process.

The following major programs are available in the:

Biological Sciences Collegiate Division (BSCD)

- Biological Sciences
- Neuroscience

Humanities Collegiate Division (HCD)

- Art History
- Cinema and Media Studies
- Classical Studies
- Comparative Literature
- Creative Writing
- East Asian Languages and Civilizations
- English Language and Literature
- Gender and Sexuality Studies
- Germanic Studies
- Inquiry and Research in the Humanities
- Jewish Studies
- Linguistics
- Medieval Studies
- Music
- Near Eastern Languages and Civilizations
- Philosophy
- Romance Languages and Literatures
- Russian and East European Studies
- South Asian Languages and Civilizations
- Theater and Performance Studies
- Visual Arts

New Collegiate Division (NCD)

- Fundamentals: Issues and Texts
- Law, Letters, and Society
- Religious Studies

Physical Sciences Collegiate Division (PSCD)

- Astrophysics
- Biological Chemistry
- Chemistry
- Computational and Applied Mathematics
- Computer Science
- Environmental Science
- Geophysical Sciences
- Mathematics
- Molecular Engineering
- Physics
- Statistics

Social Sciences Collegiate Division (SSCD)

- Anthropology
- Comparative Human Development
- Critical Race and Ethnic Studies
- Economics
- Environmental and Urban Studies
- Geographical Sciences
- Global Studies
- History
- History, Philosophy, and Social Studies of Science and Medicine
- Latin American and Caribbean Studies
- Political Science
- Psychology

Public Policy Studies
Sociology

Electives

The number of courses required for a major primarily determines the number of general electives required for an individual student. A student needs at least forty-two 100-unit courses to graduate: fifteen toward general education and twenty-seven more split between the major and electives. Programs that specify thirteen courses require fourteen electives; twelve-course majors require fifteen electives, and so on.

Additionally, the amount of credit by examination (e.g., AP, IB, placement credit, etc.) may also impact the number of electives required. For students matriculating in Autumn 2017 or later, of the 4200 units required to graduate, at least 3800 units must be completed via course enrollment, i.e., not credit by examination. For example, a student who satisfies more than 400 units of general education or major requirements through examination may increase the number of electives required.

Elective courses may be taken in any subject matter or discipline, including the same discipline as the student's major. They provide students the opportunity to shape their studies toward their distinctive curiosities and interests. At their broadest, they provide an opportunity to explore freely across the richness of opportunities for learning at the University of Chicago.

Courses taken in exploration of alternative majors and in study abroad programs, as well as course requirements completed by examination, are often included in electives. Some students also choose to use groups of electives to create minors or second majors. These options, though suitable ways to formalize students' interests outside their major, should not be undertaken in the mistaken belief that they necessarily enhance a student's transcript. Courses taken as electives should not displace courses in, and should not displace attention to, the student's general education program and major.

Credit for language courses, whether it is earned by course registration or petition, is usually counted toward electives, unless a major requires or permits language courses for credit as part of the major. Courses used to satisfy the language competence requirement ordinarily contribute to the elective totals.

Minor Programs

Some majors offer minors to students in other fields of study, and a few programs offer minors only. A minor requires five to seven courses, all of which count toward the student's general elective totals. Courses in a minor cannot be (1) double counted with the student's major(s) or with other minors, or (2) counted toward general education requirements. Courses in a minor must be taken for quality grades, and more than half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers. For specific requirements, see the descriptions of the programs listed below that appear elsewhere in this catalog.

Students can indicate their interest in a minor via the student portal (my.uchicago.edu (<https://my.uchicago.edu>)), but can only officially declare a minor by meeting with the director of undergraduate studies in the department and with their College adviser. Students submit to their College adviser the director's approval for the minor on a form obtained from the adviser. The deadline for declaring a minor is Spring Quarter of a student's third year.

A full list of minors offered by the College can be found [here](#).

While not a minor, the Dougan Scholars Certificate Program (<http://www.chicagobooth.edu/programs/full-time/admissions/early-career-candidates/dougan-scholars-program/>) is a selective program for undergraduate students offered by the Booth School of Business. The Chicago Studies Program (<http://chicagostudies.uchicago.edu/>) also offers a certificate for students who complete a series of courses and cocurricular activities related to the city of Chicago.

Language Competence

Students in the College are required to possess understanding of more than one culture and to demonstrate competence in a language other than English. The language competence requirement must be met by demonstrating linguistic proficiency equivalent to one year of college-level study. For information about which languages are currently being taught and which may be used to meet the language competence requirement, visit humanities.uchicago.edu/about/languages-uchicago/ (<http://humanities.uchicago.edu/about/languages-uchicago/>).

Students who matriculate in or after September 2009 may meet the language competence requirement in one of the following ways:

- passing a College-administered competency examination. The language competency exams are given each Winter Quarter; students can sign up through their advisers. To qualify for the competency exam, students must have placed into the second year of that language or completed an approved beginning-level sequence at another institution with a C or above (see Transfer Credit rules);
- completing (with a quality grade) the third course of a first-year language sequence or a higher-level course offered at the University of Chicago;
- receiving a score of 5 on an AP examination in Chinese, French, German, Italian, Japanese, Latin, or Spanish, or a score of 5 or above on an IB Standard Level (SL) or Higher Level (HL) exam in a foreign language;

- placing into 10300 or higher in a foreign language offered at the University of Chicago, then participating in one of the College's study abroad programs (visit study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>) for more information) where that language is spoken and completing (with a quality grade) a language course at the intermediate or advanced level;
- participating in a College-approved one-quarter intensive foreign language study abroad program and completing all required courses with a quality grade (visit study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>) for more information);
- passing one of the College's Practical or Advanced Language Proficiency assessments in a foreign language. File the Language Petition (<https://college.uchicago.edu/advising/forms-and-petitions/>), using the second option, to complete the requirement; or
- taking approved intermediate-level (or above) courses at another institution and passing with a B or above. (See Transfer Credit rules.)

Students who are foreign nationals may meet the language competence requirement if their formal schooling experience in a country other than the United States enables them to demonstrate the criteria of cultural understanding and language competence described above. They must submit a petition (<https://college.uchicago.edu/advising/forms-and-petitions/>) to Catherine Baumann (Cobb 214, 773.702.8008, ccbauman@uchicago.edu). Supporting documentation must also be provided; the requirement is not automatically waived.

NOTE: Students are strongly urged to complete the language competence requirement in their first two years in the College. Students who wish to establish language proficiency via summer course work should see the Summer Language Institute (<https://summerlanguages.uchicago.edu/>)'s offerings.

After meeting the language competence requirement, students may work toward Practical and Advanced Foreign Language Proficiency Certificates. More information can be found here (<https://languageassessment.uchicago.edu/flpc/>). (<http://college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency/>)

Petitions

Any student who wishes to appeal for special consideration under a College regulation or an interpretation thereof may file a petition (<https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/GeneralPetition.pdf>) with the Dean of Students in the College. Students are encouraged to speak to their adviser for more information.

Physical Education

Physical education is not required for an undergraduate degree. However, students are encouraged to pursue physical fitness as part of their College experience. For further information on fitness opportunities, visit athletics.uchicago.edu (<http://athletics.uchicago.edu/>).

Archived Catalogs

Students fulfill requirements that are in place when they enter the College. For more information on the requirements for students who entered the College between 1995 and 2018, refer to the appropriate archived editions of the College Course Catalog (collegecatalog.uchicago.edu/archives).



Earning a Degree

Requirements for the Degree

The College awards the BA or the BS degree to qualified students who are recommended by the faculty. In order to qualify for the degree, students must complete the following:

1. The general education requirements
2. The requirements of a major program
3. The language competency requirement
4. Course credit for a minimum of 42 quarter courses (4200 units): This number may be reached in part by examination where appropriate. For students matriculating in Autumn 2017 or later, of the 4200 units, 3800 units of credit must be earned by course enrollment. Course enrollments may include direct enrollment study abroad programs affiliated with the College and approved transfer credit.
5. An overall GPA of 1.75 and a GPA of 2.0 in the major
6. A residency requirement: A student must be in residence at the University of Chicago campus for at least six quarters (excluding summers) and must successfully complete a minimum of 1800 units of credit while in residence. Additionally, more than half of the requirements for any major or minor must be completed in residence. NOTE: Certain non-summer College-sponsored study abroad programs (chiefly the civilization studies programs) may be used to meet this residency and course requirement.
7. Completion of a degree application prior to the quarter in which the degree is to be received
8. Payment of all outstanding bills and return of all equipment and library books



Liberal Education at Chicago

For a century the College of the University of Chicago has been an innovative leader in liberal education in the United States. Since the 1930s the curriculum of the College has varied in its details, but its intellectual foundations have been constant.

Undergraduate education at Chicago begins with a common core curriculum, conducted from the standpoint of multiple disciplines but beholden to none, which provides opportunities for critical inquiry and the discovery of knowledge. Chicago's long-standing commitment to a rigorous core of general education for first- and second-year students emphasizes the unique value of studying original texts and of formulating original problems based on the study of those texts. The objective of our faculty-taught general education courses—which constitute the major component of the first two years in the College—is not to transfer information, but to raise fundamental questions and to encourage those habits of mind and those critical, analytical, and writing skills that are most urgent to a well-informed member of civil society.

Just as general education provides a foundation for addressing key intellectual questions, the major program of study insists upon depth of knowledge and sophistication in a defined field. Majors afford students invaluable opportunities to develop and defend complex arguments by means of extended scholarly research.

The curriculum, however, extends beyond the general education requirements and the major. The faculty has always believed that maturity and independence of mind are enhanced by exploration in intellectual universes outside or transcending required programs of study. Electives—that is, courses drawn from other majors, independent research projects, programs of overseas study, and advanced training in a second language—provide a breadth and a balance that is critical to a true liberal education. Hence the Chicago curriculum allows up to one-third of a student's academic work to consist of electives that will build upon the work of our general education courses, but do so on more advanced and more focused levels.

Many national figures in higher education have been identified with Chicago's undergraduate curriculum—including William Rainey Harper, Robert Maynard Hutchins, and Edward Levi—but learning at Chicago has never been the province of one person or one vision. Rather, the curriculum devoted to 'the knowledge most worth having,' and the critical cast of mind that it develops, has been the product of generations of collegial debate and constant re-examination, processes which are themselves a part of the intellectual adventure to which the curriculum is devoted.



Arts

The general education requirement in the arts provides an introduction to methods for analyzing, comprehending, and appreciating works of dramatic, musical, or visual art by examining their formal vocabularies and how these vocabularies are used to create meaning. This is accomplished either by the intensive study of selected masterpieces or by producing original works.

The courses that satisfy this requirement, listed below, come from a variety of departments and are designed not as specialized introductions to one single field or creative practice, but instead are expressly designed to broadly investigate the arts through study and practice. For that reason, only these courses can be used to satisfy the general education requirement in the arts. *Substitutes, including upper-level electives, will not be approved.*

General Education Course Options

ARTH 10100	Introduction to Art	100
ARTH 14000 through ARTH 16999	Art Surveys	100
ARTH 17000 through ARTH 18999	Art in Context	100
ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100
ARTV 10300	Visual Language: On Time and Space	100
CMST 14400	Film and the Moving Image	100
CMST 14500 through CMST 14599	Topics in Cinema and Media Studies	100
CRWR 12100 through CRWR 12199	Introduction to Genres or Reading as a Writer	100
CRWR 18200	Poetry and the Human III	100
MAAD 26210	Media Art and Design Practice	100
MUSI 10100	Introduction to Western Art Music	100
MUSI 10200	Introduction to World Music	100
MUSI 10300	Introduction to Music: Materials and Design	100
MUSI 10400	Introduction to Music: Analysis and Criticism	100
TAPS 10100	Drama: Embodiment and Transformation	100
TAPS 10200	Acting Fundamentals	100
TAPS 10300 through TAPS 10699	Text and Performance	100
TAPS 10700	Introduction to Stage Design	100
TAPS 10800	Contemporary Dance Practices	100

See the departmental pages under Programs of Study for information on specific course offerings planned for the 2020–21 academic year.

Notes:

- MAAD 26210 Media Art and Design Practice and CRWR 18200 Poetry and the Human III are affiliated with HUMA 16000-16100-16200 Media Aesthetics: Image, Text, Sound I-II-III and HUMA 18000-18100-18200 Poetry and the Human I-II-III, respectively. They are offered in Spring Quarter, simultaneous with the third course in the humanities sequence. First-year students satisfying the general education requirement in the humanities with one of those sequences will have priority in enrollment for the associated arts course.
- The departments that offer courses for the general education requirement in the arts may require or encourage students in their major to complete this requirement in a specific way. Be sure to check the department's page under Programs of Study.
- Students who completed TAPS 28400 History and Theory of Drama I or TAPS 28401 History and Theory of Drama II prior to Autumn 2016 may count those courses toward this general education requirement. However, they are no longer approved for the requirement in the arts.



Biological Sciences

The General Education Requirement in the Biological Sciences

All students are required to complete at least two quarters of Biological Sciences course work to satisfy the general education requirement in the biological sciences. The goal is to provide students of all majors and academic interests with a broad foundational understanding of the concepts of biology and an opportunity to focus on a specific area of interest within the discipline. The requirement should be completed by the end of the second year.

Most students choose one of the following options to meet the general education requirement in the biological sciences. For other options, see Specific General Education Requirement for Certain Majors.

1. A two-quarter general education sequence for non-Biological Sciences majors; options include BIOS 10130 Core Biology followed by any Topics course (course numbers BIOS 11125-BIOS 16120 and BIOS 27721-27723) OR one of three two-quarter Core Biology sequences (course numbers BIOS 10450-BIOS 10451, BIOS 10500-BIOS 10501, or BIOS 10602-BIOS 10603).

2. The first two courses of the Pre-Med Sequence (BIOS 20170 Microbial and Human Cell Biology through BIOS 20175 Biochemistry and Metabolism) for students interested in completing the requirements for medical school but not majoring in Biological Sciences. NOTE: BIOS 20171 requires concurrent enrollment with BIOS 20172.

3. The first two courses in a Fundamentals Sequence for Biological Sciences majors: BIOS 20153 Fundamentals of Ecology and Evolutionary Biology and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced).

4. Completion of three quarters of the Advanced Biology Fundamentals Sequence. Students with a score of 4 or 5 on the AP Biology test who complete the first three quarters of an Advanced Biology Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement in the biological sciences and three quarters of credit toward the Biological Sciences major. For more information about the Advanced Biology Fundamentals Sequence, see the Biological Sciences Program of Study page in this catalog.

Advanced Placement Credit

For students who do not plan to major in the Biological Sciences or prepare for the health professions, a score of 4 or 5 on the AP Biology test confers credit for BIOS 10130 Core Biology. These students complete the general education requirement with either one or two Topics courses in the biological sciences, depending on how the requirements in the mathematical and physical sciences are met; students should contact their College adviser for details.

Students with a score of 4 or 5 on the AP Biology test who complete the first three quarters of an Advanced Biology Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement in the biological sciences.

General Education Sequences for Non-Biological Sciences Majors

Core Biology

BIOS 10130. Core Biology. 100 Units.

What is life? How does it work and evolve? This course uses student-centered interactive learning in the lab, assigned readings from both the popular press and primary scientific literature, and directed writing exercises to explore the nature and functions of living organisms, their interactions with each other, and their environment.

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

Multiple sections of BIOS 10130 Core Biology are taught throughout the year. Sections are taught from a different perspective based upon the specialty of the instructor. The different descriptions are listed below. Students should register for the section that best suits their interests based upon the descriptions below:

A. Neurobiology. This course explores the principles governing the organization, operation, and evolution of living systems by examining these concepts through the lens of neuroscience. Through laboratory investigations, readings from the popular and scientific press, and directed writing exercises, the methods of scientific inquiry and logic of scientific reasoning will be introduced. In this exploration, the following questions will be addressed: How are all living organisms organized and how does that organization contribute to their function? What are the mechanisms by which organisms sense and respond to changes in their environment and engage in functional interactions within that environment? What are the biological and evolutionary mechanisms that underlie natural organismal behaviors including, but not limited to, motivated and circadian-driven behaviors? Both invertebrate and vertebrate model systems will be examined to explore the processes at work in all living systems as well as the mechanisms underlying the formation and maintenance of life's diversity. *M. McNulty. Autumn, Spring, L.*

B. Microbes and Immunity. This section covers the most basic concepts in biology, such as life, macromolecules, cells, energy, metabolism, evolution, and genomics, as well as human anatomy and physiology, drawing examples from microbiology and immunology to tie these basic concepts together. The impact of our interactions with microorganisms in our evolution is highlighted in many ways. Hands-on laboratories, readings, and discussion sessions complement lectures. *B. Fineschi. Autumn, Winter, Spring, L.*

C. Basic Biology. What is life? How does it work and evolve? This course uses student-centered interactive learning in the lab, assigned readings from both the popular press and primary scientific literature, and directed writing exercises to explore the nature and functions of living organisms, their evolution, and their interactions with each other. *A. Hunter. Autumn, Spring. L.*

D. Biotechnology. In the first half of this course, basic biology concepts related to biotechnology are covered. These include lectures on life, cells, macromolecules, metabolism, and genetics, complemented by hands-on laboratories. The second half of the course involves student-led topical research and presentations on various aspects of biotechnology, such as plant biotechnology, animal biotechnology, microbial biotechnology, response to bioterrorism, and examining the consequences of developments in these areas. *N. Bhasin. Winter. L.*

E. Ecology. Have you wondered how the environment has influenced your anatomy, physiology, and psychology through your lifetime? Each one of us continuously interacts, directly or indirectly, with the rest of the Earth's biodiversity at different levels, from molecules, cells, organisms, populations, ecosystems, and the whole biosphere. Are we really independent individuals, or do we need a better concept that broadens our understanding of the world we live in? In this course you will examine fundamental biological principles to understand how organisms live and thrive in a complex and intricate network that we call nature. You will develop your own criteria based on evidence obtained through hypothesis testing and identification of legitimate sources of information. *O. Pineda. Autumn, Winter. L.*

F. Ecology and Evolution. This course focuses on the interaction of organisms with their environment and evolutionary processes that lead to diversity and adaptation. We will examine biological processes at the cellular and organismal levels across a wide range of organisms, considering their ecological similarities and differences in an evolutionary framework. Population and ecosystem levels will be examined to promote understanding of the importance of diversity in ecosystem health and the impacts of an ever increasing human population. *E. Larsen. Winter. L.*

G. Cell and Developmental Biology. This course covers basic concepts in life science including molecular biology, cells, genetics, development, evolution, and ecology, with examples being derived from cell and developmental biology. We will use laboratory activities, readings from the scientific literature, and writing exercises to learn about scientific methodology and how that is applied in the biological sciences. *A. Brock. Autumn, Winter. L.*

H. Cancer Biology. This course covers most basic concepts of biology such characteristics of life, structure, function and division of the cell, macromolecules, metabolism, genetics and principles of evolution. It will also explore how DNA is replicated and transcribed and how proteins are made. As genes control many biological processes, gene regulation will be discussed. An integral part of this course will be the discussion of how anomalies of most of the introduced concepts may lead to cancer. Selected lectures will be delivered in a flipped format, and team-based and other active learning pedagogies will be adopted in this course. Lab activities will be integrated in the course materials. Reading of assigned scientific topics, writing exercises, team-innovative projects and presentations will be used for assessment. *A. Amin. L.*

Topics Courses for Non-Majors

The courses that follow have a prerequisite of BIOS 10130 Core Biology, or a score of 4 or 5 on the AP Biology test. Attendance is required at the first class to confirm enrollment. Students who choose to complete only one general education course in the mathematical sciences may take a second topics course as part of the general education requirements.

BIOS 11125. Life Through a Genomic Lens. 100 Units.

The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): ENST 12402

BIOS 11140. Biotechnology for the 21st Century. 100 Units.

This course is designed to provide a stimulating introduction to the world of biotechnology. Starting with an overview of the basic concepts of molecular biology and genetics that serve as a foundation for biotechnology, the course will segue into the various applied fields of biotechnology. Topics will include microbial biotechnology, agricultural biotechnology, biofuels, cloning, bioremediation, medical biotechnology, DNA fingerprinting and forensics. The goal of this course is to provide the Biology non-majors with an appreciation of important biotechnology breakthroughs and the associated bioethics issues.

Instructor(s): N. Bhasin Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12114. Nutritional Science. 100 Units.

This course examines the underlying biological mechanisms of nutrient utilization in humans and the scientific basis for setting human nutritional requirements. The relationships between food choices and human health are also explored. Students consider how to assess the validity of scientific research that provides the basis for advice about how to eat healthfully. Class assignments are designed to help students apply their knowledge by critiquing their nutritional lifestyle, nutritional health claims, and/or current nutrition policy issues.

Instructor(s): P. Strieleman Terms Offered: Autumn, Spring, Summer

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Note(s): Credit may not be earned for both BIOS 12114 and BIOS 10501

BIOS 12115. Responses of Cardiopulmonary System to Stress. 100 Units.

This course is designed to provide students an overview of basic concepts involved in the functioning of cardiopulmonary vascular systems. Special emphasis will be given to different regulatory mechanisms working at the cell, tissue and organ levels to control the systems functioning during stress conditions. We also discuss recent topics related to molecular basis of adaptation and drugs designed to treat mal-adaptive changes taking place in the heart and lungs (vessels) subjected to various-types of pathological stresses. Instructors, who are both actively engaged in research to understand molecular basis of cardiopulmonary vascular diseases, take this course beyond the knowledge of standard textbook content.

Instructor(s): M. Gupta, Y. Fang Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12116. The Human Body in Health and Disease. 100 Units.

This course is designed to provide an overview of physiological organ systems under different states of health and disease. A comprehensive tour through the human body will take students through the anatomy and functioning of several systems including, but not limited to, the cardiovascular, respiratory, nervous, renal, gastrointestinal, and immune systems. We will examine each of these systems under normal conditions and from the perspective of disease. A variety of pathological conditions including diabetes, heart and kidney diseases, neurodegenerative conditions, and autoimmune diseases, will be covered with an emphasis on how many diseases involve multiple organ systems.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12117. The 3.5 Billion Year History of the Human Body. 100 Units.

This course looks at the structure, function, and deep history of the human body. Each major organ and system of the body is explored from perspectives of anatomy, paleontology, and developmental genetics to reveal the deep history of the body and our connections to the rest of life on the planet.

Instructor(s): N. Shubin Terms Offered: Autumn

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Note(s): Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900/BIOS 13123

BIOS 12121. Physiology in Extreme Environments. 100 Units.

Humans live nearly everywhere, including arid deserts, the tops of mountains, and frigid arctic tundra. We have also expanded our reach to include the bottom of the ocean and the International Space Station. Our bodies' ability to make physiologic adaptations allows us to survive in each of these environments. Physiology in Extreme Environments will enhance your understanding of how your body reacts to stressors such as high altitude, diving, spaceflight, isolation, and more. Discussion topics will include a review of the cardiovascular and respiratory systems, exercise physiology, and cerebral blood flow. We will also discuss the physiology of sleep and fatigue. This knowledge will then be used to explain how life support environments work and how we survive in dangerous environments.

Instructor(s): K. Ruskin, A. Garcia, A. Clebone Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12122. Gourmet Biology: Exploring Relationships between Human Nutrition, Food & Biodiversity. 100 Units.

Human omnivorous nature has allowed us to fulfill our caloric requirements eating a large diversity of organisms. The neurological perception of food - taste, smell, texture, and appearance - highly influences our nutrition. It also contributes to our instinct for experimenting constantly with new combinations of ingredients and ways of cooking. Everywhere humans have travelled and settled, we have established close relationships with the local biodiversity to identify food sources. We have domesticated and transported several of those species throughout the world, dramatically changing ecosystems at a global scale. In this course, students will learn basic principles of human nutrition and neurophysiology to explore how our biology has influenced the selection of species we use as food sources and how, through that selection, we continuously impact ecosystems around the world.

Instructor(s): O. Pineda-Catalan Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13111. Natural History of North American Deserts. 100 Units.

This lecture course focuses on the ecological communities of the Southwest, primarily on the four subdivisions of the North American Desert, the Chihuahuan, Sonoran, Mohave, and Great Basin Deserts. Lecture topics include climate change and the impact on the flora and fauna of the region; adaptations to arid landscapes; evolutionary, ecological, and conservation issues in the arid Southwest, especially relating to isolated mountain ranges; human impacts on the biota, land, and water; and how geological and climatic forces shape deserts.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13112. Natural History of North American Deserts; Field School. 100 Units.

This lecture/lab course is the same course as BIOS 13111, but includes a lab section preparatory to a two-week field trip at end of Spring Quarter, specific dates to be announced. Our goal in the lab is to prepare proposals for research projects to conduct in the field portion of this course. Field conditions are rugged. Travel is by twelve-passenger van. Lodging during most of this course is tent camping on developed campsites.

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

Prerequisite(s): Consent of instructor. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13123. Biological Evolution. 100 Units.

This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction. This course is part of the College Course Cluster program: Climate Change, Culture and Society. (L)

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

Prerequisite(s): BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Note(s): Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900/BIOS 13123. Students using this course for credit in the GEOS or ENSC major register for GEOS 27300; additional work, including a term paper, will be required.

Equivalent Course(s): GEOS 13900

BIOS 13128. Plant-Animal Interactions. 100 Units.

In this course we investigate the ecological interactions between plants and animals, and their evolution. Through readings and discussion we explore herbivory and mutualisms (pollination, seed dispersal). How do plants defend themselves against herbivores? How have plants and their seed dispersers, pollinators, and predators co-evolved?

Instructor(s): A. Hunter Terms Offered: Autumn Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13133. Resolving the Environmental Crisis. 100 Units.

Humans have evolved unique capabilities for transforming their environment rather than accommodating to it. But we pass the costs of improving our circumstances onto the environment and therefore onto our own future generations. This pattern has accelerated enormously during the past 200 years of industrialization. It is now profoundly important for us to come to terms with the impact of the human enterprise on all aspects of our environment as well as our health, welfare, security and pleasure in life. The environmental crisis is the defining issue for the 21st Century, yet traditional values are often poor guides for making our activities sustainable. How can we improve our economic, social and civil institutions so as to resolve our environmental crisis? How should societies now joining the industrial world proceed with their own development? This course will consider these and related issues and approaches to their resolution.

Instructor(s): T. Steck Terms Offered: Autumn

Prerequisite(s): BIOS10130. NO BIOLOGICAL SCIENCES MAJORS AND NO NON-BIOLOGY PRE-MEDS, except by petition.

BIOS 13140. The Public and Private Lives of Insects. 100 Units.

This course examines the ecology and evolution of insects, from their early evolution over 350 million years ago to their adaptations that allow them to exploit nearly every habitat on earth and become the most diverse animal group on the planet. We explore the basic biology of insects that have allowed them to become the largest group of animals on the planet, making up approximately 1.5 million of the 2 million described species.

Instructor(s): E. Larsen Terms Offered: Autumn Spring, Spring quarter, only in even years

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13141. The Mathematics of Evolution. 100 Units.

In this course, students will learn fundamental concepts and models of population dynamics, selection and evolution.

The course will emphasize the importance of population thinking, information, chance, competition and selection in finite populations in determining dynamical outcomes. We will emphasize how genetic information can be modeled and transmitted under variation and selection across generations, providing a modern framework to understand mathematical theories of evolution by natural selection. This then leads to the central theme of the course, creating a general view of evolution as learning in populations, which establishes connections between ecology and evolution and computer science, economics and complex systems.

Instructor(s): L. Bettencourt, M. Steinruecken Terms Offered: Winter, offer Winter 2022

Prerequisite(s): Prerequisite(s): BIOS 10130, STAT 22000, and MATH 13300 or higher. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13142. Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, 'Are we alone in the universe?,' in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the

interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe- in order to better understand the meaning of human existence.

Instructor(s): P. Sereno, L. Rogers, S. London Terms Offered: Winter. Offered Winter 2021

Prerequisite(s): PQ: BIOS 10130. Third or fourth year standing. NO BIOLOGICAL SCIENCES MAJORS AND NO NON-BIOLOGY PRE-MEDS, except by petition.

BIOS 13253. Apes and Human Evolution. 100 Units.

This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.

Instructor(s): R. Tuttle Terms Offered: Spring. Spring 2021

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): ANTH 38600, EVOL 38600, ANTH 21428, HIPS 21428

BIOS 14112. Workings of the Human Brain: From Brain to Behavior. 100 Units.

This course examines how the brain generates behavior. Topics include the organization of the nervous system; the mechanisms by which the brain translates external stimuli into electrical and chemical signals to initiate or modify behavior; and the neurological bases of learning, memory, sleep, cognition, drug addiction, and neurological disorders.

Instructor(s): M. McNulty Terms Offered: Spring Summer

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, NEUROSCIENCE, OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 14114. Drugs Galore: What They Are and What They Do to You. 100 Units.

The course will cover several drugs used and abused (such as alcohol, ritalin, adderall, cannabinoids), their targets and pharmacological actions.

Instructor(s): R. Zaragoza Terms Offered: Autumn Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 14116. Introduction to Social Neuroscience. 100 Units.

This course on social neuroscience addresses a timely topic in the fields of medicine, psychology, and the neurosciences. Specifically, a key challenge in the study of the brain and its effects on health and behavior resides not only in determining how one's mental processes map onto their own patterns of brain activity but also how this activity is modulated by shared representations with other individuals through various neural, hormonal, cellular, and genetic mechanisms. These are questions that fall within the field of social neuroscience - the study of the neural, hormonal, cellular, and genetic mechanisms underlying the super-organismal structures. When social neuroscience was first proposed a quarter century ago, attention was given to why the notion of 'social neuroscience' was not an oxymoron and to articulate a set of principles (multilevel analysis) that justified attention to super-organismal structures (e.g., a pair bond, marriage, salutary relationship) in the analysis of the function of the nervous system and brain. This was prior to the recognition of the importance of epigenetics and the sophisticated means of probing the neural aspects of shared representations, embodied cognition, that exist today. Indeed, genes were still thought to be strong if not invariant determinants of human illness, phenotypes and behavior. So where does social neuroscience now fit within medicine and the science of brain, mind, and behavior? That is the focus of the course.

Instructor(s): S. CACIOPPO Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 15115. Cancer Biology: How Good Cells Go Bad. 100 Units.

This lecture/discussion course examines the multi-step process by which normal cells become malignant cancer cells. Topics include how defects in the regulation of proliferation, differentiation, and apoptosis can occur in cancer cells, as well as how cancer cells can acquire the ability to attract blood vessels (angiogenesis) and to invade other organ systems (metastasis). We emphasize the study of signal transduction pathways and how they are altered in cancer cells. The concept of genes that cause cancer (oncogenes) and genes that deter cancer (tumor suppressor genes) is discussed. New disease treatments that target specific molecular defects within cancer cells are reviewed.

Instructor(s): M. Villereal Terms Offered: Spring, Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 15124. The Principles of Microbiology/Global Infectious Diseases. 100 Units.

Infectious diseases - of both viral and bacterial origins - remain a major global health burden. This course introduces students to the excitingly diverse world of microbes and discusses the roles they play in causing infectious diseases in humans. Various types of microbes are described, with the focus on viruses and bacteria that have caused, or continue to cause, significant morbidity and mortality in humans worldwide. A central part of this subject outlines some of the strategies used by infectious agents to cause disease, their transmission, and principal mechanisms employed by the human immune system to prevent disease. Other measures of controlling infectious diseases, including vaccines and antimicrobial therapies, are also discussed. This course provides students with an understanding of the basic concepts in Microbiology/Infectious Diseases.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-MAJOR PRE-MED STUDENTS, except by petition.

BIOS 16120. The Biological Nature of Psychological Problems. 100 Units.

This course is based on the strong assumption that psychology is a biological science, albeit with elements of the social sciences. The course uses a combination of lectures and classroom discussion of primary and secondary source readings assigned for each class meeting. It presents a strong biological science perspective on individual differences in emotions, motivations, and cognitions that cause distress or interfere with adaptive life functioning, but does so in a non-stigmatizing manner. The course begins with a description and discussion of the nature of psychological problems. The course will survey what is known about the genetic, environmental, and epigenetic bases of such problems and the methods used to study genetic influences and gene-environment interactions. Next, students will review what is currently known about the neural and other biological mechanisms involved in maladaptive individual difference in emotion, motivation, and cognitive processes, with discussion of the methods of studying such mechanisms in humans and nonhumans. The pros and cons of the medical model of 'mental illness' will be discussed as the major contrast with the natural science view advocated by the instructor.

Instructor(s): B. Lahey Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-MAJOR PRE-MED STUDENTS, except by petition.

Equivalent Course(s): PSYC 28850

Sequences

These sequences are an alternative to taking BIOS 10130 Core Biology plus a Topics course to fulfill the general education requirement in the biological sciences. Students MUST take BOTH courses in a sequence.

Pharmacology Sequence

BIOS 10450. Pharmacological Perspectives in Cell and Molecular Biology. 100 Units.

This course introduces concepts related to the use, pharmacodynamic properties, manner in which drugs act at the molecular and/or cellular level, and their effects at the organismal level.

Instructor(s): R. Zaragoza Terms Offered: Autumn

Prerequisite(s): NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition. This course MUST be followed by the second course in the sequence.

BIOS 10451. Pharmacological Perspectives II. 100 Units.

Must be taken in sequence with BIOS 10450. The goal of this course is to learn the pharmacological principles by which drugs act, at the molecular and cellular level, to affect an organ/organ systems of the human body. The pharmacodynamics, pharmacokinetic, pharmacotherapeutics and toxicology of a number of drugs are discussed. Drugs currently in the media, how these drugs affect different systems ranging from cardiovascular to the central nervous system, and the fundamental basis for the use of drugs are covered.

Instructor(s): R. Zaragoza Terms Offered: Winter

Prerequisite(s): BIOS 10450. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Metabolism Sequence

BIOS 10500. Metabolism and Exercise. 100 Units.

Must be taken in sequence with BIOS 10501. This course examines the flow of energy through the human body—from what we eat to what we can do. Basic physiology, metabolism, and exercise concepts are covered from cells to systems. Students should be prepared to alter their diet and/or physical activity. This course is intended to be followed by BIOS 10501 (Metabolism and Nutrition). Prerequisite(s): This course MUST be followed by the second course in the sequence. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Instructor(s): J. Kennedy Terms Offered: Autumn

Prerequisite(s): This course MUST be followed by the second course in the sequence. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 10501. Metabolism and Nutrition. 100 Units.

Must be taken in sequence with BIOS 10500. Taking a scientific approach to nutrition, this course covers nutritional requirements and why they are required for human health by exploring their function at the cellular and molecular level. Basic physiology concepts related to nutritional health are covered, including digestive physiology and some aspects of endocrinology. As a continuation of the exercise concepts covered in BIOS 10501, the relationship between exercise and nutrition is considered. Students complete a dietary analysis of their food intake to critique their individual nutritional health.

Instructor(s): P. Strielemann Terms Offered: Winter

Prerequisite(s): BIOS 10500. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Note(s): Credit may not be earned for both BIOS 10501 and BIOS 12114.

Computer Modeling Sequence

BIOS 10602. Multiscale Modeling of Biological Systems I. 100 Units.

Modern biology generates massive amounts of data; this course is devoted to biological information and the models and computational techniques used to make sense of it. The first course in the sequence begins with the organization of life at the molecular level, and builds a physical understanding to the structure of macromolecules such as DNA, RNA and proteins. Students learn about biological databases, algorithms for sequence alignment and phylogenetic tree building. Students

will also be introduced to basics of high performance computation and its application to the field of bioinformatics. They will learn how to use our in-house supercomputer to process and analyze next generation gene sequencing data in order to identify disease-relevant variants. Students implement computational algorithms using R and Unix.

Instructor(s): E. Haddadian Terms Offered: Autumn. L.

Prerequisite(s): MATH 13300/15300/16300 or equivalent placement. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition. This course MUST be followed by the second course in the sequence.

BIOS 10603. Multiscale Modeling of Biological Systems II. 100 Units.

Must be taken in sequence with BIOS 10602. Major Advances in understanding how life works at the molecular level have revolutionized biology. The second course in the sequence is dedicated to the study of how large molecules, such as proteins, DNA, carbohydrates, and phospholipids, perform their functions. The course will begin with a solid grounding in molecular chemistry and the forces that govern interactions between atoms and molecules. This is followed by an overview of structure and function of macromolecules, in particular of proteins and enzymes. The students will learn how to visualize macromolecules and measure their basic properties and to model their physical movements by means of molecular dynamic simulations running at university's super computer facility. The course will then proceed to describe how interactions of these molecules produce functioning organelles and cells, and how molecular mishaps can lead to disease.

Instructor(s): E. Haddadian Terms Offered: Winter. L.

Prerequisite(s): BIOS 10602 or consent of instructor. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Pre-Med Sequence for Non-Majors BIOS 20170 through BIOS 20175

This integrated sequence explores the molecular, cellular, organismal, and biochemical properties of living systems. It is designed to prepare students who do not intend to major in biology for graduate study in the health professions. This five-course sequence begins with BIOS 20170 Microbial and Human Cell Biology in the Winter Quarter and both BIOS 20171 Human Genetics and Developmental Biology and BIOS 20172 Mathematical Modeling for Pre-Med Students I in the Spring Quarter. These two courses will complete a student's general education requirement in the biological sciences. The second year of the sequence continues with BIOS 20173 Perspectives of Human Physiology in the Autumn Quarter and concludes with BIOS 20175 Biochemistry and Metabolism in the Winter Quarter. BIOS 20172 must be taken concurrently with BIOS 20171 in the Spring Quarter of the first year. The Fundamentals sequence for biology majors is also open to non-majors completing their pre-med biology requirements and provides comparable topical coverage. *This sequence is open only to first- and second-year non-biology majors and cannot be applied toward a major in Biological Sciences.*

BIOS 20170. Microbial and Human Cell Biology. 100 Units.

This course is the entry point into an integrated biology sequence designed to prepare non-biology majors for application to medical school. We explore topics in human cell biology within the context of evolutionary biology, chemistry, microbiology, and medicine. We pay special attention to the influence of prokaryotes on the history of life and to the ecological interactions between humans and their microbiota, which have major implications for human health and disease. Students read and discuss papers from the scientific literature, attend discussions led by physicians, researchers, and other medical professionals, and gain experience with microbiological basic microscopy techniques in lab.

Instructor(s): C. Andrews, R. Zaragoza, E. Kovar Terms Offered: Winter. L.

Prerequisite(s): First or second-year standing, or consent of instructors.

BIOS 20171. Human Genetics and Developmental Biology. 100 Units.

This course covers the fundamentals of genetics, with an emphasis on human traits and diseases. Topics include Mendelian genetics, simple and complex traits, genetic diseases, the human genome, and testing for human traits and diseases. After establishing a foundation in genetics, we will discuss mechanisms underlying differentiation and development in humans. We will focus on events that lead to gastrulation and the establishment of the body plan (how humans develop from an unpatterned egg into a recognizable human form). Other topics may include limb development and stem cell biology.

Instructor(s): O. Pineda-Catalan, R. Zaragoza Terms Offered: Spring. L.

Prerequisite(s): BIOS 20170

Fundamentals Sequences for Biological Sciences Majors

All first-year students who wish to major in Biological Sciences must take BIOS 20153 Fundamentals of Ecology and Evolutionary Biology in the Winter Quarter and either BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) (Spring) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) (Winter) as prerequisites for the Fundamentals courses, which form the foundation of the Biological Sciences major. BIOS 20153 and BIOS 20151 or BIOS 20152 will satisfy the general education requirement in the biological sciences. Majors will go on to complete one of the Fundamentals Sequences.

BIOS 20151. Introduction to Quantitative Modeling in Biology (Basic) 100 Units.

The goal for this course is to give future biologists the quantitative tools to fully participate in modern biological research. These include descriptive statistics, linear regression, stochastic independence and hypothesis testing, Markov models and stationary probability distributions, solutions of linear differential equations, equilibria and stability analysis of nonlinear differential equations. The ideas are applied to different areas of biology, e.g. molecular evolution, allometry, epidemiology, and biochemistry, and implemented by students in computer assignments using the R computational platform.

Instructor(s): D. Kondrashov Terms Offered: Spring. L.

Prerequisite(s): Two quarters of calculus of any sequence (MATH 13200 or 15200 or 16200). First-year Biology Major standing only.

BIOS 20152. Introduction to Quantitative Modeling in Biology (Advanced) 100 Units.

This is a more advanced version of 20151, intended for students with greater mathematical maturity. In addition to the topics covered in the regular version, students will learn about nonlinear least-squares fitting, eigenvalues and eigenvectors, bifurcations and bistability in differential equations. Additional applications will include phylogenetic distance and systems biology.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): MATH placement of 15200 or higher OR either MATH 15200 or MATH 16200 and second-year standing or higher.

BIOS 20153. Fundamentals of Ecology and Evolutionary Biology. 100 Units.

This course surveys the basic principles of ecology and evolutionary biology to lay the foundation for further study in all fields of biology. Broad ecological concepts, such as population growth, disease dynamics, and species interactions, will be explored through a combination of published data, simulations, and mathematical models. The emphasis is on 'ecological thinking' rather than specific notions. Essential topics in the modern study of evolutionary biology will be covered with a focus on both theory and empirical examples. Examples of topics include history of evolutionary thought, evidence for evolution, mechanisms of microevolution, phylogenetics, molecular evolution, and speciation.

Instructor(s): T. Price, M. Kronforst, C. Andrews, A. Hunter. Terms Offered: Winter. L.

Specific General Education Requirement for Certain Majors

Students should note that several majors have specified requirements for how the biological sciences portion of the general education requirements must be satisfied. These include Biological Chemistry, Neuroscience, Environmental Science, Geophysical Sciences, and Molecular Engineering.



Civilization Studies

Civilization studies provide an in-depth examination of the development and accomplishments of one of the world's great civilizations through direct encounters with significant and exemplary documents and monuments. These sequences complement the literary and philosophical study of texts central to the humanities sequences, as well as the study of synchronous social theories that shape basic questions in the social science sequences. Their approach stresses the grounding of events and ideas in historical context and the interplay of events, institutions, ideas, and cultural expressions in social change. The courses emphasize texts rather than surveys as a way of getting at the ideas, cultural patterns, and social pressures that frame the understanding of events and institutions within a civilization. And they seek to explore a civilization as an integrated entity, capable of developing and evolving meanings that inform the lives of its citizens.

Unless otherwise specified, courses should be taken in sequence. Note the prerequisites, if any, included in the course description of each sequence. Some civilization sequences are two-quarter sequences; others are three-quarter sequences. Students may meet a two-quarter civilization requirement with two courses from a three-quarter sequence.

Because civilization studies sequences offer an integrated, coherent approach to the study of a civilization, students cannot change sequences. Students can neither combine courses from a civilization sequence with a freestanding course nor combine various freestanding courses to create a civilization studies sequence. Students who wish to use such combinations are seldom granted approval to their petitions, including petitions from students with curricular and scheduling conflicts who have postponed meeting the civilization studies requirement until their third or fourth year in the College.

Civilization Studies Courses on Campus

CRES 24001-24002-24003. Colonizations I-II-III.

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

CRES 24001. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

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

Equivalent Course(s): SOSC 24001, ANTH 24001, HIST 18301

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): ANTH 24002, SOSC 24002, HIST 18302

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

Equivalent Course(s): ANTH 24003, SALC 20702, SOSC 24003, HIST 18303

EALC 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

EALC 10800. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): HIST 15100, CRES 10800, SOSC 23500

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): J. Ketelaar Terms Offered: Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, HIST 15200, CRES 10900

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): J. Jeon Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 11000, HIST 15300, SOSC 23700

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.

This two-quarter sequence aims to expand students' exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.

The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, 'Kinship' and 'Creativity and Cultural Knowledge.' The 'Kinship' cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The 'Creativity and Cultural Knowledge' cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of 'difference' on cultural forms.

Instructor(s): Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

Three thematic clusters make up the second quarter. 'Politics' focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. 'Religion' contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. 'Economics' looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503 Science, Culture, and Society in Western Civilization

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

HIST 10101-10102-10103. Introduction to African Civilization I-II-III.

African Civilization introduces students to African history in a three-quarter sequence. Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

HIST 10101. Introduction to African Civilization I. 100 Units.

Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): ANTH 20701, MDVL 10101, CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.

Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage

internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.

Instructor(s): K. Hickerson Terms Offered: Winter
Equivalent Course(s): CRES 20802, ANTH 20702

HIST 10103. Introduction to African Civilization III. 100 Units.

Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of person-hood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.

Instructor(s): K. Takabvirwa Terms Offered: Spring
Equivalent Course(s): ANTH 20703, CRES 20303

HIST 13001-13002-13003. History of European Civilization I-II-III.

Has Europe ever been civilized? This sequence, which satisfies the general education requirement in civilization studies, invites students to discuss the simultaneously creative and destructive forces inherent in centuries of European history. While resisting shallow critiques and caricatures of Europe's role in the world, students examine in depth major themes in the history of European ideas about civilization, including the interplay of faith, reason, and secularism; the individual, family, and mass society; and monarchy, revolution, and democracy. Students not only grapple with big questions and transformative ideas but also consider unique perspectives and ordinary people by reading a variety of different kinds of historical evidence. The sequence provides students with foundational skills and knowledge for the University of Chicago general education core curriculum more broadly, which owes much of its intellectual project to European ideas of knowledge and education. In keeping with the traditions of the core curriculum, students contextualize and interrogate sources in small, rigorous, and textually immersive classes. Learn to think historically! There are three parts to this sequence. Parts I and II cover the period from approximately the fall of Rome to the present and should be taken in sequence in the Autumn-Winter or Winter-Spring Quarters. The optional Part III treats specialized topics in greater depth in the Spring Quarter.

HIST 13001. History of European Civilization I. 100 Units.

The first part of the sequence examines the period from approximately 500 to 1700 in European history. It challenges students to question two-dimensional, rigid narratives about the fall of Rome, the Dark Ages, the Renaissance and Reformation, and the early Enlightenment by reading historical sources with empathy and attention to their authors' own perspectives. For example, we explore the entanglement of the political, economic, and religious by reading a chronicle written by a monk; we examine gender relations and daily life by reading men's and women's personal letters; and we investigate the earliest contacts between Europeans and the peoples of the Americas by reading eyewitness accounts of their interactions. In the process of recovering the lived experiences of medieval and early modern Europeans, the course engages with the sophisticated societies and cultures of premodern Europe, which many subsequent generations post-1700 would come to label backwards and uncivilized.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Students must take a minimum of two quarters of European Civilization to fulfill the general education requirement; register for the same section each quarter.

HIST 13002. History of European Civilization II. 100 Units.

The second part of the sequence examines the period from approximately 1700 to the present in European history. Major topics include the Enlightenment, the French Revolution, industrialization, the world wars, and the European Union. This course challenges students to do more than simply define conceptual terms like imperialism, nationalism, liberalism, capitalism, and communism. We situate these and other grand narratives in new ideas of progress, new technologies and forms of knowledge production, and the material transformations of everyday life. Changes in media (newspapers, radio, films, etc.) and the rise of mass production and consumption in these centuries were both the cause and effect of many of the events we will be discussing. Sources include nineteenth-century novels, eyewitness accounts to revolution and the Holocaust, and speeches and manifestos of the political and cultural avant-garde. Throughout the course, we will continuously examine the paradoxes that have shaped modern Europe: its resilience and fragility, its great experiments in liberty and tragic acts of violence.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): HIST 13001

HIST 13003. History of European Civilization III. 100 Units.

Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. In the third part of the History of European Civilization sequence, students will have the opportunity to explore in greater depth a particular aspect of European history. Topics in recent years have included 'The Enlightenment: Foundations and Interpretations,' 'Women, Piety, and Heresy in Premodern Europe,' 'Crusades:

History and Imagination,' 'Crossing the Channel: England and France,' and 'Church and State in European History.' Students should refer to <https://history.uchicago.edu/content/courses> for course titles and topic descriptions.

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

Prerequisite(s): For the 3-qr sequence register for HIST 13003 after completing HIST 13001-13002. Only HIST 13001-13002 complete the 2-qr sequence.

Note(s): Students may not combine HIST 13003 with one other quarter of European Civilization to fulfill the general education requirement. Spring 2021 topics: (section 1) Women, Piety, and Heresy in Premodern Europe; (section 2) Crossing the Channel: England and France

HIST 13100-13200-13300. History of Western Civilization I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century B.C.E, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence.

HIST 13100. History of Western Civilization I. 100 Units.

This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing texts produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E, and (3) to assist them in discovering the developmental connections between these various epochs. 13100: The first course focuses on the history of Classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to <https://canvas.uchicago.edu/> and check the page for this course for the first day's reading assignment; you will be expected to be prepared.

Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer

Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.

This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing texts produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E, and (3) to assist them in discovering the developmental connections between these various epochs. 13200: The second course explores major themes in the Middle Ages, the Renaissance, and the Reformation. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to <https://canvas.uchicago.edu/> and check the page for this course for the first day's reading assignment; you will be expected to be prepared.

Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter

Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.

This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing texts produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E, and (3) to assist them in discovering the developmental connections between these various epochs. 13300: The third course undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence concludes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians.

This sequence fulfills the general education requirement in civilization studies. Students should log on to <https://>

canvas.uchicago.edu/ and check the page for this course for the first day's reading assignment; you will be expected to be prepared.

Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring Summer

Prerequisite(s): These courses must be taken in sequence.

HIST 13500-13600-13700. America in World Civilization I-II-III.

The America in World Civilization sequence is nothing like your high school history class, for here we examine America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the qualitative methodology of historical thinking. It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III). This sequence meets the general education requirement in civilization studies.

HIST 13500. America In World Civilization I. 100 Units.

America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.

The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women's rights and antislavery; the development of industrial capitalism; urbanism and social inequality.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).

HIST 13700. America in World Civilization III. 100 Units.

The third quarter America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America's role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).

HIST 13900-14000-14100. Introduction to Russian Civilization I-II-III.

This three-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization.

HIST 13900. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 24000, REES 26011

HIST 14000. Introduction to Russian Civilization II. 100 Units.

The second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, R. Bird Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 24100, REES 26012

HIST 14100. Introduction to Russian Civilization III. 100 Units.

The third quarter of Russian Civilization is a new (2020) addition to the curriculum. When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. In spring 2021 this course will explore the nature of state socialism, or 'communism'-the political and economic system that governed much of the world's population during the twentieth century-and the transition from that system to alternative modes of governance. Course material will emphasize the experience of the (former) Soviet Union and Eastern Europe, where communism as a system has disappeared most completely, but many of the lessons of transition apply also to China, Vietnam, North Korea, and Cuba. A nontrivial portion of the course covers the nature of communism, as both the tasks and obstacles of transition are determined in part by the character of the previous system. However, the bulk of the material addresses postcommunist policies, institutions, and outcomes.

Instructor(s): S. Gehlbach Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.

Equivalent Course(s): SOSC 24200, REES 26015

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. It surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

HIST 16700. Ancient Mediterranean World I: Greece. 100 Units.

This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.

Instructor(s): C. Kearns Terms Offered: Autumn

Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.

Part II surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus will be upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire. The course will also cover the questions of social organization (free and unfree people, foreigners), gender relations, religion, and specific forms of the way of life of the Romans. It will be based both on lectures and on discussions of textual or archaeological documents in smaller discussion groups.

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

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

Part III examines late antiquity, a period of paradox. The later Roman emperors established the most intensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims. Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.

Instructor(s): R. Payne Terms Offered: Spring

Equivalent Course(s): CLCV 20900, MDVL 16900

HMRT 10100-10200. Human Rights in World Civilizations I-II.

This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.

The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. 'Anti-Slavery, Humanitarianism, and Rights' focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. 'Declarations as a Human Rights Genre' examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.

Instructor(s): J. Ransmeier, B. Laurence, Staff Terms Offered: Autumn

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

Equivalent Course(s): SOSC 24900

HMRT 10200. Human Rights in World Civilizations II. 100 Units.

Four thematic clusters structure the second quarter. 'Migration, Minorities, and Refugees' examines minority rights, the evolution of legal norms around refugees, and human trafficking. 'Late Twentieth Century Human Rights Talk' explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. 'Global Justice' considers forms of international criminal

law, transitional justice, and distributive justice. 'Indigenous Rights as Human Rights' takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.

Instructor(s): B. Laurence, E. Osborn, Staff Terms Offered: Winter

Prerequisite(s): HMRT 10100

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

Equivalent Course(s): SOSC 24901

JWSC 12000-12001-12003. Jewish Civilization I-II-III.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the medieval period; the Winter course will begin with the early modern period and continue to the present. The Spring course will vary as to special topic; for the Spring course to count towards the general education requirement in civilization studies, the student must also take the Autumn and Winter courses. Note: Jewish Studies revised its civilization studies courses in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018 under the previous course options, may complete it with those courses that remain available, or (with prior approval from the JWSC director of undergraduate studies) they may combine them with the new course options, provided that they fulfill the requirement to take one JWSC course in the ancient or medieval period and one in the modern period. Only students who have taken JWSC courses prior to academic year 2018–19 are eligible to complete the program under the prior system.

JWSC 12000. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): James Robinson Other TBA Terms Offered: Autumn

Equivalent Course(s): NEHC 22010, RLST 22010, MDVL 12000

JWSC 12001. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): S. Hammerschlag J. Kirzane Terms Offered: Winter

Equivalent Course(s): NEHC 22011, RLST 22011

JWSC 12003. Jewish Civilization III - Language, Creation, and Translation in Jewish Thought and Literature. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Spring course in 2021 will start with two stories from Genesis—the creation story and the story of the Tower of Babel in chapter 11—and consider the intertwined dynamics of language, creation, and translation in Jewish thought and literature. In addition to commentaries on both of these key texts, we will read philosophical and literary texts that illuminate the workings of language as a creative force and the dynamics of multilingualism and translation in the creation of Jewish culture. Through this lens, we will consider topics such as gender and sexuality, Jewish national identity, Zionism, the revival of the Hebrew language, Jewish responses to the Holocaust, and contemporary American Jewish culture.

Instructor(s): Na'ama Rokem Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies credit, must also take Jewish Civilization I and II. The course may also be taken as an independent elective.

Equivalent Course(s): CMLT 12003, NEHC 12003, RLST 22012

LACS 16100-16200-16300. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

LACS 16100. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.

Instructor(s): Emilio Kouri Terms Offered: Autumn

Equivalent Course(s): CRES 16101, HIST 36101, SOSC 26100, ANTH 23101, HIST 16101, LACS 34600

LACS 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

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

Equivalent Course(s): PPHA 39770, HIST 16102, CRES 16102, HIST 36102, ANTH 23102, LACS 34700, SOSC 26200

LACS 16300. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): B. Fischer Terms Offered: Spring

Equivalent Course(s): HIST 36103, PPHA 39780, CRES 16103, LACS 34800, SOSC 26300, ANTH 23103, HIST 16103

MUSI 12100-12200. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

MUSI 12100. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21100, HIST 12700

MUSI 12200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): HIST 12800, SOSC 21200

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.

This sequence meets the general education requirement for civilization studies.

NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.

This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.

Instructor(s): Brian Muhs, Robert Ritner Terms Offered: Autumn

Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.

This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.

Instructor(s): Hervé Reculeau Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III. 100 Units.

This course introduces students to the history of ancient Anatolia and its neighbors from the first historical texts around 2000 BCE, with a short detour through prehistory and the appearance of Proto-Indo-European culture, to the arrival of Alexander the Great. Some of the famous ancient Near Eastern civilizations that we encounter include the Assyrians, Hittites, Phrygians, Lydians, Persians, and Israelites. We will focus on the information provided by inscriptions - especially political and socioeconomic history - as well as the relevant archaeological and art historical records. No prior knowledge of Anatolian or Near Eastern history is required.

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Equivalent Course(s): NEHC 30003

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.

This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.

This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.

Instructor(s): Susanne Paulus Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20005. Ancient Near Eastern Thought & Literature II: Anatolian Lit. 100 Units.

The goal of this class is to get an overview of Hittite literature, as 'defined' by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. Some of the most important questions we can ask ourselves in reading ancient texts are: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about - in our case - Hittite society?

Instructor(s): Theo van den Hout Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20006. Ancient Near Eastern Thought & Literature III. 100 Units.

This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.

Instructor(s): Brian Muhs Terms Offered: Winter

NEHC 20011-20012-20013. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20011. Ancient Empires I. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of 'empire' itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 25700, HIST 15602

NEHC 20012. Ancient Empires II. 100 Units.

The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years.

The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula.

The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Equivalent Course(s): HIST 15603, CLCV 25800, MDVL 20012

NEHC 20013. Ancient Empires III. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20416-20417-20418. Semitic Languages, Cultures, and Civilizations I-II-III.

This sequence meets the general education requirement in civilization studies.

NEHC 20416. Semitic Languages, Cultures, and Civilizations I. 100 Units.

This course looks at the attestations of Semitic, the development of the language family and its individual languages, the connection of language spread and political expansions with the development of empires and nation states (which can lead to the development of different language strata), the interplay of linguistic innovation and archaism in connection with innovative centers and peripheries, and the connection and development of language and writing.

Terms Offered: TBD

Equivalent Course(s): NEHC 30416, HIST 15702

NEHC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.

This course explores various peoples of the ancient Near East from the third through the first millennium BC. The shared characteristic of those peoples is their use of Semitic languages. The focus is on major cultural traditions that later become of interest for the modern Middle East and for the Western world. This course provides a background to understand contemporary problems in a historical context. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship to help us think of interpretative frameworks and questions. Ancient sources include literary, historical, and legal documents. Texts in English.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): NEHC 30417, HIST 15703

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.

The course studies how various groups in the Middle East imagined the ancient Semitic heritage of the region. We examine how Semitic languages (in particular, Arabic and Hebrew) came to be regarded as the national markers of the peoples of the Middle East. We likewise explore the ways in which archeologists, historians, novelists, and artists emphasized the connectivity between past and present, and the channels through which their new ideas were transmitted. The class thus highlights phenomena like nationalism, reform, and literary and print capitalism (in both Hebrew and Arabic) as experienced in the Middle East.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): JWSC 21100, HIST 15704, NEHC 30418

NEHC 20501-20502-20503. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): HIST 35704, ISLM 30500, MDVL 20501, NEHC 30501, CMES 30501, HIST 25704, RLST 20501

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

Instructor(s): J. Woods Terms Offered: Winter

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 35804, CMES 30502, NEHC 30502, MDVL 20502, HIST 25804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the 'modern' Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, MDVL 20601, RLST 20401, HIST 25610

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the 'gunpowder empires' (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, HIST 25615, SOSC 22100, MDVL 20602

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals' engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, RLST 20403, SOSC 22200

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): ANTH 24101, MDVL 20100, SALC 30100, HIST 10800, SOSC 23000

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, SOSC 23100, HIST 10900

Civilization Studies Abroad Programs

Students may also complete their civilization studies requirement by participating in one of the College's Study Abroad programs. For more information about these programs, consult the Study Abroad section of this catalog or visit study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>).



Humanities

General Education Sequences

All first-year students take a Humanities sequence that engages them in the pleasure and challenge of humanistic works through the close reading of literary, historical, and philosophical texts. These are not survey courses; rather, they work to establish methods for appreciating and analyzing the meaning and power of exemplary texts. The class discussions and the writing assignments are based on textual analysis. In combination with these courses, students are required to take a zero-unit seminar (HUMA 19100 Humanities Writing Seminars) that introduces the analysis and practice of expert academic writing.

All HUMA 10000-level sequences that meet general education requirements, listed below, are available as either a two-quarter sequence (Autumn, Winter) or as a three-quarter sequence (Autumn, Winter, Spring). Once students begin a sequence, they are expected to remain in the same sequence. Students are expected to complete this foundational requirement in their first year. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

The sequences that fulfill the general education requirements in Humanities are listed here. Descriptions of individual courses are below.

HUMA 11000-11100-11200	Readings in World Literature I-II-III	300
HUMA 11500-11600-11700	Philosophical Perspectives I-II-III	300
HUMA 12050-12150-12250	Greece and Rome: Texts, Traditions, Transformations I-II-III	300
HUMA 12300-12400-12500	Human Being and Citizen I-II-III	300
HUMA 13500-13600-13700	Introduction to the Humanities I-II-III	300
HUMA 14000-14100-14200	Reading Cultures: Collection, Travel, Exchange I-II-III	300
HUMA 16000-16100-16200	Media Aesthetics: Image, Text, Sound I-II-III	300
HUMA 17000-17100-17200	Language and the Human I-II-III	300
HUMA 18000-18100-18200	Poetry and the Human I-II-III	300

For students preparing for medical school: A three-quarter sequence in Humanities is recommended. Those able to complete only a two-quarter sequence in their first year should plan to take a writing-intensive English Language and Literature course when their schedule allows. This English course, however, cannot be applied to the general education requirement in the humanities.

Course Descriptions for General Education Sequences

HUMA 11000-11100-11200. Readings in World Literature I-II-III.

This Humanities general education sequence examines the relationship between the individual and society in a rich, diverse, and exciting selection of literary texts from across the globe and from the earliest literary text to today. We address the challenges faced by readers confronting foreign literatures, reading across time and cultures, and reading texts in translation.

HUMA 11000. Readings in World Literature I. 100 Units.

The theme for the Autumn Quarter of Readings in World Literature is 'The Epic'. Beginning with the oldest extant literary text known to mankind, The Epic of Gilgamesh, and moving on to India's national epic The Mahabharata as well as The Odyssey, we study epic texts that are central to the literary and cultural traditions of various regions and peoples of the world. As an introduction to the study of the Humanities, this course will help you develop your skills in textual analysis, independent critical thinking, and expository writing. As a course on literature, it will pay particular attention to issues such as narrative structure, verse form, performativity and poetic devices, but also to the question of how literature might matter for our lives here and now. As a course that aims to address world literatures, this class will focus on ways in which texts from different cultural backgrounds articulate the cultural values, existential anxieties, and power structures of the societies that produced them.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 11100. Readings in World Literature II. 100 Units.

The theme for the Winter Quarter of Readings in World Literature is 'Autobiography/ Writing the Self.' This course examines the nature of autobiographical writing from a wide range of cultural and historical contexts, including texts such as Augustine's Confessions, Sei Shonagon's The Pillow Book, Vladimir Nabokov's Speak Memory, Wole Soyinka's Aké and Alison Bechdel's graphic memoir Fun Home. While last quarter focused on the genre of the epic-texts that imagine and even create a people's sense of a shared past and a shared culture-this quarter will focus on how individuals imagine their own, particular lives. We will explore, among other issues, how the self is constructed through reading and writing, the relationship between memory and identity, the claims of authenticity or truth, the oscillation between interior and exterior life, and the peculiarities of individual voice.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 11000

Note(s): These courses must be taken in sequence.

HUMA 11200. Readings in World Literature III. 100 Units.

Students wishing to take the third quarter of the Readings in World Literature sequence will be able to choose from a selection of different topics that varies slightly from year to year, such as 'Gender and Literature,' 'Crime Fiction and Murder Mysteries,' 'Reading the Middle Ages: Europe and Asia,' 'Colonial Fictions: Novel of Exoticisms, Adventure, and East and West', 'Masterpieces of Poetry,' 'The Nobel Prize in Literature,' or 'Fictions of the Modern City'.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 11100

Note(s): These courses must be taken in sequence.

HUMA 11500-11600-11700. Philosophical Perspectives I-II-III.

This sequence considers philosophy in two lights: as an ongoing series of arguments addressed to certain fundamental questions about the place of human beings in the world and as a historically situated discipline interacting with and responding to developments in other areas of thought and culture. Readings tend to divide between works of philosophy and contemporaneous works of literature, but they may also include texts of scientific, religious, or legal practice.

HUMA 11500. Philosophical Perspectives I. 100 Units.

In Autumn Quarter, we examine fundamental ethical issues--about virtue, the good life, and the role of the individual in society--in the works of ancient Greek writers as well as 20th-century writers in conversation with them. Texts are drawn from Plato, Aristotle, the Greek tragedians, Martin Luther King and others.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 11600. Philosophical Perspectives II. 100 Units.

Winter Quarter explores metaphysical and epistemological questions as they confronted participants and spectators of the 'scientific revolution'. Problems of skepticism, self-understanding and the social status of knowledge are at the fore. Authors tend to include Descartes, Newton, Voltaire, and Mary Shelley, among others.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 11500

Note(s): These courses must be taken in sequence.

HUMA 11700. Philosophical Perspectives III. 100 Units.

In Spring Quarter we explore the constitution of agency and personal morality from the vantage point of Enlightenment and post-Enlightenment philosophy and novels. Authors include Hume, Kant, Nietzsche and Jane Austen.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 11600

Note(s): These courses must be taken in sequence.

HUMA 12050-12150-12250. Greece and Rome: Texts, Traditions, Transformations I-II-III.

The Greece and Rome sequence is about traditions—not as stable, pre-given structures, but as bodies of texts that influence and transform each other across historical time periods. Students gain a grounding in some major texts of the Classical Greek and Latin traditions (read in English translation) as well as their reception at pivotal moments in modernity. These texts have sustained a community of reading, commentary, and debate ever since their inception, and they continue to resonate through our institutions and values today. In our encounter with them, we will develop the tools to read in inquiring and original ways, as well as to defend our readings with respect to the texts. Each quarter is devoted to one or two genres, and each includes Greek, Roman, and modern texts that build on each other. Autumn opens with epic works by Homer, Vergil, and Milton. Winter sees us delve into the paired genres of tragedy and history, examining how each represents society through distinct modes of narrative and speech: past authors have included Aeschylus, Herodotus, Livy, Seneca, Tacitus, Shakespeare, and Racine. Spring alternates between comedy (Aristophanes, Plautus, Shakespeare) as a vehicle for negotiating social norms and the subject of love in philosophical and literary perspectives (Plato's Symposium, Lucretius, the ancient novel, Shelley's *Frankenstein*).

HUMA 12050. Greece and Rome: Texts, Traditions, Transformations I. 100 Units.

Autumn Quarter examines the epic tradition with a focus on warfare, foundation, and the social order. Readings cover Homer's *Iliad*, Vergil's *Aeneid*, and Milton's *Paradise Lost*, with selections from the lyric poetry of Sappho, Auden, and Wheatley.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 12150. Greece and Rome: Texts, Traditions, Transformations II. 100 Units.

The Winter Quarter focuses on how tragedy and history confront familial, social, and external conflict in different genres. Readings cover Aeschylus' *Oresteia*, selections from the histories of Herodotus, Livy, and Tacitus, tragedies by Seneca, and several of Shakespeare's history plays.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 12050

Note(s): These courses must be taken in sequence.

HUMA 12250. Greece and Rome: Texts, Traditions, Transformations III. 100 Units.

Spring Quarter alternates between comedy as a vehicle for negotiating social norms and the subject of love in philosophical and literary perspectives. In comedy years, social integration is treated with a lighter touch than in

Autumn and Winter Quarters, through the texts of Aristophanes, Plautus, and Shakespeare. In the alternate years, love is explored through the philosophical texts of Plato's Symposium and Lucretius' *The Way Things Are*, as well as works of Shakespeare and Shelley's *Frankenstein*.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 12150

Note(s): These courses must be taken in sequence.

HUMA 12300-12400-12500. Human Being and Citizen I-II-III.

Human Being and Citizen explores the needs and aspirations that draw human beings together in formal and informal communities and the problems that we encounter as social animals in the pursuit of human flourishing. We investigate matters of justice, the law, and leadership, and consider these together with modes of human interaction from contractual relations to friendship and kinship ties in both their legislative and affective dimensions (especially love, anger, shame, grief, and faith). We think about the role of divinity (from Greek mythology to modern Christianity) in shaping the ways our texts conceive of these topics, and we consider ideas about the formation of the self. Our readings are predominantly drawn from the western tradition—Homer, Plato, Aristotle, Augustine, Dante, Shakespeare, Kant, among others—and these canonical texts do not go unquestioned. Rather, by entering into conversation with one another, they provide the intellectual resources for an inquiry that leads ultimately into an exploration of contemporary questions of rights, representation, and belonging.

HUMA 12300. Human Being and Citizen I. 100 Units.

The autumn quarter explores the ways that Ancient Greek and the Abrahamic text of Genesis conceive of, express ideals about, and articulate tensions in conceptions and practices of justice, human and divine law, and emotion. We examine the ways these conceptions figure in literary, philosophical and religious texts concerned with rupture and continuity in the social order. We consider the ways human beings come together in groups (families, cities, armies, but also beliefs and aspirations) and strive to understand what binds these groups as structures of meaning-making and social practice. Texts include Homer's *Iliad*, the book of Genesis, Plato's *Apology* and *Laches*, and Sophocles' *Antigone*.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 12400. Human Being and Citizen II. 100 Units.

In the winter quarter, we examine conceptions of the human good in connection with practices of the self as they pertain to virtue, the social order, spiritual beliefs and practices, and community. We ask what constitutes human flourishing and explore relations and tensions between individual self-formation and the social and political good. Texts include Aristotle's *Nicomachean Ethics*, Augustine's *Confessions*, and Dante's *Inferno*.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 12300

Note(s): These courses must be taken in sequence.

HUMA 12500. Human Being and Citizen III. 100 Units.

The spring quarter addresses matters of community, law, freedom, morality, and ideology in a (broadly speaking) modern idiom of citizenship and its attendant idea of the human being as a rights-bearing subject. We ask what (whether culture, religion, reason itself) might ground our moral judgments, and what the limits and freedoms are of thinking the human being as a subject accorded rights through instruments of philosophical or political law. Resourced by our autumn and winter texts, we consider the impact of thinking matters of race, ethnicity, and gender through a modern lens and how these considerations both challenge and draw on the past. Texts include Shakespeare's *The Tempest*, Kant's *Groundwork of the Metaphysics of Morals*, and Baldwin's *No Name in the Street*.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 12400

Note(s): These courses must be taken in sequence.

HUMA 13500-13600-13700. Introduction to the Humanities I-II-III.

This sequence emphasizes writing, both as an object of study and as a practice. As we study the texts of the course, we pay special attention to questions about how they function as instances of writing: How does the writing of a text shape the way that we understand it? How does writing shape our sense of what we are doing in the humanities? Such questions about writing will lead to similar questions about language in general: How is our understanding shaped by the language we use? In the Autumn Quarter, we'll ask these questions within classical and familiar norms for using language to argue, to analyze, to be accurate, to be logical, and so on. In Winter and Spring Quarters, we'll move to challenges, and radical criticisms, of these familiar ideas. As to practice: The writing workload of the course is significant. Students will write at least one writing assignment each week, and we discuss these assignments in small writing workshops. This is not a course in remedial writing; rather it is a course for students who are particularly interested in writing or who want to become particularly proficient writers. Readings for the course are selected not thematically or chronologically, but to serve the focus on writing.

HUMA 13500. Introduction to the Humanities I. 100 Units.

In the Autumn Quarter, we read two of Plato's *Dialogues*, the Declaration of Independence, selections from Thucydides' *History of the Peloponnesian War*, and a Shakespeare play.

Instructor(s): Staff Terms Offered: Autumn. Sequence not offered every year.

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 13600. Introduction to the Humanities II. 100 Units.

In the Winter Quarter, we read Descartes' *Meditations*, Conrad's *Heart of Darkness*, further selections from Thucydides' *History*, Woolf's *The Waves*, and Nietzsche's *Beyond Good and Evil*.

Instructor(s): Staff Terms Offered: Winter. Sequence not offered every year.

Prerequisite(s): HUMA 13500

Note(s): These courses must be taken in sequence.

HUMA 13700. Introduction to the Humanities III. 100 Units.

In the Spring Quarter, we read Plato's *Phaedrus* with Derrida's 'Pharmakon,' Harriet Jacobs's *Incidents in the Life of a Slave Girl*, still more selections from Thucydides' *History*, an experimental feminist essay, and a graphic novel, perhaps Alison Bechdel's *Fun Home* or Chris Ware's *Building Stories*.

Instructor(s): Staff Terms Offered: Spring. Sequence not offered every year.

Prerequisite(s): HUMA 13600

Note(s): These courses must be taken in sequence.

HUMA 14000-14100-14200. Reading Cultures: Collection, Travel, Exchange I-II-III.

This sequence introduces students to the critical analysis of culture, principally through the interpretation of literary works drawn from a wide variety of traditions and periods, ranging from Homeric epic to folktale to the contemporary novel. Our overarching goal is to study the specific kinds of questions that literature and narrative make possible to ask about a cultural or historical moment—in other words, to think about how literary texts can variously express, differ from, or even critique the cultural situations out of which they emerge. To this end, students in this sequence will cultivate skills in textual interpretation and narrative analysis, while also learning how to formulate broad critical questions concerning the relationship of literary works to the worlds they inhabit as well as regarding the meaning and definition of culture more generally. Each quarter of the sequence considers a theme or concept that is central to the analysis of culture: collection and accumulation, in the Autumn; mobility, movement, and travel in Winter; and exchange in Spring. Works considered in the Autumn include Zora Neale Hurston's *Mules and Men*, Ovid's *Metamorphoses*, and T. S. Eliot's *The Waste Land*; in the Winter, Homer's *Odyssey*, Harriet Jacobs's *Incidents in the Life of a Slave Girl*, and Tomás Rivera's *And the Earth Did Not Devour Him*; and Richard Wright's *Native Son*, Honoré de Balzac's *Le Père Goriot*, and Xiao Hong's *The Field of Life and Death in the Spring*.

HUMA 14000. Reading Cultures: Collection, Travel, Exchange I. 100 Units.

The Autumn Quarter of Reading Cultures is devoted to the analysis of 'collection' as a form of cultural activity.

Reading texts such as Ovid's *Metamorphoses*, *The Arabian Nights*, and Zora Neale Hurston's *Mules and Men* that offer collections of stories in lieu of a single tale, we consider the extent to which culture comes into being through the accumulation, assemblage and transmission of narratives. In other words, students in this quarter learn how to think about narrative and storytelling in terms of the production, organization and control of culture. Who gets to collect and to tell the stories of a culture, we ask, and what difference does their identity make to cultural representation?

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 14100. Reading Cultures: Collection, Travel, Exchange II. 100 Units.

The Winter Quarter of Reading Cultures considers the centrality of movement, migration and travel to the study of culture. Turning to texts such as Harriet Jacobs's *Incidents in the Life of a Slave Girl*, Jamaica Kincaid's *A Small Place* and Tomás Rivera's *And the Earth Did Not Devour Him*, we ask how cultures have retained their coherence, historically, under conditions of migration, diaspora and violent or enforced movement. We also consider the ways that cultures themselves travel and change, and analyze the ways that language and narrative function as mediums of cultural movement and transmission.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 14000

Note(s): These courses must be taken in sequence.

HUMA 14200. Reading Cultures: Collection, Travel, Exchange III. 100 Units.

The Spring Quarter of Reading Cultures focuses on exchange as a fundamental cultural activity. Here, we consider literary texts such as Xiao Hong's *The Field of Life and Death*, Richard Wright's *Native Son* and Honoré de Balzac's *Le Père Goriot*, as well as theoretical texts by Karl Marx and Marcel Mauss that raise questions about the cultural function of exchange. Thus in this quarter, students study the ways in which literary works from different cultural traditions have offered unique critiques of and pointed responses to the prevailing economic systems of their times.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 14100

Note(s): These courses must be taken in sequence.

HUMA 16000-16100-16200. Media Aesthetics: Image, Text, Sound I-II-III.

This sequence examines a question central to humanistic thought across cultures and historical periods: How do different kinds of media allow us to perceive and represent our world? We study how painting, photography, writing, film, song, and other media have allowed for new forms of knowledge, expression, and experience—but have also been seen as ethically dangerous or politically disruptive. The sequence traces philosophical and aesthetic debates about media from antiquity to the present in various cultural contexts; we examine discussions of image, text, and sound in Plato, Shakespeare, Nietzsche, W. E. B. Du Bois, Alfred Hitchcock, Toni Morrison, and recent critical theory. Throughout, we develop attention to the "aesthetics" of media by closely studying how specific aspects of complex works of art and literature lead audiences to think

and feel in particular ways. In Spring Quarter, students may take a third quarter of humanities or shift into a related general education course in the arts (MAAD 16210).

HUMA 16000. Media Aesthetics: Image, Text, Sound I. 100 Units.

Autumn Quarter focuses on images, imitation, and seeing. Images may seem to simply reflect the real, but they just as often distort or distance viewers from it. We explore the strangeness of images through Diego Velasquez's *Las Meninas*, Plato's *Republic*, Hitchcock's *Vertigo*, and Toni Morrison's *The Bluest Eye*.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.

Winter Quarter focuses on writing, reading, and signs. Language is an extraordinarily flexible medium for representing events and experiences—but it also raises distinctive challenges of interpretation, decoding, and translation. We examine some of these challenges through Plato's *Phaedrus*, Shakespeare's *The Tempest*, Akira Kurosawa's *Rashomon*, and Alison Bechdel's *Fun Home*.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 16000

Note(s): These courses must be taken in sequence.

HUMA 16200. Media Aesthetics: Image, Text, Sound III. 100 Units.

Spring Quarter focuses on sound, music, and listening. How do sounds or noises become meaningful? Why are music and voice so effective at expressing desire, suffering, or even overwhelming the intellect? We explore these and other questions through William Blake's *Songs of Innocence and Experience*, W.E.B. Du Bois's *The Souls of Black Folk*, Nietzsche's *The Birth of Tragedy*, contemporary albums, and sound art.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 16100

Note(s): These courses must be taken in sequence. For the option of taking the third quarter of Media Aesthetics as the general education requirement in the arts, see MAAD 16210.

HUMA 17000-17100-17200. Language and the Human I-II-III.

Language is at the center of what it means to be human and is instrumental in most humanistic pursuits. With it, we understand others, describe, plan, narrate, learn, persuade, argue, reason, and think. This sequence aims to provoke us to critically examine common assumptions that determine our understanding of language—and more specifically, the ways we, as speakers or writers, use it to communicate meaning.

HUMA 17000. Language and the Human I. 100 Units.

The Autumn Quarter of this sequence explores fundamental questions about the nature of language, concentrating on the conventional character of language as a system, and language in the individual. We discuss: the properties of human languages (spoken and signed) as systems of communication distinct from other forms (including animal and artificial systems), whether some languages are more primitive than others, how language is acquired, used, changes, and evolves, what it means to be bilingual. Typical texts used include Plato's *Cratylus*, parts of *Finnegans Wake*, Locke, Truffaut's *L'enfant sauvage*, Turing.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 17100. Language and the Human II. 100 Units.

The Winter Quarter is generally devoted to examining how language mediates between the individual and society, its origin, spread, evolution, and development, and its role in power, identity, culture, nationalism, thought, and persuasion, as well as its use in naming, politeness, irony, and metaphor. Further examined are the nature of translation, writing systems, language and artificial intelligence, invented languages, and to what extent language shapes or influences perception of the world and cognition. Readings typically from Whorf, Orwell, Grice, and others.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 17000

Note(s): These courses must be taken in sequence.

HUMA 17200. Language and the Human III. 100 Units.

The topics addressed in the Spring Quarter vary from year to year: We may look at language and poetry, the nature of metaphor, rhetorical force of language. These questions are examined through classic and contemporary primary and secondary literature, with readings which may be drawn from literary, linguistic, philological, and philosophical traditions (in varying years, from parts of the Bible, *Beowulf*, Chaucer, Descartes, and Rousseau to Borges, Chomsky, and others).

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 17100

Note(s): These courses must be taken in sequence.

HUMA 18000-18100-18200. Poetry and the Human I-II-III.

What is poetry and why do we do it? This three-quarter sequence examines the practice of poetry as a form of communication, linguistic innovation, and embodied presence. How is poetry as language and action different from other forms of activity? What is the role of poetry in society, in regard to memory, performance, storytelling, and history; ritual

and creation; knowledge and formation of selfhood; institution and revolution? This sequence addresses these questions in the poetry of different eras and peoples, including Homer, Sappho, Catullus, Beowulf, John Donne, Emily Dickinson, the Popol Vuh, Gwendolyn Brooks, Audre Lorde, Paul Celan, N. Scott Momaday, Layli Long Soldier, Claudia Rankine, and many others. It provides students with skills in the close reading of texts and performance and a grasp of the literary, philosophical, and theoretical questions that underpin the humanities. In the Spring Quarter, students may take a third quarter of Humanities or shift into a related general education course in the arts (CRWR 18200).

HUMA 18000. Poetry and the Human I. 100 Units.

In Autumn (form/formation/transformation), we closely analyze poetry to understand its distinctive qualities, looking at questions of form and rhythm, translation and adaptation, and experimentation with genre. We also explore argumentation, criticism, and the role of poetry in mapping creation through practices of language, image, and sound.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence

HUMA 18100. Poetry and the Human II. 100 Units.

In Winter (crisis/performance/politics), we turn to questions of social rupture, breakdown, and reformation as we consider the ways that poetry revolts, reflects, and rebuilds in political crises. We will also look at poetry in performance, and performance as poetry, to consider how poetry is practiced in non-textual media such as spoken word, film, and dance.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 18000

Note(s): These courses must be taken in sequence

HUMA 18200. Poetry and the Human III. 100 Units.

In the Spring Quarter Humanities course (object/event/narrative), we consider the poem first as an object that expresses the processes of writing and the materiality of the body, then as a staged and sonic event, and finally as a way of shaping a life or of conceiving an afterlife.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 18100

Note(s): These courses must be taken in sequence. For the option of taking the third quarter of Poetry and the Human to meet the general education requirement in the arts, see CRWR 18200.

Writing Seminars

HUMA 19100. Humanities Writing Seminars. 000 Units.

These seminars introduce students to the analysis and practice of expert academic writing. Experts must meet many familiar standards for successful writing: clear style, logical organization, and persuasive argument. But because they work with specialized knowledge, experts also face particular writing difficulties: they must be clear about complexities and specific about abstractions; they must use uncomplicated organization for very complicated ideas; they must create straightforward logic for intricate arguments; they must be concise but not incomplete, direct but not simplistic; they must clarify the obscure but not repeat the obvious; and they must anticipate the demands of aggressively skeptical readers. The seminars do not repeat or extend the substantive discussion of the Humanities class; they use the discussions and assignments from those classes as a tool for the advanced study of writing. We study various methods not only for the construction of sophisticated and well-structured arguments but also for understanding the complications and limits of those arguments. These seminars also address issues of readership and communication within expert communities. As students present papers in the seminars, we can use the reactions of the audience to introduce the techniques experts can use to transform a text from one that serves the writer to one that serves the readers.

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

Note(s): These seminars are available only in combination with either a two- or a three-quarter general education sequence in the Humanities.

Collegiate Courses

The 20000-level Collegiate courses in Humanities seek to extend humanistic inquiry beyond the scope of the general education requirements. A few of them also serve as parts of special degree programs. All of these courses are open as electives to students from any Collegiate Division.

Course Descriptions for Collegiate Courses

HUMA 02980. Practicum. 25 Units.

This course is for students who secure a summer internship. For details, visit careeradvancement.uchicago.edu/jobs-internships-research/internships-for-credit. Students write a short paper (two to three pages) and give an oral presentation reflecting on their internship experience.

Instructor(s): D. Spatz Terms Offered: Summer

Note(s): Must be taken for P/F grading; students who fail to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive 025 units of credit at completion of course. Course meets once in Spring Quarter and once in Autumn Quarter. Course fee \$150; students in need of financial aid should contact Jay Ellison at 702.8609.

Equivalent Course(s): SOSC 02980

HUMA 20710-20711-20712-20713. At the Piano I-II-III-IV.

Keyboard Studies for Non-Music Majors

HUMA 20710. At the Piano I: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for Non-Music Majors

Instructor(s): C. Bohlman Terms Offered: Autumn Spring Winter

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for Non-Music Majors

Instructor(s): C. Bohlman Terms Offered: Autumn

Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for non-Music majors

Instructor(s): C. Bohlman Terms Offered: Winter

Prerequisite(s): HUMA 20711 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for non-Music majors

Instructor(s): C. Bohlman Terms Offered: Spring

Prerequisite(s): HUMA 20712 or consent of instructor.

HUMA 24800. Dostoevsky. 100 Units.

Dostoevsky was an inveterate risk-taker, not only at the baccarat tables of the Grand Casino in Baden-Baden, but in his personal life, his political activities, and his artistic endeavors. This course is intended to investigate his two greatest wagers: on the presence of the divine in the world and on the power of artistic form to convey and articulate this presence. Dostoevsky's wager on form is evident even in his early, relatively conventional texts, like *The Double*. It intensifies after his decade-long sojourn in Siberia, exploding in works like *The Notes from Underground*, which one-and-a-half centuries later remains an aesthetic and philosophical provocation of immense power. The majority of the course will focus on Dostoevsky's later novels. In *Crime and Punishment* Dostoevsky adapts suspense strategies to create a metaphysical thriller, while in *The Demons* he pairs a study of nihilism with the deformation of the novel as a genre. Through close readings of these works we will trace how Dostoevsky's formal experimentation created new ways of exploring realms of existence that traditionally belonged to philosophy and theology. The results were never comfortable or comforting; we will focus on interpreting Dostoevsky's metaphysical provocations.

Instructor(s): R. Bird Terms Offered: Spring

Equivalent Course(s): FNLD 24612, RLST 28204, RLIT 39501, REES 20013, REES 30013

HUMA 25207. Mindfulness: Experience and Media. 100 Units.

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

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

Equivalent Course(s): HIPS 25207, HLTH 25207, TAPS 20507

HUMA 29700. Reading Course. 100 Units.

An instructor within Humanities agrees to supervise the course and then determines the kind and amount of work to be done. Students must receive a quality grade. Students may not petition to receive credit for more than two HUMA 29700 courses. Students may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the instructor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar.

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

Prerequisite(s): Consent of instructor and senior adviser.



Mathematical Sciences

The courses that satisfy the general education requirement in the mathematical sciences present broadly applicable techniques for formulating, analyzing, and solving problems, and for evaluating proposed solutions. Options to complete this requirement include some Computer Science, Statistics, and Mathematics offerings, including calculus.

Students may select from the following lists of courses.

Non-Calculus Courses

All non-calculus options may be taken individually or, when available, as a sequence. These courses may also be combined to fulfill 200 units of general education requirements (i.e., MATH 11200 and STAT 20000). Students who satisfy the requirement with something other than calculus will take 100 or 200 units of approved non-calculus course work. If only 100 units are used for the mathematical sciences requirement, an additional 100 units will be taken in either the physical or biological sciences categories (for a total of 300 units).

CMSC 11000	Multimedia Programming as an Interdisciplinary Art I	100
CMSC 11800	Introduction to Data Science I	100
CMSC 11900	Introduction to Data Science II	100
CMSC 12100-12200	Computer Science with Applications I-II	200
CMSC 15100-15200	Introduction to Computer Science I-II	200
CMSC 16100-16200	Honors Introduction to Computer Science I-II	200
MATH 11200-11300	Studies in Mathematics I-II	200
One of the following courses: #		100
STAT 20000	Elementary Statistics	
STAT 20010	Elementary Statistics Through Case Study	
STAT 22000	Statistical Methods and Applications	

^ Credit may be granted by examination.

Statistics AP credit may not be used in combination with a calculus course, with STAT 20000 (<http://collegecatalog.uchicago.edu/search/?P=STAT%2020000>) Elementary Statistics, or with STAT 22000 (<http://collegecatalog.uchicago.edu/search/?P=STAT%2022000>) Statistical Methods and Applications. Students may not receive credit for more than one of STAT 20000, STAT 20010, and STAT 22000.

Calculus Sequences

Students must meet the mathematical sciences requirement with the first two quarters of a calculus sequence if they are preparing for the health professions or if they anticipate majors in the Physical or Biological Sciences, Economics, Psychology, or Public Policy Studies. Other restrictions may apply. Students should consult their College adviser or departmental counselor about course choices. Those who take calculus must earn credit for the first two quarters of a calculus sequence (200 units).

Information regarding calculus placement can be found on the Examination Credit page.

MATH 13100-13200	Elementary Functions and Calculus I-II	200
MATH 15100-15200	Calculus I-II ^	200
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	200
MATH 16100-16200	Honors Calculus I-II	200

^ Credit may be granted by examination.



Physical Sciences

General education courses in the Physical Sciences benefit from a rich tradition of scientific discovery at the University of Chicago. The late University of Chicago professor and Nobel laureate Subrahmanyan Chandrasekhar, who predicted the existence of black holes based on theoretical considerations, described well the importance of science in our lives when he said, 'Science is a perception of the world around us. Science is a place where what you find in nature pleases you.'

Under the designation PHSC, the Physical Sciences Collegiate Division offers several sequences of courses from the Astronomy and Astrophysics, Chemistry, Geophysical Sciences, and Physics departments, tailored to provide an interesting and useful education for non-scientists in their goal of satisfying their general education requirement in the physical sciences. The goal of general education in the physical sciences is to engender in the student the ability to understand and assess our understanding of the physical world. One can argue that the fundamental tenet of liberal education at the University of Chicago is to cultivate an appreciation for critical inquiry and the basis for judgement. The physical sciences contribute to this mission in teaching the principles of experimentation, observation, and the principles of scientific inquiry. Chemistry and physics are advanced through laboratory experiments that study the structure of nature and build models which we extrapolate from those observations. Astronomy and geophysical sciences develop methods to make inferences about the world around us based on observations which cannot always be recreated in a laboratory.

While the Departments of Mathematics, Statistics, and Computer Science do not offer PHSC courses, these subjects are strongly connected to the physical sciences. Mathematics is the language of science and the only known way to make quantitative assessments about the experiments. Statistics teaches us how to interpret experimental results and how to assess a level of confidence in the conclusions derived from them, while computer science enables us to analyze large and complex data and simulate physical processes whose properties cannot be determined mathematically. The techniques developed and applied to scientific inquiry provide valuable tools to the basis of inquiry in any field, and indeed in our lives in general.

Students are required to take at least two courses in the physical sciences to satisfy the general education requirement. This requirement may be met by taking an introductory sequence in Chemistry, Geosciences, or Physics, or by taking any acceptable pairing of Physical Sciences (PHSC) courses, which generally have a broader focus than the disciplinary sequences. It is strongly recommended that the general education sequence in the physical sciences be completed in the first two years.

General Education Sequences for Science Majors

The following introductory sequences may be used to satisfy the general education requirement in the physical sciences for all students, although these tend to be taken by sciences majors or by students who have a particular need for science (namely, premeds). The sequences are:

CHEM 10100-CHEM 10200

CHEM 11100-CHEM 11200*

CHEM 12100-CHEM 12200

GEOS 13100-GEOS 13200

PHYS 12100-PHYS 12200*#

PHYS 13100-PHYS 13200

PHYS 14100-PHYS 14200*

*For information, see the Placement Tests and Advanced Placement Credit sections elsewhere in this catalog.

#PHYS 12100 has the prerequisite of CHEM 11300 or CHEM 12300.

Physical Sciences Courses for Non-Science Majors

There are several sequences in the physical sciences, each of which introduces a different discipline and different aspects of scientific knowledge. Physical Sciences (PHSC) courses fall mainly into four general categories that we might conveniently label as '**Physics**,' '**Astronomy and Astrophysics**,' '**Geosciences**,' and '**Chemistry**.' As a general rule, courses from two different categories may not be combined to satisfy the two-quarter general education requirement in the physical sciences. It is strongly recommended that the general education sequence in the physical sciences be completed in the first two years. Some PHSC courses restrict registration for students beyond the second year.

Students who seek to deviate from the combinations identified here must submit a petition to the master of the Physical Sciences Collegiate Division, Harper Memorial Library 235 (HM 235).

The PHSC courses in the **Physics** category are PHSC 11100-11200 Modern Physics I-II, PHSC 11300 Everyday Physics, and PHSC 11400-11500 Life in the Universe I-II; PHSC 11600 Physics for Future Presidents: Fundamental Concepts and Applications, and PHSC 11700 Physics for Future Presidents: Energy and Sustainability; PHSC 11800 Physics and Contemporary Architecture. The approved sequences among these courses are listed below. Other sequences are not permitted.

PHSC 11100-PHSC 11200

PHSC 11100-PHSC 11300

PHSC 11600-PHSC 11700

PHSC 11800-PHSC 11600

PHSC 11800-PHSC 11700

PHSC 11800-PHSC 12600

PHSC 11800-PHSC 13400

Students wishing to take a three-quarter Physical Sciences sequence may take PHSC 11100-11200-11300, although at present only one of PHSC 11200 and PHSC 11300 is offered in any given year. Students wishing to take a three quarter Physical Sciences sequence may also combine PHSC 11600-11700 with any other Physical Sciences core courses except PHSC 11100.

The PHSC courses in the **Geosciences** category are PHSC 10100 Origin and Evolution of the Solar System and the Earth, PHSC 10800 Earth as a Planet: Exploring Our Place in the Universe, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast and PHSC 13140 Global Warming: Understanding the Forecast (flipped version), and PHSC 13600 Natural Hazards. The only approved sequences among these courses are listed below. The courses in these sequences can be taken in any order. Below is a summary of approved courses:

PHSC 10100-PHSC 11000

PHSC 10100-PHSC 13400/PHSC 13410

PHSC 10800-PHSC 11000

PHSC 10800-PHSC 13400/PHSC 13410

PHSC 10800-PHSC 13600

PHSC 11000-PHSC 13400/PHSC 13410

PHSC 11000-PHSC 13600

PHSC 12300-PHSC 13400/PHSC 13410

PHSC 13400/PHSC 13410-PHSC 13600

Under no circumstances may a student receive credit for both PHSC 10100 and PHSC 10800.

There is one sequence of PHSC courses with a focus on **Chemistry**, PHSC 12100 Chemistry in Everyday Media, PHSC 12300 Chemistry for an Alternative Energy Economy, PHSC 12400 The Chemistry of Big Problems, and PHSC 12500 Molecular Mechanisms of Human Disease.

PHSC 12300-PHSC 12400

PHSC 12300-PHSC 12500

PHSC 12400-PHSC 12500

PHSC 12300-PHSC 13400

PHSC 12100-PHSC 11600

PHSC 12100-PHSC 11700

PHSC 12100-PHSC 12300

PHSC 12100-PHSC 12400

PHSC 12100-PHSC 12500

PHSC 12100-PHSC 12600

PHSC 12100-PHSC 13400

PHSC 12100-PHSC 13600

Students who have credit for CHEM 10100, 11100, or 12100 by either taking the course or by AP credit (for CHEM 11100) and do not wish to take CHEM 10200, 11200, or 12200 may complete the general education requirement with any of the following four courses offered by the Department of Chemistry:

PHSC 12100

PHSC 12300

PHSC 12400

PHSC 12500

Two sequences are available that pair **Geosciences** and **Astronomy and Astrophysics** courses. The approved sequences are PHSC 10800 Earth as a Planet: Exploring Our Place in the Universe + PHSC 12720 Exoplanets, and PHSC 10100 The Origin and Evolution of the Solar System and the Earth + PHSC 12720 Exoplanets.

PHSC 10100-PHSC 12720

PHSC 10800-PHSC 12720

Students who wish to take a three-quarter sequence may enroll accordingly: PHSC 12700 Stars (Autumn Quarter) + PHSC 10100 The Origin and Evolution of the Solar System and the Earth (Winter Quarter) + PHSC 12720 Exoplanets (Spring Quarter).

PHSC 12700-PHSC 10100-PHSC 12720

The on-campus PHSC courses in the **Astronomy and Astrophysics** category are PHSC 12600 Matter, Energy, Space, and Time, PHSC 12610 Black Holes, PHSC 12620 The Big Bang, PHSC 12700 Stars, PHSC 12710 Galaxies, and PHSC 12720 Exoplanets. PHSC 12600-12610-12620 is a logical progression that applies physical principles based on terrestrial experiments to the cosmos at large. Similarly, PHSC 12700-12710-12720 is a logical progression that concerns observed properties of important classes of astronomical objects. Thus, a two-quarter sequence can be built most naturally from 12600 + 12610 or 12600 + 12620, and similarly from 12700 + 12710, 12700 + 12720 or 12710 + 12720. It is also possible to make two-quarter sequences from 12600 + 12710 (galaxies are an example of structure that evolved from early conditions), from 12700 + 12610 (black holes are an end state of stellar evolution), and from PHSC 12600 + 12700.

PHSC 12600 must be taken as the prerequisite before PHSC 12610 or PHSC 12620. Either PHSC 12700 or PHSC 12710 can be taken as the prerequisite before PHSC 12720. Three-quarter sequences may be created by adding any third of the six courses, subject to prerequisite restrictions. The approved sequences among these courses are:

PHSC 12600-PHSC 12610

PHSC 12600-PHSC 12620

PHSC 12600-PHSC 12700

PHSC 12600-PHSC 12710

PHSC 12700-PHSC 12710

PHSC 12700-PHSC 12720

PHSC 12700-PHSC 12610

PHSC 12710-PHSC 12720

Every Spring Quarter a three-course Astronomy program (<http://study-abroad.uchicago.edu/programs/paris-astronomy/>) is offered in Paris, composed from the PHSC courses numbered in the 12600s and 12700s that are offered on campus. The Astronomy program in Paris satisfies the general education requirement in the physical sciences.

PHSC course electives that fit into the Astronomy and Astrophysics category are numbered in the 18000s. These courses may only be used as a third physical sciences general education course and may be combined with any acceptable two-quarter sequence, including those outside of the Astronomy and Astrophysics category.

Note on General Education in the Sciences:

Along with one of these two-quarter sequences, students must register for at least two quarters of an approved biological sciences sequence and at least one quarter of an approved mathematical science. A sixth quarter must be taken in any one of the three areas: physical sciences, biological sciences, or mathematical sciences. (If the mathematical sciences requirement is met by taking calculus, two quarters must be taken.)

General Education Courses

PHSC 10100. Origin and Evolution of the Solar System and the Earth. 100 Units.

This course examines the physical and chemical origins of planetary systems, the role of meteorite studies in this context, and a comparison of the Earth with neighboring planets. It then turns to chemical and physical processes that lead to internal differentiation of the Earth. Further topics include the thermal balance at the Earth's surface (glaciation and the greenhouse effect), and the role of liquid water in controlling crustal geology and evolution. (L)

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

Note(s): Under no circumstances may a student receive credit for both PHSC 10100 and PHSC 10800.

PHSC 10800. Earth as a Planet: Exploring Our Place in the Universe. 100 Units.

This course explores the diversity of bodies in our Solar System, and the physical and chemical processes that have shaped them over their histories. We will also discuss how these studies have carried us away from an Earth-centered view of the

universe to one where Earth is just one of billions of planets that exist in our galaxy. Topics to be covered include: early observations of the Solar System and the laws of planetary motion, the formation and evolution of the Moon, the structure and geophysical evolution of the planets, and the search for habitable environments outside of Earth. (L)

Instructor(s): F. Ciesla Terms Offered: Autumn

Note(s): Under no circumstances may a student receive credit for both PHSC 10100 and PHSC 10800.

PHSC 11000. Environmental History of the Earth. 100 Units.

This course considers how physical and biological processes determine environmental conditions at the surface of the Earth, and how environments have changed over the 4.5 billion-year history of Earth. Topics include the methods of historical inference in geology; major transitions in the history of life, including the origin of life, the evolution of oxygen-producing photosynthesis, the origin of animals, and the series of massive extinctions that have repeatedly re-set ecosystems both on land and in the sea; and ecosystem evolution, including the environmental effects of human evolution. Labs involve hands-on study of rock and fossil specimens, and analysis and interpretation of datasets drawn from the scientific literature and/or faculty research programs.

Instructor(s): M. Webster; S. Kidwell Terms Offered: Spring

Note(s): Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900/BIOS 13123

PHSC 11100. Modern Physics I: Modern Physics in the Everyday World. 100 Units.

This course will introduce key concepts in classical and quantum physics and will relate them to things we encounter every day, such as lasers, microwaves, and magnetic levitation. It will also discuss some of the recent developments in chaos, nanotechnology, and quantum computing, and how they will change the world we live in. (L)

Note(s): Must be taken with either PHSC 11200 or PHSC 11300

PHSC 11200. Modern Physics II: Paradoxes in Modern Physics. 100 Units.

Physics advancements are often the result of conflict between, on the one hand, existing ideas and speculations, and on the other, observations and measurements. In this course, we explore historical and modern paradoxes in physics including quantum phenomena, elementary particle physics, and others. We match common sense and sensibility with scientific abstraction to broaden our understanding of the physical world.

Prerequisite(s): PHSC 11100

Note(s): Must be taken with PHSC 11100

PHSC 11300. Everyday Physics. 100 Units.

This course will be a walking tour through various topics in physics. It is not organized in the traditional way-mechanics, heat, electromagnetism, quantum mechanics, and relativity-but rather will look at real-world phenomena and try to figure out what is going on. Relying somewhat on knowledge gained in PHSC 11100, we will ask questions about the world around us. No formulas will be used. Questions might include, 'Which draws more water from Lake Michigan, evaporation or the city of Chicago?' and 'How does my cellphone work and what can I do to improve its reception?' The course will also address more substantial topics such as measuring the density of air, figuring out whether airplanes should be able to fly, estimating the density of the Sun, and determining the size of molecules. (L)

Terms Offered: TBD

Prerequisite(s): PHSC 11100 or consent of instructor

PHSC 11600. Physics for Future Presidents: Fundamental Concepts and Applications. 100 Units.

This algebra-based course presents an introduction to many of the foundational concepts of physics with applications to modern society. These concepts include energy and power, heat, sound, gravity, electromagnetism and light, nuclear physics and radioactivity, and Newton's laws.

Instructor(s): Scott Wakely Terms Offered: Autumn

Prerequisite(s): none

Note(s): PHSC 11600-11700 is an approved two-quarter sequence which will satisfy the general education requirement in the physical sciences. Neither course can be combined with any other course to complete the two-quarter Physical Sciences core requirement.

PHSC 11700. Physics for Future Presidents: Energy and Sustainability. 100 Units.

This course treats both the past and future of how the principles that govern the conversion of energy to useful work have impacted and will impact civilization. The principles of kinetic, potential, thermal, mechanical, and nuclear energies will be considered in the contexts of societal issues such as energy sustainability, modern technologies, war, information, food, and health.

Instructor(s): Peter Littlewood Terms Offered: Winter

Prerequisite(s): none

Note(s): PHSC 11600-11700 is an approved two-quarter sequence which will satisfy the general education requirement in the physical sciences. Neither course can be combined with any other course to complete the two-quarter Physical Sciences core requirement.

PHSC 11800. Physics and Contemporary Architecture. 100 Units.

Architectural structures form the built environment around us and in many ways create the backbone of our civilization. They push the limits of form and function on the largest human scales, often leading to iconic masterpieces that symbolize the aesthetics as well as the technical achievements of a period. Many architectural advances have been made possible by breakthroughs in the science of materials, which then led to innovation in construction and fabrication techniques. This course will introduce the physics principles that have enabled some of the most innovative architecture of our time. This course will take key ideas and tools from physics and demonstrate their power and relevance in a broader context familiar

from everyday experience. The course will challenge students to recognize physics concepts in the built structures that make up the urban environment we live in. Chicago is a most appropriate place for this study; it was the birthplace of the first skyscraper, and ever since it has played an internationally celebrated role in pushing the limits of the architectural state of the art. A long succession of renowned Chicago architects and structural engineers has turned this city into a premier laboratory for architectural innovation. Against this backdrop, the course will show how science, and physics in particular, delivers the conceptual foundations that drive current directions in architecture and open up new opportunities.

Instructor(s): Heinrich M. Jaeger; Sidney Nagel Terms Offered: Spring

Prerequisite(s): Some exposure to high-school physics is recommended

Note(s): The course will consist of two lectures per week plus a weekly hands-on workshop (lab) component. The Monday lectures will introduce the physics principles to be explored that week. The Thursday lectures will be delivered by distinguished guest speakers, including renowned architects and engineers. These lectures will be public lectures. They will relate to the physics principle introduced that Monday and explore its ramification within the broader context of contemporary architectural practice. The Thursday afternoon workshop component will involve team-based, hands-on construction projects to develop a better understanding and intuition of the physics principles introduced in the lectures and to obtain a sense of their real-life implications. The workshops will also provide an opportunity to interact with the guest lecturers. Attendance at Thursday lectures is required. This course meets the general education requirement in the physical sciences and may be paired with PHSC 11600, 11700, 12600, or 13400 in order to complete the requirement. This course can be taken for credit towards either the general education requirement in the physical sciences or the Architectural Studies minor, but not both. Students intending to receive physical sciences general education credit should register for PHSC 11800; students intending to receive credit towards the Architectural Studies Minor should register for ARCH 11800.

Equivalent Course(s): ARCH 11800

PHSC 12100. Chemistry in Everyday Media. 100 Units.

What are the harmful 'chemicals' found in consumer products that make 'chemical-free' alternatives better for you? How can you be certain of the results of the latest medical or scientific study reported on the news? Learning where to look for the answers to questions such as these and communicating what answers you find is the goal of this course! Students taking this course will become better-informed citizens by learning to identify chemistry concepts in current news articles and evaluate claims made in them against a background of scientific knowledge. Where existing background knowledge is insufficient, students will learn to read resources such as scientific journal articles and semi-technical review articles to provide the necessary context to evaluate information presented to them in the media they consume everyday. Translation of these concepts in relation to media claims pushes chemistry into application to everyday systems and phenomena. Lecture topics in the course will be selected to provide a baseline of chemical literacy upon which the students will build with their own reading and research. 'Hands-on' laboratory demonstrations will give the students the opportunity to deepen their understanding of lecture topics through application and collaborative work. This course will culminate in a writing piece and presentation critiquing a news article on a chemistry-related topic for accuracy, providing a corrected interpretation of the relevant scientific results

Instructor(s): Nolan Miller Shepherd Terms Offered: This course was offered in 2019-20 and will not be offered again.

Prerequisite(s): none

Note(s): This course meets the general education requirement in the physical sciences and may be paired with PHSC 11600, PHSC 11700, PHSC 12300, PHSC 12400, PHSC 12500, PHSC 12600 PHSC 13400 and PHSC 13600 in order to complete the physical science core requirement.

PHSC 12300. Chemistry for an Alternative Energy Economy. 100 Units.

This course will cover the chemistry of alternative energy technologies and the potential for science to provide climate change solutions. Topics will include both non-renewable energy sources (fossil fuels and nuclear) and renewable energy sources, including electricity production (photovoltaics, solar thermal, wind, hydro and geothermal, fuel production (solar and biofuels), and energy storage (batteries and fuel cells). We will also touch on climate change mitigation approaches (carbon capture and geoengineering). Discussion of these topics will be enriched by an understanding of the basic chemical principles behind energy production and conversion. Students will gain an appreciation of the pivotal role chemistry can play in an alternative energy economy and a foundation to better understand energy issues. The lab component will provide experiential support of the lecture material through hands on experiments and exploratory projects. (L)

Instructor(s): TBD Terms Offered: Spring. Not Offered in 2020-21; This course last offered in 2018-19 and will not be offered again.

Prerequisite(s): No formal prerequisite but some previous background in Chemistry is recommended.

Note(s): Note(s): In order to satisfy the general education requirements in the physical sciences PHSC 12300 may be combined with PHSC 12400 The Chemistry of Big Problems, PHSC 12500 Molecular Mechanisms of Human Disease, PHSC 13400 Global Warming. If a student does not wish to continue with CHEM 10100 Introductory General Chemistry, CHEM 11100 Comprehensive General Chemistry, or CHEM 12100 Honors General Chemistry, they may take PHSC 12300 as the second course.

PHSC 12400. The Chemistry of Big Problems. 100 Units.

This course will discuss the chemistry of big problems that impact human life and society, such as the future accessibility of personal genetic sequence information, genetically modified organisms, or plastics and polymers and alternative sources of energy. We will use each of these topics as a window to grasp the underlying chemistry, reaction mechanisms, analytical methods, and quantitative chemical principles applied to major scientific issues that impact the world around us. Relevant examples will be considered in a discussion-oriented format to bring out chemical and analytical principles associated with big problems. The course will have a classroom lecture component as well as a laboratory component. The laboratory component will involve case studies and problem solving by application of analytical principles and independent work or teams of students. (L)

Instructor(s): Y. Krishnan Terms Offered: Autumn

Prerequisite(s): Some previous background in Chemistry is recommended.

Note(s): Note(s): In order to satisfy the general education requirements in the physical sciences PHSC 12400 may be combined with PHSC 12300 Chemistry for an Alternative Energy Source or PHSC 12500 Molecular Mechanisms of Human Disease. If a student does not wish to continue with CHEM 10100 Introductory General Chemistry, CHEM 11100 Comprehensive General Chemistry, or CHEM 12100 Honors General Chemistry sequence, they may take PHSC 12400 as the second course.,

PHSC 12500. Molecular Mechanisms of Human Disease. 100 Units.

This course will examine the molecular basis for a few specific instances of human disease. We will use each of these molecular case studies as a vehicle to demonstrate quantitative chemical principles such as thermodynamics, chemical equilibrium, chemical kinetics, diffusive dynamics, and DNA damage and repair. The goal of the course will be to use well-understood biological and medical examples to illustrate chemical principles and to give students a toolbox and techniques to understand molecular systems more broadly. The course will have a classroom lecture component as well as a laboratory component. The laboratory component will involve specific case studies and mechanistic proposals that represent exploratory independent work by teams of students. (L)

Instructor(s): G. Engel Terms Offered: Spring

Prerequisite(s): Some previous background in Chemistry recommended

Note(s): Note(s): In order to satisfy the general education requirements in the physical sciences PHSC 12500 may be combined with PHSC 123 Chemistry for an Alternative Energy Source or PHSC 12400 The Chemistry of Big Problems. If a student does not wish to continue with CHEM 10100 Introductory General Chemistry, CHEM 11100 Comprehensive General Chemistry, or CHEM 12100 Honors General Chemistry sequence, they may take PHSC 12500 as the second course.

PHSC 12600. Matter, Energy, Space, and Time. 100 Units.

A comprehensive survey of how the physical world works, and how matter, energy, space, and time evolved from the beginning to the present. A brief survey of the historical development of mathematics, physics, and astronomy leads to a conceptual survey of the modern theory of the physical universe: space and time in relativity; the quantum theory of matter and energy; and the evolution of cosmic structure and composition. The major theme of this course is the understanding of all nature, from the prosaic to the exotic, using powerful quantitative theory grounded in precise experiments. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)

Instructor(s): Erik Shirokoff Terms Offered: Autumn

Equivalent Course(s): ASTR 12600

PHSC 12610. Black Holes. 100 Units.

Black Holes are the most exotic, extreme and paradoxical systems in the universe. They are the densest concentrations of energy, yet they convert all matter that falls in to pure space-time curvature; they radiate more power than anything else, even though most of their radiation is not even made of light; they are mathematically the most perfectly understood of any physical structure, but their enigmatic behavior is still the subject of a violent disagreement among experts that highlights our ignorance of how quantum physics relates to gravity. This course will survey the physics of space and time, the nature of black holes, their effects on surrounding matter and light, the astrophysical contexts in which they are observed, frontier areas of research as quantum gravity and gravitational waves, and the importance of space-time physics to everyday needs such as navigation and energy. The modern theory of space and time, as well as black holes, will be placed in historical context, with special attention to the work of Albert Einstein. Experimental exercises will include direct measurement of the speed of light and gravitational mass, and experience with interferometry. Quantitative analysis will be an important part of the course, but mathematics beyond algebra will not be required. (L)

Instructor(s): Fausto Cattaneo (Summer Quarter); Nick Gnedin (Spring Quarter) Terms Offered: Spring Summer. Summer Quarter instructor is Fausto Cattaneo.

Prerequisite(s): PHSC 12600 or PHSC 12700

Equivalent Course(s): ASTR 12610

PHSC 12620. The Big Bang. 100 Units.

The Big Bang model describes the Universe on the largest scales and its evolution from the earliest observationally accessible times through the formation of the complex world we live in today. This powerful framework allows us to interpret a wide range of observations and to make detailed and precise predictions for new experiments. The key motivating observations include the expansion of the Universe and how it has changed with time; the existence of radiation indicating a hot and dense early phase; the abundance of the light elements; and how matter is organized over a wide range of physical scales. The model naturally incorporates dark matter and dark energy, two surprising and poorly understood components that govern the growth of structure over time. The course will explore the history of scientific cosmology and the evidence for the Big Bang model, its consequences for the earliest moments after the Big Bang, and its predictions for the eventual fate of the Universe. Labs will include a hands-on measurement of the relic cosmic microwave background radiation from the early universe and the use of astronomical data to verify key discoveries in the history of Big Bang cosmology. Quantitative analysis will be an important part of the course, but prior experience with mathematics beyond algebra will not be required. (L)

Instructor(s): Rocky Kolb Terms Offered: Winter

Prerequisite(s): PHSC 12600

Equivalent Course(s): ASTR 12620

PHSC 12700. Stars. 100 Units.

Elements such as carbon and oxygen are created in fusion reactions at high temperatures and pressures in the deep interiors of stars, conditions that naturally arise in stars like the Sun. This course will outline the physical principles at work and the history of the development of the key ideas: how nuclear physics and the theory of stellar interiors account for how stars shine, why they live for such long times, and how the heavy elements in their cores are dispersed to form a new generation of stars. Gravity assembles stars out of more diffuse material, a process that includes the formation of planetary systems. The course shows how, taken together, these physical processes naturally lead to the ingredients necessary for the emergence of life, namely elements like carbon, nitrogen, and oxygen, and planets in stable orbits around long-lived stars. The course features quantitative analysis of data; any tools needed beyond pre-calculus algebra will be taught as part of the course. (L)
 Instructor(s): Fausto Cattaneo (Summer Quarter); Damiano Caprioli (Autumn Quarter) Terms Offered: Autumn Summer.
 Summer Quarter instructor is Fausto Cattaneo.
 Equivalent Course(s): ASTR 12700

PHSC 12710. Galaxies. 100 Units.

Galaxies have been called island universes, places where stars are concentrated, where they are born, and where they die. The study of galaxies reaches back to the Renaissance; Galileo Galilei first pointed a telescope skyward in 1610 and confirmed a then 2000 year-old Greek conjecture about the nature of our own galaxy -- the Milky Way. This course will use extensive modern observational data from a wide range of telescopes to trace the modern picture for the formation and evolution of galaxies and the stars in them. Galaxies will then be used as markers of yet larger scale structures, in order to explore the influence of gravity over cosmic time. The object of study in this course is galaxies, and the narrative arc traced through that extensive data and understanding will highlight our profound discovery that most of the mass in galaxies (and the Universe as a whole) is in fact an exotic form of matter -- dark matter -- that we cannot directly see. Quantitative analysis will be an important part of the course in both laboratory work and lectures, but mathematics beyond algebra and some geometric understanding will not be required. This course will feature several observationally-oriented labs that will allow students to directly experience how some of the modern understanding of galaxies has arisen. (L)
 Instructor(s): Jeffrey McMahon Terms Offered: Winter
 Prerequisite(s): PHSC 12600 or PHSC 12700. PHSC 12710 can be taken as the first course in a sequence combined with PHSC 12720.
 Equivalent Course(s): ASTR 12710

PHSC 12720. Exoplanets. 100 Units.

The past two decades have witnessed the discovery of planets in orbit around other stars and the characterization of extra-Solar (exo-) planetary systems. We are now able to place our Solar System into the context of other worlds and a surprising conclusion that most planetary systems look nothing like our own. A challenging next step is to find planets as small as the Earth in orbit around stars like the Sun. The architecture of planetary systems reflects the formation of the parent star and its protoplanetary disk, and how these have changed with time. This course will review the techniques for discovery of planets around other stars, what we have learned so far about exoplanetary systems, and the driving questions for the future, including the quest for habitable environments elsewhere. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)
 Instructor(s): Leslie Rogers Terms Offered: Spring
 Prerequisite(s): PHSC 10800, PHSC 10100, PHSC 12700 or PHSC 12710.
 Equivalent Course(s): ASTR 12720

PHSC 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)
 Instructor(s): D. MacAyeal Terms Offered: Not offered in 2020-21.
 Prerequisite(s): Some knowledge of chemistry or physics helpful.
 Equivalent Course(s): ENST 12300, GEOS 13400, ENSC 13400

PHSC 13600. Natural Hazards. 100 Units.

This course presents the current understanding of high-impact weather and geologic events and an introduction to risk assessment and mitigation. Topics include an overview of geography, statistics, and societal impacts of the world's natural hazards; physics and forecasts of hurricanes, extratropical cyclones, tornadoes, earthquakes, tsunamis, volcanic eruptions, droughts, floods, wildfires, and landslides; climate change and weather events; quantifying risks; and successful examples of community- and national-level disaster prevention programs. (L)
 Instructor(s): N. Nakamura Terms Offered: Winter

Elective Courses

Any of the following can be used only as a third course in physical sciences to meet the general education requirement (of six courses total in the biological, physical, and mathematical sciences).

PHSC 18000. The Search for Extraterrestrial Life. 100 Units.

The origin of life is one of the biggest questions of modern science. While substantial progress has been made in understanding how life arose on our planet, such research represents just a single case study in how life originates and evolves. This course covers the search for life beyond Earth from the planets and moons of the Solar System to planets orbiting other stars and intelligent life that may have left its mark on macroscopic scales. The discovery of life beyond

Earth would be transformative for our understanding of humanity's place in the universe. A range of ongoing and planned experiments have the potential to detect or put strong constraints on the existence of life during the next few decades. This class will mix traditional lectures with flipped classroom problem-solving sessions.

Instructor(s): Jacob Bean Terms Offered: Autumn

Note(s): Not recommended for students who have taken ASTR/PHSC 12720 Exoplanets.

Equivalent Course(s): ASTR 18000

PHSC 18100. The Milky Way. 100 Units.

Within a largely empty universe, we live in a vast stellar 'island' that we call the Milky Way. As we survey the stellar and interstellar components of the Milky Way-the distribution and motions of stars and interstellar gas, and how these dynamic, ever-changing components interact with each other during their life cycles inside the Milky Way-we will follow the path of ancient astronomers, wonder at their mistakes and prejudices, and form our own understanding.

Instructor(s): Nick Gnedin Terms Offered: Spring. Not offered in 2020-2021.

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18100

PHSC 18200. The Origin and Evolution of the Universe. 100 Units.

This course provides a comprehensive introduction to modern cosmology for students wishing to delve deeper into the subject than PHSC 12620 (which is not a prerequisite) but at a similar mathematical level. It will discuss how the fundamental laws of physics allow us to understand the origin, evolution, and large-scale structure of the universe. After a brief review of the history of cosmology, the course will cover the expansion of the universe, Newtonian cosmology, Einstein's Special and General Relativity, black holes, dark matter, dark energy, the Cosmic Microwave Background radiation, Big Bang nucleosynthesis, the early universe, primordial inflation, the origin and evolution of large-scale structure in the universe, and cosmic surveys that are probing inflation and cosmic acceleration.

Instructor(s): Josh Frieman Terms Offered: Not offered in 2020-2021.

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18200

PHSC 18300. Searching Between the Stars. 100 Units.

With the advent of modern observational techniques (e.g., radio, satellite astronomy), it has become possible to study free atoms, molecules, and dust in the vast space between the stars. The observation of interstellar matter provides information on the physical and chemical conditions of space and on the formation and evolution of stars.

Instructor(s): Al Harper Terms Offered: Spring

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18300

PHSC 18800. Philosophical Problems in Cosmology. 100 Units.

In this course, we will undertake a comparison of the philosophical underpinnings of the Aristotelian and Copernican cosmologies, including a comparison of mechanistic and teleological approaches to the natural world. The epistemological foundations of the scientific method, in particular as applied to cosmology (from Galileo to the modern context) will be examined, as will positivist vs. realistic outlooks on cosmology. (For example, what does science say-or not say-about the inside of a black hole, or the space beyond the Hubble horizon?) We will ponder questions such as: Do the epistemological foundations of science require us to be able to repeat relevant experiments? If so, does this disqualify cosmology as a science? If not, why? Might our universe be part of a computer simulation? What information could possibly convince us that this is true or false?

Instructor(s): Dan Hooper Terms Offered: Autumn

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18800, HIPS 18800



Social Sciences

The distinguished American sociologist, David Riesman, who played a major role in the creation of the general education program in the social sciences at Chicago, once observed that it was only with a 'marvelous hubris' that students were encouraged to range over such 'large territory' in the social sciences. Indeed, since the 1940s, yearlong sequences designed to introduce students to different types of social scientific data and different forms of social sciences inquiry have become a permanent feature of the Chicago curriculum. Although considerable variety manifests itself in the way the social sciences courses in general education are organized, most of the sequences are informed, as Robert Redfield once suggested, by an attempt 'to communicate the historical development of contemporary society' and by an effort 'to convey some understanding of the scientific spirit as applied to social problems and the capacity to address oneself in that spirit to such a problem.' By training students in the analysis of social phenomena through the development and use of interdisciplinary and comparative concepts, the courses also try to determine the characteristics common among many societies, thus enabling the individual to use both reason and special knowledge to confront rapid social change in the global world of the late twentieth century.

All three courses in a SOSC sequence must be taken in order. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

Please note: The Power, Identity, and Resistance sequence changed order and numbering in 2017–18. Students who need only one of these courses should consult with their College adviser to confirm they are taking the correct one.

Please note: The Self, Culture, and Society sequence changed order and numbering in 2018–19. Students who need only one of these courses should consult with their College adviser to confirm they are taking the correct one.

Social Sciences Collegiate Division General Education Sequences

SOSC 11400-11500-11600	Power, Identity, Resistance I-II-III	300
SOSC 12400-12500-12600	Self, Culture, and Society I-II-III	300
SOSC 13100-13200-13300	Social Science Inquiry I-II-III	300
SOSC 13110-13210-13310	Social Science Inquiry: Formal Theory	300
SOSC 13120-13220-13320	Social Science Inquiry: Spatial Analysis	300
SOSC 14100-14200-14300	Mind I-II-III	300
SOSC 15100-15200-15300	Classics of Social and Political Thought I-II-III	300
SOSC 16100-16200-16300	Global Society I-II-III	300

SOSC 11400-11500-11600. Power, Identity, Resistance I-II-III.

'Power, Identity, and Resistance' examines multiple and interrelated aspects of power, from the roles of economic markets and political states to the social structures that determine individual, class, and gender inequalities.

SOSC 11400. Power, Identity, Resistance I. 100 Units.

The first quarter of this sequence focuses on key texts for liberal political and state conceptions. We explore the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. We interrogate authors on questions concerning individuality, liberty, equality, the limitation of state power, the importance of political stability, the value of democratic participation in governance, the role that organized society plays in political life, and the degree to which social and political relations vary historically--among other issues. We address both defenders and critics of the liberal conception of liberty and the state. Texts vary by year. Typical authors assigned include some combination of Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Burke, Constant, Smith, Wollstonecraft, Paine, Hegel, Tocqueville, Mill, Marx, Du Bois, Durkheim, Weber, Dewey, Schmitt, Arendt, Polanyi, Hayek, Foucault.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11500. Power, Identity, Resistance II. 100 Units.

Winter Quarter focuses on the work of central figures in modern political economy and social theory. The course highlights the organization of economic process and the ways in which it relates to social and political relations and institutions. The central questions are these: How historically distinctive is the modern form of capitalist economy? Do human beings 'naturally' act in certain ways in the economy and society? To what degree can we rely on individual self-control? Is inequality an inevitable outcome of capitalist economic development? What is the role of power in economic life? How should we think about the relationship between political power and economic practice? Readings vary by year. Typical texts include some combination of Aristotle, Mandeville, Rousseau, Smith, Marx, Mill, Durkheim, Weber, Polanyi, Hayek, Keynes, Foucault, Marshall, Roepke, Friedman, Stiglitz, Krugman.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 11400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11600. Power, Identity, Resistance III. 100 Units.

Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the nineteenth, twentieth, and twenty-first centuries. Broadly, we consider the scope of liberal claims about rights, liberty, and resistance, and we explore themes like identity, equality, democracy, and human beings' relationship to nature. In the past, the course has also included explorations of colonialism, racial and gender equality, and different forms of violence. Themes and readings vary by year. Texts used previously include: Smith, Kant, Hegel, Herder, Fichte, Marx, Emerson, Thoreau, Whitman, Nietzsche, Freud, Lenin, Luxemburg, Trotsky, Sorel, Dewey, Hayek, Polanyi, Keynes, Fanon, Césaire, DuBois, Arendt, Martin Luther King Jr., Malcolm X, Foucault, de Beauvoir, and Butler.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 11500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12400-12500-12600. Self, Culture, and Society I-II-III.

"Self, Culture, and Society" introduces students to a broad range of social scientific theories and methodologies that deepen their understanding of basic problems of cultural, social, and historical existence. The sequence starts with the conceptual foundations of political economy and theories of capitalism and meaning in modern society. Students then consider the cultural and social constitution of the self, foregrounding the exploration of sexuality, gender, and race. Finally, students critically examine dominant discourses of science, individuality, and alterity, keeping an eye towards the application of social theory to contemporary concerns.

SOSC 12400. Self, Culture, and Society I. 100 Units.

The social theories of Ibn Khaldun, Smith, Marx, and Weber, supplemented by historical and ethnographic works, serve as points of departure for considering the characterizing features of the modern world. Particular emphasis is given to socioeconomic structure, theories of historical change, possibilities for individual freedom, the meaning of work, and globalization.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12500. Self, Culture, and Society II. 100 Units.

In Winter Quarter, students tackle questions about the construction of self and society. The works of Durkheim, Freud, de Beauvoir, Fanon, and others inform investigation of symbolic representation, the strength of social forces, the unconscious, culture, ethics and violence, sexuality, gender, and race.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 12400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12600. Self, Culture, and Society III. 100 Units.

In Spring Quarter, students consider contemporary issues and social science approaches to them. Beginning with post-modern, post-colonial, and other critiques of sciences of self, culture, and society (as articulated by Kuhn, Foucault, and Said), the course investigates how new theories arise and new problems are addressed, how new perspectives (more global, more inclusive) test and challenge, and how social scientists change, renew, and improve their insights. The quarter focuses on topics of contemporary concern, including the human impact on the environment, feminism outside the West, and the rise of global cities.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 12500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13100-13200-13300. Social Science Inquiry I-II-III.

'Social Science Inquiry' explores classic and contemporary points of view about ways of gathering, analyzing, and interpreting information about public policy issues. The course aims to provide the student with an introduction to the philosophy of social science inquiry, a sense of how that inquiry is conducted, and an understanding of how policy implications can be drawn responsibly from evidence provided by empirical social science. The sequence's objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses. The sequence also offers two specialized tracks: formal theory ('Social Science Inquiry: Formal Theory' SOSC 13110-13210-13310) and spatial analysis ('Social Science Inquiry: Spatial Analysis' 13120-13220-13320).

SOSC 13100. Social Science Inquiry I. 100 Units.

The Autumn Quarter starts by introducing students to the various ways that social scientists think about the world. Examples include theoretical models from Milton Friedman, Thomas Schelling, and John Nash; path-breaking experiments from Stanley Milgram and Daniel Kahneman; and quantitative research on topics ranging from voting to gun violence to baby names. Through these works, students will learn how researchers theorize about social phenomena.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13200. Social Science Inquiry II. 100 Units.

In the Winter Quarter, students will be introduced to social science research tools. They will learn how to collect data, conduct experiments, and make causal inferences from statistics. Using the General Social Survey, the National Election Studies, and other surveys, students will gain hands-on experience working with large data sets.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13300. Social Science Inquiry III. 100 Units.

In the Spring Quarter, students will conduct their own substantial research project. Students will learn how to translate their ideas into research questions, their theories into testable hypotheses, and their findings into meaningful conclusions. By year's end, students will develop a critical perspective on many perennial social science questions and, ultimately, acquire 'quantitative literacy,' essential skills in an increasingly data-driven world.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13110-13210-13310. Social Science Inquiry: Formal Theory.

Social Science Inquiry: Formal Theory builds on the rich traditions of rational choice scholarship set in place by James Coleman and Gary Becker. Mastering game theoretic and public choice models is an invaluable tool for understanding how interest groups influence politics, how voting takes place in Congress, how matches are made in the dating world, or how neighborhood arrangements are coordinated. More broadly, applications of formal theory to social science include explaining how peace negotiations occur between governments and rebels in the aftermath of civil war, how trade unionists bargain over wages with employers, and even the decisions of autocrats to step down from power and allow for free elections. SSI-Formal Theory will introduce students to the systematic study of social, political, and economic interactions, where the optimal course of one person's action depends on the options and preferences of other people involved in the interaction. Students will learn how to model strategic situations in the language of mathematics and how to make equilibrium predictions.

SOSC 13110. Social Science Inquiry: Formal Theory I. 100 Units.

Social Science Inquiry: Formal Theory I introduces students to deductive reasoning and teaches them primitives of rational choice---players, strategies and preferences.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13210. Social Science Inquiry: Formal Theory II. 100 Units.

Social Science Inquiry: Formal Theory II covers two basic equilibrium concepts: Nash, and Subgame Perfect Nash.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13110. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13310. Social Science Inquiry: Formal Theory III. 100 Units.

Social Science Inquiry: Formal Theory III covers games of incomplete information, including Bayesian Nash and Perfect Bayesian Nash equilibrium.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13210. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13120-13220-13320. Social Science Inquiry: Spatial Analysis.

Social Science Inquiry: Spatial Analysis deals with the fundamental role of space, place, location, distance, and interaction---crucial to tackling many research questions in the social sciences. This sequence of three courses explores the fundamentals of spatial analysis, a collection of quantitative methods in which space is explicitly accounted for. The three courses explore different concepts of space; how it is measured, represented, and accounted for in social science methodology; and how spatial problems are solved (spatial reasoning).

SOSC 13120. Social Science Inquiry: Spatial Analysis I. 100 Units.

This course explores the concept of spatial thinking and how it has been incorporated in research in the social sciences. Fundamental notions related to space, such as location, distance, spatial interaction, among others are explored in classic readings in quantitative geography, as well as in several recent examples of research papers in urban studies, sociology, political science, criminology, public health, and economics.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13220. Social Science Inquiry: Spatial Analysis II. 100 Units.

This second course in the sequence covers basic principles of spatial analysis, geographic information science and spatial statistics. A range of methods for spatial data exploration and analysis are covered. A heavy emphasis is on carrying out the analysis by means of the open source statistical software R and its many spatial packages.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13120. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13320. Social Science Inquiry: Spatial Analysis III. 100 Units.

In this third course of the spatial analysis sequence, the concepts and methods covered so far are applied to an actual research problem that deals with an issue where the role of space is important. The focus is on formulating a research question, collecting and analyzing data and communicating the results.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13220. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14100-14200-14300. Mind I-II-III.

'Mind' explores subjective experience and behavior through the lens of underlying mental processes, biological mechanisms, and social context. Drawing from research in the social sciences and beyond, the course broadly considers how empirical approaches can shape our understanding of long-standing questions about human experience. Each quarter of Mind is taught by a different group of faculty, and the material in each quarter is arranged into a broad theme that makes connections across quarters. These themes vary from year to year.

SOSC 14100. Mind I. 100 Units.

The first quarter of Mind builds an intellectual framework for understanding the mental and behavioral phenomena of animals, connecting philosophical and historical foundations to the modern scientific literature. What is the difference between the subjective and the objective? How do the mind and body relate to each other? How do nature and nurture impact behavior? These are some of the broad questions that are addressed.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.

The second quarter of Mind explores the concept of 'mechanism,' or different kinds of causal models and theories that are used to explain mental phenomena from different levels of scientific analysis (e.g., biological, cognitive). Focusing on empirical literature, this quarter's emphasis on mechanism builds upon the intellectual foundations established in Autumn Quarter.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.

The third quarter of Mind explores the effects of different kinds of context on mental phenomena and mechanisms, including developmental, social, and cultural contexts. Focusing on empirical literature, this quarter highlights the impact of basic research on some of the big problems that face humans and society.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15100-15200-15300. Classics of Social and Political Thought I-II-III.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Autumn Quarter have included Plato, Aristotle, Aquinas, and Machiavelli.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15200. Classics of Social and Political Thought II. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Winter Quarter have included Hobbes, Locke, and Rousseau.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 15100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15300. Classics of Social and Political Thought III. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Spring Quarter have included J.S. Mill, Tocqueville, Marx, Nietzsche, W.E.B. Du Bois, and Simone de Beauvoir.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 15200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16100-16200-16300. Global Society I-II-III.

Global Society is organized around three essential areas for making sense of a globalized world: social thought, population, and social change. The sequence is designed to cultivate an understanding of social science research that extends beyond experiences and processes that are particular to Western civilizations. The curriculum will expose students to a long-standing, globally expansive canon within the social sciences and teach students to distinguish cultural particulars from universal concerns.

SOSC 16100. Global Society I. 100 Units.

The first quarter of Global Society addresses social thought from a global perspective by first considering some classic works from the Western tradition and then reading major statements about society from the classical traditions of others cultures including: Latin America, Islam, East Asia, and Africa. In Global Society, students read these statements simultaneously as theoretical treatises, as empirical approaches, and as normative prescriptions for the social world. This three-pronged approach enables us to disentangle differences in empirical perception from differences in values and to assess how, in combination, these color our own inevitably particular judgments of world events. The course opens a set of themes that will run through the entire sequence: individual-and-society, tradition-and-change, sources of social values, difference and particularity. The pedagogical emphasis is on close reading, discussion, and analytic writing. Possible readings include: Thomas More, J. J. Rousseau, D. F. Sarmiento, Ali Shariati, Raden Ayu Kartini, and Léopold Sédar Senghor

Instructor(s): A. Abbott Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16200. Global Society II. 100 Units.

The second quarter of Global Society is built around the theme of population and is designed as a hybrid course that brings together a) an intellectual history of population thought and census-taking and b) a practical introduction to basic demographic tools and contemporary debates about population. Students will engage Malthus, his detractors, and new incarnations of Malthusian thought in detail. Questions considered will include: What is a population? What is at stake when we count? How many people can this earth support? What are the implications of population shifts for individual life chances? For social values and patterns of difference? Students will learn how to construct basic period lifetables, how to compare populations and sub-populations using basic standardization techniques, and how to analyze generations and cohorts in context. At the same time, since population issues like reproduction, migration, and mortality are simultaneously philosophical, political, and empirical matters, students will connect these practical and empirical analyses to political and value debates about the causes and consequences of population change. Possible texts include: Graunt, Petty, Malthus, Nehru, Wu Ta-k'un, and contemporary instantiations.

Instructor(s): J. Trinitapoli Terms Offered: Winter

Prerequisite(s): SOSC 16100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16300. Global Society III. 100 Units.

This third part of the sequence marries themes that emerge from Global Social Thought and Population, with an emphasis on social change and development during twentieth and twenty-first centuries. From the perspective of Global Society, 'change' and 'development' encompass everything from micro-level changes in gender relations to macro-level shifts in the global economy. With new theoretical and empirical tools from parts 1 & 2 of the sequence, students will engage the empirical, the theoretical, and the normative aspects of defining and evaluating long-run and short-run social change. Using global and comparative lenses, we examine forms of state repression, civil resistance, religious transformations, technological and economic changes, and the effects of these large social patterns on individual persons. Students will write about the relationship of individuals to broad forces of social change, connecting themes from the first and second quarters. The sequence concludes with a set of writing workshops designed to guide students through the steps of producing a capstone sequence paper. Using the skills and tools they've acquired throughout the sequence, students will analyze the relationship of a particular cohort (anchored in a time, place) to social change, with a focus on the empirical, normative, and theoretical stakes, their causes and consequences. Possible texts include: Geertz, DuBois, Srinivas, and contemporary instantiations.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 16200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

Collegiate Courses

SOSC 02980. Practicum. 25 Units.

This course is for students who secure a summer internship. For details, visit careeradvancement.uchicago.edu/jobs-internships-research/internships-for-credit. Students write a short paper (two to three pages) and give an oral presentation reflecting on their internship experience.

Instructor(s): D. Spatz Terms Offered: Summer

Note(s): Must be taken for P/F grading; students who fail to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive 025 units of credit at completion of course. Course meets once in Spring Quarter and once in Autumn Quarter. Course fee \$150; students in need of financial aid should contact Jay Ellison at 702.8609.

Equivalent Course(s): HUMA 02980

SOSC 20224. Virtual Ethnographic Field Research Methods. 100 Units.

'Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.' - Tom Boellstorff, from *Ethnography and Virtual Worlds: A Handbook of Method* This course is designed to provide students in the social sciences with a review of ethnographic research methods, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, 'being there'/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we're all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography.'

Terms Offered: Summer

Equivalent Course(s): ENST 20224, SOSC 30224, SOCI 20515, ANTH 31432, ANTH 21432, GLST 26220

SOSC 21100-21200. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

SOSC 21100. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): MUSI 12100, HIST 12700

SOSC 21200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): MUSI 12200, HIST 12800

SOSC 22000-22100-22200. Islamic Thought and Literature I-II-III.

This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

SOSC 22000. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world.

Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): MDVL 20601, NEHC 20601, RLST 20401, HIST 25610

SOSC 22100. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the 'gunpowder empires' (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, HIST 25615, NEHC 20602, MDVL 20602

SOSC 22200. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals' engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, NEHC 20603, RLST 20403

SOSC 23000-23100. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SOSC 23000. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): ANTH 24101, MDVL 20100, SALC 30100, HIST 10800, SALC 20100

SOSC 23100. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, HIST 10900, SALC 20200

SOSC 23500-23600-23700. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

SOSC 23500. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): HIST 15100, EALC 10800, CRES 10800

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): J. Ketelaar Terms Offered: Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): HIST 15200, CRES 10900, EALC 10900

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): J. Jeon Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, CRES 11000, HIST 15300

SOSC 24000-24100-24200. Introduction to Russian Civilization I-II-III.

This three-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

SOSC 24000. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 13900, REES 26011

SOSC 24100. Introduction to Russian Civilization II. 100 Units.

The second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, R. Bird Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 14000, REES 26012

SOSC 24200. Introduction to Russian Civilization III. 100 Units.

The third quarter of Russian Civilization is a new (2020) addition to the curriculum. When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. In spring 2021 this course will explore the nature of state socialism, or 'communism'—the political and economic system that governed much of the world's population during the twentieth century—and the transition from that system to alternative modes of governance. Course material will emphasize the experience of the (former) Soviet Union and Eastern Europe, where communism as a system has disappeared most completely, but many of the lessons of transition apply also to China, Vietnam, North Korea, and Cuba. A nontrivial portion of the course covers the nature of communism, as both the tasks and obstacles of transition are determined in part by the character of the previous system. However, the bulk of the material addresses postcommunist policies, institutions, and outcomes.

Instructor(s): S. Gehlbach Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.

Equivalent Course(s): HIST 14100, REES 26015

SOSC 24001-24002-24003. Colonizations I-II-III.

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

SOSC 24001. Colonizations I. 100 Units.

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

of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

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

Equivalent Course(s): CRES 24001, ANTH 24001, HIST 18301

SOSC 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): ANTH 24002, CRES 24002, HIST 18302

SOSC 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

Equivalent Course(s): ANTH 24003, SALC 20702, HIST 18303, CRES 24003

SOSC 25090. Anthropology of Olympic Sport. 100 Units.

If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.

Instructor(s): John MacAloon Terms Offered: This course was offered Winter 2020

Equivalent Course(s): ANTH 30420, MAPS 47501, ANTH 20420

SOSC 25100. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

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

Equivalent Course(s): GEOG 22700, GEOG 32700, ARCH 20104, SOCI 20104, CRES 20104, SOCI 30104, ENST 20104

SOSC 26000. Chicago Neighborhoods. 100 Units.

This course is an applied learning experience in which students explore the many dimensions of Chicago neighborhoods, with a particular focus on the built environment and how it impacts - and is impacted by - the social and economic life of the city. Students will observe, interpret and represent neighborhoods through a series of exercises designed to deepen knowledge about the significance and meaning of neighborhood form. Readings and fieldwork will engage students in neighborhood analysis and observation techniques that explore contemporary issues about public life, diversity, and social equity. This course is part of the College Course Cluster, Urban Design.

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

Equivalent Course(s): GEOG 24000, PBPL 24005, ENST 26000

SOSC 26004. History of City Planning. 100 Units.

This lecture-based course provides a broad survey of the history of city planning. It focuses on the normative: the endeavor to control and design the physical fabric of cities. What are the different ways cities have been envisioned and planned and to what effect? What are the competing theories of good city design that underlie city plans, and how do these plans interrelate to the social, political, cultural, and economic forces shaping cities? The course explores city planning's successes and failures, its tangible effect on urban pattern and form, and the extent to which city planning ideals have changed over time. Though the emphasis is on city planning's history, current debates about city planning within the context of the history of the profession will also be engaged. Emphasis will be on U.S. and European city planning experience, although global practices will also be surveyed.

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

Equivalent Course(s): ENST 26004, SOSC 36004, GEOG 26200, PBPL 26004

SOSC 26006. Foundations of Statistical Theory. 100 Units.

This course is taught at the advanced undergraduate/master level and aims to provide basic mathematical foundations for probability and statistical theory. Students will understand the fundamental concepts on joint, marginal, and conditional probability, Bayes rule, probability distributions, principles of statistical inference, sampling distributions, and estimation strategies. This course will emphasize on the connection between the statistical theory and the routine statistical practice, and can serve as a foundation for more theoretical statistics courses or more advanced quantitative methods courses in social and behavioral sciences.

Instructor(s): Yanyan Sheng Terms Offered: Autumn

Prerequisite(s): Basic knowledge of calculus, and specifically differentiation and integration, is necessary to understand the material on continuous distributions, multivariate distributions and functions of random variables
 Equivalent Course(s): SOSC 36006

SOSC 26007. Overview of Quantitative Methods in the Social and Behavioral Sciences. 100 Units.

The course is designed to present the logic and offer an overview of a wide range of methods developed for rigorous quantitative inquiry in social and behavioral sciences. Students will be familiarized with various research designs, measurement, and analytic strategies, will understand the inherent connections between different statistical methods, and will become aware of the strengths and limitations of each. In addition, this course provides a gateway to the numerous offerings of quantitative methods courses. It is suitable for undergraduate and graduate students at any stage of their respective programs.

Instructor(s): Yanyan Sheng Terms Offered: Winter

Equivalent Course(s): SOSC 36007

SOSC 26009. Introductory Statistical Methods. 100 Units.

This course introduces and applies fundamental statistical concepts, principles, and procedures to the analysis of data in social and behavioral sciences. Students will learn computation, interpretation, and application of commonly used descriptive, correlational, and inferential statistical procedures as they relate to social and behavioral research. The course will integrate the use of Stata as a tool for these techniques. This course is equivalent to SOSC 20004/30004 (Statistical Methods of Research I), CHDV 20101/30101 (Applied Statistics in Human Development Research), PSYCH 20100 (Psychological Statistics), and other introductory level applied statistics courses.

Instructor(s): Yanyan Sheng Terms Offered: Autumn

Equivalent Course(s): SOSC 36009

SOSC 26100-26200-26300. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

SOSC 26100. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.

Instructor(s): Emilio Kouri Terms Offered: Autumn

Equivalent Course(s): CRES 16101, LACS 16100, HIST 36101, ANTH 23101, HIST 16101, LACS 34600

SOSC 26200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

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

Equivalent Course(s): PPHA 39770, HIST 16102, CRES 16102, HIST 36102, ANTH 23102, LACS 34700, LACS 16200

SOSC 26300. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): B. Fischer Terms Offered: Spring

Equivalent Course(s): HIST 36103, PPHA 39780, CRES 16103, LACS 34800, ANTH 23103, LACS 16300, HIST 16103

SOSC 29700. Rdgs: Social Sciences. 100 Units.

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

Prerequisite(s): Consent of instructor and senior adviser

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

SOSC 29900. BA Paper in Russian Civilization. 100 Units.

This is a reading and research course for independent study related to BA research and BA paper preparation.

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

Prerequisite(s): Consent of instructor and undergraduate program chair

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

SOSC 34500-34600. Anthropology of Museums I-II.

Anthropology of Museums

SOSC 34500. Anthropology of Museums I. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Equivalent Course(s): ANTH 24510, MAPH 34400, MAPS 34500, CHDV 34501, ANTH 34501

SOSC 34600. Anthropology of Museums II. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Instructor(s): M. Fred Terms Offered: Autumn Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): CHDV 38102, ANTH 34502, ANTH 24511, MAPS 34600

Collegiate Courses in Civilization Studies Abroad

For more information about collegiate courses offered through Study Abroad, consult the Study Abroad section of this catalog or visit study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>).



Programs of Study

The programs of study, known as majors or minors, include a narrative description and a summary of course requirements. Students should read the complete narrative descriptions because the summary eliminates essential information. An explanation of the components of each course entry follows.

Course Numbering

Unless an exception is noted, course numbering typically follows standard guidelines. Courses numbered 10000 are general education and introductory courses. Courses numbered 20000 are intermediate, advanced, or upper-level courses that are open only to undergraduates. Courses numbered 30000 and above are graduate courses that are available only to undergraduate students who obtain the consent of the instructor. Undergraduates registered for 30000-level courses will be held to graduate-level requirements. *With the exception of BUSN courses, when a course is cross listed between the College (10000- to 20000-level courses) and graduate divisions or professional schools (courses numbered 30000 and above), College students may only register for the undergraduate number.* Higher-numbered courses within each of these categories do not indicate increasing levels of difficulty.

In some departments, students with advanced standing and consent of instructor may register for higher-level courses. Except for language instruction courses, these courses are not listed in this catalog; students should contact individual departments for further information.

A number shown, for example, as 211xx, indicates that it is a course within the series 21100 through 21199; any information that describes 211xx applies to the entire range of courses available within the series.

Course Description

A narrative description follows the course number and title. Unless otherwise designated, courses are taught on campus.

'L' at the end of the course description indicates that the course has a laboratory requirement. Courses with laboratories do not yield extra credit.

Units

A student receives 100 units of course credit for most undergraduate courses. The appropriate unit value is listed next to the course title in the catalog and in the course details at Class Search (<http://registrar.uchicago.edu/classes/>).

Term Offered

Courses may be offered in Summer, Autumn, Winter, or Spring Quarter, or in multiple quarters. If a course is not offered in the current academic year but will be offered at a future time, that information appears in this field.

Instructor

For faculty contact information, visit the University of Chicago online directory at directory.uchicago.edu (<http://directory.uchicago.edu>). Many departmental websites include additional information about the research and scholarly interests of faculty members.

Equivalent Courses

Because of the interdisciplinary nature of the College, many courses are cross listed in multiple programs of study. For example, CMST 10100 Introduction to Film Analysis is cross listed among Art History, Cinema and Media Studies, English Language and Literature, and Visual Arts.

Prerequisites

A course may have one or more prerequisites for registration. Before registering for MATH 21100 Basic Numerical Analysis, for example, a student must first have completed MATH 20000 Mathematical Methods for Physical Sciences I, MATH 20250 Abstract Linear Algebra, MATH 20400 Analysis in Rn II, or MATH 20410 Analysis in Rn II (accelerated). Another example: Some courses require students to be in their third or fourth year in the College.

Notes

The Notes field contains additional information that may be of use to students, for instance, that the course meets a general education requirement or that the course is required for students in a certain major. Certain courses, especially those that meet general education requirements, have mandatory attendance for the first class meeting; otherwise the student's registration will be dropped. Students are advised to pay close attention to these notes.

For More Information

For further specifics on quarterly course offerings, consult the Class Search at my.uchicago.edu (<http://my.uchicago.edu>). Some historic course offerings can be found at timeschedules.uchicago.edu (<http://timeschedules.uchicago.edu>).

timeschedules.uchicago.edu/). For further information about areas of study, consult the College (<http://college.uchicago.edu>) website and the program websites linked on the individual program of study pages in this catalog.



Anthropology

Department Website: <http://anthropology.uchicago.edu>

Program of Study

Anthropology encompasses a variety of historical and comparative approaches to human cultural and biological diversity, ranging from the study of human evolution to the study of cultures as systems of meaningful symbols. Faculty in the Department of Anthropology specialize in sociocultural, linguistic, archaeological, and biological anthropological approaches. They take up questions of anatomy, ecology, and genomics, as well as psychological, economic, philosophical, and historical issues, often in comparative perspective. Anthropology can lead (through graduate study) to careers in research and teaching in university and museum settings. More often it provides a background for further work in other disciplines of the social sciences, humanities, and biological sciences, as well as for professional careers in government, non-governmental work, business, law, medicine, social services, and other fields.

For more information, see the Department of Anthropology website (<http://anthropology.uchicago.edu>).

Program Requirements

The BA program in anthropology consists of twelve courses, of which at least ten are typically chosen from those listed or cross-listed as Department of Anthropology courses. The requirements for the major are:

1. ANTH 21107 Anthropological Theory
2. One **Methods** course (ANTH 21420 Ethnographic Methods, ANTH 28400 Bioarchaeology and the Human Skeleton, ANTH 29500 Archaeology Laboratory Practicum, or an approved alternative in archaeological, linguistic, or biological anthropology)
3. One **Discovering Anthropology** course. Designated courses will be added to a list each term. Descriptions will be available on the Department of Anthropology (<http://anthropology.uchicago.edu>) website.
4. Seven electives in Anthropology
5. Two electives from Anthropology or from a related discipline, with approval from the director of undergraduate studies. To seek approval of non-departmental courses, submit a completed Course Petition Form (available in Haskell 119) and syllabus for the course(s) to the director of undergraduate studies. Ideally this petition should be submitted before the end of the second week of the quarter in which the student is enrolled in the course, but petitions may also be submitted for courses that have already been completed.

Students are encouraged to construct individual programs; and, in so doing, they should consult periodically with the preceptor and the director of undergraduate studies. We strongly urge students who are majoring in anthropology to complete several introductory courses before enrolling in upper-level courses. Anthropology provides a broad view of the human career and condition. Students may select courses widely across all four subfields (sociocultural, linguistic, archaeological, and biological anthropology) within the major, or may focus their work within or across any of the subfields.

Students should confer with the director of undergraduate studies before declaring a major in anthropology and must obtain the endorsement of the director of undergraduate studies on the Student Program Form before graduating with a major in anthropology. Students should submit a copy of the approved form to their College adviser.

Students interested in the Anthropology major should endeavor to complete the three required courses (Theory, Methods, and Discovering Anthropology) by the end of their third year. When possible, completion of those courses by the end of second year is recommended as they provide foundational concepts that facilitate understanding of higher level course work.

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

Introductory Courses and General Education

Courses designated as Discovering Anthropology provide introductions to some of the substantive, methodological, and theoretical issues of sociocultural, archaeological, linguistic, and biological anthropology. These courses do not presume any previous study of anthropology and may be taken in any order. However, students are urged to complete the general education requirement in the social sciences before taking more advanced courses in sociocultural anthropology. SOSC 11400-11500-11600 Power, Identity, Resistance I-II-III or SOSC 12100-12200-12300 Self, Culture, and Society I-II-III are particularly recommended.

Several sequences that satisfy the general education requirement in civilization studies typically feature anthropological approaches and content. These courses are cross-listed with Anthropology and may be used toward the major if they are not used toward the general education requirement: ANTH 20701-20702-20703 Introduction to African Civilization I-II-III, ANTH 23101-23102-23103 Introduction to Latin American Civilization I-II-III, ANTH 24001-24002-24003 Colonizations I-II-III, and ANTH 24101-24102 Introduction to the Civilizations of South Asia I-II. With prior approval, other civilization courses (if taken in addition to the courses used toward the general education requirement) can be used toward the Anthropology major, in accordance with the individual student's needs or interests and up to the two-course limit for non-departmental courses.

The director of undergraduate studies may refer students who wish to emphasize archaeological, biological, linguistic, or sociocultural anthropology to faculty in these fields for assistance in the development of their individual programs.

Readings and Research Courses

When desirable for a student's individual anthropology program and with the approval of the director of undergraduate studies, preferably in advance, a student may also obtain course credit for supervised individual reading or research (ANTH 29700 Readings in Anthropology).

Students electing to write a bachelor's essay for honors are urged to enroll in ANTH 29910 Bachelor's Essay Seminar in Winter Quarter of fourth year. They also have the option of taking ANTH 29900 Preparation of Bachelor's Essay, in which the student does supervised reading or research in preparation for the BA essay, in Autumn Quarter of fourth year. However, students can only use a total of two independent readings or research courses toward the major, chosen from among ANTH 29700, ANTH 29900, ANTH 29910, and BA essay seminars in other departments when required for a joint second major. Additional readings and research courses would count as general elective credits.

Field Courses

Students attending field schools or taking courses offered by other universities can solicit approval to obtain course credit (up to the two-course limit for nondepartmental courses) when appropriate for their individual program of study. Credit from other institutions would first need to be approved by the College (<https://college.uchicago.edu/advising/transfer-credit/>) and then by the director of undergraduate studies, if intended to count toward the major.

Summary of Requirements

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

ANTH 21107	Anthropological Theory	100
One Methods course *		100
ANTH 21420	Ethnographic Methods	
ANTH 28400	Bioarchaeology and the Human Skeleton	
ANTH 29500	Archaeology Laboratory Practicum	
One Discovering Anthropology course §		100
Seven electives in Anthropology ±		700
Two electives in Anthropology or approved related disciplines ±		200
Total Units		1200

- * Students may also seek approval for a relevant methods course in archaeological, linguistic, or biological anthropology.
- § A list of designated Discovering Anthropology courses will be maintained on the Anthropology Department website (<https://anthropology.uchicago.edu>).
- ± A maximum of two reading and research courses (chosen from ANTH 29700 Readings in Anthropology, ANTH 29900 Preparation of Bachelor's Essay, ANTH 29910 Bachelor's Essay Seminar, and BA courses from other departments) can be used toward the Anthropology major.

Grading

Courses counted toward the major must be taken for quality grades (no P/F grading).

Honors BA Process

Students who wish to be considered for honors must apply to the director of undergraduate studies before the end of their third year. Eligible candidates must have a GPA of 3.6 or higher in courses in the major and typically a GPA of 3.25 overall. To receive honors, students must develop an extended piece of research via a bachelor's essay under the approved supervision of a faculty member. BA projects involving alternative media (like film, photography, photo-essay, or art installation) might be acceptable if accompanied by a written text.

To execute a successful BA essay, students should begin considering their research question early on. Students should begin looking for a faculty supervisor in their third year and aim to have a topic identified by the beginning of the fourth year so that they have sufficient time to complete the necessary research and to write the paper. Students writing BA honors papers are strongly urged to enroll in ANTH 29910 Bachelor's Essay Seminar in Winter Quarter of their fourth year. If possible, students should also consider starting their research under the independent supervision of their faculty supervisor in Autumn Quarter by registering for ANTH 29900 Preparation of Bachelor's Essay. Students who take these courses, ANTH 29700 Readings in Anthropology, and/or BA seminars for a second major may only use a maximum of two these courses toward the Anthropology major.

For award of honors, the BA essay must receive a grade of A or A- from the faculty supervisor and from the second reader. Students being recommended for honors must submit two copies of the completed paper to the program administrator no later than fifth week of the quarter of graduation. The faculty supervisor must be chosen from the Anthropology

faculty. Affiliated faculty may serve with approval of the director of undergraduate study. The second reader may be any credentialed scholar/scientist approved by the director of undergraduate study.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Anthropology Courses

ANTH 10100. Introduction to Anthropology. 100 Units.

The social science that has pursued ethnographic study of human societies for more than a century, anthropology still leads the most creative social science efforts to understand humanity in its full complexity. New kinds of inquiry into history, power, race, class, gender, language, economy and culture, and into transnational and even global phenomena, lead anthropologists to reconsider the fundamentals of political economy, culture and history, structure and events, and knowledge and power. This course will introduce anthropology's characteristic modes of inquiry, with special attention to thick data in relation to big data, and systems of meaning in relation to structures of power. To introduce anthropology we will read classic descriptive texts, touchstone feminist, postcolonial and science-and-technology-studies critiques, and accessible and innovative contemporary work. We will view classic and contemporary ethnographic films, and inquire into uses of new media. This course will orient students to the general history of ethnographic social science, and will prepare interested students for every other anthropology course offered at the collegiate level here.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): Designed as a first course in Anthropology

ANTH 20003. Discovering Anthropology: Reading Race. 100 Units.

Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in *Homo sapiens* have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to its role in retarding social progress, and the extermination and exploitation of some populations and individuals.

Instructor(s): R. Tuttle Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): ANTH 38305, CRES 12300, HIPS 20003

ANTH 20006. Embodiment and the Senses. 100 Units.

This course approaches bodies as points of insight into governance, the varied experiences of being governed, and efforts to evade and reconfigure institutional expressions of authority. First, we will examine bodies as targets of governance, objects to be reformed, regulated, contained, disciplined, educated, incarcerated, treated, trained, and 'cared' for. Next, we will consider how bodies accrue power as sites of resistance, refusal, and critique. Certain bodies in certain places elicit discomfort, unsettling familiar divisions such as of private and public space, of developed and backward, of religious and secular, of reason and madness, of citizenship and (often racialized) non-citizenship. Finally, we will ask how bodies and sensory practices figure in ethical projects of crafting exemplary kinds of subjectivity or collectivity. In this way, the course will introduce students to anthropological approaches to embodiment as well as related questions of bio-politics, gender and race, political subjectivity, care and self-making, post/colonialism, sensory politics and the aesthetic. Along the way, students will gain a new appreciation of the political potency of bodies and bodily practices near and far-from Lenin's preserved body to Trump's 'small' hands, reproductive labor to sex work, dirty protest to women's marches, indigenous eco-rituals to queer intimacies.

Instructor(s): Mareike Winchell Terms Offered: Winter. Winter 2021

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

ANTH 20014. Animal Magnetism: Histories of Human-Animal Relationships. 100 Units.

Animals are all around us—in homes and laboratories, farms and forests, zoos and supermarkets. Yet the remarkable ways in which human and animal lives are intertwined often go unnoticed. What makes an animal a predator in one setting, prey in another? A companion to befriend or a trophy to fight over? In this course, we will examine the meanings that humans have ascribed to their nonhuman counterparts from a long-term perspective. Human-animal relationships inform much of what we consider to be society, including humans' interactions with other humans. Those perceptions and practices vary widely across time and space, from shared experiences and mutual exchanges across species boundaries to processes of subordination and domestication that have reshaped human and animal bodies and behaviors to contemporary concerns over the nature of animal intelligence, emotions, and rights. Drawing on interdisciplinary readings in archaeology, anthropology, biology, history, psychology, and environmental studies, we will examine the changing ways that humans have conceptualized, commodified, and experienced our nonhuman counterparts from the past to the present.

Instructor(s): Sarah Newman Terms Offered: Winter. Winter 2021

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

ANTH 20405. Anthropology of Disability. 100 Units.

This seminar undertakes to explore 'disability' from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

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

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

Equivalent Course(s): HMRT 35210, CHDV 30405, SOSC 36900, MAPS 36900, HMRT 25210, CHDV 20505, ANTH 30405

ANTH 20420. Anthropology of Olympic Sport. 100 Units.

If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.

Instructor(s): John MacAloon Terms Offered: This course was offered Winter 2020

Equivalent Course(s): SOSC 25090, ANTH 30420, MAPS 47501

ANTH 20701-20702-20703. Introduction to African Civilization I-II-III.

Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a three-quarter sequence.

ANTH 20701. Introduction to African Civilization I. 100 Units.

Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): MDVL 10101, HIST 10101, CRES 20701

ANTH 20702. Introduction to African Civilization II. 100 Units.

Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.

Instructor(s): K. Hickerson Terms Offered: Winter

Equivalent Course(s): CRES 20802, HIST 10102

ANTH 20703. Introduction to African Civilization III. 100 Units.

Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of person-hood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.

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

Equivalent Course(s): HIST 10103, CRES 20303

ANTH 21107. Anthropological Theory. 100 Units.

Since its inception as an academically institutionalized discipline, anthropology has always addressed the relation between a self-consciously modernizing West and its various and changing others. Yet it has not always done so with sufficient critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical introduction to the history of anthropological thought over the course of the discipline's long twentieth century, from the 1880s to the present. Although we focus on the North American and British traditions, we review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.

Instructor(s): William Mazzarella Terms Offered: Winter. Winter 2021

Prerequisite(s): Preference for Anthropology majors

Note(s): This year only, the cross list ANTH 30000 is being disabled

ANTH 21201. Chicago Blues. 100 Units.

This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.

Instructor(s): M. Dietler Terms Offered: Spring. Spring 2021

Note(s): The course qualifies as a Discovering Anthropology selection for Anthropology majors.

ANTH 21303. Making the Natural World: Foundations of Human Ecology. 100 Units.

Humans have 'made' the natural world both conceptually, through the creation of various ideas about nature, ecosystem, organism, and ecology, and materially, through millennia of direct action in and on the landscape. In this course we will consider the conceptual underpinnings of contemporary Western notions of nature, environment, and balance, through the examination of specific historical trajectories of anthropogenic landscape modification and human society. Taking examples from current events we will evaluate the extent and character of human entanglement with the environment. ENST 21201 and 21301 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Instructor(s): Alison Anastasio Terms Offered: Winter

Equivalent Course(s): ENST 21301

ANTH 21306. Explorations in Oral Narrative. 100 Units.

A study of storytelling in non-literate and folk societies, antecedent to the complexities of modern narrativity, itself anchored in and energized by literacy. The main objects of our study will be the vast body of folktales and collateral folklore collected by anthropologists and folklorists in traditional societies. Despite the impact of literacy on modern minds this course argues for the persistence of ancient themes, plots, characters and motifs.. A further argument is made for the foundational role of storytelling in the creation of culture and construction of society ...an argument, in short, that humans are, by nature, story-telling creatures whose sapience lies primarily in the capacity to create, be entertained by, and even live by, fictions The central place of storytelling is shown in the humanistic and social sciences: anthropology, economics, history, philosophy, politics, psychoanalysis. Student story-telling and even performance, of brief stories is encouraged and reflected upon in light of the main arguments of the course.

Instructor(s): James Fernandez Terms Offered: Spring

Note(s): This course qualifies as a 'Discovering Anthropology' selection for Anthropology majors.

Equivalent Course(s): ANTH 45301

ANTH 21347. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.

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

Instructor(s): Hilary Leatham Terms Offered: Winter. This course was offered Winter 2020

Equivalent Course(s): HIPS 21347, ARCH 21347, GLST 23317

ANTH 21353. Anthropology of Revolution: Orientalism, Islam, and the Middle East in Global Perspective. 100 Units.

The rise of political Islam in the Middle East as a revolutionary force has provoked concern among commentators fearing that without separation between 'church and state,' the region is doomed to religious conflict. But what's Islamic about political Islam, or religious about religious conflict? What does it mean to frame secularism as a solution to this 'problem'? How do Orientalist narratives complicate our understanding of political movements? In this class, we deploy anthropological methods to interrogate how religion and secularism are defined by exploring Islam as a lived religion and political practice in the contemporary Middle East. Reading ethnographic texts from Iran, Lebanon, and Egypt, we explore how political activists have framed challenges and their responses. Are 'political Islam' and 'secularism' useful analytics for examining Middle Eastern revolutions and uprisings? What makes a government 'secular'? And what roles have Western powers played in shaping contemporary conflicts and how they are framed? Course discussion is driven by both texts and popular films. Drawing on an interdisciplinary body of works from anthropology, history, and sociology, in addition to primary sources, we ask what answers ethnographic methods can provide. We critically engage with films from the region as well as popular Western media representations and news articles.

Instructor(s): Alexander Shams Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): RLST 27651

ANTH 21354. Architectural Worlds: The Materiality and Sociality of Space. 100 Units.

The interplay between humans and built environments has been a central object of anthropological inquiry since the emergence of the discipline in the 19th century. This course explores the multiple ways in which anthropology and architecture intersect, providing an overview of how social scientists have engaged with and theorized built environments. It sketches some of the concerns that animate anthropological interrogations of built spaces, including spatial organization, the relationship between the public and the private spheres, the materiality of architecture, and the politics of architectural forms. Some of the issues that we will address include: What is the relationship between culture, society, and architecture? What are the concepts that have been mobilized to approach the study of built environments? How is architecture created, imagined, and experienced? We will draw on a range of theoretical approaches, read case studies, classic ethnographies, and a wide range of scholarship from the fields of philosophy, geography, cultural studies, and environmental psychology, in order to understand how architecture as a social and material artifact shapes human experiences, actions, relations, imaginaries, and subjectivities.

Instructor(s): Estefania Vidal Montero Terms Offered: Spring. Spring 2021

Equivalent Course(s): ARCH 21354

ANTH 21355. Remembering: An Anthropological Approach. 100 Units.

How do people remember? How much does remembering depend on our present context, the people, events and things that are there to remind us of prior experiences? How does memory contribute to the impression of existing under a continuous identity over time? And what are the connections between memory and history, memory and culture? This course is an anthropological reflection on human remembering, considered as an ensemble of practices, rather than an increasing mental stock. Through our readings, we will strive to establish the definitions, limits, and limitations that have been given to the concepts of memory, mnemonic practices, and acts of remembering. We will pay attention to the erasures and ruptures remembering involves, the synesthetic, narrative and/or mnemonic practices by which we retain information and the way different accounts of past experiences might conflict within individuals and within the groups they live among. This course will highlight how assumptions we make about what memory is have ethical, political and methodological implications, and encourage collective discussions to address these effects. Through a combination of reading discussions and practicums, the course will ensure that students are both knowledgeable about prevalent conceptions of memory in the Social Sciences and the Humanities and able to produce data and analyses with a primary focus on memory, remembering, and mnemonic practices.

Instructor(s): Eleonore Rimbault Terms Offered: Spring, Spring 2021

ANTH 21356. The State as Imagination, Fetish, Spectacle. 100 Units.

From Trump's theory of the 'deep state' and the rise of populism around the world to the global 'war on terror' and mass-mediated counterinsurgency, the state as shot through with emotion, fantasy, and the spectacular has become central in political life these days. This course will explore the state through its affective, ideological, and imaginary dimensions, asking what they may teach us about the kind(s) of entity that the state is. We will analyze how the state materializes in unexpected forms and places; how it comes to be perceived as a larger-than-life formation, embodying fantasies of power; how it presents itself through an interplay of spectacle and secrecy, seeking to shape itself and through its 'others' (outlaws, terrorists, enemies) in particular ways. We will ask what kinds of political configurations are at play in these processes and what forms state power acquires: How is this power felt? How does it (seek to) shape us as political subjects? What unintended consequences may it produce? While drawing from work in a range of disciplines, we will privilege ethnographic perspectives for their capacity to illuminate the intricacies of the contemporary state.

Instructor(s): Agnes Mondragon Celis Ochoa Terms Offered: Autumn, Autumn 2020

Note(s): Will be taught on line

ANTH 21420. Ethnographic Methods. 100 Units.

This course is a practical and theoretical introduction to ethnographic research. It will provide students with (i) a background in the key epistemological, ethical and representational issues raised by fieldwork, and (ii) a collaborative forum for practicing and critically interrogating ethnographic methods, including participant observation, fieldnote writing, interviewing, and archival research. With the help of instructor and peer feedback, students will design and execute a short fieldwork-based research project over the course of the quarter. Readings and discussions will guide students through the process of developing research questions, choosing and gaining access to a field site, generating data, and re-presenting that field site in writing. We will pay particular attention to questions of knowledge, location, evidence, ethics, power, translation, and experience, and to the nature of the theoretical and social claims that can be pursued through ethnographic research. Class sessions will be divided between discussions of critical readings in anthropology related to methodological epistemology and practice, and workshop-style sessions where we collectively discuss student projects, reflect on the experience of fieldwork, and share advice and constructive criticism.

Instructor(s): TBD Terms Offered: Spring, Course offered in Spring 2020

Prerequisite(s): Preference given to third-year anthropology majors, others by consent only

ANTH 21428. Apes and Human Evolution. 100 Units.

This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.

Instructor(s): R. Tuttle Terms Offered: Spring, Spring 2021

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): ANTH 38600, EVOL 38600, BIOS 13253, HIPS 21428

ANTH 21432. Virtual Ethnographic Field Research Methods. 100 Units.

'Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.' - Tom Boellstorff, from *Ethnography and Virtual Worlds: A Handbook of Method* This course is designed to provide students in the social sciences with a review of ethnographic research methods, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, 'being there'/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we're all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography.'

Terms Offered: Summer

Equivalent Course(s): ENST 20224, SOSC 30224, SOCI 20515, ANTH 31432, SOSC 20224, GLST 26220

ANTH 21525. Love, Conjuality, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): CRES 23101, GNSE 23102, HIST 26903, CHDV 22212, CHDV 33212, ANTH 32220, SALC 43101, SALC 33101, HIST 36903, CRES 33101, GNSE 31700

ANTH 22124. Feminist Perspectives on Science. 100 Units.

Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science's symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelyn Hammonds, Emily Martin, Sharon Trawick, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.

Instructor(s): P. Mostajir Terms Offered: Autumn, Autumn 2020

Equivalent Course(s): HIPS 25202, GNSE 25222, SOCI 20517

ANTH 22131. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter. Not offered in 2020-2021

Prerequisite(s): None

Equivalent Course(s): MENG 20300, ENST 20300, HIPS 20301, GLST 26807, HIST 25426

ANTH 22132. Science/Fiction/Theory. 100 Units.

Science fiction has enjoyed an extraordinary and still growing resurgence in popularity over the last two decades - through literature, film, video games, and even universities, where it is the subject of ever more courses being taught. Why has science fiction become so popular? Does it express the anxieties of a way of life that can't be sustained, is in decline, and might soon end, in the face of intractable war, lurching financial crises, recurrent pandemics and unchecked climate change? Does it speak to the senses of radical hope and irreparable despair about the future that seem to characterize our time? If so, then science fiction today is grappling with traditionally theological themes: fate and finitude, immortality and the nature of divinity, the place of the human within a cosmic scale, and the possibilities for redemption and messianic rupture. This course will explore these themes by pairing sci-fi literature and film with readings in philosophy and social theory. Throughout, we will ask how science fiction's propensity toward the theological allows it to grapple with the unique forms of hope and despair in our time, and in times past.

Instructor(s): Alireza Doostdar and Hussein Ali Agrama Terms Offered: Spring

Equivalent Course(s): RLST 22132

ANTH 22161. Ships, Trains, and Planes: A Global History of Vessels and Voyagers, 18th Century to the Present. 100 Units.

From "La Amistad" to the airplanes of September 11, vessels make history. And yet, we often take for granted the fact that they also contain history. Investigating the sociocultural pasts of vessels and the politics of mobility, this course poses two overarching questions. How have ships, trains, and airplanes shaped the behavior and outlooks of modern humans, and how has the experience of being in transit evolved over the past three centuries? Beginning with sailing ships of the eighteenth century and winding its way to the airplane via steamships and railways, the course explores how vehicles and transit have inspired and coerced humans into unique forms of subjectivity. Through case studies and primary sources from across world history, vessels in transit will be analyzed as engines of modernity and sites of emancipation, but also as tools of terror and laboratories of power.

Instructor(s): C. Fawell Terms Offered: Spring

Equivalent Course(s): GLST 24425, HIST 29425

ANTH 22165. Politics of Technoscience in Africa. 100 Units.

Euro-American discourse has often portrayed Africa as either a place without science and technology or as the home of deep and ancient wisdom. European imperialists used the alleged absence of science and technology as a justification for colonialism while pharmaceutical companies sought out African knowledge about healing plants. In addition to their

practical applications, science and technology carry significant symbolic weight in discussions about Africa. In this class, we examine the politics of scientific and technical knowledge in Africa with a focus on colonialism and its aftermath. How have different people produced and used knowledge about the environment, medicine, and technology? What kinds of knowledge count as indigenous and who gets credit for innovation? How have independent African governments dealt with the imperial legacies of science? From the interpretation of archaeological ruins to the design of new medical technologies, this class will examine science and technology as political practice in Africa.

Equivalent Course(s): KNOW 21410, CRES 21410, HIPS 21410

ANTH 22202. Anthropology of Caste in Asia. 100 Units.

This seminar course explores anthropological approaches to caste. We will survey colonial ethnological accounts to structuralist, transactionalist, historical anthropological, and contemporary ethnographic accounts of forms of caste difference, identity, and violence in South and East Asia, with an eye to comparison to other forms of invidious social difference in other times and cultures.

Instructor(s): Constantine Nakassis Terms Offered: Winter. Winter 2021

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): ANTH 32202, SALC 22202, SALC 32202

ANTH 22415. Technology and the Human. 100 Units.

Technology is ubiquitous in contemporary life. Yet technological developments continue to infatuate and inspire in us feelings of excitement, hope and fear. How are we to understand the uncanny relationship between the human and technology? What does this relationship disclose about human agency and creativity? If human life is unimaginable without tools, artifacts, memory supports, and machines, how might we gain the critical distance necessary to properly assess the human-technical relation? In this course we will open up an inquiry into the question of technology by considering the ways in which technical objects, processes, and systems interrupt, challenge, and constitute human subjectivity. Readings will include texts by Martin Heidegger, Friedrich Kittler, Bernard Stiegler, Gilbert Simondon, Katherine Hayles and others.

Instructor(s): Sara-Jo Swiatek Terms Offered: Autumn

Equivalent Course(s): RLST 27802

ANTH 22540. Games: Theory, Practice, and Experience. 100 Units.

Why do humans play? How do games achieve their hold on our passions and attention? And why have thinkers and scientists found 'the game' to be such a powerful concept for understanding economic competition, language use, cultural values, and war? This course offers students a chance to explore these questions through an introduction to a comparative anthropological method of analysis. Students will read and discuss accounts of gaming in diverse human societies, from the mock combats of Siberian shamans to the consuming passions of chess masters, machine gamblers, e-athletes, and role-players. Along the way, students will discover the conventions and technologies through which games create new worlds of meaning and achieve the experiential merger of self with activity that makes them such an engaging pursuit. Students will also make use of resources at the Weston Game Lab to compose reflexive accounts of gaming experience, with the option to complete a final research project on a favorite game. This course will appeal to anthropology majors interested in foundational concepts of ritual performance, everyday practice, strategic competition, and social experience, as well as non-majors interested in education, finance, design, theater, marketing, cognition, and, of course, gaming.

Instructor(s): Zachary Sheldon Terms Offered: Winter. Winter 2021

ANTH 22620. Comparative Colonialisms and Indigenous Sovereignty. 100 Units.

Scholarship on contemporary Indigeneity—the sets of conditions, experiences, urgencies, and histories that are used to understand and theorize Indigenous life—has relied on various analytics to amplify these social processes. Sovereignty, as a legal and political discourse, has provided a useful mode to simultaneously analyze assertions of Indigenous self-determination and ongoing processes of colonial domination. Whereas an analytic of sovereignty describes the legal frameworks that confine and offer possibility of autonomy, settler colonialism identifies the ongoing structural conditions that limit Indigenous empowerment. This interdisciplinary course critically engages the analytics of sovereignty, settler colonialism, as well as decolonization for understanding Indigenous political formations in North America and beyond. In the first section of the course we will interrogate the historical emergence of these legal and political apparatuses before moving into the second section where we apply these insights to the analysis of timely concerns such as: resource extraction and economic development, blood quantum and identity politics, recognition and citizenship, territory and the question of property, and lastly, environmental protection and social justice movements.

Instructor(s): Teresa Montoya Terms Offered: TBD

ANTH 22625. Indigenous Movements in Latin America. 100 Units.

TBD

Instructor(s): Mareike Winchell Terms Offered: TBD (Not 2020-2021)

Prerequisite(s): The course qualifies as a Discovering Anthropology selection for Anthropology Majors.

ANTH 22710. Signs and the State. 100 Units.

Relations of communication, as well as coercion, are central though less visible in Weber's famous definition of the state as monopoly of legitimate violence. This course reconsiders the history of the state in connection to the history of signs. Thematic topics (and specific things and sites discussed) include changing semiotic technologies; means; forces and relations of communication (writing, archives, monasteries, books, 'the' internet); and specific states (in early historic India and China, early colonial/revolutionary Europe, especially France, Britain, and Atlantic colonies, and selected postcolonial 'new nations').

Instructor(s): J. Kelly Terms Offered: TBD

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 41810

ANTH 22750. Unsettling Sovereignty: Political Practices and Personal Aspirations. 100 Units.

This introductory graduate course will explore competing sovereignties as tentative, emergent, and contested forms of authority and control. Focusing on the tensions between nation-states, informal/illegal networks, and the actions and aspirations of individual subjects, we will interrogate sovereignty as both a deferred personal aspiration and a political practice. What are the roles of performances, narrative histories, and acts of exclusion and violence in the making of sovereignties? How are competing de facto and de jure sovereignties negotiated at the levels of individual subject, community, and nation-state? The centrality of both physical violence and the consent and complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our close readings of ethnographic texts on political mobilization and precarious authorities.

Equivalent Course(s): MAPS 34513, ANTH 34725

ANTH 22755. The Idea of Africa. 100 Units.

The Idea of Africa, a new interdisciplinary course, offers undergraduates students an opportunity to engage critically with key philosophical and political debates about contemporary Africa on the continent and globally. The course takes its title from V.Y. Mudimbe's 1994 book which builds on his earlier work *The Invention of Africa*. It asks three questions: (1) How and to what purposes has Africa been conceived as metaphor and concept? (2) How might we locate Africa as a geographic site and conceptual space to think through contemporary debates about citizenship, migration and new structures of political economy? (3) What futures and modes of futurity are articulated from the space and metaphor of Africa? This lecture course co-thought in an interdisciplinary mode will include public guest lectures, field trips, and engagement with visual arts, and film related to the themes of the course. The course will be divided into the following four sections: 1) Inventing Africa; 2) Political Trajectories; 3) Afro-Mobilities; 4) Afro-Futures.

Instructor(s): Natacha Nsabimana & Adom Getachew Terms Offered: Spring, Spring 2021

Equivalent Course(s): CRES 22755, PLSC 22755

ANTH 22765. Ethnographic Approaches to Power and Resistance. 100 Units.

This introductory graduate course will examine understandings of power articulated by influential political theorists and ethnographers. We will explore key theoretical concepts, including discipline, governmentality, sovereignty, hegemony, agency, and resistance, as well as their application within textured, intersubjective, and affectively oriented ethnographic texts. Seeing power grounded in tentative and unstable practices, we will focus on the tensions between nation-states, informal networks, and the actions and aspirations of individual subjects. How are attempts to consolidate power articulated in performances, narrative histories, and acts of exclusion and violence? How are competing de facto and de jure powers negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our examinations of political mobilization and possibility. This course will give students opportunities to develop conceptual understandings of various modes of power that offer insights into the forces of colonialism, global interconnectivity, and violence that shape the 21st century world.

Instructor(s): Victoria Gross Terms Offered: Spring

Equivalent Course(s): MAPS 31504, ANTH 34730

ANTH 22770. Anthropology of Power, Status, and Performance. 100 Units.

This introductory graduate course examines the nature of power and status through the theoretical lens of performativity. We will engage with notions of performativity, articulated by influential theorists of linguistics, gender, and religion, that demonstrate the abilities of performances to effect change in the world. Thinking with performativity, we will interrogate practices of negotiating power and status in a broad range of social, political, and geographical contexts. How is the power made and unmade through particular acts? How is status, a particular type of power differentiation, created collectively and individually through acts of saying and doing? Such questions will animate our explorations of power and status in recent ethnographies focused on Asia, the Americas, and Europe.

Instructor(s): Victoria Gross Terms Offered: Winter

Equivalent Course(s): ANTH 34735, GNSE 22770, MAPS 33508

ANTH 22845. Xenophobia and the Politics of Belonging. 100 Units.

What work does xenophobia do in the making and marking of nation-states? What does it mean to belong, in a world structured by migration? In this course, we will examine the practices and politics of exclusion, of othering and of unbelonging. Drawing on cases from North America and Sub-Saharan Africa, we will study xenophobia at different points along its spectrum of intensity - from mass atrocities to the seemingly banal ways in which othering and exclusion are baked into everyday life. We will study each case in depth in its own right, as well as how it sits within broader experiences of exclusion and violence around the world and across time. In the course, we will explore theoretical debates surrounding nativism, autochthony, and different forms of nationalism, and the ways they relate to xenophobia. Scholars of migration and belonging have long shown that collective identities are constructed in large part in relation to an external other. Does (one person's) belonging necessitate (another's) unbelonging? In this course we ask: how does the 'stranger' come to be seen as threatening or destabilizing? How does one come to be seen as a 'stranger'?

Instructor(s): Kathryn Takabvirwa Terms Offered: Autumn, Autumn 2020

Equivalent Course(s): CRES 22845

ANTH 22850. Mobility in Society: Concepts and Cultures. 100 Units.

This course seeks to explore the analytic of mobility in society. Through the exploration of various cultures and epochs, we will explore the ways in which itinerant peoples engage with the world, and how they are perceived in academic and colloquial perspectives. How do mobile people create a homeplace, and how is the concept different or similar to sedentary

peoples' sense of home and belonging? In what ways does mobility inform social, political, or economic particularities? How do mobile populations relate to the state as an entity that seeks to count and account for populations? To explore these topics and more, readings and documentaries will concentrate on nomadic pastoralism, ranchers, gypsies, and even modern families in motorhomes. We will rely on archaeological, historical, and contemporary eras to engage empirical case studies that will provide the foundation for a complementary theoretical discussion of the peripatetic lifestyle.

Instructor(s): K. Bryce Lowry Terms Offered: Winter, Winter 2021

ANTH 22855. Childhood, Migration, and Nation. 100 Units.

While the figure of mobile children is central to academic and public debates about migration worldwide, this course asks students to step back and reconsider a question that is frequently taken for granted: 'What is a child?' The intersections between childhood and other categories of personhood, such as migrant laborers and refugees, complicate our assumptions about what it means to be a 'child' and the ways children fit into the ideologies of nation-states. Ambiguous representations of migrant children also problematize human rights and humanitarian discourses that often depict them as vulnerable, passive, and inseparable from their family units. The analytical focus on young mobile subjects who are in the process of 'growing up' call our attention to questions of temporalities and different modes of imagination which come to mediate the ongoing socialization of the child by state, family, and schools. In this course, we will critically discuss both theoretical concerns, ethnographic projects, films, and contemporary news media in the US, Asia, and elsewhere which take '(im)migrant children' as an object of inquiry. We will examine 1) the intersection between childhood and other personhood categories along the citizen-migrant continuum, and 2) institutional interventions and everyday practices of the child which are mediated by different ideologies about being children and being (non)citizens of a particular state.

Instructor(s): Moodjalin Sudcharoen Terms Offered: Spring, Spring 2021

Equivalent Course(s): CHDV 22855, HMRT 22855, GLST 22855

ANTH 22930. Charisma. 100 Units.

TBD

Instructor(s): William Mazzarella Terms Offered: TBD

ANTH 23003. Greater Latin America. 100 Units.

What is 'Latin America,' who are 'Latin Americans' and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on the other? This course explores the history of Latin America as an idea, and the cultural, social, political and economic connections among peoples on both sides of the southern and eastern borders of the United States. Students will engage multiple disciplinary perspectives in course readings and assignments and will explore Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin of the concept of 'Latin' America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and racial and ethnic politics.

Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn

Equivalent Course(s): LACS 26386, CRES 26386, HIST 26321

ANTH 23024. Extractivism in Latin America. 100 Units.

From the elusive search for El Dorado to the growing transition to renewable energy, extractivism has defined and continues to produce effects on the everyday lives, economic possibilities, and political horizons of Latin Americans in different historic and geographic settings. This course critically explores the social and material worlds built around resource extraction in Latin America. By focusing on key episodes of 20th and 21st century energy development, the course will examine how extractivism has enabled and foreclosed certain configurations of political power, especially in relation to the state, (anti-)imperialism, the left, and indigenous social movements. We will also explore the rise of anti-extractivist struggles and critiques, with a particular emphasis on indigenous peoples' mobilization of human rights discourse. Course readings will be interdisciplinary (from anthropology and economics to history and film), drawing on cases from Venezuela, Paraguay, Brazil, Mexico, and Bolivia.

Instructor(s): Steven Schwartz Terms Offered: Spring

Equivalent Course(s): LACS 26624

ANTH 23028. Body Modifications, Sociocultural Meanings, and Beauty in Ancient Mesoamerica. 100 Units.

The course will introduce past and current anthropological discussions of embodiment and beauty and then explore culturally born body concepts from the perspective of native Mesoamerican thought and ritual practice. A methodological unit will embrace reconstructions of ancient body modifications at the intersection between (bio) archaeology, ethnohistory, semiotics, and imagery. We will also review and discuss basic visual, behavioral, and social aspects of native Mesoamerican body works, focusing on head shaping, dental modification, and skin ornaments. A number of case studies target such forms of physical embodiment among the Olmecs, Maya, and the Aztecs. Finally, we will cover the evolving roles of body modifications past the European contact in Mexico, providing food-for-thought in discussing Novohispanic domination strategies, native resilience, and transformation.

Instructor(s): Vera Tiesler Terms Offered: Spring

Equivalent Course(s): LACS 27726, LACS 37726

ANTH 23077. Indigenous Politics in Latin America. 100 Units.

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

Instructor(s): Diana Schwartz
 Equivalent Course(s): LACS 26380, HIST 26318

ANTH 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.

This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects. Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.

Instructor(s): Erin McFee
 Terms Offered: Autumn, Autumn 2020

Prerequisite(s): PQ. Course materials and discussions will be in both Spanish and English; Spanish fluency required.)

Equivalent Course(s): LACS 23083, GLST 23083, LACS 32335, HMRT 23083, ANTH 32335

ANTH 23093. Latin American Extractivisms. 100 Units.

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current 'neextractivisms' have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.

Equivalent Course(s): LACS 26416, PBPL 26416

ANTH 23094. Development and Environment in Latin America. 100 Units.

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

Instructor(s): Diana Schwartz
 Terms Offered: Winter

Equivalent Course(s): LACS 26382, HIST 36317, HIST 26317, LACS 36382, GEOG 26382, ENST 26382, HIPS 26382

ANTH 23097. Poverty and Urban Development: the Right to Housing in Latin America. 100 Units.

Bringing a wide variety of disciplinary texts into conversation, this course leads towards a holistic understanding of the historically rooted and globally entangled housing condition of Latin America's urban poor. It encourages students to read along the grain of developmental discourse at different stages of twentieth-century development, thus advancing students' capacity to critically situate and condition global and national policies. The course analytically foregrounds problems of governance, resource distribution, and sociopolitical complexity, providing students with a representative range of case studies from across the subcontinent and interrogating what it means for social and economic goods to be labeled human rights. Throughout the course, students will examine diverse housing arrangements and policies in the context of national, regional, and global development histories. Ultimately, this course advances comprehension of the particularities of contemporary Latin American societies, and that which they share with the Global South and the world at large.

Instructor(s): Gonzalez, Ines Escobar
 Terms Offered: Spring

Equivalent Course(s): GLST 25320, ENST 25320

ANTH 23101-23102-23103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

ANTH 23101. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.

Instructor(s): Emilio Kouri
 Terms Offered: Autumn

Equivalent Course(s): CRES 16101, LACS 16100, HIST 36101, SOSC 26100, HIST 16101, LACS 34600

ANTH 23102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

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

Equivalent Course(s): PPHA 39770, HIST 16102, CRES 16102, HIST 36102, LACS 34700, LACS 16200, SOSC 26200

ANTH 23103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): B. Fischer Terms Offered: Spring

Equivalent Course(s): HIST 36103, PPHA 39780, CRES 16103, LACS 34800, SOSC 26300, LACS 16300, HIST 16103

ANTH 23335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremisms. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard

Note(s): This version of the course is for the Paris Program, Spring 2021. This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): CRES 23335, ANTH 33335, FREN 23335, FREN 33335

ANTH 23405. War: What's It Good For? 100 Units.

War is a destructive force, but also an incredibly productive one in the transformation and reconfiguration of social relations. This course will explore war's presences and absences in social and political thought as well as ethnographies that examine the mutually reconstitutive relationships between war and society.

Instructor(s): Darryl Li Terms Offered: TBD. Not offered 2020-21; may be offered 2021-22

ANTH 23607. The Immigrant as American Prototype. 100 Units.

This undergraduate seminar explores how the figure of 'the immigrant' has come to mediate various origin myths and anticipatory imaginations of 'Americanness' in contemporary political struggles. A central proposition of the course is that 'the immigrant' should be seen NOT as an 'original' founding subject of the United States and its 'American Dream' but rather, as a modern prototype-forged only since the late 19th century-for stress-testing different models of American presence and power in the world. Importantly, this is a world increasingly ordered, as well as destabilized, by the expanding logics of industrial and corporate capital-a historical development with reverberating effects into our contemporary debates over the relation of 'the immigrant' to American 'values' and global 'competitiveness.' Drawing on various historical, anthropological and audiovisual resources, this seminar aims to situate the emergence of 'the immigrant' as American prototype in relation to (1) earlier cultural-historical archetypes of mass migration, such as 'the settler' and 'the emigrant' and (2) current debates over nativist and cosmopolitan models of American security-cum-prosperity that take 'the immigrant' as the limit case for evaluating 'the human,' 'the normal,' and 'the good life' across nationalist and globalizing space-times. Besides conventional reading and writing assignments, this seminar will offer students the opportunity to experiment with multimedia methods for ethnographic research through a final web-based project in which students will draw from current news and popular media sources to assemble and critically present on their own version of 'the Immigrant' as American prototype.

Instructor(s): Julie Chu Terms Offered: TBD. Not offered 2020-21; may be offered 2021-22

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): CRES 23607

ANTH 23608. Introduction to Asian American Studies. 100 Units.

On May 6, 1882, the United States passed the Chinese Exclusion Act, the first major federal legislation of its kind to explicitly exclude an entire ethnic group. More than a century later, as the U.S. grappled with a deadly outbreak of COVID-19, President Donald Trump insisted upon referring to the virus as 'Chinese,' reigniting historical and racialized anxieties of 'Yellow Peril' and 'Asian invasion,' even as Asians across the country reported incidents of anti-Asian discrimination and violence. This course seeks to bridge these two moments by providing a critical examination of contemporary Asian American experience through the social, political, and historical contexts that come to bear upon it. Focusing on East and Southeast Asian communities, it will interrogate theories of race, class, and identity, alongside issues of immigration/migration, transnationalism, labor, citizenship, generational dissonance, and activism. Engaging a variety of historical events, social movements, racialized imaginaries, critical writings, and cultural representations, we will consider how Asian American history is vitally shaped by not only repression and assimilation, but also radicalism and innovation.

Instructor(s): Victoria Nguyen Terms Offered: Winter

Equivalent Course(s): GLST 20004, CRES 20004

ANTH 23609. Contentious Natures: Race, Nature, and Power. 100 Units.

Drawing on anthropology, critical race theory, feminist studies, postcolonial studies, and STS, this course examines how race and nature work in tandem as domains of power. Tracking how race and nature are vitally intertwined, we interrogate the racial politics of climate, wilderness, local ecologies, biology, and space and place. Ultimately, the course considers how contested and essentialized notions of nature are crucial to environmental politics, as well as the formation of citizenship, territory, projects of development, and modern regimes of governance.

Instructor(s): Victoria Nguyen Terms Offered: Winter

Equivalent Course(s): CRES 12100, GLST 22100

ANTH 23611. Racial Consciousness and the Asian American Perspective. 100 Units.

What does it mean to be Asian American today? At once marginalized and woefully unspecific, Asian American identity seems to occupy a purgatorial status in the American racial imagination. How have Asian Americans been understood within, and how do they understand themselves within, White institutions, anti-Black hierarchies, and capitalist orders? And what are the cumulative psychic effects of their quotidian, uneventful, and often unspoken racializations? This seminar examines how Asian American writers, artists, and thinkers reckon with in/visibility, ambiguity, and the 'minor intensities' of Asian American life through stories, poetry, films, and visual art. We will engage in close reading and analysis of these materials, with an eye toward their specific social, historical, and political contexts as we read them alongside a range of critical theory on the politics of identity and subjectivity.

Instructor(s): Victoria Nguyen Terms Offered: Spring

Equivalent Course(s): CRES 27542

ANTH 23612. Lethal Landscapes, Toxic Worlds: Geographies of Race, Risk, and Contingency. 100 Units.

This advanced seminar critically examines environmental racism and injustice with an eye toward the social, historical, and political forces that create, sustain, and ultimately challenge environmental inequalities. We explore recent work at the intersection of anthropology, political ecology, and science studies that investigate unequal exposures and the politics of containment. Connecting local and international case studies with larger social and settler colonial logics, the seminar will investigate relations of power, segregation, contingency, and kinship in uneven terrains of vulnerability and risk.

Instructor(s): Victoria Nguyen Terms Offered: Spring

Prerequisite(s): CRES 12100, or CRES 12200, or consent of instructor

Equivalent Course(s): CRES 22000

ANTH 23700. Capitalism, Colonialism, and Nationalism in the Pacific. 100 Units.

This course compares colonial capitalist projects and their dialogic transformations up to present political dilemmas, with special attention to Fiji, New Zealand, and Hawai'i, and a focus on the labor diaspora, the fates of indigenous polities, and tensions in contemporary citizenship. We will compare Wakefield's 'scientific colonization' in New Zealand, Gordon's social experiments and indentured labor in Fiji, and the plantations, American annexation, tourism, and the military in Hawai'i. We will compare the colonial experiences of the Maori, Hawaiians, and indigenous Fijians, and also those of the immigrant laborers and their descendants, especially white New Zealanders, the South Asians in Fiji, and the Japanese in Hawai'i. General propositions about nationalism, capitalism 'late' and otherwise, global cultural flows, and postcolonial subject positions will be juxtaposed with contemporary Pacific conflicts.

Instructor(s): John Kelly Terms Offered: TBD. May be offered in 2020-21

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 33700, CRES 33700, CRES 23710

ANTH 23806. The Politics of Plant Life: Edens, Plots, and Ruins. 100 Units.

How do plant ecologies materialize conflicted and incommensurate political formations? How are political ideals, collectivities, or anxieties reflected in the matter and meaning of plant life across its many social guises (as food, magic, medicine, drugs, industrial commodities, mortal enemies, alien invaders, and more)? How might radical attention to the complexities of our lives with plants help us to formulate ethical and political possibilities in the wake of conflicted histories and in midst of uncertain planetary futures? This course explores possibilities for understanding political imaginaries through the lens of plant life. We will attend to the history of social and natural scientific understandings of plant life as these shaped foundational concepts in social and political theory (including concepts of culture, race, gender and sexuality, economy, and history). We will examine how the scientific, military, and commercial transformation of plant natures was central to political projects from 18th century imperialism to 21st century counter-insurgency, from World War to the 'War on Drugs,' from colonization to climate crisis. This seminar brings together historical sources, classical theoretical texts, and contemporary ethnographic projects with experimental and multi-media materials to explore the history of plant life's entanglement with imagined political histories and futures--apocalyptic, utopian and revolutionary.'

Instructor(s): Amy McLachlan Terms Offered: Spring

Equivalent Course(s): ENST 24902, GLST 24901, ANTH 33809

ANTH 23807. Toxic: Body Burdens and Environmental Exposures. 100 Units.

Toxicity is a pervasive and often elusive presence in our lives today. In this seminar class, we begin to address this condition by asking: what exactly is toxic? Who bears the burden of this classification? And, how then, are these understandings of toxicity defined and deployed in broader historical, political, and scientific contexts? From these preliminary questions, we explore the pathways through which toxic exposure, contamination, and fallout accumulates in disproportionate and uneven ways, especially for minoritized populations and upon Indigenous territories. Drawing upon a variety of social science literature and community-based research we trace these challenges through overlapping structures of race, class, gender, citizenship, and coloniality. This transnational and interdisciplinary orientation will acquaint students with case studies of exposure across different scales and geographies, from Chernobyl to Chicago. Through mixed approaches of

ethnography and media curation, students will also have the opportunity to research and document their own cases studies of body burdens and environmental exposure.

Instructor(s): Teresa Montoya Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): HLTH 23807, ENST 23807, CRES 23807

ANTH 23809. Visualization and Biology: Science, Culture, and Representation. 100 Units.

How do scientific images get made? This deceptively simple question lies at the heart of this course. Over three weeks at the MBL, we will examine the techniques, technologies, philosophies and histories of scientific image making, with a particular focus on marine biology. Rather than simply reading theories of visualization and representation, students will immerse themselves in the making of images themselves. Students will perform hands-on work with historical and contemporary theories and techniques of microscopy, taxonomy, anatomy, and specimen collecting. They will also examine the theoretical, philosophical, and ethical underpinnings of those practices. Through a combination of ethnographic (participant observation) and historical (archival) work, students will develop rich accounts of scientific visualization - from matters of objectivity and instrumentation, to problems of vision and the limits of (human) senses, to questions of aesthetics, abstraction, and representation. During the course, students will have the opportunity to work with Marine Biological Laboratory faculty, have access to laboratory and archives, and will develop new data and novel accounts of the social, cultural, and technical creation of scientific images.

Instructor(s): Michael Paul Rossi Terms Offered: Autumn

Prerequisite(s): Prerequisite: Consent Only.

Note(s): Prerequisite: Consent Only. Course meets for three weeks, 9/9 thru 9/27 (5-6 days/week, 8 hours per day), at Marine Biological Laboratories, in Woods Hole Massachusetts. Course will be part of Autumn quarter course load. For more information see <http://college.uchicago.edu/academics/mbi-september-courses>

Equivalent Course(s): HIST 14904, HIPS 15100

ANTH 23811. Facing Climate Change in the Global South. 100 Units.

Reckoning with climate change often leads to an appeal to a common humanity that is on the brink of annihilation. The call is to act together to stall the harmful effects we as a species have had on the planet. This course will critically interrogate the social, political, racial inequalities that such a rhetoric evades. Reading ethnographies from different parts of the world, we will examine the causes and consequences of the Global South disproportionately bearing both the impact of environmental degradation and the burden of remedial measures to avert the climate crisis. Taking up four environmental issues, we will ask: what causes environmental inequality, how is it manifested, and what are the consequences - both for people experiencing these inequalities and for effectivity of climate change action? The course will cover: (a) The problem of toxicity and waste in underprivileged communities from New York to New Delhi. (b) The impact of the global quest to save tropical wilderness on local communities that are pitted against prioritized megafauna such as the tigers of the Sundarbans and the elephants of the Zambezi. (c) The inequalities in climate disaster relief, from New Orleans after Hurricane Katrina to the Maldives facing sea-level rise (d) The toll on marginal farming communities of the global push towards sustainable, organic food production.

Instructor(s): Suchismita Das Terms Offered: Winter. Winter 2021

Equivalent Course(s): CRES 23811, ENST 23811

ANTH 23825. Social Theory of the City. 100 Units.

This seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions and experience as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.

Instructor(s): Alan L. Kolata Terms Offered: Winter. Winter 2021 in Paris

Prerequisite(s): Admission to the Winter 2021 Paris Program

Note(s): Undergraduates only

Equivalent Course(s): ARCH 23825

ANTH 23906. Magic, Science, and Religion. 100 Units.

The relationship between the categories of magic, science, and religion has been a problem for modern social science since its inception in the nineteenth century. In the first half of this course, we will critically examine some of the classical and contemporary approaches to these concepts. In the second half, we will explore a number of detailed historical and ethnographic studies about modern phenomena that call some of the fundamental assumptions behind these categories into question.

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

Equivalent Course(s): KNOW 28900, AASR 30501, RLST 28900

ANTH 23908. Religion and its 'Other': Secular and Post-Secular Formations. 100 Units.

How do we locate religion? What is a secular space? Are we somehow beyond secularism? This course provides an introduction to the relationship between religion and the secular as it has been conceived in the modern West. It is intended to provide students with a basic historical and theoretical framework for thinking about how these categories relate, how they have evolved, and the work they do in our contemporary society. Readings will include works by Hermann Cohen, Louis Dupré, Charles Taylor, Michel Foucault, Bruno Latour, Judith Butler, Talal Asad, and Saba Mahmood.

Instructor(s): Lisa Hedrick Terms Offered: Winter

Equivalent Course(s): RLST 29015

ANTH 23910. Holocaust Object. 100 Units.

In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which-once the locations of genocide-are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors' testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): HIST 23413, ANTH 35035, REES 27019, JWSC 29500, REES 37019, HIST 33413

ANTH 23911. Anthropology of Religion. 100 Units.

How do anthropologists study religion? This course is an introduction to classic concepts that have defined the social scientific study of religion such as ritual, taboo, transcendence, embodiment, and enchantment. To grasp how fieldwork is paired with theory, we will engage ethnographic writings on Orthodox Christianity in northern Ethiopia, Afro-Caribbean Santería in Chicago, and Islamic jinn veneration in Delhi India. We will further examine various themes in the socio-cultural inquiry of contemporary religion including asceticism, sexuality, sectarianism, and political theology.

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

Equivalent Course(s): RLST 27650, AASR 34411

ANTH 23914. Whom am I to Judge? Relativism and Religious Difference. 100 Units.

How do we evaluate people who are different from us? What grounds our evaluation of human behaviors or beliefs? At the end of the 20th century, comparative analyses of religious beliefs and ethics were heavily criticized for their ethnocentric tendencies; researchers were blamed for importing their own values on the 'other'. More recently, however, the pendulum seems to have swung in the other direction. Comparative religious ethicists often adopt a brand of liberal moral relativism. 'To each their own' is their preferred mantra. This dramatic swing within the field of comparative religious ethics opens up questions for future study: Under what conditions can we praise or blame those who are different than us? What virtues of scholarship are necessary for quality comparative work? In this course we will learn about the field of comparative religious ethics and the perils and possibilities that accompany its intellectual projects. In addition to several theoretical texts, we will read two ethnographies (Fernando 2014 and Pandian 2009) that weave in and out of comparative religious ethics. These texts focus on themes of nationalism, post-colonialism, immigration, the production and regulation of religious subjects, and the limits of our judgments on the other.

Instructor(s): Caroline Anglim Terms Offered: Winter

Equivalent Course(s): RLST 24160

ANTH 24001-24002-24003. Colonizations I-II-III.

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

ANTH 24001. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

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

Equivalent Course(s): SOSC 24001, CRES 24001, HIST 18301

ANTH 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): CRES 24002, SOSC 24002, HIST 18302

ANTH 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

Equivalent Course(s): SALC 20702, SOSC 24003, HIST 18303, CRES 24003

ANTH 24101-24102. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

ANTH 24101. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): MDVL 20100, SALC 30100, HIST 10800, SOSC 23000, SALC 20100

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SOSC 20000, SOSC 23000

Equivalent Course(s): SOSC 23100, HIST 10900, SALC 20200

ANTH 24110. Jews, Arabs, and Others: Nations from the Nile to the Jordan. 100 Units.

This course considers nationbuilding as an ongoing and recurring process in the Middle East, realigning identities and communities according to the political concerns of the time. In particular, we will examine how Arabs and Others have figured in the political imagination of both Egypt and Israel-Palestine. When can Egyptians, Palestinians, and Israelis consider themselves 'Arab'—and when not? What are the stakes of naming Arab-ness or claiming it for oneself? To answer these questions, this course will include readings on Arab nationalism and minorities in Egypt, the question of Jewish versus Israeli nationalism, Arab (or Mizrahi) Jews in Israel, and the relationship of Palestinian nationalism to the borders that have been drawn within the historic land of Palestine.

Instructor(s): Callie Maidhof Terms Offered: Autumn

Equivalent Course(s): GLST 25209

ANTH 24302. Disability in Local and Global Contexts. 100 Units.

This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion— or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in 'concept work' by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today's world?

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

Equivalent Course(s): HLTH 24302, CHDV 25250, MAPS 46460

ANTH 24308. History of Perception. 100 Units.

Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants' own sensations and perceptions of the world around them.

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

ANTH 24314. Meaning and the Body. 100 Units.

This course examines recent (20th- and 21st-century) retrievals of the body to understand 'meaning.' We will analyze varying construals of nature, materiality, matter, emotion, and thought. Readings will therefore be multidisciplinary, including selections from philosophy, sociolinguistics, anthropology, and religious studies. More specifically, we will examine the relationship between meaning and embodiment by way of the following: modern philosophies of the subject; analytic philosophies of language; deconstruction and the historicization of the body; feminist theories of discourse; new materialist conceptions of matter; new animist conceptions of the subject.

Instructor(s): Lisa Landoe Hedrick Terms Offered: Winter

Equivalent Course(s): RLST 26116

ANTH 24316. Thinking Psychoanalytically: From the Sciences to the Arts. 100 Units.

Since Freud's seminal investigation into the nature of the mind, psychoanalytic thinking has offered a unique approach to the unconscious, relational, and meaningful dimensions of human experience. Despite assaults on the field from numerous quarters, psychoanalytic thinking remains central to the work of practitioners across an array of disciplines. After an introduction to key psychoanalytic concepts including the unconscious, repression, and transference, we will investigate

some of the ways in which these ideas are mobilized within clinical practice, neuroscience, anthropology, education, philosophy, literary studies, and the visual arts through a series of lectures presented by specialists from these fields. Along the way, we will gain an appreciation for some of the ways in which psychoanalytic perspectives continue to inspire a variety of current scientific and humanistic projects.

Instructor(s): A. Beal; Staff Terms Offered: Spring

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): BPRO 28400

ANTH 24320. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of 'normal' psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of 'culture' and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 31000, PSYC 33000, GNSE 21001, AMER 33000, ANTH 35110, EDSO 21100, PSYC 23000, CHDV 21000, CRES 21100, CHDV 31000

ANTH 24330. Medical Anthropology. 100 Units.

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

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

Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.

Note(s): CHDV Distribution: C, D; 3, 4

Equivalent Course(s): HIPS 27301, ANTH 40330, KNOW 43204, CHDV 23204, CHDV 43204, HLTH 23204

ANTH 24334. Introduction to Health and Society II. 100 Units.

What can the social sciences teach us about the ongoing coronavirus pandemic or the opioid epidemic of the past decade? How can we understand the sources of inequalities in access to care and in health outcomes across populations, both in the United States and globally? What is the significance of varying experiences of illness, categories of disorder, ideals of well-being, and forms of intervention across cultural settings and historical periods? This course introduces students to the social, political, and economic processes that shape individual and population health, as well as to a range of concepts and methods which social scientists use to study these processes. This summer's class will focus on the case studies of the 2020 coronavirus pandemic and the opioid epidemic, along with other cases. Please note that this course is not a continuation of HLTH 17000, but a summer session version of the same class. This course can be used to satisfy the HLTH 17000 requirement for the Health and Society minor. Students who are not currently in the minor are also welcome to take the course as an opportunity to learn about the social sciences of health and medicine.'

Instructor(s): Eugene Raikhel Terms Offered: Summer

Note(s): Please note that this course is not a continuation of HLTH 17000, but a summer session version of the same class.

This course can be used to satisfy the HLTH 17000 requirement for the Health and Society minor. Students who are not currently in the minor are also welcome to take the course as an opportunity to learn about the social sciences of health and medicine.

Equivalent Course(s): CHDV 24010, HLTH 17001, SOCI 20509

ANTH 24341. Topics in Medical Anthropology. 100 Units.

This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how 'disease' and 'health' in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.

Instructor(s): P. Sean Brotherton Terms Offered: Winter. Winter 2021

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

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

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

ANTH 24350. Historical Epistemology & Contemporary Biomedicine. 100 Units.

No description available

ANTH 24510-24511. Anthropology of Museums I-II.

This sequence examines museums from a variety of perspectives. We consider the World's Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

ANTH 24510. Anthropology of Museums I. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Equivalent Course(s): SOSC 34500, MAPH 34400, MAPS 34500, CHDV 34501, ANTH 34501

ANTH 24511. Anthropology of Museums II. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Instructor(s): M. Fred Terms Offered: Autumn Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): CHDV 38102, ANTH 34502, MAPS 34600, SOSC 34600

ANTH 24701. Political Anthropology. 100 Units.

This course introduces students to the anthropological study of politics and the political. Classes are seminar-style discussions with a mix of group discussions, mini-lectures, writing workshops, and in-class small group activities. In addition to reading major theoretical and empirical contributions to the field, students will also learn how to conduct meeting- and event-based ethnography and to compose ethnographic writing. Major assignments include conducting fieldwork, handing in periodic field notes journals, and a final paper assignment that weaves together field data with course readings. Authors include, but are not limited to the following: Abrams, Anderson, Aretxaga, Comaroff and Comaroff, Evans-Pritchard, Foucault, Mbembé, McGovern, Mitchell, Mosse, Nelson, Povinelli, Rabinow, Ramirez, Scott, Sharma and Gupta, Silverstein, Taussig, Trouillot, and Weber.

Instructor(s): Erin McFee Terms Offered: Winter. Course offered Winter 2020

Equivalent Course(s): ANTH 34701, GLST 24701, PBPL 24702

ANTH 24720. Trust after Betrayal: Society-Building in the Aftermath of Atrocity. 100 Units.

In this course, students will learn about the moral philosophy and anthropology of trust, mistrust, and betrayal. The course will be structured through four cases: the Colombian Peace Process, Germany's Stasi, the Cultural Revolution in China, and the United States 2008 Financial Crisis. The class will tend towards the discussion seminar format with some short lectures to help students bridge the theoretical and empirical materials. Students will analyze of laws, public discourses, literature, and ethnographic materials to write a final term paper on one of the four cases. As part of the course pedagogy, students will also learn how to form and manage productive writing groups and to write literature reviews that draw from multiple disciplines. The midterm will consist of a their literature review for their final term paper. Authors will include, but are not limited to the following: Baier, Benedict, Carey, Corsín Jimenez, Darwall, Faulkner, Fukuyama, Gambetta, Govier, Hawley, Holton, Jamal, Jones, Kleinman, Lewicki, Luhmann, McAllister, Möllering, Simpson, Tilly, and Widner.

Instructor(s): Erin McFee Terms Offered: Autumn. This course was offered Autumn 2019

Equivalent Course(s): HMRT 34720, HMRT 24720, ANTH 34720

ANTH 24725. Humans After Violence. 100 Units.

What happens to individuals and societies after experiences with violence? This course takes a critical look at scholarship and practitioner efforts to understand and influence those who make and unmake violence and who are implicated in its aftermath. The four units - violence, trauma, subjectivity, and reconciliation - explore and problematize each of these domains of inquiry. Throughout the course, we will draw from both foundational and emerging texts in anthropology and related disciplines as we critically examine the 're' in contexts of violence: re-integration of ex-combatants, re-entry of the formerly incarcerated individuals, re-turn of displaced populations, and re-conciliation among war affected peoples. What are the reach and limits of these discourses in contexts of violence and physical and socioeconomic insecurity? How is social life in these settings differentially experienced according to gender and stages of the life course? The course will also include an examination of methodological approaches to studying violence-affected individuals and communities as well as issues of decolonizing research, non-extractive approaches, reflection on relations of power and inequality, and trauma-informed approaches to research and engagement. Students will develop a case study of their choosing over the quarter and receive dedicated classroom instruction on writing interdisciplinary literature reviews.

Instructor(s): Erin McFee Terms Offered: Winter. Winter 2021

Prerequisite(s): Open to 3rd or 4th year undergraduates and masters students

Equivalent Course(s): GLST 24725, HMRT 34721, HMRT 24725, ANTH 34721

ANTH 24730. Religious Violence. 100 Units.

Are there 'proper' or 'improper' practices of religion? Is it at best a matter of private belief, to be kept separate from or protected by the state? Or is it something that at times requires the state's intervention? Does religion represent the last vestiges of the premodern world, or is it something that is integral to modern life? To answer these questions, we will call on anthropologists and other social scientists and theorists to understand, first, what is 'religion,' and then what is, can be,

or should be its relationship to gender, the nation, and the modern state in various historical and geographical locations, with particular attention to the Middle East and South Asia.

Instructor(s): Callie Maidhof Terms Offered: Spring

Equivalent Course(s): GLST 25630, RLST 26630

ANTH 24810. Atmospherics. 100 Units.

In a world of changing climate, how do we change the political? What affective chemistry is needed to recognize and mobilize on behalf of shifting air currents? This seminar explores the conceptual and material chemistries of atmosphere. The course will investigate key texts on climate change, embodiment, and affect, as well as recent ethnographic explorations of environmental sensibilities across air, ice, ocean, and land.

Terms Offered: Spring

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): HIPS 24810

ANTH 24830. Oil, Power, Modernity: The Anthropology of Energy. 100 Units.

Oil is often regarded as the quintessential commodity of modern industrial capitalism. Oil is a material substrate of power—as a source of energy, an impetus for warfare, and a source of windfall revenue for multinational corporations and petrostates. This undergraduate seminar surveys social scientific approaches to oil and adjacent energy complexes. This seminar will debate the character of oil as a material substance and an instrument of political power. To this end, students will consult the writings of anthropologists, geographers, and economists alongside creative media including film, television, and short stories.

Instructor(s): Ryan Jobson Terms Offered: Winter. Winter 2021

Note(s): Course is designed for undergraduates and master's students

Equivalent Course(s): ANTH 35515

ANTH 24835. Global Disaster Ecologies: Interspecies Exposures and Immunities. 100 Units.

This class explores ecologies that thrive, transform, or collapse under severe anthropogenic pressures. Construing 'ecology' and 'disaster' broadly, it attends to human and nonhuman interdependencies in contexts at once different and related: (post)war landscapes, sites of modern agriculture and food production, and extreme weather events attributed to global climate change. The class asks: what social and ecological relations become possible, thinkable, and tenable when scientific and experiential facts of natural destruction meet optimistic ideologies of conservation, resilience, and climate finance? Interdisciplinary class readings will place special emphasis on honeybees' collapse and worldwide insect decline.

Instructor(s): Jasarevic, Larisa Terms Offered: Autumn

Equivalent Course(s): GLST 25250, ENST 25250

ANTH 24910. Contemporary Social Theory. 100 Units.

This course is about how contemporary theorists and those interested in a theoretical sociology, anthropology or related fields think about societies, how they rearranges themselves, and how social and cultural forms and relations can be analyzed. It addresses connections that transcend national borders and connections that require us to dig deeper than the person and look at the brain. We address different theoretical traditions, including those attempting a diagnosis of our times, and mechanism theories. The overall focus is on defining and agenda setting paradigms in the second half of the 20th century and some new 21st century theorizing.

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

Equivalent Course(s): SOCI 20291, ANTH 30310, SOCI 30291

ANTH 25100. Anthropology of the Body. 100 Units.

Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical, and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient themes.

Instructor(s): P. Sean Brotherton Terms Offered: Spring. Spring 2021

Note(s): CHDV Distribution: D

Equivalent Course(s): GNSE 25112, CHDV 25100, CRES 25112

ANTH 25117. About Nature: From Science to Sense. 100 Units.

Consider mushrooms,' Anna Tsing (2012) suggests to those who are curious about human nature and she points to the relational and biological diversity found at the unruly edges of the global empire—the governmentalized, politicized, commoditized culture nature of capitalism. This class follows the suit, tracking the scent of what evidently remains, thrives, withdraws, overwhelms, and inspires wonder in the guises of the natural, wild, organic, or awesome.

Instructor(s): L. Jasarevic Terms Offered: Winter

Equivalent Course(s): GLST 27702, INST 27702

ANTH 25118. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.

Social thought has recently reopened the subject matter of the 'world': what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or 'collateral survival' (Tsing 2015). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the

pluriverse. This course goes along with such interests in the 'worlds' and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, 'minimalist metaphysics,' 'new materialisms,' speculative realisms, eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.

Terms Offered: Spring

Equivalent Course(s): GLST 27703

ANTH 25148. Israel in Film and Ethnography. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations. In addition to the readings, participants will be expected to view designated films before class related to the topic.

Equivalent Course(s): NEHC 25148, JWSC 25148, CMES 35148, MAPS 35148, NEHC 35148, ANTH 35148

ANTH 25150. Anthropology of Israel. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.

Instructor(s): Morris Fred Terms Offered: Spring

Equivalent Course(s): JWSC 25149, ANTH 35150, MAPS 35150, NEHC 25147, NEHC 35147, CMES 35150

ANTH 25207. Gender, Sexuality, & Religion. 100 Units.

In many cultural contexts today, religion is often seen as a socially conservative force in public and political realms. For instance, Christian 'pro-life' movements in the US often draw on tropes of women's 'traditional' role as mothers to argue against easily accessible abortion clinics or contraceptives; recent faith-based objections to legal protections for LGBTQ individuals; and debates in the US and Western Europe about Muslim women's use of the veil as inherently disempowering women. Social scientists have often noted the logics of duality that shape our contemporary world: religious/secular, traditional/modern, conservative/liberal, private/public, etc. Within this logic, religious peoples are presumed to be traditional or 'primitive' and therefore hostile to modernity or foreclosed from being modern. Similarly, to be progressive or liberal, one is assumed to be secular and skeptical of religion. Is it always the case, though, that religion is conservative, traditional, and works to maintain the status quo of possible gender roles and sexual identities in society? The goal of this course is to investigate this question. We will look at contemporary places around the world, multiple religions, and various genders and sexualities in order to complicate the picture of how religion and gender inform one another.

Equivalent Course(s): CHDV 20802, GNSE 20802, RLST 26909

ANTH 25208. Bodies, Gifts, and Commodities. 100 Units.

This course presents a survey of anthropological theories of gifts and commodities and how they have been used to explain exchanges involving the human body. We will consider various forms of labor, including sex work and paid surrogacy, exchanges enabled by modern biotechnologies, such as organ and tissue donation, as well as other contexts where the body is objectified and fragmented, such as in the discovery and marketing of genetic materials and processes.

Instructor(s): Elham Miresghhi Terms Offered: Spring

Equivalent Course(s): GNSE 27570, AASR 37570, RLST 27570

ANTH 25209. Morality across the Life Course. 100 Units.

Morality across the Life Course. What does it mean to be a moral person? And how do moral expectations within a given society shift across the life course? Social scientists have noted that what it means to be a moral child may not always be the same as what it means to be a moral adolescent or middle-aged adult. At the same time, scholars have been interested in how moral ideals pass from one generation to another through processes such as socialization. Social reproduction must also deal with globalization and other sources of social change. By honing in on such processes of social reproduction and change, many have suggested we may better understand how moral beliefs change across generations and over time. In this course we will explore these processes of moral development, socialization, and change, drawing largely on anthropological and psychological research. While early developmental psychologists theorized moral development as stage-based and teleological (i.e., an ultimate, ideal adult moral personhood towards which developmental stages were progressive steps), anthropologists and cultural psychologists working in many different cultural contexts have complicated this understanding of morality. We will begin the quarter by looking at some of the early texts and theories about moral development in addition to early concerns about social reproduction across generations. Afterwards we will turn to a series of ethnographic monographs in order to explore in detail how particular life course stages are conceptualized in moral terms in various parts of the world and in different contexts of social change.

Equivalent Course(s): CHDV 20803

ANTH 25212. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans- theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will

read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like 'material bodies' and 'objective science'. Primary course questions include: 1.

Instructor(s): Paula Martin Terms Offered: Spring

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

Equivalent Course(s): HLTH 12103, CHDV 12103, HIPS 12103, GNSE 12103

ANTH 25214. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

Equivalent Course(s): CRES 27530, GNSE 27530, ARTH 27530, HIST 27414

ANTH 25216. Gender, Sex, and Culture. 100 Units.

This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.

Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn

Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.

Equivalent Course(s): MAPS 33502, ANTH 32925, GNSE 33506, GNSE 23506

ANTH 25255. Borders, (Im)mobilities and Human Rights. 100 Units.

What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration-such as border management, illicit movement, and the fuzzy distinction between forced and economic migration-raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.

Equivalent Course(s): CHDV 23403, HMRT 23403, GLST 23403

ANTH 25256. Anthropology of Borders. 100 Units.

Today, the world may seem more connected than ever. Infectious disease, data, global capital, and even 'culture' seem to travel in the blink of an eye. At the same time, we're witnessing the fortification of borders, and a resurgence of rightwing ethnonationalist populism on both sides of the Atlantic. Borders take on new significance national debates and security policy, and for those who rarely come into contact with borders, they may seem like mere metaphor for how a nation positions itself with regard to immigration, public health, and trade. But beyond the party platforms of politicians in the world's capitol, borders are very real places, constituted by the practices of state and non-state actors alike, and creating new forms of life in response to the technologies that police them. In this course, we will take an anthropological view of borders in order to understand how they are created, policed, and inhabited, following and bucking trends in the micropractices of military, police, and bordercrossers both legal and illegal.

Instructor(s): Callie Maidhof Terms Offered: Winter

Equivalent Course(s): GLST 25701

ANTH 25305. Anthropology of Food and Cuisine. 100 Units.

Contemporary human foodways are not only highly differentiated in cultural and social terms, but often have long and complicated histories. Anthropologists have long given attention to food. But, until quite recently, they did so in an unsystematic, haphazard fashion. This course explores several related themes with a view towards both the micro- and macro-politics of food by examining a range of ethnographic and historical case studies and theoretical texts. It takes the format of a seminar augmented by lectures (during the first few weeks), scheduled video screenings, and individual student presentations during the rest of the course.

Instructor(s): S. Palmie Terms Offered: Was Offered in 2019-20; will not be offered in 2020-21.

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 35305

ANTH 25315. XCAP: Food for Thought. 100 Units.

If anthropology and contemporary art have one thing in common, it is the aim to de-familiarize taken-for-granted ways of being in the world by means of ethnographic comparison or aesthetic provocation so as to open up new perspectives on the complexities of human social life. Co-taught by an artist and an anthropologist, this course considers what's at stake when contemporary artists build on this longstanding practice to explore the complexities of current societal, political, and cultural contexts.

Instructor(s): Laura Letinsky & Stephan Palmié Terms Offered: Autumn

Note(s): for 3rd and 4th year students only

Equivalent Course(s): ARTV 36210, CMST 36210, ARTV 26210, ANTH 35315, ARTH 29942, CMST 26210, KNOW 29942

ANTH 25322. Food Politics in a Global World. 100 Units.

Food Politics' means so many things: Trust, risk, danger. Safety, regulation, retail, and consumption across wildly different scales: global, (trans)national, urban, regional, local, distant, foreign. Diets, fasts, binges. Canning, refrigeration, cafeterias, farmers' markets, and the cold aisles of supermarkets. Educated consumers, mass panics, and the 'distant' bodies of humanitarian aid. In this class, ethnographic and comparative approaches to food politics will be our lens into recognizing, discussing, and thinking about food as a critical site of global politics. We will examine articulations of social differences, performances and performativities of bodies (gendered, migrant, public, private, clandestine, hungry, satiated, healthy, and criminal), transnational battles over regional and local 'purity,' and sensibilities that do or do not trust sites of economic and/or political authority positioned far away. Indeed, food politics are just as much a window into the investigative and critical potentials of ethnography in a global world as they are a way to recognize the moral, popular, imaginary, and experiential processes at work and constitutive of taken-for-granted political actor-abstractions such as 'the state' 'the economy' and 'the public.'

Instructor(s): Czarnecki, Natalja Terms Offered: Winter

Equivalent Course(s): ENST 24233, GLST 24233

ANTH 25401. Consumption. 100 Units.

The modern period was associated with industrial production, class society, rationalization, disenchantment, the welfare state, and the belief in salvation by society. Current societies are characterized by a culture of consumption; consumption is central to lifestyles and identity, it is instantiated in our technological reality and the complex of advertising media, structures of wanting and shopping. Starting from the question 'why do we want things' we will discuss theories and empirical studies that focus on consumption and identity formation; on shopping and the consumption of symbolic signs; on consumption as linked to the re-enchantment of modernity; as a process of distinction and of the globalization of frames; and as related to time and information. The course is built around approaches that complement the 'productionist' focus of the social sciences. Students interested in economic sociology and anthropology can supplement this course by one on Markets and Money.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Equivalent Course(s): SOCI 20150, ANTH 35401, SOCI 30150

ANTH 25422. Struggle and Solidarity: The Politics of Chicago Labor in the 19th and 20th Centuries. 100 Units.

In this course we will question how and why Chicago was important to the way we think about 'work.' Employment, equity, wages, and security are certainly of debate throughout the nation today, but Chicago has been at the forefront of this contentious conversation for the last two hundred years. In order to better understand the relationship between advancing capitalism, labor politics, the workers' body, exploitation, and resistance we will analyze the Haymarket Massacre, the Chicago Stockyards, and the African-American Pullman Porters. To be sure, laborers built this city with broad shoulders, but also with a commitment to struggle and solidarity that changed the social, political, and economic landscape of the United States and the world forever. What about the confluence of labor and capital sparked these events? How does union organization work on a pragmatic level as well in regards to ideological (re)formation? In what other ways can populations resist oppression? How do class, race, capital, and labor intersect in society over time and why do those relationships shift? What are the differences or similarities regarding labor issues between Chicago and other parts of the world?

Instructor(s): K. Bryce Lowry Terms Offered: Spring, Spring 2021

Equivalent Course(s): ENST 25422, HIST 28812

ANTH 25455. Work, Labor, Value. 100 Units.

Who works and who doesn't? How does labor create value? And who directs these processes and who ultimately benefits? This course explores how work and labor vary cross-culturally and transform under modern capitalism and in response to social and technological change. It brings together a wide selection of scholarship from within anthropology and related disciplines to explore how the categories of work, labor and value are constituted across different political-economic regimes and cultural frameworks and differently theorized within the social sciences. Inter alia, students explore the role of 'kinship' and the primacy of 'gender' or 'class' in small-scale, non-capitalist economies; the historical significance of distinct labor regimes (e.g. 'feudalism', 'slavery' and 'wage-labor') and the role of each in the transition to modern capitalism; the imposition of colonial labor regimes and the modern global division of labor; racialized and gendered political-economy and the role of racial and gender categories in shaping ideologies of labor and occupational hierarchies; the emergence of labor movements and the institutionalization of 'working class' politics; the role of border regimes and migration in the formation of transnational labor regimes; the opposition between 'physical' or 'manual' labor on the one hand, and 'intellectual', 'affective' or 'semiotic' labor on the other; the effects of mechanization and automation and ongoing debates about right to employment.

Instructor(s): Patrick Lewis Terms Offered: Winter. Winter 2021

ANTH 25720. Unfolding Anthropology: Practices of Research and Representation. 100 Units.

This introductory graduate course interrogates the forms of interaction, understanding, and representation that define the ongoing evolution of the discipline of anthropology. Starting with the early moments of anthropology and proceeding to contemporary texts, we will identify both the unique insights anthropology offers and its blind spots. Students will be given opportunities to explore the value of anthropology as a way of thinking with and about human experience through close studies of the discursive frameworks, aesthetic forms, and claims of ethnographies. What kinds of knowledge are conveyed in what forms? What kinds of truths are communicated through what kinds of texts? These are some of the questions we will explore as we gain exposure to wide-ranging ethnographies focused on South Asia, Brazil, Morocco, Southern Africa, and the United States. We will enrich close readings of ethnographies with hands-on explorations of the methods of anthropology. Students will undertake research projects, and compose abridged ethnographies in order to complicate their practices of intellectual engagement and critique with the contingencies of life outside the classroom.

Instructor(s): Victoria Gross Terms Offered: Autumn

Equivalent Course(s): ANTH 35720, MAPS 34512

ANTH 25905-25906. Introduction to the Musical Folklore of Central Asia.

No sequence description available.

ANTH 25905. Introduction to the Musical Folklore of Central Asia. 100 Units.

This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.

Instructor(s): Kagan Arik Terms Offered: Spring

Equivalent Course(s): MUSI 33503, REES 35001, REES 25001, MUSI 23503, NEHC 20765, NEHC 30765

ANTH 25906. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

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

Equivalent Course(s): NEHC 20766, NEHC 30766

ANTH 25908. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, 'Balkan Dance.'

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

Equivalent Course(s): REES 39009, REES 29009, CMLT 23301, NEHC 30568, NEHC 20568, ANTH 35908, CMLT 33301

ANTH 25909. Anthropological Approaches to Global Hip Hop(s) 100 Units.

In this course, our goal will be to further develop a series of tools with which to study hip hop in its local, regional, and transnational diversity. How do artists make affinities and draw distinctions along aesthetic, political, and other social lines? What symbolic status and importance do artists outside of urban North America accord the genre's US and African-American historical lineages? What role do states and industries play in mediating the forms that so-called global hip hops assume? Hip hop scholars have productively analyzed the genre and its associated messages and styles by way of analytics like post-industrialization, authenticity, resistance, 'flows,' and identity. We will also explore the ways in which hip hop relates to genre and semiotic ideology, subjectivity and publics/groups/nations. Toward these ends, seminar discussion will consider historical and audiovisual material from French, Senegalese, German, Russian, Mongolian, American, post-Yugoslav, and other scenes. Through a variety of screenings, listenings, and other activities, we will encounter a diverse range of hip hop's crafts in addition to rap, including beat-making, -boxing, and DJing/turntablism/controllerism. Course readings will address ethnographic, historical, journalistic, and artistic considerations of hip hop's creative practices, while situating these in more abstract, yet relevant debates within anthropology, ethnomusicology, and media studies.

Instructor(s): Owen Kohl Terms Offered: Spring

Equivalent Course(s): GLST 24801

ANTH 25920. Are You Not Entertained? The Anthropology and Politics of 'Fun' 100 Units.

Spaces throughout our uncertain present have often been referred to as 'post-industrial.' However, many cities, regions, and laborers remain dedicated to bringing novel, entertaining product including films, music, and devices to diverse markets. Among skeptics, an old functionalist question has reemerged: Do seemingly lighthearted institutions, venues, and technogadgets enable capitalism's continued transnational primacy through their capacity to distract? Are pressing social problems including gross wealth imbalance, state surveillance, and punitive policing ignored in favor of never-ending amusement? No doubt, theoreticians from various walks of life have long deemed entertainers, gizmos, and the audiovisuals that they conjure critical in winning hearts, minds, and conflicts - both foreign and domestic. By following ambivalent, aspirational genres through a range of distinct, yet kindred 21st century industries, we will critically consider entertainment's capacity to reflect, challenge, and shape political economy. Our bi-weekly lectures, readings, and discussions will draw upon social practices and performances that have awkwardly aimed to do more than merely amuse by supposedly educating, enlightening, and benefiting consumers. We will first consider (post-) colonial and Cold War historical genealogies by looking closely at battlegrounds of fun such as the Soviet circus, the Yugoslav music and film industries, and the State Department's jazz 'jambassadors.'

Instructor(s): Kohl, Owen Terms Offered: Winter
Equivalent Course(s): GLST 24655

ANTH 25975. AdvRdgs: Anthropology of the Modern Subject. 100 Units.

Anthropology of the Modern Subject will frame its consideration of modernity through two intersecting lenses: the subject and the state. During the first week, we will engage with foundational texts representing various conceptions of the modern project. During the following two sessions, we will consider the formation of the modern subject and its relation to the state, focusing on two primary concerns that have structured debate in these areas: discourse and secularism. During the final two sessions, we examine two paradigms that have fundamentally questioned and re-imagined the modern project and its ostensible subjects: Bruno Latour's posthumanist writings and Deleuze and Guattari's critique of modern conceptions of the subject and its relation to capital.

Instructor(s): John D. Kelly Terms Offered: Might be offered during 2020-21.

Prerequisite(s): Consent of Instructor

Equivalent Course(s): ANTH 55854

ANTH 26115. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 16603, ARCH 16603, ENST 16603, CLCV 24119

ANTH 26120. Troy and Its Legacy. 100 Units.

This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the 'Trojan War' at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer's Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.

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

Equivalent Course(s): CLCV 20404, HIST 30404, CLAS 30404, HIST 20404, ARCH 20404, ANTH 36120

ANTH 26330. Making the Maya World. 100 Units.

What do we know about the ancient Maya? Pyramids, palaces, and temples are found from Mexico to Honduras, texts in hieroglyphic script record the histories of kings and queens who ruled those cities, and painted murals, carved stone stelae, and ceramic vessels provide a glimpse of complex geopolitical dynamics and social hierarchies. Decades of archaeological research have expanded that view beyond the rulers and elites to explore the daily lives of the Maya people, networks of trade and market exchange, and agricultural and ritual practices. Present-day Maya communities attest to the dynamism and vitality of languages and traditions, often entangled in the politics of archaeological heritage and tourism. This course is a wide-ranging exploration of ancient Maya civilization and of the various ways archaeologists, anthropologists, linguists, historians, and indigenous communities have examined and manipulated the Maya past. From tropes of long-hidden mysteries rescued from the jungle to New Age appropriations of pre-Columbian rituals, from the thrill of decipherment to painstaking and technical artifact studies, we will examine how models drawn from astrology, ethnography, classical archaeology and philology, political science, and popular culture have shaped current understandings of the ancient Maya world, and also how the Maya world has, at times, resisted easy appropriation and defied expectations.

Instructor(s): Sarah Newman Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): ANTH 36330, LACS 26330, LACS 36330

ANTH 26715. The Rise of the State in the Ancient Near East. 100 Units.

This course introduces the background and development of the first urbanized civilizations in the Near East in the period from 9000 to 2200 BC. In the first half of this course, we examine the archaeological evidence for the first domestication of plants and animals and the earliest village communities in the 'fertile crescent' (i.e., the Levant, Anatolia, and Mesopotamia). The second half of this course focuses on the economic and social transformations that took place during the development from simple, village-based communities to the emergence of the urbanized civilizations of the Sumerians and their neighbors in the fourth and third millennia BC.

Instructor(s): G. Stein Terms Offered: Winter

Equivalent Course(s): ANTH 36715, NEAA 20030, NEAA 30030

ANTH 26760. Archaeology of Bronze Age China. 100 Units.

Bronze Age' in China conventionally refers to the time period from ca. 2000 BC to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. 'Bronze Age' in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.

Instructor(s): Y. Li Terms Offered: Spring

Equivalent Course(s): EALC 28015, ANTH 46760, EALC 48015

ANTH 26765. Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage. 100 Units.

Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China. This course intends to examine the history of research, important archaeological finds, and the role of Anyang studies in the field of Chinese archaeology. While the emphasis is on archaeological finds and the related research, this course will also attempt to define Anyang in the modern social and cultural contexts in terms of world heritage, national and local identity, and the looting and illegal trade of antiquities.

Instructor(s): Y. Li Terms Offered: Winter

Note(s): Open to undergraduates with consent of instructor

Equivalent Course(s): ANTH 36765, EALC 48010, EALC 28010

ANTH 26825. Heritage, Memory, and the Affective Turn: Performing and Consuming the Past. 100 Units.

TBA

Instructor(s): Michael Dietler Terms Offered: Winter. Winter 2021

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors

ANTH 26900. Archaeological Data Sets. 100 Units.

This course focuses on the methodological basis of archaeological data analysis. Its goals are twofold: (1) to provide students with an opportunity to examine research questions through the study of archaeological data; and (2) to allow students to evaluate evidential claims in light of analytical results. We consider data collection, sampling and statistical populations, exploratory data analysis, and statistical inference. Built around computer applications, the course also introduces computer analysis, data encoding, and database structure.

Instructor(s): Alice Yao Terms Offered: Was offered in 2019-20; will be offered again in 2021-22.

Prerequisite(s): Advanced standing and consent of instructor for undergraduates

Equivalent Course(s): ANTH 46900

ANTH 27001. Intro To Linguistics-I. 100 Units.

TBD

Equivalent Course(s): LING 30100, ANTH 37001, SOSC 21700, LING 20100

ANTH 27116. Language and Migration: Individual, Social and Institutional Perspectives. 100 Units.

This class offers a broad range of perspectives on issues regarding language in the context of migration. For instance we analyze the ways in which language has been instrumentalized by Nation-States to regiment and restrain the mobility of targeted populations. We deconstruct the straightforward correlation between socio-economic integration and language competence in discourse produced by politicians and some academics alike. We also analyze how different types of mobility (e.g., slavery, colonization, and free individual migration) produce, at different times, differing sociolinguistic dynamics.

Equivalent Course(s): LING 30249, CHDV 30249, ANTH 37116

ANTH 27170. Verbal Art. 100 Units.

This course introduces linguistic patterns of speech play and verbal art (SPVA), including parallelism, jokes, language games, sound symbolism, puns, ideophones, poetry, and other expressive strategies. We examine how speakers of indigenous and minority languages around the world use these strategies in everyday speech, and discuss how native intuitions and interpretations of SPVA data provide a key to understanding epistemologies, social identities, power and inequalities, and language ideologies. Through a humanistic and scientific lens, we will theorize how SPVA pushes the boundaries of iconicity, creativity, and variation. The everyday use of SPVA becomes central to understanding the language, culture, society, and individual nexus.

Instructor(s): Natalia Bermudez Terms Offered: Spring

Equivalent Course(s): LING 27170

ANTH 27305. Pornography and Language. 100 Units.

The course explores the place and role of language in pornographic films. Why does language occur in filmed pornography at all? What kind of language occurs? What role does it play? How is it gendered? How does it frame the narrative or drive it forward? How does language subvert or undermine the visual representation of sex? What does any of this tell us about gender, sexuality and erotics in non-pornographic contexts? Course readings focus on theories of pornographic

representation, theories of language, gender and erotics, and methods of transcribing and analyzing dialogue. The course requires students to watch a wide range of pornography, including different varieties of straight, gay and trans porn, so anyone enrolling in the course must be interested in pornography as a social and cultural phenomenon and must also have experience watching porn and thinking about it.

Instructor(s): D. Kulick Terms Offered: Spring

Prerequisite(s): Upper-level undergrad course.

Equivalent Course(s): LING 29405, CHDV 20405

ANTH 27430. Linguistic Politics: Language Revitalization. 100 Units.

Linguists and the general public have long been alarmed about the number of languages that disappear from use, and so are no longer spoken in the world. Their speakers shift to other languages. As part of the response, social groups have been mobilizing for many decades to prevent such lapses/losses and shifts in use and to document, revitalize, archive and mobilize the resources of communication. This course takes up the processes by which shift happens, asking what 'language' is in these transformations; what and how linguistic forms, cultural values, and social institutions are involved and what social activism can or cannot accomplish in the 'saving' of languages.

Instructor(s): S. Gal Terms Offered: Not offered in 2020-21

Equivalent Course(s): LING 27430, ANTH 37430

ANTH 27445. Whose Hybridity?: 'Mixing' Language, Race, and Identity. 100 Units.

Throughout the modern world, members of racial, ethnic, and other groups perform their identities, in part, through the use of multiple languages or linguistic sub-varieties. It is a commonplace assumption that some of these performed identities and their linguistic modes of expression are 'hybrid' or 'mixed.' Whether viewed as a cause for celebration or alarm, such assumptions often rely on the idea of previously 'pure' things that were later made 'hybrid.' In various accounts in a range of media, 'hybridity' spells the end of desirable ways of life, even the 'natural order of things.' In other accounts, 'hybridity' is celebrated for producing novel relations between discrete categories, practices, and identifications. Yet upon closer inspection, even such supposedly 'pure' categories themselves frequently turn out to be anything but 'pure.' This course will critically explore how 'hybridity' is constructed as a matter of concern across a range of intellectual-, geopolitical-, cultural-, and media contexts. It focuses on language as a privileged marker of and resource in identity-construction, both self and other. This class uses theories and methods from anthropology, sociolinguistics, history, and sociology to explore how 'hybridity' can be and has been used to construct social boundaries, exclusions, and erasures as much as solidarities, inclusions, and recognitions. The class focuses also on the material media in which these inclusions and exclusions are produced.

Instructor(s): Joshua Babcock Terms Offered: TBD

Equivalent Course(s): CRES 27535

ANTH 27450. Language Movements. 100 Units.

In this seminar course we explore various language movements-large-scale, social projects that take as their object of focus 'language' and its protection, reform, purification, revitalization, standardization, and even invention. Surveying a range of historical and regional cases from around the world, we are particularly interested in the way in which different language movements conceptualize language itself, and how those reflexive ideologies of language both articulate particular political positions (and get hooked up into particular institutional forms) and, in their own often ironical ways, affect language structure, function, and use.

Instructor(s): Constantine V. Nakassis Terms Offered: Offered Winter 2020; not offered in 2020-21.

Equivalent Course(s): LING 27450

ANTH 27700. Romani Language and Linguistics. 100 Units.

An introduction to the language of the Roms (Gypsies). The course will be based on the Arli dialect currently in official use in the Republic of Macedonia, but due attention will be given to other dialects of Europe and the United States. The course will begin with an introduction to Romani linguistic history followed by an outline of Romani grammar based on Macedonian Arli. This will serve as the basis of comparison with other dialects. The course will include readings of authentic texts and discussion of questions of grammar, standardization, and Romani language in society.

Instructor(s): Victor Friedman Terms Offered: Spring

Equivalent Course(s): LING 27810, LING 37810, ANTH 47900

ANTH 27902. Modern Yucatec Maya II. 100 Units.

This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.

Equivalent Course(s): LACS 27902, CHDV 27902, LACS 47902, CHDV 47902

ANTH 27903. Modern Yucatec Maya III. 100 Units.

No description available

Equivalent Course(s): LACS 47903, LACS 27903, CHDV 47903, ANTH 47903, CHDV 27903

ANTH 28110. Human Origins: Milestones in Human Evolution and the Fossil Record. 100 Units.

This course aims at exploring the fundamentals of human origins by tracking the major events during the course of human evolution. Starting with a laboratory based general introduction to human osteology and muscle function, the latest on

morphological and behavioral evidence for what makes *Homo sapiens* and their fossil ancestors unique among primates will be presented. Our knowledge of the last common ancestor will be explored using the late Miocene fossil record followed by a series of lectures on comparative and functional morphology, adaptation and biogeography of fossil human species. With focus on the human fossil record, the emergence of bipedalism, advent of stone tool use and making, abandonment of arboreality, advent of endurance walking and running, dawn of encephalization and associated novel life histories, language and symbolism will be explored. While taxonomic identities and phylogenetic relationships will be briefly presented, the focus will be on investigating major adaptive transitions and how that understanding helps us to unravel the ecological selective factors that ultimately led to the emergence of our species. The course will be supported by fresh data coming from active field research conducted by Prof. Alemseged and state of the art visualization methods that help explore internal structures. By tracing the path followed by our ancestors over time, this course is directly relevant to reconnoitering the human condition today and our place in nature.

Instructor(s): Z. Alemseged Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of Instructor.

Equivalent Course(s): ORGB 33265, BIOS 22265

ANTH 28400. Bioarchaeology and the Human Skeleton. 100 Units.

This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.

Instructor(s): M. C. Lozada Terms Offered: Winter. Winter 2021

Note(s): This course qualifies as a Methodology selection for Anthropology majors.

Equivalent Course(s): ANTH 38800, BIOS 23247

ANTH 28410. Introduction to Zooarchaeology. 100 Units.

This course provides undergraduate and graduate students with an introduction to the use of animal bones in archaeological research. Students will gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. The class will address theoretical and methodological issues involved in the use of animal bones as a source of information about prehistoric societies. The course consists of lectures, laboratory sessions, and original research projects using collections of animal bone from archaeological excavations in southeast Turkey. Topics covered include: 1) identifying, ageing and sexing animal bones; 2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; 3) analysis of animal bone data; 4) reconstructing prehistoric hunting and pastoral economies, especially: animal domestication, hunting strategies, herding systems, seasonality, and pastoral production in complex societies.

Instructor(s): G. Stein Terms Offered: Spring

Equivalent Course(s): ANTH 38810, NEAA 30035, NEAA 20035

ANTH 28505. Political Ecologies of Colonialism: Local and Global. 100 Units.

The rapidly warming planet makes it clear that the natural and human worlds are inseparable and that local ecologies are inextricable from global political and economic processes. While resulting devastation has more recently emerged as global crisis, the assimilation of local landscapes and ecologies into global social processes has a deep history. This class considers the development and intensification of such global connections through the lens of political ecology. It contextualizes local ecological changes wrought by expansive colonial powers - poisoned mountains, mono-cropped landscapes, and disappeared forests - within the emergence of a global economy in the early modern era. The course is roughly divided into two parts.

First, it examines the political ecology of colonialism, considering links between extractive practices of land management and the imbalances of power typical of colonial contexts. Secondly, it assesses how the extraction and expansion inherent to colonial projects provided impetus to the emerging global economy from the 16th to 20th centuries, and considers how those historical processes continue to reverberate into the present. While historicizing contemporary environmental issues, students will be introduced to political ecology, environmental history, 'the Anthropocene' concept, theories of commodification and value, and world systems analysis.

Instructor(s): Raymond Hunter Terms Offered: Spring

Equivalent Course(s): ENST 24340, GLST 24340

ANTH 29500. Archaeology Laboratory Practicum. 100 Units.

This hands-on lab practicum course exposes students to various stages of artifact processing on a collection from a recently excavated site (e.g., washing, sorting, flotation, identification, data entry, analysis, report preparation, curation). The primary requirement is that students commit to a minimum of nine hours of lab work per week, with tasks assigned according to immediate project needs.

Instructor(s): Shannon Dawdy Terms Offered: Spring. Spring 2021

Prerequisite(s): Consent of instructor

Note(s): This course qualifies as a Methodology selection for Anthropology majors. Undergraduates may take it only once for credit.

Equivalent Course(s): ANTH 59500

ANTH 29601. Populism and Its Discontents. 100 Units.

Populism and its Discontents is a reading-based undergraduate discussion seminar. Populism is currently the word on everyone's lips. But what does it mean? We begin with the ambiguous status of populism in current public debates; populism is at once imagined as the lifeblood of genuine democracy and at the same time as the dark force that threatens democracy from within. Why should this be? Questions to be covered include, but are not limited to, the following: Are there progressive and regressive forms of populism? Does populism look different in today's social media-saturated world

than it did a hundred years ago? Does populism in the Global South force us to reconsider what we think we know about its Euro-American variants? Students will be asked to complete assignments drawing on the assigned readings and audiovisual materials and on contemporary media sources.

Instructor(s): William Mazzarella Terms Offered: Offered Spring 2019; will not be offered in 2020-21.

Prerequisite(s): PQ: 3rd or 4th year standing

Note(s): This is a 3CT Capstone Course

Equivalent Course(s): HMRT 29601, SOCI 28078

ANTH 29604. Topics in Critical Theory: Constitutionalism and Rights. 100 Units.

(Brief/keyword description) - Historicizing and theorizing constitutionalism, rights and the law from the South. Particular empirical focus on South Africa, will also draw on Indian, other African and Latin American material, and think Euro-American genealogies of law and rights from these global Southern locations.

Instructor(s): Kaushik Sunder Rajan Terms Offered: Autumn. Autumn 2020

Prerequisite(s): 3rd or 4th year standing

Note(s): This is a 3CT Capstone course.

Equivalent Course(s): HMRT 29604

ANTH 29700. Readings in Anthropology. 100 Units.

Independent research projects.

Instructor(s): Select section from pull down list under ANTH 29700 in the Time Schedule Terms Offered:

Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading.

ANTH 29900. Preparation of Bachelor's Essay. 100 Units.

Reading and Research course for Anthropology majors preparing to write a BA Essay.

Instructor(s): Select section from pull-down list under ANTH 29900 in the Time Schedule Terms Offered:

Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading. For honors requirements, see Honors section under Program Requirements.

ANTH 29910. Bachelor's Essay Seminar. 100 Units.

This seminar is designed to prepare fourth-year Anthropology majors to write a compelling BA thesis. To that end, the course is structured as a writing workshop that addresses three key issues: First, we will focus on formulating a viable research question that can be interrogated in a 40-50 page paper; second, we will examine core anthropological research methods, paying particular attention to the relationship between questions and evidence; finally, we will consider the writing process (including aspects such as planning, outlining, and drafting) and modes of argumentation. Along the way, participants will work toward producing a 20-page first draft. Fridays 3-5:50pm

Instructor(s): Rebecca Journey Terms Offered: Autumn. Offered Autumn 2020

Prerequisite(s): Open only to fourth year anthropology students currently writing BA Essays

Note(s): Open only to students currently writing BA honors papers.



Architectural Studies

Department Website: <https://arthistory.uchicago.edu/undergraduate/architectural-studies> (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/>)

Minor in Architectural Studies

The minor in architectural studies combines course work in art history, which equips students to analyze the form and changing history of the built environment in diverse cultures, places, and times, with up to four courses on architectural or urban topics offered in any department. Thus the minor enables students to enrich art historical analysis with methods from other disciplines. A student might choose to minor in architectural studies because the student is interested in the built environment—the inescapable setting of our lives—from a liberal arts perspective or because the student is considering applying to architecture school. The minor could represent an interest distinct from the student's major or it could complement a major in the social sciences or humanities by exploring the material setting of history and social life or the context for works of literature, film, music, or drama. It could equally complement a major in the sciences, such as medical fields, ecology, geology, physics, or mathematics.

Prospective minors need to meet with the Department of Art History's Director of Undergraduate Studies sometime before the end of the third year to discuss their interests and course plans, and to obtain advice and approval. Together the student and the Director of Undergraduate Studies will fill out the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form listing the intended courses, which the Director of Undergraduate Studies signs. After submitting the form, students may still change their choice of courses, with the approval of the Director of Undergraduate Studies. The student should submit the completed, signed version to the College adviser before the end of the third year. As students complete the minor, they and the Director of Undergraduate Studies will track their progress, including any changes to their initial plan, on the Architectural Studies Minor Worksheet (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/>), available for download on the Art History website.

Requirements

The minor in architectural studies requires a total of six courses at the 20000-level chosen in consultation with the Director of Undergraduate Studies, all of which must either focus on the built environment or permit the student to devote the assignments or papers to the built environment. A minimum of two courses must be in the Department of Art History. The additional four courses may be taken in Art History or in other departments or programs. Some of the programs that may offer relevant courses are Geographical Sciences, Visual Arts, History, English Language and Literature, Anthropology, and Environmental and Urban Studies.

Lists of past and current courses that have already been approved for program credit are posted on the departmental website (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/>) for the architectural studies minor. To be approved for program credit, courses should meet these criteria: (1) the subject matter should include some attention to buildings and/or the arrangement of buildings and landscape elements in space; (2) the assignments must allow the student to study the built environment. If you have questions, please contact the Architectural Studies faculty advisor, including the course description and, if possible, the syllabus.

In one of the courses, students must also write one research paper of about 10 to 15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter. A research paper can be:

- a paper written to fulfill a course assignment,
- the extension of a shorter course paper (either during the course or after its completion) to meet the page requirement, or
- a new paper on a topic chosen in consultation with the instructor.

The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student's own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. On completion of a research paper, students must submit an approval form, signed by the course instructor, to the Director of Undergraduate Studies. It is the student's responsibility to obtain this signature and to submit the form. Approval forms are available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/>).

Minors are strongly encouraged to take ARCH 20000 Understanding the Built Environment when available. Minors may elect to take ARTH 29600 Junior Seminar: Doing Art History, for which they would research and write an essay on a topic of their choice instead of preparing an honors paper proposal. This option is particularly suitable for minors interested in doing graduate work in architectural history.

Graduate seminars at the 40000-level may count toward requirements. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

Courses in the minor may not be double counted with the student's major(s) or with other minors. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Architectural Studies

Two (2) courses at the 20000-level in ARTH focusing on the built environment *	200
Four (4) courses at the 20000-level in ARTH or other programs focusing on the built environment	400
One (1) 10-to-15-page research paper written for one of the six courses in the minor	
Total Units	600

* One of the courses may be ARTH 29600 Junior Seminar: Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

The following faculty members in art history specialize in architectural history: Niall Atkinson, Wei-Cheng Lin, and Katherine Fischer Taylor. Many other faculty members in art history have an interest in the built environment and will support students writing papers on architecture; students are welcome to ask their instructors.

For more information about the minor in architectural studies, please contact the Director of Undergraduate Studies in Art History at arth-dus@lists.uchicago.edu. Information about architecture-related programs (<https://arthistory.uchicago.edu/index.php/undergraduate-architectural-studies/uchicago-and-chicago-resources/>), events (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/related-events/>), and resources (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/additional-resources/>) is available on the Art History website. Students are also invited to join the architecture listserv for new events and announcements; contact the department assistant to be added.

Architectural Studies Courses

ARCH 11800. Physics and Contemporary Architecture. 100 Units.

Architectural structures form the built environment around us and in many ways create the backbone of our civilization. They push the limits of form and function on the largest human scales, often leading to iconic masterpieces that symbolize the aesthetics as well as the technical achievements of a period. Many architectural advances have been made possible by breakthroughs in the science of materials, which then led to innovation in construction and fabrication techniques. This course will introduce the physics principles that have enabled some of the most innovative architecture of our time. This course will take key ideas and tools from physics and demonstrate their power and relevance in a broader context familiar from everyday experience. The course will challenge students to recognize physics concepts in the built structures that make up the urban environment we live in. Chicago is a most appropriate place for this study; it was the birthplace of the first skyscraper, and ever since it has played an internationally celebrated role in pushing the limits of the architectural state of the art. A long succession of renowned Chicago architects and structural engineers has turned this city into a premier laboratory for architectural innovation. Against this backdrop, the course will show how science, and physics in particular, delivers the conceptual foundations that drive current directions in architecture and open up new opportunities.

Instructor(s): Heinrich M. Jaeger; Sidney Nagel Terms Offered: Spring

Prerequisite(s): Some exposure to high-school physics is recommended

Note(s): The course will consist of two lectures per week plus a weekly hands-on workshop (lab) component. The Monday lectures will introduce the physics principles to be explored that week. The Thursday lectures will be delivered by distinguished guest speakers, including renowned architects and engineers. These lectures will be public lectures. They will relate to the physics principle introduced that Monday and explore its ramification within the broader context of contemporary architectural practice. The Thursday afternoon workshop component will involve team-based, hands-on construction projects to develop a better understanding and intuition of the physics principles introduced in the lectures and to obtain a sense of their real-life implications. The workshops will also provide an opportunity to interact with the guest lecturers. Attendance at Thursday lectures is required. This course meets the general education requirement in the physical sciences and may be paired with PHSC 11600, 11700, 12600, or 13400 in order to complete the requirement. This course can be taken for credit towards either the general education requirement in the physical sciences or the Architectural Studies minor, but not both. Students intending to receive physical sciences general education credit should register for PHSC 11800; students intending to receive credit towards the Architectural Studies Minor should register for ARCH 11800.

Equivalent Course(s): PHSC 11800

ARCH 16010. Mesoamerican Architecture. 100 Units.

This course will examine the range of architectural expression in Mexico, Guatemala, Honduras, and Belize from 1500 BCE to 1600 CE. Using a relatively simple vocabulary of elements (house, pyramid, plaza, ballcourt, and road), each Mesoamerican city constructed a distinctive visual identity, exquisitely attuned to the surrounding environment. Moving city by city over time, we will look closely at individual buildings as well as the spatial relationships between structures. At the end of this course, students will have honed their ability to analyze architectural space and its representations, and to write cogently about what they see.

Instructor(s): C. Brittenham Terms Offered: Autumn

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

Equivalent Course(s): LACS 16010, ARTH 16010

ARCH 16603. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad

range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 16603, ENST 16603, CLCV 24119, ANTH 26115

ARCH 17002. Drawing and the Making of Architecture. 100 Units.

This course focuses on the practice of drawing in the making of architecture. It explores the act of tracing lines on a surface as the foundation of design, a word that evokes through its own origins the very moment of architectural invention. As the most direct expression of the architect's ideas and an operative form of 'non-verbal thinking,' the physical response of the hand to media contributes crucially to the creative process. This studio course will offer an unmediated encounter with drawing techniques: we will test different supports-from parchment to screen, and especially paper-and different tools-natural chalks, antique and modern inks, industrial pencils, as well as keyboards and tablets-in order to understand the interaction, throughout history, between materials and design practice. Parallel to this, we will discuss a wide range of readings critically, thus reconstructing the evolving theory of representation in architectural writings and the relevance of graphic expression to both theorists and practitioners. Ultimately, the course will allow students to penetrate norms and conventions of technical drawing and to understand a primary tool in the production of architecture from the point of view of its makers.

Instructor(s): Dario Donetti Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form and attend the first class. This course meets the general education requirement in the arts. This course may be taken for Architectural Studies minor credit or Arts Music Drama Core credit but not both.

Equivalent Course(s): ARTH 17002

ARCH 20000. Understanding the Built Environment. 100 Units.

This thematic course aims to equip students with the basic skills and knowledge required to analyze architecture and the urban environment. It provides an introduction to the methods and procedures of the architectural historian. These include such practical tasks as understanding architectural terminology, reading and interpreting architectural drawings, engaging with buildings "on site", and studying buildings in urban context, relative to surrounding buildings, street networks and public spaces. At a broader level, the course will entail critical discussion about the relationship between architecture and society, the building as a historically specific object that also changes over time, the cultural representation of architecture, and modes of perceiving/experiencing the built environment. The format is a discussion seminar based on readings, assignments, virtual visits and meetings with guest speakers. Although it is designed to introduce the fundamentals of architectural history to undergraduates seeking a minor in architectural studies, MA and PhD students in any field are also welcome to register.

Instructor(s): K. Taylor Terms Offered: Autumn

Note(s): This course will be taught entirely in remote format.

Equivalent Course(s): ARTH 30700, ARTH 20700

ARCH 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

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

Equivalent Course(s): GEOG 22700, GEOG 32700, SOCI 20104, SOSC 25100, CRES 20104, SOCI 30104, ENST 20104

ARCH 20150. Sustainable Urban Development. 100 Units.

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

Instructor(s): Evan Carver Terms Offered: Spring Winter

Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Equivalent Course(s): ENST 20150, PBPL 20150, GLST 20150

ARCH 20160. Cities on Screen. 100 Units.

How do the movies shape our collective imagination about cities? Why do we so often turn to them for visions of disaster and dystopia, on the one hand, or a futuristic utopia on the other? How has film responded to cities in the past, and how can it help investigate our present urban condition? How can film be understood as a tool for exploring what a city is? In this seminar, we will watch and discuss feature films in which the built environment or urban issues play important roles. Students will improve their film literacy -- learning not just what a film does but how it does it -- and understand applications for film in the analysis of social, spatial, temporal, and immersive phenomena, as well as how it can help inspire and communicate design more effectively. For more information, contact Evan Carver (ehc@uchicago.edu).

Instructor(s): Evan Carver Terms Offered: Winter

Equivalent Course(s): ENST 20160

ARCH 20170. Pandemics, Urban Space, and Public Life. 100 Units.

Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. "Social distance," while a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society? What creative responses have architects, urban designers, and planners brought to this challenge? Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities cope with the present coronavirus/COVID-19 crisis as it is unfolding and to return to post-pandemic life more vibrant than ever.

Instructor(s): Evan Carver Terms Offered: Autumn Spring

Equivalent Course(s): ENST 20170, PBPL 20170, GEOG 20170, HLTH 20170

ARCH 20180. Writing the City. 100 Units.

How do great writers convey sense-of-place in their writing? What are the best ways to communicate scientific and social complexity in an engaging, accessible way? How can we combine academic rigor with journalistic verve and literary creativity to drive the public conversation about urgent environmental and urban issues? These are just some of the questions explored in *WRITING THE CITY*, an intensive course dedicated to honing our skills of verbal communication about issues related to the built and natural environments. Students will research, outline, draft, revise, and ultimately produce a well-crafted piece of journalistic writing for publication in the program's new annual magazine. Throughout the quarter we will engage intensely with a range of authors of place-based writing exploring various literary and journalistic techniques, narrative devices, rhetorical approaches and stylistic strategies.

Instructor(s): Evan Carver Terms Offered: Autumn

Prerequisite(s): At least one ENST, GEOG, or ARCH course; or one PBPL, ARTH, ANTH, or SOCI course with an urban focus; or instructor permission. Please contact ehc@uchicago.edu with questions.

Equivalent Course(s): ENST 20180

ARCH 20185. Visualizing the City. 100 Units.

An underlying principle of all modern inquiry is to "make the unseen seen." But all too often, the phrase is thrown about as a meaningless cliché or, even worse, is used as an excuse for obfuscation. In *VISUALIZING THE CITY*, we reclaim the mandate to "make the unseen seen" by taking the cliché literally: we will restore the potential of excellent visual communication in the context of urban and environmental studies, culminating in the production of a print and online magazine for the program. Throughout this hands-on course, students will explore theories of visibility and visual communication and then apply various visualization tools to document, analyze, and communicate aspects of the built environment. Students will learn the fundamentals of software applications (such as Illustrator, InDesign, and Photoshop), web design, image editing, drawing, graphic advertising, layout, and page design. Special attention will be given to representing 2- and 3-dimensional space (i.e., cartography and drafting). Small exercises will build toward the final publication, with students acting as the production team, thereby coordinating technical skills with organization, management, communication, ethics, and teamwork.

Instructor(s): Evan Carver Terms Offered: Winter

Equivalent Course(s): ENST 20185

ARCH 20200. Urban Dramas: Theater, Performance and the City. 100 Units.

How do urban landscapes, economies, collectives and communities influence the ecology of artistic practice? How does art - and theatre in particular - represent and reflect the eccentricities, anxieties and exultations of urban experience? In this course, we will examine the mutually constitutive relationship between theatre and the city through different perspectives, methodologies and approaches. We will consider how the city is represented in a range of dramatic works including Aristophanes' *The Birds*, Lorraine Hansberry's *A Raisin in the Sun*, Ramu Ramanathan's *Cotton 56*, Polyester 84, and Anne Deavere Smith's *Twilight*: Los Angeles 1992. We will read these plays in conjunction with critical writings that illustrate the ways in which changing urban landscapes reshape the contours of theatre practice along economic, demographic and infrastructural lines. These include the scholarship of Marvin Carlson, Loren Kruger, Michael McKinnie, and Stanton B. Garner, among others. The course requires students to engage with the course themes both intellectually and experientially, through a dedicated set of readings and assignments that probe the entanglements between theatre and city life within the specific Chicago context. Students will have the opportunity to familiarize themselves with the theatre culture of Chicago, and conduct ethnographic research on existing theatre spaces in the city.

Instructor(s): S. Sastry Terms Offered: Spring

Equivalent Course(s): TAPS 20200

ARCH 20404. Troy and Its Legacy. 100 Units.

This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the "Trojan War" at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer's

Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.

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

Equivalent Course(s): CLCV 20404, HIST 30404, CLAS 30404, HIST 20404, ANTH 26120, ANTH 36120

ARCH 20506. Cities, Space, Power: Introduction to urban social science. 100 Units.

This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledges; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.

Instructor(s): N. Brenner Terms Offered: Winter

Equivalent Course(s): SOCI 20506

ARCH 20805. Cities and Urban Space in the Ancient World. 100 Units.

Cities have been features in human landscapes for nearly six thousand years. This course will explore how cities became such a dominant feature of settlement patterns in the ancient Mediterranean and Near East, ca. 4,000 BCE-350 CE. Was there an "Urban Revolution," and how did it start? What various physical forms did cities assume, and why did cities physically differ (or not) from each other? What functions did cities have in different cultures of the past, and what cultural value did "urban" life have? How do past perspectives on cities compare with contemporary ones? Working thematically and using theoretical and comparative approaches, this course will address various aspects of ancient urban space and its occupation, with each topic backed up by in-depth analysis of concrete case studies.

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

Equivalent Course(s): ENST 20805, HIST 20805, HIST 30805, CLAS 36618, CLCV 26618, ANCM 36618

ARCH 21300. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.

The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today's Serbia, Bosnia and Hercegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980" a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): REES 21300, BCSN 21300, BCSN 31303, REES 31303

ARCH 21347. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.

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

Instructor(s): Hilary Leatham Terms Offered: Winter. This course was offered Winter 2020

Equivalent Course(s): HIPS 21347, ANTH 21347, GLST 23317

ARCH 21354. Architectural Worlds: The Materiality and Sociality of Space. 100 Units.

The interplay between humans and built environments has been a central object of anthropological inquiry since the emergence of the discipline in the 19th century. This course explores the multiple ways in which anthropology and architecture intersect, providing an overview of how social scientists have engaged with and theorized built environments. It sketches some of the concerns that animate anthropological interrogations of built spaces, including spatial organization, the relationship between the public and the private spheres, the materiality of architecture, and the politics of architectural forms. Some of the issues that we will address include: What is the relationship between culture, society, and architecture? What are the concepts that have been mobilized to approach the study of built environments? How is architecture created, imagined, and experienced? We will draw on a range of theoretical approaches, read case studies, classic ethnographies, and a wide range of scholarship from the fields of philosophy, geography, cultural studies, and environmental psychology, in order to understand how architecture as a social and material artifact shapes human experiences, actions, relations, imaginaries, and subjectivities.

Instructor(s): Estefania Vidal Montero Terms Offered: Spring. Spring 2021

Equivalent Course(s): ANTH 21354

ARCH 22105. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Spring

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

Equivalent Course(s): ENST 12105, SOCI 28088, GLST 22105, GNSE 12105

ARCH 22611. Paris from 'Les Misérables' to the Liberation, c. 1830-1950. 100 Units.

Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).

Instructor(s): C. Jones Terms Offered: Spring

Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.

Equivalent Course(s): ENST 22611, HIST 22611, HIST 32611, FREN 22620, FREN 32620

ARCH 23321. Writing and Reading Space(s) in the Italian Renaissance. 100 Units.

This course offers an introduction to the study of the Renaissance in Italian literature. A defining movement in the history of European culture and civilization, the Renaissance is best known for its rediscovery of classical antiquity, its achievements in the arts, literature, philosophy, exploration etc., as well as for the rise of a modern sense of self. Italy represents the gateway to the study of the Renaissance as it was the birthplace of many of its key protagonists. In this course, students will become familiar with some of the major male and female representatives of the Italian Renaissance. From Petrarch to Alberti, from Lorenzo de' Medici to Ficino, from Machiavelli to Michelangelo, from Vittoria Colonna to Moderata Fonte, we will situate their writings against the discrete geographical, political, and cultural backdrops that engendered them. Thematically, the class will focus on the issue of space and the relationship between authors and the built environment. We will compare/contrast the physical milieu in which texts were produced (city/countryside, courts etc.), as well as look at how real and imaginary spaces were represented in literary form in order to examine how location both informs and affects the production of literary works. Lastly, we will engage with manuscripts and early printed editions of these texts during our in-and-off campus visits to the Special Collections at The University of Chicago Library and the Newberry Library.

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

Note(s): Taught in Italian.

Equivalent Course(s): ARTH 23321, ITAL 23321, ENST 23321

ARCH 23825. Social Theory of the City. 100 Units.

This seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions and experience as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.

Equivalent Course(s): ANTH 23825

ARCH 24190. Imagining Chicago's Common Buildings. 100 Units.

This course is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the course, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio course and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this course. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTV 20210, ARTH 24190, ENST 24190, GEOG 24190, AMER 24190

ARCH 24194. Projections in the Vivosphere. 100 Units.

This studio course invites students to devise new techniques for imaging the vivosphere: the fragile and reactive film of interactions that sustain human and non-human life around the surface of the earth. This critical zone is both a space of inquiry and topic of concern, crossing geophysical and disciplinary boundaries. Although more than the sum of representations, new techniques of imaging are urgently required for the shape and behavior of this frontier to fully enter our collective imagination and policy conversations. Seminar discussions and hands-on workshops will immerse students in historic and contemporary techniques of drawing as platforms for inquiry and political influence. While students will develop the ability to manipulate the projective geometries that underpin orthographic, perspectival, isometric, anamorphic and cartographic systems of projection, the vivosphere defies these prevailing modes of description. Research in this critical

zone struggles to represent its shape, picture interactions across scale, and overcome the dissonance between planetary representations and lived experience, static geometry and dynamic cycles. Students will be invited to devise and attempt novel techniques to overcome these limitations.

Instructor(s): A. Schachman Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24194

ARCH 24196. Second Nature: New Models for the Chicago Park District. 100 Units.

The Chicago Park District seems to preserve "first nature" within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

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

Equivalent Course(s): ENST 24196, GEOG 24196, ARTH 24196, ARTV 20206

ARCH 24197. Lakefront Kiosk. 100 Units.

Students will design kiosks on Chicago's lakefront, one of the city's most vibrant public spaces. Historically, the shoreline of Lake Michigan has played a central role in Chicago's urban identity. In the 1909 "Plan for Chicago" Daniel Burnham proposed to reclaim the entire length of the lakefront as a place of leisure for all inhabitants of the city—an idea realized during the 20th century. The Chicago Park District oversees over 40 kiosks that punctuate the shoreline, which during the summer offer food, retail, and recreational services. Although these kiosks are, by necessity, modest in size, these structures are an exciting opportunity to explore creative architectural solutions. The design studio will identify the lakefront as a new realm of architectural imagination that operates on the scenic threshold of the city and at a more intimate scale. Though small—a work of micro-architecture—a kiosk can reinforce the city's broader commitment to forward-thinking design. The studio's challenge is to demonstrate how small-scale architectural design can transform public space. The kiosk will be designed as both a seasonal commercial space, and year-round space for exhibiting information about Lake Michigan from its history as an industrial machine to its potential future as an ecological preserve. It will explore how a kiosk engages with both visitors and the surrounding environment, and how a kiosk maintains an active presence on the lakefront and attracts visitors year-round.

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

Equivalent Course(s): ARTH 24197

ARCH 24198. Architecture of the Public Library. 100 Units.

In this architecture studio course, you will learn and practice a range of architectural skills, using as a starting point the library as an institution, and in particular the range of libraries in and around Chicago. You will look at, sketch, and work within libraries across the campus and city, and think about the role the library plays in our time. Studio projects will focus on the library as a locus for learning, a public space, an organizational system, a set of social services, and an architectural opportunity. After a series of short design exercises, you will work in groups to design a proposal for a new library for Chicago, on a real site that you choose. The bulk of your time will be spent on these studio projects, but there will also be reading and conversation. Materials for drawing and making will be provided.

Instructor(s): L. Joyner Terms Offered: Spring

Note(s): This class will not have field trips outside of class time, but will regularly meet at different locations both on-campus and around the city. Please make sure you've built enough time into your schedule to get to and from meeting locations. Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejjoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24198

ARCH 24205. Skills & Processes for Architecture and Urban Design. 100 Units.

This studio course seeks to acquaint students with a range of skills and methods in design, including manual, digital and hybrid methods. Students will test out several design processes through a series of problem sets and micro-projects, and develop their own personal tools and ways as they go. An emphasis will be put on free play and experimentation, followed by rounds of revision and refinement. We will also consider how historical research, precedent, context and constraint can help meaningfully inform design process, without overly paralyzing it. This is an excellent course to take if you are interested in other studio design courses (such as courses listed ARCH 2419X and ARTV 24267), but want to build up your skills before undertaking a major, quarter-long project.

Instructor(s): L. Joyner Terms Offered: Winter

Prerequisite(s): Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejjoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics, though none is required. Priority will be given to 1st-3rd year undergraduates who have not already taken UAD studio courses, but intend to do so. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24205

ARCH 24210. Complex Curves/Plastic Shapes. 100 Units.

Complex forms are ever more prevalent in architecture, in large part due to sophisticated software easing their design and fabrication. This course is a formal investigation of these curved forms and plastic shapes, and aims to develop critical understanding of formal issues underlying their use, construction and intention. The format is that of a combined workshop/seminar: in workshop mode, weekly drawing exercises will be done with increasing levels of geometric complexity. This work will be accompanied by discussion of formal issues, including positive and negative space, boundaries, interiority,

and distinction between curved surfaces and volumes. Readings and presentations will provide theoretical and historical background. The underlying basis for our investigation are a number of sculptures done in the mid-20th century by Albers, Moholy-Nagy, Gabo, Hepworth, Kobro, and Vantongerloo. Seen as a whole, their work provides methodologies for the construction of complex curved form, and a broad range of positions on materiality and fabrication. The discipline learned from both their and your work is applicable at a variety of scales from the intimate to the architectural, as well as to orthogonal constructions. The exercises build on each other so steady participation is needed. Familiarity with digital software is preferred, although analog methods of drawing and making can work. Some experience with design is recommended.

Instructor(s): G. Goldberg Terms Offered: Winter

Equivalent Course(s): ARTH 24210

ARCH 24214. Cities in Modern China: History and Historiography. 100 Units.

China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities "modern," but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of "China-centered" scholarship in the 1970s to the "global turn" of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

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

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): GLST 24214, HIST 24214, ENST 24214, EALC 24214

ARCH 24660. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. This course is part of the College Course Cluster, Urban Design.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 33500, ENST 24660, GEOG 23500

ARCH 26005. Cities by Design. 100 Units.

This course examines the theory and practice of city design-how, throughout history, people have sought to mold and shape cities in pre-determined ways. The form of the city is the result of myriad factors, but in this course we will hone in on the purposeful act of designing cities according to normative thinking-ideas about how cities ought to be. Using examples from all time periods and places around the globe, we will examine how cities are purposefully designed and what impact those designs have had. Where and when has city design been successful, and where has it resulted in more harm than good?

Instructor(s): Emily Talen Terms Offered: Autumn

Equivalent Course(s): ENST 26005, GEOG 26005, PBPL 26005

ARCH 26322. A History of Public Spaces in Mexico, 1520-2020. 100 Units.

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By gauging the degree to which these sites were truly open to the public, it addresses questions of social exclusion, resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers the individuals and groups that helped to define these places. This allows us to read street vendors, prostitutes, students, rioters, and the "prole" as central historical actors. Through case studies and primary sources, we will examine palpable examples of how European colonization, various forms of state building, and more recent neoliberal reforms have transformed ordinary Mexicans and their public spaces.

Instructor(s): C. Rocha Terms Offered: Spring

Equivalent Course(s): LACS 25322, HIST 26322, ENST 26322

ARCH 26511. Cities from Scratch: The History of Urban Latin America. 100 Units.

Latin America is one of the world's most urbanized regions, and its urban heritage long predates European conquest. And yet the region's cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America's historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.

Instructor(s): B. Fischer Terms Offered: Winter

Prerequisite(s): Some knowledge of Latin America or urban studies helpful.

Equivalent Course(s): LACS 36510, LACS 26510, HIST 36511, HIST 26511, ENST 26511

ARCH 27021. The Rise and Demise of Polish Chicago: Reading Polonia's Material Culture. 100 Units.

Chicago claims to have the largest Polish and Polish-American population in the US and yet the city's distinctly Polish neighborhoods are now only history as their population has dispersed or moved to the suburbs. This course explores the diminishing presence of Poles against the lasting input of the material culture which they introduced to the urban spaces of Chicago. The course is framed by the fundamentals of thing discourse and employs the mediums of sculpture, fashion, photography, architecture and topography of the Polish community in Chicago through several field trips. The course's main goal is to map the evolution of the former Polish neighborhoods which often concluded with the erasure of their distinct ethno-space. In order to grasp the status of such changes, students take several field trips to the former Polish neighborhoods and visit their existing architectural landmarks and cultural institutions. Towards the end of the course, students conduct several interviews with Polish Chicagoans from the postwar and Solidarity immigrations. The course concludes with a capstone project for which students will make a virtual collection of artifacts designed as a curio cabinet filled with objects they found, created, and purchased during their research and field trips.

Instructor(s): Bo#ena Shallcross Terms Offered: Winter

Prerequisite(s): Students must attend several panels of their choice during the conference entitled, "What They Brought / What They Changed: Material Culture and Polish Chicago," on December 2-4, 2020.

Equivalent Course(s): REES 37021, REES 27021

ARCH 27103. Planning for Land and Life. 100 Units.

The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course's exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to other local and regional plans. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.

Instructor(s): Mark Bouman Terms Offered: Spring

Equivalent Course(s): PBPL 27103, GEOG 27103, ENST 27103

ARCH 27307. Schools and Space: A Chicago History. 100 Units.

This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how metropolitan development, labor markets, and anxieties over migration affected educational policy. The course stresses the relationship between educational policy and the politics of urban development, gender, and race. Schools were sites of gendered work, for the women who operated them and for the children who navigated the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettos had an enduring impacts on educational inequity and the shape of African American political life. Over the time span covered by the course, the United States became an indisputably "schooled" society, and Chicago was a leading indicator of national trends. Key historic episodes in American education—the rise of the modern high school, the birth of progressive education, the origins of teachers' unions, the Catholic encounter with race, the fragmentation of suburban school districts, the civil-rights critique of de facto school segregation, the pronounced "failure" of urban education, and the triumph of choice-and-accountability reforms, and the teacher-led resistance that followed—are especially well-illustrated by this course's focus on Chicago.

Instructor(s): N. Kryczka Terms Offered: Winter

Note(s): This course combines lecture with discussions of primary sources and secondary literature each week, beginning with the one-room, log-stable schoolhouses of the antebellum Illinois prairie and ending with the nation's first charter-school teacher strikes in 2018. In addition to composing a research paper on a chosen school or school policy, students will take a field trip to local schoolhouses, reading the city's urban history through its educational architecture.

Equivalent Course(s): EDSO 27307, AMER 27307, PBPL 27307, GNSE 27307, HIST 27307

ARCH 27708. Black in the City. 100 Units.

Moving from literature written during the early Jim Crow era to contemporary hip hop, this course will look at the ways black artists have staged encounters with urban space. We will pay close attention to not just how black artists have represented the city but the methodologies they have experimented with in studying and surviving it. From the juxtaposition of Southern and Northern cities in pre and post-Great Migration literature, to Gwendolyn Brooks' mid-century experiments in urban seeing, Spike Lee's staged urban explosions and Kendrick Lamar's Compton soundscapes, this course complicates both the dreams and the despairs yoked to being black in the city. (Fiction, 1830-1940, Theory)

Instructor(s): Adrienne Brown Terms Offered: Spring

Equivalent Course(s): ENGL 27008, AMER 27008, CRES 27008, SIGN 26077

ARCH 28402. Geographic Information Science II. 100 Units.

This course investigates the theory and practice of infrastructure and computational approaches in spatial analysis and GIScience. Geocomputation is introduced as a multidisciplinary systems paradigm necessary for solving complex spatial problems and facilitating new understandings. Students will learn about the elements of spatial algorithms and data structures, geospatial topologies, spatial data queries, and the basics of geodatabase architecture and design.

Instructor(s): Marynia Kolak Terms Offered: Winter. Offered 2020-21

Prerequisite(s): GEOG 28202 /GEOG 38202. Students must receive a grade of C or higher in GEOG 28202/GEOG 38202 in order to register for this course.

Equivalent Course(s): GEOG 38402, GEOG 28402

ARCH 28602. Geographic Information Science III. 100 Units.

This advanced course extends and connects both foundational and functional GIScience concepts. Students will be introduced to advanced programming and scripting languages necessary for spatial analysis and GIScience applications. Additional topics include customization, enterprise GIS, web GIS, and advanced visualization and analytic techniques.

Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21

Prerequisite(s): GEOG 38202 and GEOG 38402. Students must receive a grade of C or higher in GEOG 28402/GEOG 38402 in order to register for this course.

Equivalent Course(s): GEOG 28602, GEOG 38602

ARCH 28702. Introduction to GIS and Spatial Analysis. 100 Units.

This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of "spatial" variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.

Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21

Equivalent Course(s): SOCI 30283, ENST 28702, SOCI 20283, GEOG 28702, GEOG 38702

ARCH 28925. Health Impacts of Transportation Policies. 100 Units.

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment, and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

Terms Offered: Spring

Equivalent Course(s): BPPL 28925, ENST 28925, HLTH 28925

ARCH 29421. Politics of Commemoration. 100 Units.

Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): L. Auslander Terms Offered: Spring

Equivalent Course(s): HIST 29421, GLST 29526, CRES 39421, ENST 29421, HIST 39421, LLSO 29421, CRES 29421, JWSC 29421



Art History

Department Website: <http://arthistory.uchicago.edu>

Program of Study

The study of art history encompasses the visual art, architecture, and material culture of a wide range of regions and historical periods. Art history courses develop students' skills in visual analysis, interpretation of images and texts, use of historical sources, and engagement with scholarly debates. So conceived, the study of art is an element of a general, liberal arts education; the skills of analytical thinking, logical argument, and clear verbal expression necessary to the program are basic to most fields. While maintaining the University of Chicago's traditional emphasis on the life of the mind, the major in art history prepares students for advanced study at the graduate level as well as for a wide array of careers involving visual acuity, design, research, and analysis.

Within the Art History Department, courses at the 10000-level meet the general education requirement in the arts. These courses may not be taken for credit toward the major, although majors are strongly encouraged to take at least one (1) to meet their general education requirements. Upper-level courses (20000-level) may take a relatively broad or narrow approach to particular periods, places, themes, or issues, or may deal with theoretical questions. The usual prerequisite for 20000-level Art History courses is consent of instructor or any 10000-level course in Art History or Visual Arts.

General Education Courses

Any of these 10000-level courses is an appropriate choice for any undergraduate to meet the general education requirement in the arts. None presuppose prior training in art.

Introduction to Art

ARTH 10100 Introduction to Art develops basic skills in the analysis and critical enjoyment of a wide range of visual materials. Issues and problems in the making, exhibition, and understanding of images and objects are explored through classroom discussion of key works, critical reading of fundamental texts, visits to local museums, and writing.

Survey Courses

ARTH 14000 through 16999 - discuss major monuments of world art and architecture in the context of broad chronological and geographic categories and in relation to broad questions concerning the role art plays in individual, societal, and institutional settings.

- ARTH 14000 through 14999 - address Western art in Antiquity, the Middle Ages, and the Renaissance.
- ARTH 15000 through 15999 - address Western art from the early modern period to the present day.
- ARTH 16000 through 16999 - address the art of Africa, Asia, Latin America, and/or the Middle East.

Art in Context Courses

- ARTH 17000 through 18999 - introduce students to a well-defined issue, topic, or period of art in depth; at the same time, these courses explore issues of creativity, communication, and value in a series of concrete case studies.

Students who have taken at least one course in art history or visual art, or who have equivalent nonacademic experience, may elect to take an advanced lecture course, numbered from 20000 to 29999. The usual prerequisite is consent of instructor or any 10000-level course in art history or visual arts. The 20000-level art history courses investigate the arts of specific periods and places from a variety of perspectives. Some courses embrace large bodies of material defined by national culture; others follow developments in style, iconography, and patronage as they affect works in selected media.

Major in Art History

The BA in art history furnishes students with a broad knowledge of art, including architecture, even as it provides an opportunity for the complementary, intensive study of an area of special interest. The basic components of the concentration are: a Special Field, devised in consultation with departmental instructors and the Director of Undergraduate Studies (DUS); a distribution of courses outside the special field; at least two research papers in art history (emerging from ordinary course work in the department); and a third-year seminar on art-historical methods and issues. Fourth-year students who wish to pursue honors in the major conduct independent research on a topic of their own devising, producing a BA Paper with the guidance of a faculty member and a graduate preceptor.

Program Requirements

All art history majors are **expected take at least one (1) course in art history at the 10000-level** to fulfill their general education requirement in the arts. Although general education courses do not count for the major, they are useful preliminaries to advanced work. It is, therefore, strongly recommended that students take such a course as early as possible in their undergraduate careers. Note: Students who have formally declared the major in art history are guaranteed admission to 10000-level courses by notifying the instructor in advance.

The Standard Curriculum

The standard formula for requirements in the major goes by the sobriquet "4-3-2-1." All art history majors must complete the following:

- **Four (4) courses at the 20000-level to meet a distribution requirement** within the department. These courses shall be selected in consultation with the Director of Undergraduate Studies. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.
- **Three (3) courses at the 20000-level in a Special Field.** Students develop the Special Field in consultation with departmental instructors and the Director of Undergraduate Studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see Special Field below.
- **Two (2) courses at the 20000-level as free electives.** Any art history courses at the 20000-level may satisfy this requirement. Courses outside the Department of Art History that relate directly to the Special Field are eligible to meet this requirement by petition to the Director of Undergraduate Studies.
- **ARTH 29600 Junior Seminar: Doing Art History .** Students are expected to take this course in their third year.
- At least **two research papers** of 10–15 pages. See Research Papers below.

In all of the above cases, graduate seminars at the 40000-level may count toward requirements in the major. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

Students wishing to pursue honors in the major have additional requirements, described below under Honors.

Special Field

The Special Field is developed by the student in consultation with instructors and the Director of Undergraduate Studies, and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance). In many cases, courses outside the Department of Art History will be directly relevant to the Special Field; up to two such courses may be counted toward the major as free electives to complement the Special Field.

For those writing a BA Paper, the topic normally develops from the Special Field and allows for further study in the Special Field through independent research and writing.

A proposal for the Special Field, in the form of a written petition, must be received by the Director of Undergraduate Studies and approved no later than the end of a student's third year. It is strongly recommended that students complete at least two courses in their Special Field by the end of their third year. The Special Field Declaration Form is available on the Department of Art History website (<https://arthistory.uchicago.edu/undergraduate/major-requirements/>).

Junior Seminar

ARTH 29600 Junior Seminar: Doing Art History is designed to introduce the methods of art historical research. It is required of art history majors; if they wish, minors may take the course to satisfy a 20000-level course requirement. Second-year art history majors are permitted to enroll in the Junior Seminar with permission from the instructor and the Director of Undergraduate Studies.

Research Papers

All art history majors write at least **two research papers** of 10–15 pages. Students who wish to write a BA Paper should complete this requirement before the beginning of their fourth year. A research paper can be:

- a paper written to fulfill a course assignment,
- the extension of a shorter course paper (either during the course or after its completion) to meet the page requirement, or
- a new paper on a topic chosen in consultation with the instructor.

The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student's own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. On completion of a research paper, students must submit an approval form, signed by the course instructor, to the Director of Undergraduate Studies. It is the student's responsibility to obtain this signature and to submit the form. Approval forms are available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/major-requirements/>).

Honors

Art history majors who wish to pursue a BA with honors must complete the following requirements in addition to the standard curriculum. These students must register for the BA Paper writing seminar (ARTH 29800 Senior Thesis Workshop) in Autumn Quarter of the fourth year. Writing the BA Paper is a process that usually takes more than two quarters. Each student must secure the consent of an art history faculty member who will serve as his or her adviser by the second week of Autumn Quarter (i.e., two quarters before the planned quarter of graduation). Working with a preceptor, students must then complete a BA Paper by the second week of Spring Quarter of the fourth year. The BA Paper is typically a 20- to 30-page research paper of original work that grows out of the Special Field. For more information, see BA Paper and Seminar.

To be eligible for honors in the major, students must complete both the BA seminar and the BA Paper, and must have earned a major GPA of at least 3.5 and cumulative GPA of 3.3 at the time of graduation. Please note that completion of the BA Paper does not, in itself, guarantee honors in the major. Honors are awarded by the College on the basis of a departmental nomination of exceptional BA Papers.

BA Paper and Seminar

ARTH 29800 Senior Thesis Workshop is a workshop course offered in Autumn Quarter designed to assist students in writing and researching their BA Papers. Students typically take the seminar in Autumn Quarter before graduating in Spring Quarter; students graduating in Autumn or Winter Quarter should take the course in the previous academic year. In the closing sessions of the seminar, students present their work-in-progress for the BA Paper. They continue their research on the paper during the following quarters, meeting at intervals with their faculty BA advisor. Students have the option of taking ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing; this course is taught by arrangement between a student and his or her instructor. This course would be in addition to the 11 courses for the major with honors.

A polished draft of the BA Paper is due by Friday of ninth week of the quarter preceding graduation; the final version of the BA Paper is due Monday of second week of the quarter of graduation. Both the draft and final version of the BA Paper must be submitted in duplicate: one copy to the faculty advisor and the second to the Director of Undergraduate Studies. Because individual projects vary, no specific requirements for the BA Paper have been set. Essays typically range in length from 20 to 30 pages, but there is no minimum or maximum. Students should consult their BA advisor regarding all details, including optimal length, of the BA Paper.

The BA Paper is a substantial research paper that presents an original argument or develops original evidence about an intellectual problem. The paper should demonstrate the student's capacity to formulate a serious research problem, develop a clear thesis, and substantiate the thesis on the basis of careful analysis of relevant evidence and measured consideration of competing views. The originality of the BA Paper may lie in the discovery of evidence, a new, critical analysis of familiar claims, or the synthesis of materials. In keeping with guidelines set by the College, the Department of Art History only recommends papers that have earned the highest grade to the master of the Humanities Collegiate Division for consideration of departmental honors.

Double Majors and the BA Paper

Whether or not a single BA Paper can satisfy requirements for a double major in art history and another program is decided by the department on a case-by-case basis. Students should consult with the Director of Undergraduate Studies. The criteria on which the decision is based include:

- the degree to which the resulting thesis is likely to speak from and to art history, even as it necessarily speaks from and to another field;
- the feasibility of the proposed advising arrangements for the proposed joint thesis; and
- the department's estimation of the student's track record for independent work that bodes well for writing a successful thesis while navigating between two majors.

Transferring Credit

No credit from Advanced Placement (AP) exams can be used in the major. Up to four courses taken outside the University of Chicago may be counted towards the art history major, contingent on approval by the College and Director of Undergraduate Studies. Students planning to take courses outside the University are urged to consult with the Director of Undergraduate Studies as they formulate their plans. Students should also consult with their College adviser to be sure that they understand the University's procedures for transfer credit. Refer to Transfer Credit for more information.

While studying abroad, students are encouraged to keep excellent records: they will be required to submit the syllabus and all written work for each course in order to be considered for credit. Please note that some courses may be approved by the College but not by the major.

Students first apply for transfer credit from the College, and credit for courses taken as part of a University of Chicago-affiliated direct enrollment program is vetted by Study Abroad. When the credit has been approved, students petition the Director of Undergraduate Studies in writing for credit for the major. The petition must include a cover letter with the title and description of the course, as well as the name and location of the institution. To the cover letter should be attached a syllabus and a written record of the work the student did for the course. The Director of Undergraduate Studies will review the work for each course individually, determine if the course is applicable for credit in the major, and, if so, where that credit should be applied.

Summary of Requirements for the Major

MAJOR: Standard Curriculum

Four (4) courses approved to meet the distribution requirement *	400
Three (3) courses approved in a special field *	300
Two (2) courses approved as electives *	200
ARTH 29600 Junior Seminar: Doing Art History	100

Two (2) 10- to 15-page research papers	
Total Units	1000
* All courses must be at the 20000-level or higher.	
MAJOR: Honors Curriculum	
Four (4) courses to meet the distribution requirement *	400
Three (3) courses in a special field *	300
Two (2) courses as electives *	200
ARTH 29600 Junior Seminar: Doing Art History	100
Two (2) 10- to 15-page research papers	
ARTH 29800 Senior Thesis Workshop	100
BA Paper +	
Total Units	1100

- * All courses must be at the 20000-level or higher.
- + Some students register for ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing. This course would be taken in addition to the 11 courses in the major with honors.

Advising

Art history majors should see the Director of Undergraduate Studies no less than once a year for consultation and guidance in planning a special field, in selecting courses, and in choosing a topic for the BA Paper if pursuing honors, as well as for help with any academic problems within the major. When choosing courses, students should refer to the worksheet available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/major-requirements/>). This form helps each student and the Director of Undergraduate Studies monitor the student's progress in the program.

In order to keep an accurate record of students' progress to graduation, students will need to regularly provide a copy of the updated major worksheet to their College adviser for processing.

Recommendations for Art History Majors

Qualified undergraduate students in art history may, with the express permission of the instructor, enroll in graduate seminars in the department. (These seminars are also open to non-majors with the same proviso.) For students interested in graduate study in art history, it is advantageous to have performed well in a graduate seminar while completing the BA.

Students are urged to also pursue upper-level language courses. If a language course is relevant to a student's Special Field, the student may petition the Director of Undergraduate Studies to count it toward electives.

Those planning to continue their study of art history at the graduate level are advised to achieve language competency equal to at least two years of college study in French or German, or in the language(s) relevant for the geographic region that corresponds to their primary area of interest.

Grading

Art history majors must receive quality grades in courses taken for the major. ARTH 29900 Preparation for the BA Paper is open for Pass/Fail grading with consent of the instructor. Art history courses elected beyond program requirements may be taken for P/F grading with consent of the instructor. All courses taken to satisfy the general education requirement in the arts must receive quality grades. Nonmajors may select the P/F grading option with consent of the instructor if they are taking an art history course that is not satisfying a general education requirement. A Pass grade is given only for work of C– quality or higher.

Minor in Art History

All art history minors are **encouraged take at least one (1) course in art history at the 10000-level** to fulfill their general education requirement in the arts. Although general education courses do not count for the minor, they are useful preliminaries to advanced work. It is, therefore, strongly recommended that students take such a course as early as possible in their undergraduate careers. Note: Students considering the minor in art history and seeking admission to a 10000-level ARTH course may identify themselves to the instructor in advance.

The formula for requirements in the minor goes by the sobriquet “3-and-3”:

- All art history minors take **three (3) courses at the 20000-level to meet a distribution requirement** within the department. These courses shall be selected in consultation with the Director of Undergraduate Studies. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.
- All art history minors take **three (3) courses at the 20000-level in a Special Field**. Students develop the Special Field in consultation with departmental instructors and the Director of Undergraduate Studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with art

history faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see Special Field.

In all of the above cases, graduate seminars at the 40000-level may count toward requirements in the minor. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

In one of the courses, students also write one research paper of about 10–15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter (see Research Papers). Minors may elect to take ARTH 29600 Junior Seminar: Doing Art History with the majors; if they do, they will research and write an essay on a topic of their choice instead of preparing a BA Paper proposal.

Students who elect the minor program in art history must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The Director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/program/minor-requirements/>).

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Special Field

The Special Field is developed by the student in consultation with instructors and the Director of Undergraduate Studies and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance).

Summary of Requirements for the Minor in Art History

Three (3) courses at the 20000-level to meet the distribution requirement	300
Three (3) courses at the 20000-level in a special field *	300
One (1) 10- to 15-page research paper	
Total Units	600

* One of the courses may be ARTH 29600 Junior Seminar: Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

Art History Courses

ARTH 10100. Introduction to Art. 100 Units.

This course develops skills in perception, comprehension, and evaluation of various art objects and the built environment. It encourages close analysis of visual materials, exploring the range of questions and methods appropriate to works of art and buildings, in their historical, theoretical, and social dimensions. Most importantly, the course emphasizes articulate writing and salient argumentation about visual and other aesthetic phenomena. Three coherent units, on Monument/Site, Image/Medium, and Object/Museum, explore these issues across cultures and periods. Examples draw on original objects in campus collections and sites on campus.

Instructor(s): Staff Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 14006. Introduction to Byzantine Art. 100 Units.

In this course we will explore works of art and architecture as primary sources on the civilization of Byzantium. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its beginnings in the fourth century C.E. to the Ottoman conquest in 1453. We will employ different methodological approaches and scholarly resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, the classical heritage, art and theology, Iconoclasm, etc.

Instructor(s): K. Krause Terms Offered: Winter

Note(s): For nonmajors, this course meets the arts, music, drama general education requirements.

Equivalent Course(s): RLST 28308

ARTH 14107. Greek Art and Archaeology. 100 Units.

This course examines the art and archaeology of ancient Greece from ca. 1000 BCE - ca. 200 BCE. Participants will learn a lot of facts about the Greek world; they will see the Greeks emerge from poverty and anarchy to form a distinctive political and social system based on city-states, and they will see that system grow unstable and collapse. They will see the emergence of distinctive forms of sculpture, architecture, pottery, and urban design - many of which are still in use today.

Along with these facts, they will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life.

Instructor(s): S. Estrin Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): CLCV 14119

ARTH 14200. Introduction to Medieval Art. 100 Units.

This course provides an introduction to art produced during the European Middle Ages. Beginning with the fusion of Christian and Imperial images under the Roman Empire and ending with the introduction of print in the fifteenth century, this course considers works of art across a variety of media (architecture, sculpture, painting, textiles, metalwork, stained glass) and in a range of historical and cultural contexts. We will address the complex social, religious, and political motivations that informed artistic production during the Middle Ages, and we will focus on the question of how images were seen and understood by medieval viewers. The course is organized chronologically and is structured around a set of broad thematic concerns such as the relationship between art and power, changing theorizations of the image, the re-use of the past, the body in art, the relationship of the secular and the sacred, and the role of art in public and private devotion. Readings will include medieval sources in translation and selected works of modern scholarship.

Instructor(s): C. Boxer Terms Offered: Autumn

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): MDVL 14200

ARTH 14400. Italian Renaissance Art. 100 Units.

Why did the "Renaissance" begin to flourish first in Italy? How did the role of the artist change in this period? What was new in the Renaissance? This course begins to answer these questions by introducing students to the study of the visual culture of Renaissance Italy (roughly 1350-1600) and by examining such issues as the revival of antiquity, the significance of the study of nature, the role of competition, and the public and private display of art. We will explore a variety of media including painting, sculpture, architecture, decorative arts and works on paper, using diverse art historical methods, as well as social, political and religious history. Major artists to be studied include: Giotto, Ghiberti, Donatello, Masaccio, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Titian. The major assignments for the class will include two papers, a formal analysis and a formal comparison (the latter building upon the former), as well as a final exam. Students will gain exposure to original works through appropriate use of resources on campus as well as a couple visits to the Art Institute. The textbook for the course will be complemented by selected original readings (in translation) and exemplary art historical scholarship on the period.

Instructor(s): Lia Markey Terms Offered: Winter

Note(s): This course meets the general education requirement in the arts.

ARTH 14650. Global Renaissance: Encounters and Exchanges in the Early Modern World, c. 1450-1750. 100 Units.

This course examines the visual, political, intellectual, and material encounters and exchanges between Africa, the Americas, Asia, and Europe during the early modern period. Challenging assumptions about the European Renaissance as the foundation of modern culture, art, and science, we will consider this period with a wider geographic lens and through a multi-cultural framework in order to get the bigger picture of what was going on in the early modern world. Through a series of object studies, we will navigate the intertwined histories of imperialism, colonialism, trade, exploration, exploitation, and revolution that forged a global network and shaped the world we live in today, for better and for worse. The course will be structured around lectures, class discussions, blog posts, and two projects: 1) a descriptive/reflective essay on a specific object, monument, or topic; and 2) a research project: either an essay or a creative project such as an annotated map, a "cabinet of curiosities", or a performance. Throughout the course, students will be encouraged to go beyond the "classroom" and study monuments, sites, and museum objects. Requirements include attending lecture, participating in discussions, and creating a respectful learning environment conducive to experimental thinking and personal growth.

Instructor(s): C. Pelletier Terms Offered: Autumn

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

ARTH 14810. Devotion-Dissent-Disenchantment: Art in the Age of Protestant Reformation. 100 Units.

In the years leading up to Martin Luther's radical transformation of the political-religious landscape, late medieval and early modern Europeans were inundated with a flood of "alternative facts" that called into question the intellectual, ethical, and religious values governing their lives. With the advent of new media technologies, images became important vehicles of commentary and disputation for Reformers, leading to the formation of a public sphere of discourse to which the image was central; yet, at the same time, the image itself and its role in daily life came increasingly under attack. This course provides an introduction to artistic production in northern Europe from the late fourteenth century through the sixteenth century through the lens of the productive, if tumultuous, relationship between art and the epistemological challenges of the Reformation. Particular attention will be paid to the shifting status of the artist, focusing on the historical and cultural circumstances that led to the elevation of artists such as Albrecht Dürer, Hans Baldung, and Pieter Bruegel the Elder, as well as their relationship to the world outside the Alps, including Italy, Spain, and the New World. This course will also examine topics such as the relationship between word and image, iconoclasm and iconophilia, public and private spheres of patronage, and strategies of visual polemics. Readings will include primary sources in translation and selected works of modern scholarship.

Instructor(s): Tamara Golan Terms Offered: Spring Winter

Note(s): Students must attend the first class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form and attend the first class. This course meets the general education requirement in the arts.

ARTH 15590. New Media Since the 19th Century. 100 Units.

How have artists working outside the traditional categories of painting and sculpture introduced new ways of looking at the world? This introductory course will survey the practice, theory, and reception of so-called "new media" art from the late 19th century to the present day. We will examine artists' use of emerging technologies including photography, the portable video camera, the electronic computer, holography, virtual and augmented reality, and Web-based art. We will also discuss time-based art forms such as performance and dance, which made the human body their primary medium. Moving roughly chronologically, we will attend to a set of central themes: temporality and perception, the blurring of artistic and scientific practices, and intersecting questions of gender, race, and class in relation to technology. Through a combination of close looking (the careful study of the visual and material qualities of a work of art) with close reading of primary literature (artists' writings, contemporary art criticism and theory) and secondary literature (scholars' takes on these topics), students will develop the vocabulary and conceptual tools necessary to describe works of art and contextualize them historically.

Instructor(s): Z. Valyi-Nagy Terms Offered: Autumn

Note(s): This class will take place entirely remotely, with the majority of sessions held asynchronously. Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

ARTH 15650. Art Since 1900. 100 Units.

Focusing on the interrelationships between avant-garde culture and the emerging mass cultural formations of industrializing societies, our survey will address a wide range of historical and methodological questions: the impact of new technologies of production, the utopian projects of the Euro-American avant-gardes, the transformation of modernist conceptions of artistic autonomy, the changing roles of cultural institutions, the construction of social Others, the formation of new audiences, and the rise of "contemporary art."

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

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 15710. Modern Design and Modern Culture. 100 Units.

This course explores key issues of modernity (industrialization, capitalism, colonialism, consumerism, mass culture, nationalism, technology, etc.) through the study of material culture. Focusing on modern design in Europe and the United States, we will examine major developments in design thinking and practice as both reactive to and generative of broader political, economic, and social concerns. The course is organized around influential exhibitions, from World's Fairs to storefront shows, where design professionals, institutions, and publics came together to reflect on topics of urgency, identify design solutions, and imagine the implications of design on everyday life.

Instructor(s): Maggie Taft Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form and attend the first class. This course meets the general education requirement in the arts.

Equivalent Course(s): MAAD 25710

ARTH 15800. Contemporary Art. 100 Units.

This course will consider the practice and theory of visual art in the late twentieth and early twenty-first centuries. Among the subjects that will drive our narrative will be the rise of postmodernism, pop art, the aesthetics of the social movements of the 1960s, institutional critique, the relationship between reproductive media and Feminism, the concept of spectacle, conceptual art, the appearance of a global art industry after 1989, the connections between art school and art-making, "relational aesthetics," the fate of art in the age of the Internet, the art of the post-studio moment, and what happens to art when it engages with *everything*.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): MAAD 10006, ARTV 20006

ARTH 16010. Mesoamerican Architecture. 100 Units.

This course will examine the range of architectural expression in Mexico, Guatemala, Honduras, and Belize from 1500 BCE to 1600 CE. Using a relatively simple vocabulary of elements (house, pyramid, plaza, ballcourt, and road), each Mesoamerican city constructed a distinctive visual identity, exquisitely attuned to the surrounding environment. Moving city by city over time, we will look closely at individual buildings as well as the spatial relationships between structures. At the end of this course, students will have honed their ability to analyze architectural space and its representations, and to write cogently about what they see.

Instructor(s): C. Brittenham Terms Offered: Autumn

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

Equivalent Course(s): LACS 16010, ARCH 16010

ARTH 16100. Art of the East: China. 100 Units.

This course is an introduction to the arts of China focusing on the bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of the Buddha image, and the evolution of landscape and figure painting traditions. This course considers objects in contexts (from the archaeological sites from which they were unearthed to the material culture that

surrounded them) to reconstruct the functions and the meanings of objects, and to better understand Chinese culture through the objects it produced.

Instructor(s): Wu Hung Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): EALC 16100

ARTH 16460. Modern Latin American Art. 100 Units.

This course offers an introductory survey of the art of modern Latin America from the first wave of independence in the early nineteenth century to the present day. Through the study of key artists, movements, and works of art, we will attend to a set of central problems: the formation of collective identities in these new nations, the impact of revolution, dictatorship, and political violence on the development of art in the region, the incorporation of both foreign styles and indigenous traditions, and the shifting definitions of Latin American art. Special emphasis will be placed on developing the skills needed to analyze a wide variety of modern and contemporary art, including painting, sculpture, photography, performance art, and site-specific installations.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): LACS 16460

ARTH 16800. Arts of Japan. 100 Units.

This course surveys the arts of the Japanese archipelago through the study of selected major sites and artifacts. We will consider objects in their original contexts and in the course of transmission and reinterpretation across space and time. How did Japanese visual culture develop in the interaction with objects and ideas from China, Korea, and the West? Prehistoric artifacts, the Buddhist temple, imperial court culture, the narrative handscroll, the tea ceremony, folding screens, and woodblock prints are among the topics covered.

Instructor(s): C. Foxwell Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): EALC 16806

ARTH 16910. Modern Japanese Art and Architecture. 100 Units.

This course takes the long view of modern Japanese art and architecture with a focus on the changing relationships between object and viewer in the 19th and 20th centuries. Beginning in the late eighteenth century with the flowering of revivalist and individualist trends and the explosion of creativity in the woodblock prints of Hokusai and others, we will then turn to examine Western-style architecture and painting in the late nineteenth century; socialism, art criticism, and the emergence of the avant garde in the early twentieth century. Also covered are interwar architectural modernism, art during World War II, and postwar movements such as Gutai and Mono-ha. No familiarity with art history or Japan is required.

Instructor(s): C. Foxwell Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): EALC 16911

ARTH 17002. Drawing and the Making of Architecture. 100 Units.

This course focuses on the practice of drawing in the making of architecture. It explores the act of tracing lines on a surface as the foundation of design, a word that evokes through its own origins the very moment of architectural invention. As the most direct expression of the architect's ideas and an operative form of 'non-verbal thinking,' the physical response of the hand to media contributes crucially to the creative process. This studio course will offer an unmediated encounter with drawing techniques: we will test different supports—from parchment to screen, and especially paper—and different tools—natural chalks, antique and modern inks, industrial pencils, as well as keyboards and tablets—in order to understand the interaction, throughout history, between materials and design practice. Parallel to this, we will discuss a wide range of readings critically, thus reconstructing the evolving theory of representation in architectural writings and the relevance of graphic expression to both theorists and practitioners. Ultimately, the course will allow students to penetrate norms and conventions of technical drawing and to understand a primary tool in the production of architecture from the point of view of its makers.

Instructor(s): Dario Donetti Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form and attend the first class. This course meets the general education requirement in the arts. This course may be taken for Architectural Studies minor credit or Arts Music Drama Core credit but not both.

Equivalent Course(s): ARCH 17002

ARTH 17121. The Art of Leonardo da Vinci. 100 Units.

The central focus of this course will be on the small, damaged and disputed body of paintings that Leonardo has left to us, the wealth of his drawings that help us make sense of that problematic heritage and provide the most direct route into his creative thinking, and the hundreds of pages of text in the form of notes in mirror-image handwriting that comment on art and so many other subjects. Our structure will be roughly chronological, including his late fifteenth-century Florentine artistic and social context; his two long periods in Milan as a court artist; his triumphant return to Florence and rivalry with the young Michelangelo; his brief and unsatisfying stay in papal Rome; and his final years in France. Among the themes that will be critically examined are: Leonardo's role in the creation of what is still grandiosely called the High Renaissance; the value and problematic aspects of thinking of him as the quintessential artist-scientist; the significance of the fact that

he has been a figure of such obsessive art-historical and broader cultural significance for over 500 years; and the ways in which recent scientific examination and digital imaging have shed surprising amounts of new light on his art. Through the concentrated study of the works of Leonardo and his artistic context, the course will take seriously the attempt to introduce students with little or no background in art history to some of the major avenues for analysis and interpretation in this field.

Instructor(s): C. Cohen Terms Offered: Autumn

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): FNLD 21414

ARTH 17225. The Art of Premodern Science. 100 Units.

What did "science" look like in the premodern world? This course surveys scientific images and objects from antiquity through the fifteenth century to investigate how they could represent theories, teach their readers, facilitate practice, and aid in the production of knowledge. We will look at a wide variety of objects and images related to geometry, astrology, cosmology, medicine, anatomy, botany, and other disciplines. Largely through the lens of drawings and diagrams made by medieval artists and scholars reinterpreting and building upon older ideas, this course will explore historical scientific concepts, consider how these concepts transformed over time, and focus on the role scientific images played in the transmission and translation of theories over the course of several centuries. This course also explores the connections between science, magic, and religion in the premodern world. How did these concepts overlap, and how do modern definitions fall short in helping us understand premodern ideas about the natural world? Students will develop the conceptual tools necessary to confront these questions using visual evidence.

Instructor(s): Carly Boxer Terms Offered: Winter

Note(s): This course meets the general education requirement in the arts.

ARTH 17303. The Body in Ancient Greek Art and Culture. 100 Units.

This course provides an introduction to the role of the human body in ancient Greek art. We will examine, on the one hand, the various ways in which Greek artists represented the body, and consider how forms of bodily identity such as gender and sexuality were constructed and articulated through artistic practice. But we will also consider the ways in which works of art themselves - statues, paintings, vessels - could function like bodies or in place of bodies, expanding the notion of what it means to be a living being. Readings will range from primary texts - ancient literature in translation - to more theoretical writing on embodiment, gender, and sexuality.

Instructor(s): S. Estrin Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): GNSE 17303, ARTH 37303, CLCV 17319

ARTH 17312. Art and the Cult of Saint in the Middle Ages. 100 Units.

As powerful mediators between the earthly and heavenly spheres, saints and their material remains occupied a central place in the religious practices of the medieval Christian world. This course will examine the visual and material culture of devotion to the "very special dead," and the particular role that works of art played in the narration, authentication, and negotiation of transactions between the devotee and the divine. We will cover the history of the medieval cult of saints from its origins in the depths of the Roman catacombs to its radical transformation in the pulpits of Reformation Germany, as well as the wide range of theoretical matters that surfaces in its study: mobility and exchange; gift-giving; commoditization; gender and sexuality; ritual violence; and theories of the body. Special emphasis will be placed on close reading of primary sources (in translation), through which students will learn to interrogate different strategies for constructing the sanctity of the objects at the center of these religious practices. This course will also cover a diverse array of media - including painting, sculpture, architecture, luxury goods, and textiles - and will make several trips to various collections in Chicago of devotional objects from western Europe, colonial Latin America, and Ethiopia.

Instructor(s): Tamara Golan Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form and attend the first class. This course meets the general education requirement in the arts.

ARTH 17501. Art and Feminism. 100 Units.

How has feminism changed the landscape of artistic practices over the course of the 20th and 21st centuries? What does a history of feminist art look like and how does it relate to a feminist history of art? In this course, students will consider the relationship between art and feminism, focusing upon artwork produced in the Americas over the last century. Through course readings, seminar discussions, and the close analysis of artworks, the course will be structured around a series of thematic investigations across the geographical space of the Americas, focusing especially upon the U.S. and Mexico. We will consider texts by feminist art historians such as Linda Nochlin and Anne Wagner alongside key texts by feminist theorists such as Judith Butler, bell hooks, and Laura Mulvey; we will explore the work of artists who have identified as feminists (e.g., Judy Chicago, Howardena Pindell) as well as those who have complicated or even resisted such identification (e.g., Georgia O'Keeffe, Agnes Martin, Yayoi Kusama). Key themes will include: representations of bodies, eroticisms, domestic space and labor, the relationship between the personal and the political, and the politicization of materials and making processes.

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

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen Edu. Reqmt. in the dramatic, musical, and visual art.

ARTH 17520. Venetian Renaissance Art: Bellini, Giorgione, Titian. 100 Units.

This course is an introduction to the visual arts through the study of the distinctive version of the Renaissance in Venice. We concentrate on three major figures of European art Bellini, Giorgione and Titian with the aim of learning how to analyze and interpret different individual styles while also exploring the commonalities of Venetian culture and society that are reflected in their art. In the process we will devote attention to the character of Venice's water borne topography and the implications for its art, urbanism and architecture as well, unfortunately, for its precarious existence in a world of rising seas. The attempt to characterize Venice's difference, including art's emphasis on light, color and touch, will require us to be aware of its complex interaction with contemporary Tusco-Roman art and its major practitioners such as Leonardo and Michelangelo. Through the particular art- historical material studied, the course will take seriously the attempt to introduce students with little or no background in art or art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception. Readings are chosen with this diversity of approach in mind.

Instructor(s): C. Cohen Terms Offered: Spring

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

ARTH 17610. Modernism. 100 Units.

This course will explore the development of European and American modernism by concentrating on examples in local collections, especially the Smart Museum and the Art Institute of Chicago. The modernist era, from roughly 1860 to 1960, brought dramatic changes in the conception and making of art. We will analyze these by attending to the media of painting, sculpture, and printmaking.

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

Note(s): The class will meet frequently at the Art Institute, and students will need to be able to arrive at the museum in time for classes beginning there at 3:30 p.m. Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 17612. The Art of Michelangelo. 100 Units.

The focus of this course will be Michelangelo's sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentant Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo's fraught relationship with patrons; his changing attitude towards religion, especially his engagement with the Catholic Reform; his sexuality and how it might bear on the representation of gender in his art and poetry; his "official" biographies during Michelangelo's lifetime and complex, ambivalent, reception over the centuries; new ideas about Michelangelo that have emerged from the restoration and scientific imaging of many of his works. At the same time, the course will be an introduction of students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception.

Instructor(s): C. Cohen Terms Offered: Autumn

Note(s): This course meets the general education requirement in the arts.

Equivalent Course(s): FNLD 21411, GNSE 17612

ARTH 17700. 19th Century French Art in the Art Institute. 100 Units.

In this course, we will closely examine 19th century paintings and sculptures in the Art Institute of Chicago and seek to understand how and why art changed during this period. Topics to be considered include the meaning of stylistic innovation in the 19th century, the development and dissolution of the genres as landscape and portraiture, and varying conceptions of realism and abstraction. Most class sessions will be devoted to looking at works in the galleries of the Art Institute. Because attendance is mandatory, students should consider whether their schedules will allow time for traveling to and from the museum for class meetings.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 17704. Art Meets Philosophy. 100 Units.

The great German Romantic poet and critic Friedrich Schlegel once famously noted that "one of two things is usually lacking in the so-called Philosophy of Art: either philosophy or art." In this course, we are looking to prove Schlegel wrong by mapping out the very fruitful history of the relationship between ("western") art and ("western") philosophy instead, beginning in the poet's own early 19th-century Germany and concluding in the contemporary debates surrounding the rising influence of artificial intelligence on the making and exhibiting of art. We will be looking at artists and artworks- and not only in the classroom, but also in museums and artist's studios - in the framework of, and illuminating, contemporaneous philosophical discourse, and reading a variety of texts that help to shed light on the circumstances of certain artistic developments' conception in turn. Think Hegel and Caspar David Friedrich; Nietzsche and Ferdinand Hodler; Heidegger and Van Gogh or Paul Klee; Derrida and Daniel Buren's "institutional critique"; Agamben and Steve McQueen. (The historical emphasis will rest on post-war art and philosophy.) Our bibliography will focus primarily on the continental tradition in philosophy; writing assignments will depart from a direct experience of seeing and handling art. A final project will propose a physical synthesis of the rivaling siblings of art and philosophy.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTV 17704

ARTH 17728. Commemorating and Contesting Colonialism. 100 Units.

This course examines the ways in which French colonialism has been celebrated, commemorated, taught, and contested in visual art, monuments, institutions and neighborhoods, from the revolutionary era to the present. From the commemorations of Napoleon's Egyptian Expedition to the recently redesigned Islamic Art wing of the Louvre; from the Palais de la Porte Dorée that housed the 1931 Colonial Exposition to the Franco-Algerian artist Kader Attia's recently opened "convivial space" La Colonie; from the Grand Mosque of Paris to the Institut du Monde Arabe; we will explore together the many ways that artists, sculptors, architects, city planners, and activists have responded to the French imperial project. For much of the 19th and 20th centuries, successive regimes sponsored large- and small-scale efforts to make metropolitan citizens aware of French colonial efforts, ranging from monumental celebrations of military victories to the naming of streets after colonial administrators. At the same time, critics of empire, both colonial subjects and French activists, and postcolonial states have used art and architecture to contest those same efforts, exposing the limits of the French universalizing mission and the human costs of empire building. In examining the many ways different artistic forms have engaged with France's colonial projects, we will pay particular attention to how historical events and contemporary political debates have shaped their production.

Instructor(s): N. Davidson Terms Offered: Spring

Prerequisite(s): Admission to the Paris Humanities study abroad program.

Note(s): This course is part of the College's Paris Humanities study abroad program. This course meets the general education requirement in the arts.

ARTH 17899. Warhol's Art Histories. 100 Units.

This undergraduate course centers on the Andy Warhol (1928-1987) retrospective, Andy Warhol: From A to B and Back Again, held at the Art Institute of Chicago on October 20-January 26. This is the first retrospective of Warhol's work organized by a U.S. institution since 1989. The first part of the course will closely examine the historiography of writing on Warhol- including a focus on the art historical debates about what a queer reading of Warhol's work looks like and performs; the contested legacies of Warhol's race riots series; the role of advertising and design; the marginalization of Warhol's moving image works; and an investigation of the histories of pop art that may have been eclipsed by an over-emphasis on Warhol. The remaining weeks will hinge on close analysis of select objects in the exhibition, as well as the exhibition as itself an argument about why Warhol's work should be taken seriously. We might include discussions with visiting scholars, artists, conservators and curators.

Instructor(s): S. Nelson Terms Offered: Autumn

Note(s): This course meets frequently at the Art Institute of Chicago. Students should plan their schedules accordingly to account for travel. Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 17905. The Museum Today. 100 Units.

The news is full of museums overhauling their collections, installations, and operations. The Baltimore Museum of Art pledged to buy only work by women artists in 2020. The Museum of Modern Art's 2019 redesign interrupts familiar chronologies with surprise conceptual encounters. The Minnesota Institute of Art recently launched a Center for Empathy and the Visual Arts. Through a series of case studies, this course examines how and why museums are radically rethinking their practices. What problems do they seek to redress? Who do the solutions aim to serve, and to what end? This course ultimately asks students to debate the role of the museum in the 21st century by way of course readings drawn from theory, scholarship, and the popular press; class discussions complimented by visits from guest scholars, artists, and curators; and occasional trips to Chicago museums.

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

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

ARTH 17908. American Graphic Art and Commercial Culture: 1850-1960. 100 Units.

This class focuses on widely distributed printed images, most of them with commercial, aesthetic, and/or political significance, along with the graphic design traditions and typography associated with them. While concentrating on American imagery, the context would be international, reflecting the condition of popular graphic arts in this country. Among other things it would treat book illustration, posters, advertising art, magazines and newspapers, cartooning, postcards, children's literature, commercial paper, and trade catalogs. Necessarily, given this wide scope, it will be episodic in character, but it will also attempt to relate this visual explosion to larger artistic movements, major events, technological changes, and political trends. It would also explore, from time to time, the roles played by collecting, exhibition, and academic commentary in legitimating the subject, as well as the power of ethnic and racial stereotyping and the multiplication of trade and printing journals. The aim, in short, is to examine the flowering of a visual print culture that had its roots in the Gutenberg Revolution of the 15th century. There will be both class discussion and lecturing. This is art in context, emphasizing breadth and the introduction of figures, institutions, and movements nurtured by an expansive production and distribution network. The course will be hosted by the Special Collections Research Center at Regenstein Library.

Instructor(s): N. Harris Terms Offered: Spring

Note(s): This course meets the general education requirement in the arts.

Equivalent Course(s): MAAD 27908, AMER 17908

ARTH 18000. Photography and Film. 100 Units.

This is a core course that serves as an introduction to the history of art by concentrating on some fundamental issues in the history of photography and film. The course is divided roughly in half between still photography and film. The central theme of the course concerns the way in which photographs and films have been understood and valued during the past 165 years. There have been profound changes in attitudes and beliefs regarding the nature of photographs throughout the history of photography (this is likewise true of film). The current range of views is very different from those held by the various audiences for photographs and films in the last century and the century before. For instance, photographs were originally conceived of as copies of things that can be seen, but the notion of copy was drawn from a long-established set of views about what makes a picture a work of art and copies were said to be incapable of being works of art. This view continues to haunt the writings of some critics and historians of photography and film. The course will concentrate on the work of photographers, theorists of photography and film, and on films by John Huston, Billy Wilder, and Roman Polanski.

Instructor(s): J. Snyder Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts. This course can be taken for credit towards either the General Education Requirement in the Arts Music Drama core or the MAAD minor, but not both

Equivalent Course(s): MAAD 18000

ARTH 18305. Art in Context: New Art in Chicago Museums. 100 Units.

Through very regular, required site visits to museums, galleries, and experimental spaces in the greater Chicago area, this course will introduce students to the close consideration-in situ-of works of art created in our times, as well as to the application to these works of pertinent modes of critical and historical inquiry. Sites to be visited can include our own Smart Museum of Art, the Hyde Park Art Center, the Art Institute of Chicago, the Museum of Contemporary Art Chicago, the Museum of Contemporary Photography, Gallery 400 at the University of Illinois at Chicago, and private collections and galleries.

Instructor(s): D. English Terms Offered: Spring

Prerequisite(s): Course limit of 12 students; instructor consent required.

Note(s): This course meets the general education requirement in the arts. This course frequently meets off campus; students should plan their schedules accordingly to account for travel.

ARTH 18601. Reframing Women: Female Portraiture from the Mona Lisa to RuPaul. 100 Units.

As soon as portraiture was reinvented in the early 1400s, male patrons commissioned male artists to record the likenesses of their wives, mothers, daughters and lovers. With little sociopolitical agency of their own, the women depicted in these paintings also had little control over how they were portrayed. As such, their visual identities were constructed and framed by "the male gaze"-that is, the visual point-of-view of a cis-gendered, European, heterosexual male. Because art academies remained closed to women for centuries, male artists continued not only to create society's images of ideal female beauty but also to help define the ways in which women could participate in the public sphere. With few exceptions, portraits show women as passive muses, the foci of the adoration of their male family members, or as sex objects, dangerous bodies engendering lust and temptation. As women gained increased autonomy in western society and, with that, the ability to study art, they began, for the first time, to claim their feminine identities and to construct a version of femininity that existed outside of-or at least reacted against-the male gaze. In contemporary times, an expanded idea of what it means to be "female" and a cultural move towards intersectionality have continued to challenge our notions of femininity, showing that the concept of ideal female beauty is inextricably caught up not only in concerns about gender and sexuality but also of class and race. Organized

Instructor(s): Christine Zappella Terms Offered: Summer

Note(s): This course meets the general education requirement in the arts.

Equivalent Course(s): GNSE 18601

ARTH 18803. Woodblock Prints Of Japan. 100 Units.

Despite the availability of moveable type, woodblock printing-in which each printed sheet was produced by an intricately hand-carved block-was the main reproductive technology in Japan from roughly 1600 to 1870 for both texts and images. In these years, Japan's high literacy rates and booming urban publishing industry supported an array of fascinating illustrated books and prints-from theater ephemera and guidebooks to "art" prints, landscape series, and supernatural tales-that offer interesting points of comparison with early modern printing in the West. This course will consider Japanese woodblock prints as artistic and social objects during the 17th through 19th centuries. We will discuss style and technique, class and gender representations, the world of the pleasure quarters, illustrated plays and fiction, urban growth and travel, censorship, and the supernatural.

Instructor(s): C. Foxwell Terms Offered: Spring

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

Equivalent Course(s): EALC 18803

ARTH 20212. A Cultural History of Modern and Contemporary Korean Art. 100 Units.

This course explores the development of modern and contemporary art in Korea from the 20th century to today. In parallel with political, economic, and social changes that defined the nation's identity, Korean art also experienced fundamental shifts and expansion. With a particular concern for the sociopolitical landscapes around artistic productions, this course introduces the main developments and cultural trends in the arts, drawing upon a wide array of media, from traditional paintings and sculptures to more recent media such as video, performance, photography, and new media art. We will

familiarize ourselves with the most crucial artists and their practices, focusing on key events that shaped the history of Korea and its art such as the Japanese colonial era, the Korean War, the national division, struggles against dictatorship, democratization, and globalization. Students will also learn how to look at, think about, and engage in critical discussion of the visual arts.

Instructor(s): Boyoung Chang Terms Offered: Autumn

Equivalent Course(s): ARTH 30212

ARTH 20304. Ancient Stones in Modern Hands. 100 Units.

Objects from classical antiquity that have survived into the modern era have enticed, inspired, and haunted those who encountered or possessed them. Collectors, in turn, have charged ancient objects with emotional, spiritual, and temporal power, enrolling them in all aspects of their lives, from questions of politics and religion to those of race and sexuality. This course explores intimate histories of private ownership of antiquities as they appear within literature, visual art, theater, aesthetics, and collecting practices. Focusing on the sensorial, material, and affective dimensions of collecting, we will survey histories of modern classicism that span from the eighteenth century to the present, from the Mediterranean to the Pacific. Historical sources will include the writings of Johann Gottfried Herder, Johann Joachim Winckelmann, Emma Hamilton, Vernon Lee, and Sigmund Freud, among others; secondary source scholarship will draw from the fields of gender studies, the history of race, art history, and the history of emotions. We will supplement our readings with occasional museum visits and film screenings. Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): S. Estrin & A. Goff Terms Offered: Winter

Prerequisite(s): Prerequisite: instructor consent required. Email both instructors describing your interest in the course, how it fits into your broader studies, and any relevant background (sestrin@uchicago.edu and agoff@uchicago.edu). This is a traveling seminar that includes a 4-day trip to visit California museum collections.

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. A team-taught and interdisciplinary course; we welcome students from all backgrounds, with no previous experience in ancient art or modern history required.

Equivalent Course(s): CLCV 21019, HIST 29422, HIST 39422, ARTH 30304, CLAS 31019

ARTH 20603. Image and Text in Mexican Codices. 100 Units.

In most Mesoamerican languages, a single word describes the activities that we would call "writing" and "painting." This seminar will investigate the interrelationships between image and text in Central Mexico both before and immediately after the introduction of alphabetic writing in the 16th century. We will also review art historical and archaeological evidence for the social conditions of textual and artistic production in Mexico, and how these traditions were transformed under Spanish colonial rule. We will consider the materiality of text and image by working with facsimiles of Mesoamerican books in the Special Collections Research Center of the Regenstein Library. At the end of the course, students will have acquired a basic literacy in Aztec and Mixtec writing systems, and will have refined their ability to look productively and write elegantly about art.

Instructor(s): C. Brittenham Terms Offered: Spring

Equivalent Course(s): LACS 20603, LACS 30603, KNOW 27001, ARTH 30603, KNOW 37001

ARTH 20692. Armenian History through Art and Culture. 100 Units.

Who are the Armenians and where do they come from? What is the cultural contribution of Armenians to their neighbors and overall world heritage? This crash-course will try to answer these and many other similar questions while surveying Armenian history and elements of culture (mythology, religion, manuscript illumination, art, architecture, etc.). It also will discuss transformations of Armenian identity and symbols of 'Armenianness' through time, based on such elements of national identity as language, religion, art, or shared history. Due to the greatest artistic quality and the transcultural nature of its monuments and artifacts, Armenia has much to offer in the field of Art History, especially when we think about global transculturation and appropriation among cultures as a result of peoples' movements and contacts. The course is recommended for students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.

Instructor(s): Hripsime Haroutunian Terms Offered: Winter

Equivalent Course(s): NEHC 20692, NEHC 30692, HIST 25711

ARTH 20700. Understanding the Built Environment. 100 Units.

This thematic course aims to equip students with the basic skills and knowledge required to analyze architecture and the urban environment. It provides an introduction to the methods and procedures of the architectural historian. These include such practical tasks as understanding architectural terminology, reading and interpreting architectural drawings, engaging with buildings "on site", and studying buildings in urban context, relative to surrounding buildings, street networks and public spaces. At a broader level, the course will entail critical discussion about the relationship between architecture and society, the building as a historically specific object that also changes over time, the cultural representation of architecture, and modes of perceiving/experiencing the built environment. The format is a discussion seminar based on readings, assignments, virtual visits and meetings with guest speakers. Although it is designed to introduce the fundamentals of architectural history to undergraduates seeking a minor in architectural studies, MA and PhD students in any field are also welcome to register.

Instructor(s): K. Taylor Terms Offered: Autumn

Note(s): This course will be taught entirely in remote format.

Equivalent Course(s): ARTH 30700, ARCH 20000

ARTH 21301. Beyond Guernica. Destruction and Preservation in the Spanish Civil War. 100 Units.

This course studies the Spanish Civil War (1936-1939) as a testing ground for the Second World War in regards to destruction and conservation, and as a key chapter in the process towards the creation of the notion of World Heritage. Picasso's "Guernica" epitomizes the image of the Spanish Civil War as a laboratory for destruction, as it encapsulates the vanishing of the idea of refuge in the time of total war. This exceptional devastation was contested through innovative methods to sheltering people and protecting monuments and museums, turning the country into a laboratory for conservation as well. Introducing the significance of this war through the letters of American soldiers who volunteered in Spain, we will reconstruct a series of debates about destruction and conservation from different ideological stands-liberalism, fascism, communism, anarchism-that mobilized the entire population: philosophers, peasants, artists, architects, writers, workers, and the international community.

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

Prerequisite(s): Reading proficiency in Spanish required.

Note(s): Class discussions in English. Students seeking Spanish credit will do all the readings/writing in Spanish.

Equivalent Course(s): SPAN 26020

ARTH 21313. Video Art: The Analog Years. Theory, Technology, Practice. 100 Units.

The course gives a critical introduction to early video and television art - from the proto-television impulses in the historical avant-gardes to the increasing proximity between analog and digital technologies in video art in the late 1970's and early 1980's. We will focus on the various technical aspects of analog video, as well as on artistic practice and early writings on the subject. Topics will include the technics and politics of time; video, feedback systems and ecology; the reconfiguration of the artist's studio; guerilla politics and alternative TV; video and autobiography; the relation between video and painting; the musical history of video; the invention of new machines; and video as a "television viewer".

Instructor(s): I. Blom Terms Offered: Autumn

Equivalent Course(s): CMST 38703, CMST 28703, MAAD 18703, ARTH 31313

ARTH 21316. After You: Curating the Art & Algorithm Debate. 100 Units.

This course offers a unique opportunity to witness the process of - and, more importantly, actively contribute to - the conceptualization of a major exhibition of contemporary art, to be organized at the Neubauer Collegium and Smart Museum of Art in the winter and spring of 2021. The exhibition in question is titled After You: Art and Agency in the Age of Algorithms, and was conceived in dialogue with DoVA associate professor and participating artist Jason Salavon. Alluding to the specter of the post-human regime and the various challenges raised by rapid advances in digital technology in the field of artificial intelligence and machine learning in particular, After You will bring together the work of a dozen artists working at the intersection of more or less traditional modes of artistic production and their algorithmic antitheses. The primary focus of After You, and therefore also of this class, are the philosophical implications of the increased role of artificial intelligence in the creation and reception of art, in particular with regards to questions of artistic intent, authorship, and originality. We will discuss this phenomenon's short but vibrant history, meet artists, read key texts (Bostrom, Joselit, Steyerl, Zuboff), and view artworks, all the while laying the didactic groundwork for the 2021 exhibit in the process: a hands-on curatorial workshop centered on one of the defining debates of our time.

Instructor(s): Dieter Roelstraete Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 31316, MAAD 25316

ARTH 22106. Introduction to the Study of Iconography. 100 Units.

Equivalent Course(s): RLST 28320, ARTH 32106, HCHR 32106, RLIT 32106

ARTH 22402. Perspective as a Challenge to Art History. 100 Units.

Equivalent Course(s): ENGL 42412, SETH 32402, ARTH 32402, ENGL 22402

ARTH 22611. The Politics of Luxury in the Middle Ages. 100 Units.

This course explores conspicuous consumption, the love of costly things, the lure and power of precious materials, and the important role played by the arts in the definition of status, authority, influence, and pleasure in the Middle Ages. Investigating a series of episodes from the history of medieval luxury, we will explore how precious objects participated in western gift-culture (both "sacred" and "secular"), how the patronage of works of art pursued a variety of ideological and social aims, and we will scrutinize the aesthetic and economic conceptions of value transacted via works of art and practices of "ars" (skilled labor). Not least, the course aims to interrogate how the politics of luxury contributed to changing conceptions of the status of the artwork and the artist over the course of the Middle Ages.

Instructor(s): A. Kümmler Terms Offered: Autumn

Equivalent Course(s): MDVL 22611, ARTH 32611

ARTH 23321. Writing and Reading Space(s) in the Italian Renaissance. 100 Units.

This course offers an introduction to the study of the Renaissance in Italian literature. A defining movement in the history of European culture and civilization, the Renaissance is best known for its rediscovery of classical antiquity, its achievements in the arts, literature, philosophy, exploration etc., as well as for the rise of a modern sense of self. Italy represents the gateway to the study of the Renaissance as it was the birthplace of many of its key protagonists. In this course, students will become familiar with some of the major male and female representatives of the Italian Renaissance. From Petrarch to Alberti, from Lorenzo de' Medici to Ficino, from Machiavelli to Michelangelo, from Vittoria Colonna to Moderata Fonte, we will situate their writings against the discrete geographical, political, and cultural backdrops that engendered them. Thematically, the class will focus on the issue of space and the relationship between authors and the built environment. We will compare/contrast the physical milieus in which texts were produced (city/countryside, courts etc.), as well as look at how real and imaginary spaces were represented in literary form in order to examine how location both informs and affects

the production of literary works. Lastly, we will engage with manuscripts and early printed editions of these texts during our in-and-off campus visits to the Special Collections at The University of Chicago Library and the Newberry Library.

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

Note(s): Taught in Italian.

Equivalent Course(s): ARCH 23321, ITAL 23321, ENST 23321

ARTH 23602. Native American Art at The Field Museum: An Anthropological Perspective. 100 Units.

This course explores recent forays into collecting and displaying contemporary Native American Art for the Field Museum, a museum of natural history and anthropology. Through site visits and dialogues with Field Museum staff, contemporary Native American artists, and readings, the course introduces students to the potential and problematic of locating, defining, and representing contemporary art within the colonial context of the Field Museum and how collaboration with artists and community members plays a role in shifting the paradigm toward one that centers collaborative curation and is inclusive of the direct voice of artists. Students will have the opportunity to observe the major renovation currently underway of the Native North American Hall and the role that contemporary art will play in deepening understanding of existing collections and contemporary social concerns.

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

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets at the Field Museum; students should plan their course schedules to accommodate travel.

Equivalent Course(s): ARTH 33602

ARTH 24002. Advanced Nonfiction Workshop: Writing About the Arts. 100 Units.

Thinking about practices is a way of focusing a conversation between art historians, creative writers, and working visual artists, all of whom are encouraged to join this workshop. We ourselves will be practicing and studying a wide variety of approaches to visual art. We'll read critics like John Yau and Lori Waxman, keepers of notebooks like John Berger and Rainer Maria Rilke, meditations by art historians writing for general readers, and by creative writers like Zadie Smith and Mark Doty, and writing by artists, from Anni Albers to Dawoud Bey. The course hopes to support students both in developing useful practices and experimenting boldly. Every class session will begin with student-led observation at the Smart Museum, and we will spend one session on close looking at works on paper at the Smart. Students will also visit five collections, exhibitions and/or galleries and, importantly, keep a looking notebook. Students will write a number of exercises in different forms (immersive meditation, researched portrait, mosaic fragment), and will also write two essays (on any subject and in any mode) to be workshoped in class.

Instructor(s): Rachel Cohen Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu (writing sample required). Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 24002, ARTH 34002, CRWR 44002

ARTH 24008. Advanced Nonfiction Workshop: Drawing from Life. 100 Units.

This is a course for students interested in developing their ability to write about the visual arts, as critics, appreciators, theorists, or memoirists, and, practically, for work in galleries, museums, journals, and magazines. A theme of the course will be to explore ways that art and life may interact, both in the work made by a visual artist, and in the nonfiction that arises in response to a visual artist or their work. Some students may be interested to write biographically about artists and their work, and we'll talk about how to make biography illuminating and not reductive; other students may be interested to draw on their own life experiences as they try to shed light on works of art; still others may be curious to see how certain artists themselves have viewed the questions and practices of drawing from life. We'll use ideas about drawing, and especially drawing repeatedly, as a model and a metaphor for thinking about writing. We'll have some occasions to look at works on paper held at the Smart Museum, and we'll visit some exhibitions and galleries, together and independently. Readings will include works such as James Lord's book *A Giacometti Portrait*, on being drawn by Giacometti, Maggie Nelson on the color blue in life and art from *Bluets*, John Berger on drawing, Rebecca Solnit on photographer Edward Muybridge, Geoff Dyer on street photography from *The Ongoing Moment*, John Yau on Jasper Johns's practice and on those of contemporary artists, Zbigniew Herbert

Instructor(s): Rachel Cohen Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu (include writing sample). Attendance on the first day is mandatory.

Equivalent Course(s): ARTH 34008, CRWR 44008, CRWR 24008

ARTH 24014. The Veneration of Icons in Byzantium: History/Theory/Practice. 100 Units.

In order to appreciate the pivotal religious significance icons had in Byzantium for private devotion, in the liturgy, in civic ritual, and in military campaigns, we will survey the visual evidence along with a vast array of written sources. We will explore the origins of the Christian cult of icons in the Early Byzantine period and its roots in the Greco-Roman world of paganism. Through the close analysis of icons executed over the centuries in different artistic techniques, we will examine matters of iconography, style and aesthetics. We will also have a close look at image theory, as developed by Byzantine theologians and codified in the era of Iconoclasm.

Instructor(s): Karin Krause Terms Offered: Spring

Equivalent Course(s): MDVL 28704, ARTH 44014, HCHR 44004, RLST 28704, RLVC 44004

ARTH 24090. Japanese Woodblock Prints: From 1660 to the Present. 100 Units.

Despite the availability of moveable type, woodblock printing—in which each printed sheet was produced by an intricately hand-carved block—was the main reproductive technology in early modern Japan (roughly 1600 to 1850) for both texts and images. In these years, Japan's high literacy rates and booming urban publishing industry gave rise to an array of fascinating illustrated books and prints—from theater ephemera and guidebooks to "art" prints, landscape series, and supernatural tales—

that offer interesting points of comparison with early modern printing in the West. Drawing on a recent exhibition at the Smart Museum, this course will consider Japanese woodblock prints as artistic and social objects during the seventeenth through nineteenth centuries. While viewing actual prints in area collections, we will discuss style and technique, the representation of class and gender, the world of the pleasure quarters, illustrated plays and fiction, urban growth and travel, censorship, and the supernatural.

Instructor(s): C. Foxwell Terms Offered: Spring

Equivalent Course(s): ARTH 34090, EALC 24090, EALC 34090

ARTH 24122. Diasporic Practices in Contemporary Art. 100 Units.

The class will examine various phenomena of "Diasporic Practices in Contemporary Art", such as fragmented histories, the question of origin(ality), the limits of translation, social belonging and "the chosen family", and (over-)representation of origin. In class we will discuss readings by (a.o.) Grada Kilomba, Adrian Piper, Édouard Glissant, Langston Hughes, Trinh T. Minh-ha, and Hito Steyerl. Students will be asked to present on contemporary artists highlighting their diasporic strategies, while also producing creative works through assignments that employ diasporic strategies and that will be discussed in class.

Instructor(s): J. Phillips Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Note(s): Please email Julia Phillips juliaphillips@uchicago.edu with a brief description of how your work relates to a diasporic experience and/or your personal investment in the subject (150-300 words).

Equivalent Course(s): GNSE 38122, ARTV 34122, CRES 24122, GNSE 28122, ARTV 24122

ARTH 24190. Imagining Chicago's Common Buildings. 100 Units.

This course is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the course, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio course and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this course. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTV 20210, ENST 24190, GEOG 24190, AMER 24190, ARCH 24190

ARTH 24194. Projections in the Vivosphere. 100 Units.

This studio course invites students to devise new techniques for imaging the vivosphere: the fragile and reactive film of interactions that sustain human and non-human life around the surface of the earth. This critical zone is both a space of inquiry and topic of concern, crossing geophysical and disciplinary boundaries. Although more than the sum of representations, new techniques of imaging are urgently required for the shape and behavior of this frontier to fully enter our collective imagination and policy conversations. Seminar discussions and hands-on workshops will immerse students in historic and contemporary techniques of drawing as platforms for inquiry and political influence. While students will develop the ability to manipulate the projective geometries that underpin orthographic, perspectival, isometric, anamorphic and cartographic systems of projection, the vivosphere defies these prevailing modes of description. Research in this critical zone struggles to represent its shape, picture interactions across scale, and overcome the dissonance between planetary representations and lived experience, static geometry and dynamic cycles. Students will be invited to devise and attempt novel techniques to overcome these limitations.

Instructor(s): A. Schachman Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment.

Equivalent Course(s): ARCH 24194

ARTH 24196. Second Nature: New Models for the Chicago Park District. 100 Units.

The Chicago Park District seems to preserve "first nature" within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

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

Equivalent Course(s): ENST 24196, GEOG 24196, ARCH 24196, ARTV 20206

ARTH 24197. Lakefront Kiosk. 100 Units.

Students will design kiosks on Chicago's lakefront, one of the city's most vibrant public spaces. Historically, the shoreline of Lake Michigan has played a central role in Chicago's urban identity. In the 1909 "Plan for Chicago" Daniel Burnham proposed to reclaim the entire length of the lakefront as a place of leisure for all inhabitants of the city—an idea realized during the 20th century. The Chicago Park District oversees over 40 kiosks that punctuate the shoreline, which during the summer offer food, retail, and recreational services. Although these kiosks are, by necessity, modest in size, these structures are an exciting opportunity to explore creative architectural solutions. The design studio will identify the lakefront as a new realm of architectural imagination that operates on the scenic threshold of the city and at a more intimate scale. Though small—a work of micro-architecture—a kiosk can reinforce the city's broader commitment to forward-thinking design. The studio's challenge is to demonstrate how small-scale architectural design can transform public space. The kiosk will be designed as both a seasonal commercial space, and year-round space for exhibiting information about Lake Michigan—from

its history as an industrial machine to its potential future as an ecological preserve. It will explore how a kiosk engages with both visitors and the surrounding environment, and how a kiosk maintains an active presence on the lakefront and attracts visitors year-round.

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

Equivalent Course(s): ARCH 24197

ARTH 24198. Architecture of the Public Library. 100 Units.

In this architecture studio course, you will learn and practice a range of architectural skills, using as a starting point the library as an institution, and in particular the range of libraries in and around Chicago. You will look at, sketch, and work within libraries across the campus and city, and think about the role the library plays in our time. Studio projects will focus on the library as a locus for learning, a public space, an organizational system, a set of social services, and an architectural opportunity. After a series of short design exercises, you will work in groups to design a proposal for a new library for Chicago, on a real site that you choose. The bulk of your time will be spent on these studio projects, but there will also be reading and conversation. Materials for drawing and making will be provided.

Instructor(s): L. Joyner Terms Offered: Spring

Note(s): This class will not have field trips outside of class time, but will regularly meet at different locations both on-campus and around the city. Please make sure you've built enough time into your schedule to get to and from meeting locations. Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejjoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARCH 24198

ARTH 24205. Skills & Processes for Architecture and Urban Design. 100 Units.

This studio course seeks to acquaint students with a range of skills and methods in design, including manual, digital and hybrid methods. Students will test out several design processes through a series of problem sets and micro-projects, and develop their own personal tools and ways as they go. An emphasis will be put on free play and experimentation, followed by rounds of revision and refinement. We will also consider how historical research, precedent, context and constraint can help meaningfully inform design process, without overly paralyzing it. This is an excellent course to take if you are interested in other studio design courses (such as courses listed ARCH 2419X and ARTV 24267), but want to build up your skills before undertaking a major, quarter-long project.

Instructor(s): L. Joyner Terms Offered: Winter

Prerequisite(s): Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejjoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics, though none is required. Priority will be given to 1st-3rd year undergraduates who have not already taken UAD studio courses, but intend to do so. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARCH 24205

ARTH 24210. Complex Curves/Plastic Shapes. 100 Units.

Complex forms are ever more prevalent in architecture, in large part due to sophisticated software easing their design and fabrication. This course is a formal investigation of these curved forms and plastic shapes, and aims to develop critical understanding of formal issues underlying their use, construction and intention. The format is that of a combined workshop/seminar: in workshop mode, weekly drawing exercises will be done with increasing levels of geometric complexity. This work will be accompanied by discussion of formal issues, including positive and negative space, boundaries, interiority, and distinction between curved surfaces and volumes. Readings and presentations will provide theoretical and historical background. The underlying basis for our investigation are a number of sculptures done in the mid-20th century by Albers, Moholy-Nagy, Gabo, Hepworth, Kobra, and Vantongerloo. Seen as a whole, their work provides methodologies for the construction of complex curved form, and a broad range of positions on materiality and fabrication. The discipline learned from both their and your work is applicable at a variety of scales from the intimate to the architectural, as well as to orthogonal constructions. The exercises build on each other so steady participation is needed. Familiarity with digital software is preferred, although analog methods of drawing and making can work. Some experience with design is recommended.

Instructor(s): G. Goldberg Terms Offered: Winter

Equivalent Course(s): ARCH 24210

ARTH 24250. A Visual History of Latin American Women. 100 Units.

This undergraduate seminar will analyze both visual and literary images of and by women to show their role in society and the transformations experienced in terms of their civil, political, labor, and reproductive rights. These vignettes, which span from Pre-Colombian times to the present, will be examined from an art-historical perspective, thus providing students with the opportunity to discuss Latin America's historical context through visual culture.

Instructor(s): Rosario Granados Terms Offered: TBD

Equivalent Course(s): LACS 24250, GNSE 24250

ARTH 24416. Biocentrism: The Concept of Life in German Literature and Art. 100 Units.

This course explores the notion of life broadly understood, drawing on texts from a variety of disciplines (literature, philosophy, art history, biology) as well as on artworks that reflect on the concept of life. How did artists and writers conceive of the process of life? How did they situate life in relation to movement? How do notions of the organic/inorganic, material/spiritual organize writers' and artists' understanding of life? How did scientific and cultural currents such as organicism, vitalism, constructivism influence literary and aesthetic practices and theoretical frameworks? What are the networks of exchange between literature, the arts, and the emerging life sciences in the period? These and other questions

will be grounded in close consideration of works by Aristotle, Nietzsche, Freud, Rilke, Woolf, Kafka, Benjamin, Haeckel, Murnau, Kandinsky, Klee, Mies.

Instructor(s): M. Christian Terms Offered: TBD

Note(s): Course conducted in German

Equivalent Course(s): GRMN 24416

ARTH 24615. Modern & Contemporary Materialities (Suzanne Deal Booth Conservation Seminar) 100 Units.

This course aims to explore the links between materiality, making and meaning of modern art and investigate how surface, form, texture and color are localized in particular artistic or historical contexts. It can be argued that the discipline of art history still remains substantially divided between those who study what objects mean and those who study how objects are made, where 'meaning' typically derives from cultural hermeneutics, while 'madeness' remains the province of technical analysis. The course will discuss the methods, theory and strategies of a material-based approach, its forms of writing and claims to meaning. Readings will be drawn from a variety of disciplines, including art history, visual and material culture, anthropology, philosophy, and material science.

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

Note(s): Students must have instructor consent to register for this course. Please email Maria Kokkori at

mkokkori@artic.edu by Tuesday, September 8th to express your interest, indicate any previous experience you have with the course topics, and how you envision contributing toward the conservation initiative's goal of diversifying the field of conservation and conservation science.

Equivalent Course(s): ARTH 34615

ARTH 24626. Allure of Matter: Material Art in China. 100 Units.

This seminar examines contemporary art in China through the lens of the Smart Museum of Art's upcoming exhibition, *The Allure of Matter: Material Art in China*. Using works in the exhibition as case studies, the course explores questions about materials and materiality in contemporary art. Throughout the course, we will address the following questions: How have unconventional materials impacted art practices in China? How do these material explorations inform our understanding of contemporary art in China and beyond? How do materials mediate different relationships between the artist, artwork and viewer? Guest speakers, including conservators, will expand our discussions of materiality. The course will meet for approximately half of the time at the Smart Museum or Wrightwood 659.

Instructor(s): O. Cacchione Terms Offered: Winter

Prerequisite(s): Students who have taken a course in modern or contemporary art history preferred.

Equivalent Course(s): ARTH 34626, EALC 34627, EALC 24627

ARTH 24706. Japanese Art in the Sinosphere. 100 Units.

From the earliest centuries of the common era until the 1870s, Japanese writers, artists, and scholars considered themselves to be living in the Sinosphere: the realm of China's cultural and political centrality. Starting with a consideration of Chinese material culture in the Tale of Genji, we will proceed to address topics such as the relation between Chinese and Japanese handscroll paintings, the spread of Chinese-style ink monochrome painting in Japan, the rise of the Kano school as official painters and Chinese-style painting experts, and the immense popularity of literati painting and calligraphy. Korean painting's intersection with Chinese and Japanese art in the medieval and early modern periods will also factor into the discussion. We will evaluate the changing dynamics around political power and gender embodied in the Chinese/Japanese oppositional duality and reassess the prevailing narratives concerning how the Sinosphere faded from view in the Meiji era.

Instructor(s): C. Foxwell Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. Registration is permitted by instructor consent only.

Equivalent Course(s): GNSE 34706, GNSE 24706, ARTH 34706

ARTH 24721. Manet, Mallarmé, and Modernism. 100 Units.

Much of the theory, as well as the look and sound of modern art, as it developed in the late nineteenth century, is the result of the individual efforts as well as the friendly collaboration of the Parisian painter Edouard Manet and the Parisian poet and English teacher Stéphane Mallarmé. This course will introduce them, examine their major collaborations (*Le Courbeau*, *L'Après-Midi d'un Faune*), and place them within the developing consensus in experimental art and thought at the fin de siècle, which for reasons having to do with the reception Mallarmé, came to be called symbolism.

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

Equivalent Course(s): FNDL 25007, ARTH 34721, SETH 35007

ARTH 24813. Museums and Art, 1750-1920. 100 Units.

This course considers how the rise of the art museum in the modern era affected the making of modern art and the viewing of past art. It is not designed to be a survey course, but rather a historical investigation of certain issues and developments. We will concentrate on the following: what has been said to happen to objects when they are uprooted and moved into the museum; how and why museums have changed display practices so as to get viewers to look at art in new ways; what artists have understood museums to represent and how they have responded to that understanding in their work and their display preferences. Case studies will be drawn from across Europe and the United States.

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

Equivalent Course(s): ARTH 34813

ARTH 24814. Museums and Art, 1920-present. 100 Units.

This course considers the history of the art museum in relation to developments in modern and contemporary art. We will focus upon how political, social and commercial factors transformed art institutions and display practices in the early and mid-century 20th century; how various challenges -- artists' critiques, new forms of art making, different audiences - did (or

did not) lead to change in the 1960s; and how museums have continued to evolve in the times since. Case studies will be drawn from across Europe and the United States.

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

Equivalent Course(s): ARTH 34814

ARTH 25101. French Art, criticism and Reception. 100 Units.

France has a long history of inspired writing on art by literary figures and critics. This course will examine in tandem key paintings and writings from the period during which modernism developed, from the Revolution of 1848 to the outbreak of WWI. We will seek to understand the aesthetic and social issues that artists and their literary counterparts shared, but also their sense of the incommensurability of visual and verbal expression. While the emphasis will be on close looking and reading, we will also contextualize these concerns in the French art world by analyzing exhibition practices and modes of reception. Students will be expected to participate in discussions and study sessions at the Art Institute and Regenstein Special Collections, to write an essay exam, and to do a short research project on a topic of their choice.

Instructor(s): Martha Ward Terms Offered: Autumn

Prerequisite(s): Registration is permitted by consent only. Students must attend 1st class to confirm enrollment.

Equivalent Course(s): ARTH 35101

ARTH 25111. Rhoades Seminar: Theory, History, and Practice of Textiles - The Andes. 100 Units.

How many minutes of your day are spent with some form of textile touching your skin? And yet, what do you really know about them? This seminar will introduce you to the basic concepts and techniques of making textiles. While readings and discussions will offer globally-relevant perspectives on textiles, the course's primary lens will be the prolific textile tradition that developed in the region of the Andes Mountains over thousands of years. In this course, you will conduct hands-on experiments with technologies for spinning, dyeing, and weaving in an art historical laboratory setting, in order to understand the tools, techniques, and embodied knowledge that they entail. You will then apply what you have learned in these experiments to your own studies of ancient Andean textiles in the stellar collection of the Art Institute of Chicago. Readings will draw on scholarship, reference works, and how-to manuals. Written assignments will take the form of gallery labels and catalogue essays in order to better understand these genres of writing. This course has no prerequisites, but a willingness to participate in active learning (and not having a fear of perhaps doing something badly the first time) are essential. A background in art practice may be helpful, but is in no way necessary or required. Because wool will be handled extensively, potential allergies should be considered before enrolling.

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

Note(s): This course meets at the Art Institute of Chicago. Students should plan their schedules accordingly to account for travel.

Equivalent Course(s): ARTH 35111, LACS 33512, LACS 23512

ARTH 25113. Rhoades Seminar: Possibility and Peril: Material and Technical Innovations in Modern Textiles. 100 Units.

This course will consider the material and technical innovations that attended industrialized textile production in the nineteenth and twentieth centuries. Among the topics considered will be the invention of new fibers such as rayon, Lurex, and polyester, the introduction of synthetic dye stuffs, and the rapid mechanizing of the production process. The promises of these innovations will be examined alongside a consideration of their functional and ecological implications.

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

Note(s): This course meets at the Art Institute of Chicago. Students should plan their schedules accordingly to account for travel. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 35113

ARTH 25115. Winckelmann: Enlightenment Art Historian and Philosopher. 100 Units.

We approach the first great modern art historian through reading his classic early and mature writings and through the art and criticism of his time (and at the end, our own). Reading-intensive, with a field trip to the Art Institute.

Instructor(s): Andrei Pop Terms Offered: Autumn

Prerequisite(s): German reading competence helpful, but NOT required.

Equivalent Course(s): ARTH 35115, GRMN 35015, CLAS 35014, KNOW 35000, SCTH 35000, GRMN 25015

ARTH 25213. Hermeneutics of the Image. 100 Units.

What does it mean to "read" an image? To achieve an understanding of its "meaning"? This is not an easy question since images don't directly offer propositional content, which is the usual habitat of meaning. In this seminar, we will approach this question by considering first some foundational contributions to hermeneutics (Gadamer, Hirsch) and to the theory of pictorial meaning (Wollheim). We will then dig into the tradition of pictorial interpretation as it unfolds starting with Winckelmann and Diderot and extending to the present day (Fried, Clark). Freudian hermeneutics (Freud, Adrian Stokes), iconology (Panofsky), and phenomenology (Merleau-Ponty, Heidegger) will also be considered. In each case, we will endeavor to test the claims and interpretive findings through close examination of the images involved. The emphasis will be on the tradition of European painting and sculpture, but the tools acquired in the seminar should also be applicable in other fields.

Instructor(s): David Wellbery Terms Offered: Winter

Prerequisite(s): For advanced undergrads, consent of instructor required.

Equivalent Course(s): GRMN 35213, GRMN 25213, ARTH 35213, SCTH 38113

ARTH 25540. Fact and Fiction. 100 Units.

Since Grierson's definition of the documentary as "creative treatment of actuality," critics have been struggling to establish distinctions between documentary and fiction. Furthermore, the critical discourse has been constantly challenged by new

artistic meditations of reality and its representation, and works blurring the border between the logic of facts and the logic of fiction. Additionally, this dualism is complicated by the difficult question of truth telling. Cinema has a long and winding history of non-fiction: from staged or dramatized actualities at its beginning, via docudrama, fake documentaries and mockumentary, to trends in recent documentaries that incorporate reenactment and animation. Since the mid-1990s the "documentary turn in contemporary art" has seen more and more artists experimenting with documentary modes through which they are questioning the mediations by which facts/documents acquire their facticity. The aim of this seminar will be to examine films and works in contemporary art that address these difficult questions of fact and fiction. Readings will include work from film and art criticism and theory, as well as critical literature addressing questions of fact and fiction in historiography, narratology, and philosophy. Films may include works by Edison, Robert Flaherty, Ari Folman, Abbas Kiarostami, Chris Marker, George Méliès, Avi Mograbi, Rithy Panh, Peter Watkins. Works by contemporary artists may include Kutlug Ataman, The Atlas Group/
Equivalent Course(s): CMST 25540, ARTH 35540, CMST 45540, ARTV 20540, ARTV 45540, MAPH 45540

ARTH 25705. New Worlds: Art and Material Culture of Early America, 1500-1877. 100 Units.

This a pre-1877 seminar is focused on the art and material culture of North America from contact to the aftermath of the Civil War. The course tackles the question of cultural encounter, indexed through the art and artifacts of the period. The seminar is organized both thematically and chronologically, beginning with post Columbian contact (early French watercolors of Indian life; church architecture of New Mexico), 18th century economic exchange (Chinoiserie, furniture, silver work), politics (revolutionary visual propaganda-in prints), emergence of a merchant class (portraiture of Copley, Stuart, et al.), history painting (West, Vanderlyn, et. al), neoclassicisms (sculpture), Euro-American westward expansion and Indian resistance (itinerant miniature and self-taught artists; hide painting), religion (Shaker furniture and architecture; Hicks), natural history (Audubon) advent of photography (daguerreotypes, ferrotypes, etc.), westward expansion and landscape painting (Cole, Bierstadt, Carlin), slavery, abolition and Civil War (runaway slave ads, Matthew Brady, Winslow Homer). The course will engage directly with the Special Collections, the Smart Museum, and the Art Institute of Chicago. Instructor(s): C. Allison Terms Offered: Spring
Note(s): This course meets frequently at the Art Institute of Chicago. Plan accordingly to allow for travel time.
Equivalent Course(s): AMER 25705

ARTH 25709. Picturing Moral Autonomy in China and Elsewhere. 100 Units.

This course examines how intellectuals in Preindustrial China maintained their independence, as well as their moral compass, in times of inordinate social and political pressure. Systematic thinking on this topic appears early in China, beginning with Confucius and Mencius, but was by no means limited to the Confucian tradition. Zhuangzi (late 4th c. BCE) devoted an entire chapter to the problem. This course will survey some important meditations on the topic from the Classical period, but will focus on the Song dynasty (960-1278) with its rich body of essays, poems, and paintings touching upon the problem of moral autonomy. To supplement our study of primary sources we'll read secondary sources on Song law, society, and government, as well as relevant secondary studies of European art. Later in the course we will read reflections on Song period Chinese essays by English radicals of the 18th century, and will wrap up with American classics by Henry David Thoreau, Ralph Waldo Emerson, and Wendell Berry. Along the way we will learn how to conduct "close readings" of both written and visual materials for clues to the deep, humanistic themes underlying artistic choice.
Instructor(s): M. Powers Terms Offered: Autumn
Equivalent Course(s): EALC 25709, EALC 35709, ARTH 35709

ARTH 25810. Global Abstraction. 100 Units.

This course investigates twentieth-century abstraction as a global phenomenon, focusing on the period from 1945 through the 1960s. Case studies will be drawn primarily from the United States, Europe, Latin America and East Asia, but individual research projects from other regions will be welcome. Themes and questions to be addressed include: the repetition of historical avant-garde strategies such as the grid, the monochrome, and non-compositional order in Europe, the United States, and South America; the global reception and adaptation of Abstract Expressionism; distinct understandings of gesture, mark-making, and subjectivity; the meaning and use of color; the relationship of abstraction to industry and design; the deployment of abstraction as a "weapon of the Cold War" and a strategy of internationalization; and autochthonous definitions of abstraction outside the West. Artists and groups to be studied include: Jackson Pollock, Barnett Newman, Ellsworth Kelly, Agnes Martin, Zero, Blinky Palermo, Georges Mathieu, Lucio Fontana, Neoconcretism, Alejandro Otero, Gutai, and Tansackhwa.

Instructor(s): M. Sullivan Terms Offered: Spring
Note(s): Students must attend first section to confirm enrollment.
Equivalent Course(s): ARTH 35810, LACS 35810, LACS 25810

ARTH 25885. 20th Century American Drama. 100 Units.

Beginning with O'Neill's 'Long Day's Journey into Night' through the American avant-garde to the most recent production on Broadway, this course focuses on American contemporary playwrights who have made a significant impact with regard to dramatic form in context to specific decade as well as cumulatively through the twentieth century. Textual analysis is consistently oriented towards production possibilities, both historically and hypothetically. ATTENDANCE AT FIRST CLASS SESSION IS MANDATORY.

Instructor(s): H. Coleman
Equivalent Course(s): ENGL 24503, TAPS 20110

ARTH 25890. Theories of Autonomy and Visual Art. 100 Units.

Claims for art's autonomy, for its independence from other areas of cultural pursuit, sound incredible today. For some, something art's own continues to feel like an entitlement-even as matters of aesthetics fully entwine with political affairs. The question of autonomy returns with new force in times of crisis representation such as today's. We will explore autonomy

and related problems with guidance and provocations from Roger de Piles, Denis Diderot, Frederick Douglass, Roger Fry, Clement Greenberg, Elaine de Kooning, Donald Winnicott, Gilbert and George, R. D. Laing, Cornelius Castoriadis, Michel Foucault, Joan Scott, Diana Fuss, Hortense Spillers, Adam Phillips, Louise Glück, Diana Fuss, Alan Brubaker, Achille Mbembe, and others.

Instructor(s): Darby English Terms Offered: Winter

Prerequisite(s): Permission of instructor required for registration.

Note(s): Permission of instructor required for registration.

Equivalent Course(s): ARTH 35890

ARTH 25895. Autonomy Etc. 100 Units.

Description Forthcoming.

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

Note(s): Students must attend first class to confirm enrollment. Registration permitted by consent only.

Equivalent Course(s): ARTH 35895

ARTH 26106. Exhibition in Practice II. 100 Units.

Students in this course will work together to install an exhibition at the Smart Museum of Art. Building on the work produced in ARTH 2/36015 Exhibition in Practice I (spring 2019), students collaborate to write exhibition texts, coordinate programming, and participate in the installation process. Workshoping texts, trouble-shooting, and hands-on activities will feature in class sessions. Readings for this course explore diverse ways to approach exhibition narratives, from museum labels to catalogue essays.

Instructor(s): L. Wilson Terms Offered: Autumn

Equivalent Course(s): ARTH 36106

ARTH 26110. Ways of Curating and Collecting. 100 Units.

This seminar takes stock of contemporary currents in curating and collecting practices at a time when we are experiencing rapid expansion of the museum sector internationally, and witnessing the growing ubiquity of "curation" within the spheres of leisure, culture, entertainment and tourism. Using institutions across campus, the city of Chicago and beyond as our primary locus, we will explore curatorial and collecting strategies employed by a variety of visual arts institutions and platforms from the scale of the single-room/single curator gallery, to the museum and the international biennial. We will consider how curatorial and exhibition-making practices have evolved from the latter half of the 20th century to the present day. We will consider the socio-cultural and political implications of curatorial work, and reflect on the shifting status of the art object within collecting and non-collecting institutions. Together we will explore significant curatorial projects at a local, national and international level; we will undertake site visits as well as play host to visiting curators, artists and thinkers. Course readings will feature the writings of seminal international curators as well as selections from historians and theorists in the field of curatorial studies. Students will work through a series of independent and collaborative assignments as well as a final project that integrates curatorial theory and practice.

Instructor(s): Y. Umolu Terms Offered: Winter

Equivalent Course(s): ARTV 20008, ARTH 36110, ARTV 30008

ARTH 26200. Magic and the Cinema. 100 Units.

This course will trace relations between motion pictures and traditions of magic, both as a theatrical entertainment and as a belief system. The invention of cinema's roots in the magic lantern and other "philosophical toys" which trick the senses into seeing visual illusions will be explored in relation to traditions of "Natural Magic" as well as a secularization of magical practices into entertainment from the Renaissance on. The early trick films of Méliès and others will be discussed in relation to the tradition of stage magic in the 19th century, as well as a particular reception of the magical nature of new technologies (electricity, photography, sound recording). The relation between cinema and hypnosis, both as a social concern and as metapsychological description of spectatorship will also be explored. A consideration of the appeal of magic systems of thought (spiritualism, theosophy, ritual magic) for Avant-Garde movement and their relation to experimental films by Epstein, Artaud, Deren, Anger, Smith, Fischinger, and others.

Equivalent Course(s): CMST 35600, CMST 25600, ARTH 36200

ARTH 26384. Art and the Archive in Greater Latin America. 100 Units.

How and why do artists engage records of the past in their work? What are the politics of both creating archives and culling from them to visually render or represent the past? Focusing on artists, art-making, and archives in Greater Latin America (including the United States), this course will consider the process of collecting and creating in artistic production from the perspectives of both theory and practice. Students in the course will work directly with archival materials in Chicago and collaborate on contemporary artistic projects that consider issues of relevance to people and places of the Western Hemisphere.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring

Equivalent Course(s): LACS 26384, ARTV 20017, HIST 26319

ARTH 26791. Best in Show: Art History as Exhibition History. 100 Units.

In this course, I propose a reading of post-war art history as seen, in part, through the periodical prism of one of the field's most important, signature events - the five-yearly Documenta exhibition in Kassel, Germany. Starting with the founding 1955 edition organized by Arnold Bode and ending with the 2017 edition which I worked on as a curator, we will discuss one chapter of Documenta's history per class alongside related events like the Venice and Sao Paulo biennials and Skulptur. Projekte Münster, touching upon such key issues of contemporary art practice and theory as the dynamics of globalization, identity politics, the vagaries of market influence, history and memory and the pressures of the social realm on aesthetic experience. As a history of exhibition making and curatorial practice, the course will also draw on recent developments

in museum culture and the everyday politics of the art world's various institutions, and will be recounted in part from the perspective of exhibition-making experience. The class will consist of hands-on curatorial exercises, as well as writing and reading assignments that mirror and follow the 64-year arc of our historical periodization.

Instructor(s): D. Roelstraete Terms Offered: Spring

Note(s): Students must attend first section to confirm enrollment.

Equivalent Course(s): ARTV 34265, ARTV 24265, ARTH 36791

ARTH 27301. Aesthetics: Phil/Photo/Film. 100 Units.

Equivalent Course(s): CMST 39300, CMST 29300, PHIL 31301, PHIL 21100, ARTH 37301

ARTH 27440. Buddha Then and Now: Transformations from Amaravati to Anuradhapura. 100 Units.

The Buddhist sculptures in Amaravati are arguably the earliest to influence the early Buddhist art of the other parts of the sub-continent as well as south and southeast Asia. The course begins with the discussion of the context in which the Buddha images were made in Amaravati and the factors including Buddhist doctrinal developments that contributed to the spread of these images to various parts of Sri Lanka. Then it traces the course and function of Buddhist iconography in Sri Lanka until into the 21st century to assess the role of geopolitical factors. The positionality and portrayals of the images of Buddha are also considered and analyzed. The course traces the trajectories that transformed the image of the Buddha from a symbol of peace to jingoist assertiveness. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism has changed over centuries from an inclusive posture which helped it sustain and spread to different parts of the world only later to become exclusionary.

Instructor(s): Sree Padma Holt Terms Offered: Winter

Equivalent Course(s): SALC 37440, RLVC 37440, RLST 27440, HREL 37440, SALC 27440, HIST 36704, ARTH 37440

ARTH 27520. There is No Such Place as America. 100 Units.

Description forthcoming.

Instructor(s): D. English Terms Offered: Spring

ARTH 27530. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

Equivalent Course(s): CRES 27530, GNSE 27530, ANTH 25214, HIST 27414

ARTH 27724. Material Constructions of State and Nation: Latin America, 1800-1850. 100 Units.

Covering the wars of Independence and the transition to Republican statehood, this course will address the continuities and ruptures affecting the visual traditions and material cultures of the Colonial period in this crucial period in Latin American history. Intended as a broad survey of the region, the course attempts to think through a political history of objects and images as a way to understand the process of nation-state formation.

Terms Offered: Spring

Equivalent Course(s): LACS 27724, LACS 37724, ARTH 37724

ARTH 27800. The Material Science of Art (Suzanne Deal Booth Conservation Seminar) 100 Units.

This course will introduce students to the methods, theories, and strategies of scientific approaches to studying art objects and consider the meaning of different materials and surfaces across artistic media. It will showcase new scholarship generated in the field of conservation science and object-based art history that draws its strength from the collaborative work among scientists, conservators, art historians, and theorists. Conservation science draws on the applied sciences and engineering to understand how to preserve the world's cultural heritage and forge connections between making and meaning. The course will explore scientific examinations to investigate the production and use of art objects. Focusing on material studies of paintings and sculptures, pigments as well as their binding media, students will learn about the material make-up of art objects by employing visual analysis alongside practical studies using scientific analysis and imaging on campus and at the Art Institute of Chicago. Readings will be drawn from a variety of disciplines, including material science and chemistry, art history, visual and material culture, anthropology, and philosophy.

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

Note(s): Students must have instructor consent to register for this course. Students must attend first section to confirm enrollment.

Equivalent Course(s): ARTH 37800

ARTH 28212. Photography in Africa and African Diaspora. 100 Units.

From photography in the 19th century to the present, this course explores how and why photography became central to arguments about the modernity of African visual art and the roles it has played throughout the continent, the diaspora, and beyond. Moving from one regional focus to the next, students examine photography's roles in expeditionary and ethnographic projects, identity formation, political activism, spirituality, documenting the landscape, and representing the fantastical and the everyday. This course will include visits to the Art Institute of Chicago among other area institutions.

Instructor(s): L. Wilson Terms Offered: Spring

Equivalent Course(s): ARTH 38212

ARTH 28500-28600. History of International Cinema I: Silent Era; History of International Cinema II: Sound Era to 1960.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ARTH 28500. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Instructor(s): A. Field Terms Offered: Autumn

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.

Equivalent Course(s): ENGL 29300, CMLT 22400, CMST 28500, CMLT 32400, MAPH 33600, ARTH 38500, ENGL 48700, CMST 48500, MAAD 18500, ARTV 20002

ARTH 28600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): REES 45005, REES 25005, ENGL 29600, CMST 28600, ENGL 48900, CMST 48600, MAAD 18600, ARTV 20003, MAPH 33700, ARTH 38600, CMLT 22500, CMLT 32500

ARTH 28702. Tales Retold? Modern & Contemporary Chinese Art. 100 Units.

Owing to its revolutionary transformations spanning the 20th and early 21st centuries, China offers a unique access point to exploring key issues in modern and contemporary art. Modern and contemporary artists from China and the Sinophone world have long confronted rather entrenched double-binds, crises of consciousness. We might consider this a double consciousness, on their part-consciousness of being artists in a globalizing context, on the one hand; of being political or national subjects, on the other. Organized thematically, this class will examine selections of artists, movements, and the discourses surrounding them, to unpack the mutual interrelation of key concepts, art and scholarly practices. Questions to be addressed include: How does art history and criticism currently deal with modern and contemporary Chinese art? How does the art world define this category of art practice; and vice versa, how do artists view the art world? Case studies will include artists practicing today as well as historical artists whose work has become a source for the present. While the class deals primarily with art in China, it will necessarily address the wider issues of globalization and the international institutional networks of contemporary art. Students will be encouraged to think broadly about comparative and inter-Asia relations, rather than dividing the globe into East and West.

Instructor(s): J. Lee Terms Offered: Spring

Equivalent Course(s): EALC 28702, ARTH 38702, EALC 38702

ARTH 28703. East Asian Photography Since the Mid-Twentieth Century. 100 Units.

This course will explore the history and practice(s) of photography across East Asia (China, Japan, and Korea) from the mid-20th century to the present day. During the 20th century, these nations moved from the feudal to the industrialized, globalized status. Since their dynamic histories are enmeshed with photographic practices, this course will discuss how photography interprets the history and tells its own stories. We will familiarize ourselves with the most crucial photographers and their practices that emerged in the post-Mao, and post-war periods. Particular emphasis will be given to the ways in which photographers have grappled with legacies of war and revolution, political violence, cultural heritage, and a rapid transition to an industrialized, globalized status. While emphasizing comparative approaches to discuss the rich histories of East Asian photography, this course also takes a close look at how photographic practices of East Asia are converging with global photography.

Instructor(s): Boyoung Chang Terms Offered: Winter

Equivalent Course(s): EALC 28703, ARTH 38703, EALC 38703

ARTH 28705. Christian Iconography. 100 Units.

In Christian culture, visual images have for many centuries played a pivotal role in ritual, devotion, intellectual thought, and religious instruction. The most important aims of this course are that students understand images convey meaning in very unique ways and learn how to decode their visual messages. The study of iconography encompasses a variety of methods used to identify the subject matter of a pictorial image, describe its contents, and analyze its discursive strategies in view of its original cultural context. We will cover some of the most important themes visualized in the arts of Christianity by analyzing imagery spanning different periods, geographical regions, pictorial media, and artistic techniques. While special

emphasis is placed on the intersections of art and literature, we will also examine pictorial themes that are independent of a specific textual basis. Alongside the study of Christian iconography, this course will address broader issues of visual inquiry, such as patronage, viewer response, emotions, and gender roles. In this course, students will acquire a 'visual literacy' that will enable them to explore all kinds of works of art fruitfully as primary sources in their own right.

Instructor(s): Karin Krause Terms Offered: Winter

Prerequisite(s): P/Q: This course is open to all undergraduate students who are interested in the course topic. You certainly do not need to be an adherent of the Christian faith to take this course. However, a basic familiarity with some of the foundational texts of Christianity (esp. the Bible) and its main (Biblical) protagonists is not a disadvantage.

Equivalent Course(s): MDVL 28705, RLST 28705

ARTH 28815. World's Fairs, 1851-1937: Chicago and Paris. 100 Units.

The great era of world's fairs (or universal expositions) lasted about ninety years. Although this golden age originated in London and took expression on every continent, two of its most significant hosts were Paris and Chicago. This course will examine the character and impact of expositions in these two cities, concentrating on Paris expositions held between 1855 and 1937 and the two Chicago fairs of 1893 and 1933. Particular attention will be given to the art, design, and architecture featured, stimulated, and sometimes ignored by the fairs. But technological, racial, political, institutional, and social themes will be examined as well. This colloquium is meant to encourage creation of research papers. It will meet once a week and there will be heavy reliance upon images at each session.

Equivalent Course(s): HIST 28805

ARTH 29001. Painting and Description in the Roman World: Philostratus' Imagines - Religion, Education, Sexuality. 100 Units.

This course explores Roman art, especially painting, through the single most thoughtful, playful and creative text on naturalistic painting written in antiquity. Arguably, it is the most interesting examination of the brilliance and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphrasis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus' descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor Mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage (!) but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. —Before the course begins, read the *Imagines* of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.

Instructor(s): Ja# Elsnor Terms Offered: Spring

Prerequisite(s): Before the course begins, read the *Imagines* of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted).

Equivalent Course(s): GNSE 29001, ARTH 39001, GNSE 39001, RLVC 39001, RLST 29001

ARTH 29410. Dimensions of Citizenship: The Venice Architecture Biennale 2018. 100 Units.

In conjunction with the US pavilion at the 2018 Venice Architecture Biennale - co-commissioned by the University of Chicago and co-curated by Professor Niall Atkinson - this Gold Gorvy Traveling Seminar will explore the multiple relationships between architecture and citizenship both in contemporary practice and in historical perspective. The course will be centered around the pavilion's theme of architecture and citizenship at seven spatial scales: Citizen, Civic, Region, Nation, Globe, Network, Cosmos. Through these scales, students will engage critically with the works of participating artists, architects, and designers, works that address the spatial dimensions of belonging in contemporary society. Students will also explore the historical dimensions citizenship through Venice's complex history as a globally connected maritime empire that incorporated multiple linguistic, ethnic, and religious communities. Finally, the seminar will take account of the politics of national display at the root of the biennale itself and the relationship between historical and contemporary spatial experiences of citizenship and rights of abode, belonging and exile, migration and refuge, and the design of liminal spaces such as ships, ports of entry, quarantine centers, and ghettos as places of agonistic cultural exchange.

Instructor(s): N. Atkinson

Note(s): This is a traveling seminar; the course in its entirety will be taught Sept 4-25 in Venice. Registration is limited and by instructor consent only.

Equivalent Course(s): ARTH 39410

ARTH 29504. Art, Community, Activism. 100 Units.

there is no course description

Equivalent Course(s): ARTH 39504

ARTH 29505. Objects of Japanese History. 100 Units.

The collections of Japanese objects held at the University of Chicago's Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago will be examined as case studies in museum studies, collection research, and, more specifically, in the interpretation of things "Japanese." Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections themselves and the relation of these collections to museum studies per se.

Instructor(s): C. Foxwell & J. Ketelaar Terms Offered: Spring

Prerequisite(s): We will make several study trips to the Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago during class time.

Equivalent Course(s): HIST 34602, EALC 39504, ARTH 39505, HIST 24602, EALC 29504

ARTH 29600. Junior Seminar: Doing Art History. 100 Units.

The aim of this seminar is to deepen an understanding of art history as a discipline and of the range of analytic strategies art history affords to students beginning to plan their honors papers or, in the case of students who are minoring in art history, writing research papers in art history courses. Students read essays that have shaped and represent the discipline, and test their wider applicability and limitations. Through this process, they develop a keener sense of the kinds of questions that most interest them in the history and criticism of art and visual culture. Students develop a formal topic proposal in a brief essay, and write a final paper analyzing one or two works of relevant, significant scholarship for their topics.

Instructor(s): T. Golan; M. Sullivan Terms Offered: Spring Winter

Note(s): Required of third-year students who are majoring in art history; open to nonmajors with consent of instructor. This course does not meet the general education requirement in the arts.

ARTH 29700. Reading Course. 100 Units.

This course is primarily intended for students who are majoring in art history and who can best meet program requirements by study under a faculty member's individual supervision. The subject, course of study, and requirements are arranged with the instructor. Prerequisite(s): Consent of Instructor and Director of Undergraduate Studies Note(s): Students are required to submit the College Reading and Research Form. Must be taken for a quality grade. With adviser's approval, students who are majoring in art history may use this course to satisfy requirements for the major, a special field, or electives. This course is also open to nonmajors with advanced standing. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of Instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Form. Must be taken for a quality grade. With adviser's approval, students who are majoring in art history may use this course to satisfy requirements for the major, a special field, or electives. This course is also open to nonmajors with advanced standing. This course does not meet the general education requirement in the arts.

ARTH 29800. Senior Thesis Workshop. 100 Units.

This workshop provides guided research on the topic of the senior thesis. Students arrange their program of study and a schedule of meetings with their assigned section leader. Required of fourth-year Art History majors who wish to pursue honors.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Possibly required of Fourth-Year Art History Majors; consult the program requirements in the catalog and contact Art History's Director of Undergraduate Studies for more information.

Note(s): This course does not meet the general education requirement in the arts.

ARTH 29900. Preparation for the BA Paper. 100 Units.

This course provides guided research on the topic of the senior paper. Students arrange their program of study and a schedule of meetings with their senior paper advisor.

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

Prerequisite(s): Consent of instructor and Undergraduate Program Chair

Note(s): Students are required to submit the College Reading and Research Form. May be taken for P/F grading with consent of instructor.

ARTH 29942. XCAP: Food for Thought. 100 Units.

If anthropology and contemporary art have one thing in common, it is the aim to de-familiarize taken-for-granted ways of being in the world by means of ethnographic comparison or aesthetic provocation so as to open up new perspectives on the complexities of human social life. Co-taught by an artist and an anthropologist, this course considers what's at stake when contemporary artists build on this longstanding practice to explore the complexities of current societal, political, and cultural contexts.

Instructor(s): Laura Letinsky & Stephan Palmié Terms Offered: Autumn

Note(s): for 3rd and 4th year students only

Equivalent Course(s): ARTV 36210, CMST 36210, ANTH 25315, ARTV 26210, ANTH 35315, CMST 26210, KNOW 29942



Astrophysics

Department Website: <http://astro.uchicago.edu>

Program of Study

Astronomy is the oldest of the natural sciences; since antiquity astronomers have sought to understand the origin and destiny of the universe and its celestial contents. How did the universe evolve from an early, almost uniform, state to the rich structure that we see at the present epoch? Where did the elements of the periodic table come from? How do stars, along with their systems of planets, form and how do they change with time? Do other life-bearing worlds exist? These questions have evolved over millennia, with answers now sought using the mathematical, technological, and computational tools of modern astronomy.

For students interested in examining fundamental questions through scientific study of the universe, the Department of Astronomy and Astrophysics offers several choices to explore. Options include general education courses, the minor program in Astronomy and Astrophysics (aimed at students not majoring in the sciences), and the major program in Astrophysics, with both BA and BS tracks.

General Education Courses

Many options are available for choosing two- or three-quarter sequences that will satisfy the general education requirement in the physical sciences from among six courses numbered in the 12000s. These courses are designed for students not majoring in the sciences and present a range of foundational topics, from the grand principles governing the universe and understanding its beginning, to the formation and evolution of stars and galaxies, and the search for habitable extrasolar planets. All courses numbered in the 12000s include labs for engaging in astronomical inquiry through classical experiments, opportunities for telescope observing, and data analysis. The Study Abroad program in Paris is another option for completing the general education requirement in the physical sciences.

Students seeking a more in-depth examination of selected astrophysical topics may take a course numbered in the 18000s as a third course in the physical sciences or as a general elective. While the 12000 and 18000 courses are aimed at students not majoring in the sciences, quantitative analysis is an important part of all courses offered by the Department of Astronomy and Astrophysics. Any tools beyond pre-calculus algebra will be taught as needed.

Major in Astrophysics

The major program in Astrophysics reflects Chicago's tradition of interdisciplinary study and emphasis on mastery of the intellectual processes of inquiry and discovery. Courses in Computer Science and Statistics complement a foundational program in Physics, reflecting the essential relationships among the physical sciences. Students will gain broad knowledge of the universal, physical laws from the nuclear to cosmological; familiarity with computational methods and statistical data analysis; and experience with experimental and observational techniques through participation in research. Graduates of the Astrophysics program will be positioned to pursue advanced degrees in physics, astronomy, or similar fields, or enter government service, science education, or scientific journalism.

There are two tracks for students interested in the major. The program leading to a BA in Astrophysics consists of fifteen courses beyond the general education requirement. The program leading to a BS in Astrophysics consists of eighteen courses beyond the general education requirement. The BS track is recommended for students expecting to apply to graduate school in the physical sciences.

Please note that courses counted toward the major must be taken for quality grades (no P/F grading).

Summary of Requirements for the BA in Astrophysics

GENERAL EDUCATION		
PHYS 13100-13200	Mechanics; Electricity and Magnetism (or higher)	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
Total Units		400
MAJOR		
ASTR 13300	Introduction to Astrophysics §	100
PHYS 13300	Waves, Optics, and Heat (or higher)	100
One of the following:		100
MATH 16300	Honors Calculus III	
MATH 18300	Mathematical Methods in the Physical Sciences I	
One of the following:		100
MATH 18400	Mathematical Methods in the Physical Sciences II	
MATH 19620	Linear Algebra	
MATH 20250	Abstract Linear Algebra	

MATH 20300	Analysis in \mathbb{R}^n I	
One of the following:		100
ASTR 20500	Introduction to Python Programming with Applications to Astro Statistics	
CMSC 12100	Computer Science with Applications I	
One of the following:		100
STAT 22000	Statistical Methods and Applications *	
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
PHYS 23410	Quantum Mechanics I †	100
ASTR 21100	Computational Techniques in Astrophysics	100
ASTR 21200	Observational Techniques in Astrophysics	100
ASTR 29800	Undergraduate Research Seminar	100
ASTR 25400	Radiation Processes in Astrophysics	100
ASTR 24100	The Physics of Stars	100
One of the following:		100
ASTR 25800	Astrophysics of Exoplanets	
ASTR 23900	Physics of Galaxies	
ASTR 24300	Cosmological Physics	
Two electives to be selected from list of approved courses		200
Total Units		1500

* Credit may be granted by examination.

§ Students who matriculated prior to Autumn 2018 may substitute any 20000-level ASTR course for ASTR 13300.

† Students in the BA in Astrophysics who matriculated prior to Autumn 2020 and who have already completed PHYS 15400 Modern Physics are not required to take PHYS 23410 Quantum Mechanics I.

Summary of Requirements for the BS in Astrophysics (Physics Variant)

GENERAL EDUCATION

PHYS 13100-13200	Mechanics; Electricity and Magnetism (or higher)	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
Total Units		400

MAJOR

ASTR 13300	Introduction to Astrophysics §	100
PHYS 13300	Waves, Optics, and Heat (or higher)	100
One of the following:		100
MATH 16300	Honors Calculus III	
MATH 18300	Mathematical Methods in the Physical Sciences I	
One of the following:		100
MATH 18400	Mathematical Methods in the Physical Sciences II	
MATH 19620	Linear Algebra	
MATH 20250	Abstract Linear Algebra	
MATH 20300	Analysis in \mathbb{R}^n I	
One of the following:		100
ASTR 20500	Introduction to Python Programming with Applications to Astro Statistics	
CMSC 12100	Computer Science with Applications I	
One of the following:		100
STAT 22000	Statistical Methods and Applications *	
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
PHYS 23410	Quantum Mechanics I	100

PHYS 27900	Statistical and Thermal Physics	100
ASTR 21100	Computational Techniques in Astrophysics	100
ASTR 21200	Observational Techniques in Astrophysics	100
ASTR 29800	Undergraduate Research Seminar	100
ASTR 25400	Radiation Processes in Astrophysics	100
ASTR 24100	The Physics of Stars	100
One of the following:		100
ASTR 25800	Astrophysics of Exoplanets	
ASTR 23900	Physics of Galaxies	
ASTR 24300	Cosmological Physics	
Three electives to be selected from list of approved courses		300
Total Units		1700

- * Credit may be granted by examination.
- § Students who matriculated prior to Autumn 2018 may substitute any 20000-level ASTR course for ASTR 13300.
- † Students in the BS in Astrophysics (Physics Variant) who matriculated prior to Autumn 2020 and who have already completed PHYS 15400 Modern Physics and PHYS 23400 Quantum Mechanics I are not required to take PHYS 23510 Quantum Mechanics II.

Summary of Requirements for the BS in Astrophysics (Chemistry Variant)

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) **†	200
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II *	
Total Units		400

MAJOR

PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
ASTR 13300	Introduction to Astrophysics	100
One of the following:		100
MATH 16300	Honors Calculus III	
MATH 18300	Mathematical Methods in the Physical Sciences I	
One of the following:		100
MATH 18400	Mathematical Methods in the Physical Sciences II	
MATH 19620	Linear Algebra	
MATH 20250	Abstract Linear Algebra	
MATH 20300	Analysis in Rn I	
One of the following:		100
ASTR 20500	Introduction to Python Programming with Applications to Astro Statistics	
CMSC 12100	Computer Science with Applications I	
One of the following:		100
STAT 22000	Statistical Methods and Applications *	
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
CHEM 11300	Comprehensive General Chemistry III	100
ASTR 21100	Computational Techniques in Astrophysics	100
ASTR 21200	Observational Techniques in Astrophysics	100
ASTR 29800	Undergraduate Research Seminar	100
ASTR 25400	Radiation Processes in Astrophysics	100
ASTR 24100	The Physics of Stars	100
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100

One of the following:	100
ASTR 25800 Astrophysics of Exoplanets	
ASTR 23900 Physics of Galaxies	
ASTR 24300 Cosmological Physics	
One elective to be selected from list of approved courses	100
Total Units	1800

* Credit may be granted by examination.

† CHEM 10100-10200 Introductory General Chemistry I-II and CHEM 12100-12200 Honors General Chemistry I-II also satisfy this requirement. Enrollment into a particular sequence is based on chemistry placement or AP score. Students should consult with the Department of Chemistry regarding Advanced Placement and Accreditation Examinations.

Sample Programs

The sample programs below illustrate different paths for fulfilling requirements for the Astrophysics major. The first example shows a path for the BS in Astrophysics with the introductory sequence in Physics.

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 13100	PHYS 13200	ASTR 13300
MATH 15100	MATH 15200	PHYS 13300
		MATH 15300
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ASTR 20500	ASTR 21200	ASTR 21100
STAT 23400	PHYS 23410	ASTR 29800
	MATH 18400	PHYS 23510
Third Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ASTR 25400	ASTR 24100	Elective
	Elective	
Fourth Year		
Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 27900	Elective	ASTR 24300

This sample shows a path for the BS in Astrophysics with the introductory sequence in Chemistry.

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
CHEM 11100	CHEM 11200	ASTR 13300
MATH 15100	MATH 15200	CHEM 11300
		MATH 15300
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 13100	PHYS 13200	PHYS 13300
	MATH 18400	STAT 22000
Third Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ASTR 20500	ASTR 21200	ASTR 21100
ASTR 25400	ASTR 24100	ASTR 29800
Fourth Year		
Autumn Quarter	Winter Quarter	Spring Quarter
CHEM 26100	CHEM 26200	ASTR 23900
	Elective	

Electives

ASTR 21400	Creative Machines and Innovative Instrumentation	100
ASTR 28200	Current Topics in Astrophysics	100
ASTR 28500	Science with Large Astronomical Surveys	100
ASTR 29001	Field Course in Astronomy and Astrophysics I	100
ASTR 29002	Field Course in Astronomy and Astrophysics II	100
ASTR 30100	Stars	100
ASTR 30300	Interstellar Matter	100
ASTR 30400	Galaxies	100

ASTR 33000	Computational Physics and Astrophysics	100
CMSC 15200	Introduction to Computer Science II	100
CMSC 15400	Introduction to Computer Systems	100
CMSC 23500	Introduction to Database Systems	100
CMSC 23900	Data Visualization	100
CMSC 28510	Introduction to Scientific Computing	100
GEOS 21200	Physics of the Earth	100
GEOS 22040	Planet Formation in the Galaxy I: From Dust to Planetesimals	100
GEOS 22050	Planet Formation in the Galaxy II: From Planetesimals to Planets	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22600	Electronics	100
PHYS 22700	Intermediate Electricity and Magnetism II	100
PHYS 23410	Quantum Mechanics I §	100
PHYS 26000	Fluid Dynamics	100
PHYS 26400	Spacetime and Black Holes	100
STAT 22200	Linear Models and Experimental Design	100
STAT 22400	Applied Regression Analysis	100
STAT 24500	Statistical Theory and Methods II	100
STAT 24510	Statistical Theory and Methods IIa	100
STAT 25100	Introduction to Mathematical Probability	100
STAT 25300	Introduction to Probability Models	100
STAT 27400	Nonparametric Inference	100
STAT 27850	Multiple Testing, Modern Inference, and Replicability	100

§ Students in the BA in Astrophysics who matriculated prior to Autumn 2020 may claim this course as an elective.

‡ Students in the BA in Astrophysics may claim this course as an elective. Students in the BS in Astrophysics who matriculated prior to Autumn 2020 may also claim this course as an elective.

Grading

Students in the major or minor programs offered by the Department of Astronomy and Astrophysics must receive a quality grade of at least C in all courses counting toward major/minor requirements. In addition, students who are majoring in Astrophysics must receive a quality grade of at least C- in prerequisite courses offered by other departments.

Honors

Students who have completed the requirements for the BA or BS in Astrophysics are encouraged to prepare an honors thesis based on their work. To be considered for honors, a student must earn a GPA of 3.5 or higher in the required courses for the major and 3.0 overall (or obtain consent from the assistant chair for academic affairs), and have an approved research project that will be supervised by a faculty member.

Eligible students who wish to be considered for honors will first meet with the academic affairs administrator to obtain guidelines and requirements for this option, followed by a meeting with their research mentor resulting in a plan for the supervision of the research. The student enrolls in ASTR 29900 Honors Thesis in any quarter of their graduation year. A goal of the honors track is to mentor students through the process of preparing research and submitting it for publication. Along the way, students present their research to various groups, including Astronomy and Astrophysics faculty, for feedback and discussion.

Minor in Astronomy and Astrophysics

The grand narrative of astronomy holds wide popular appeal and lends itself to interdisciplinary study: there is a deep history and cultural context, the night sky is profoundly inspiring and accessible to everyone, and the spirit of exploration is communicated in daily media reports of new discoveries. The minor in Astronomy and Astrophysics was designed for students not majoring in the sciences to cultivate understanding of science as a human endeavor across multiple social, historical, and cultural contexts, and to develop comprehension of the quantitative reasoning that supports a deep conceptual understanding of science.

Students are allowed flexibility in selecting five courses to compose a rigorous program of study according to individual interest. The selection must include at least two courses numbered in the 12000s and at least one in the 18000s. It is possible for a student pursuing the minor to substitute a course numbered in the 20000s for one of the 18000 courses. Students interested in exploring this option must meet with the academic affairs administrator to discuss course selection. **Please note: courses taken to satisfy the general education requirement in the physical sciences may not be counted towards the minor.** Students who satisfy their general education requirement in the physical sciences in Astronomy and

Astrophysics may pursue the minor through completing the remaining courses numbered in the 12000s and at least one in the 18000s.

There are no Physics or Mathematics prerequisites for the minor. Courses must be taken for quality grades (no P/F grading). Students must meet with the academic affairs administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor and fill out the College's Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form.

Study Abroad Program

Every Spring Quarter a three-course Astronomy program is offered in Paris, composed from the courses numbered in the 12000s that are offered on campus. This sequence was designed for students not majoring in the sciences but may also be of interest to science majors who want to supplement their work in physics and chemistry with a quarter devoted to the cosmos. In Spring Quarter 2021, the Paris program will offer ASTR 12600 Matter, Energy, Space, and Time, ASTR 12610 Black Holes, and ASTR 12620 The Big Bang.

The Astronomy program in Paris satisfies the general education requirement in the physical sciences. Students who have already completed their general education requirement in the physical sciences may count the three courses taken in Paris toward the five required to satisfy the minor in Astronomy and Astrophysics. For details, see the Study Abroad (<https://study-abroad.uchicago.edu>) page for Paris: Astronomy (<http://study-abroad.uchicago.edu/programs/paris-astronomy/>).

Astronomy and Astrophysics Courses

ASTR 11901. Physics of Stars: An Introduction. 100 Units.

Understanding how stars work - what makes them shine - is one of the great accomplishments of 20th-century science. The theory of stellar structure allows us to investigate the interiors of stars, even though what we observe is radiation from their outer atmospheres. This theory also helps us determine how old stars are, how they create heavier nuclei from lighter nuclei in their centers, and how they evolve from birth to death, ending as a white dwarf, a neutron star, or a black hole. This course introduces you to the concepts behind and applications of this crucial breakthrough. We will review the physical principles - gravity, pressure, radiation, and how radiation interacts with matter - and apply these principles to further our understanding of stellar structure. We will collect our own measurements of stellar properties, such as the temperatures and luminosities of stars, using robotic telescopes controlled via the internet. Using these and other data, we will test the theory of stellar structure and explore what it can tell us about the universe. While it is not required, students who have taken this course in the past have found it beneficial to bring their own laptops to class if they have them.

Terms Offered: Summer

Prerequisite(s): Open to high school students only.

ASTR 12600. Matter, Energy, Space, and Time. 100 Units.

A comprehensive survey of how the physical world works, and how matter, energy, space, and time evolved from the beginning to the present. A brief survey of the historical development of mathematics, physics, and astronomy leads to a conceptual survey of the modern theory of the physical universe: space and time in relativity; the quantum theory of matter and energy; and the evolution of cosmic structure and composition. The major theme of this course is the understanding of all nature, from the prosaic to the exotic, using powerful quantitative theory grounded in precise experiments. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)

Instructor(s): Erik Shirokoff Terms Offered: Autumn

Equivalent Course(s): PHSC 12600

ASTR 12610. Black Holes. 100 Units.

Black Holes are the most exotic, extreme and paradoxical systems in the universe. They are the densest concentrations of energy, yet they convert all matter that falls in to pure space-time curvature; they radiate more power than anything else, even though most of their radiation is not even made of light; they are mathematically the most perfectly understood of any physical structure, but their enigmatic behavior is still the subject of a violent disagreement among experts that highlights our ignorance of how quantum physics relates to gravity. This course will survey the physics of space and time, the nature of black holes, their effects on surrounding matter and light, the astrophysical contexts in which they are observed, frontier areas of research as quantum gravity and gravitational waves, and the importance of space-time physics to everyday needs such as navigation and energy. The modern theory of space and time, as well as black holes, will be placed in historical context, with special attention to the work of Albert Einstein. Experimental exercises will include direct measurement of the speed of light and gravitational mass, and experience with interferometry. Quantitative analysis will be an important part of the course, but mathematics beyond algebra will not be required. (L)

Instructor(s): Fausto Cattaneo (Summer Quarter); Nick Gnedin (Spring Quarter) Terms Offered: Spring Summer. Summer Quarter instructor is Fausto Cattaneo.

Prerequisite(s): PHSC 12600 or PHSC 12700

Equivalent Course(s): PHSC 12610

ASTR 12620. The Big Bang. 100 Units.

The Big Bang model describes the Universe on the largest scales and its evolution from the earliest observationally accessible times through the formation of the complex world we live in today. This powerful framework allows us to interpret a wide range of observations and to make detailed and precise predictions for new experiments. The key motivating observations include the expansion of the Universe and how it has changed with time; the existence of radiation indicating a hot and dense early phase; the abundance of the light elements; and how matter is organized over a wide range of physical scales. The model naturally incorporates dark matter and dark energy, two surprising and poorly understood components that

govern the growth of structure over time. The course will explore the history of scientific cosmology and the evidence for the Big Bang model, its consequences for the earliest moments after the Big Bang, and its predictions for the eventual fate of the Universe. Labs will include a hands-on measurement of the relic cosmic microwave background radiation from the early universe and the use of astronomical data to verify key discoveries in the history of Big Bang cosmology. Quantitative analysis will be an important part of the course, but prior experience with mathematics beyond algebra will not be required. (L)

Instructor(s): Rocky Kolb Terms Offered: Winter

Prerequisite(s): PHSC 12600

Equivalent Course(s): PHSC 12620

ASTR 12700. Stars. 100 Units.

Elements such as carbon and oxygen are created in fusion reactions at high temperatures and pressures in the deep interiors of stars, conditions that naturally arise in stars like the Sun. This course will outline the physical principles at work and the history of the development of the key ideas: how nuclear physics and the theory of stellar interiors account for how stars shine, why they live for such long times, and how the heavy elements in their cores are dispersed to form a new generation of stars. Gravity assembles stars out of more diffuse material, a process that includes the formation of planetary systems. The course shows how, taken together, these physical processes naturally lead to the ingredients necessary for the emergence of life, namely elements like carbon, nitrogen, and oxygen, and planets in stable orbits around long-lived stars. The course features quantitative analysis of data; any tools needed beyond pre-calculus algebra will be taught as part of the course. (L) Instructor(s): Fausto Cattaneo (Summer Quarter); Damiano Caprioli (Autumn Quarter) Terms Offered: Autumn Summer. Summer Quarter instructor is Fausto Cattaneo.

Equivalent Course(s): PHSC 12700

ASTR 12710. Galaxies. 100 Units.

Galaxies have been called island universes, places where stars are concentrated, where they are born, and where they die. The study of galaxies reaches back to the Renaissance; Galileo Galilei first pointed a telescope skyward in 1610 and confirmed a then 2000 year-old Greek conjecture about the nature of our own galaxy -- the Milky Way. This course will use extensive modern observational data from a wide range of telescopes to trace the modern picture for the formation and evolution of galaxies and the stars in them. Galaxies will then be used as markers of yet larger scale structures, in order to explore the influence of gravity over cosmic time. The object of study in this course is galaxies, and the narrative arc traced through that extensive data and understanding will highlight our profound discovery that most of the mass in galaxies (and the Universe as a whole) is in fact an exotic form of matter -- dark matter -- that we cannot directly see. Quantitative analysis will be an important part of the course in both laboratory work and lectures, but mathematics beyond algebra and some geometric understanding will not be required. This course will feature several observationally-oriented labs that will allow students to directly experience how some of the modern understanding of galaxies has arisen. (L)

Instructor(s): Jeffrey McMahon Terms Offered: Winter

Prerequisite(s): PHSC 12600 or PHSC 12700. PHSC 12710 can be taken as the first course in a sequence combined with PHSC 12720.

Equivalent Course(s): PHSC 12710

ASTR 12720. Exoplanets. 100 Units.

The past two decades have witnessed the discovery of planets in orbit around other stars and the characterization of extra-Solar (exo-) planetary systems. We are now able to place our Solar System into the context of other worlds and a surprising conclusion that most planetary systems look nothing like our own. A challenging next step is to find planets as small as the Earth in orbit around stars like the Sun. The architecture of planetary systems reflects the formation of the parent star and its protoplanetary disk, and how these have changed with time. This course will review the techniques for discovery of planets around other stars, what we have learned so far about exoplanetary systems, and the driving questions for the future, including the quest for habitable environments elsewhere. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)

Instructor(s): Leslie Rogers Terms Offered: Spring

Prerequisite(s): PHSC 10800, PHSC 10100, PHSC 12700 or PHSC 12710.

Equivalent Course(s): PHSC 12720

ASTR 13300. Introduction to Astrophysics. 100 Units.

The course is intended for first-year students intending to major in Astrophysics as an introduction to the range of important physical processes that operate in astrophysical environments, and how these govern structures across a wide range of scales, from planets to superclusters to the Universe. Throughout the course, we will see that similar physical principles (gravity, radiation, particle physics) come in at different stages and systems (planets, stars, galaxies, the Universe). We will also incorporate into each class relevant current active research areas in Astrophysics, especially focusing on connection with research in the department. We anticipate a highly interactive class with a large number of group activities, demos and discussions.

Instructor(s): Chihway Chang Terms Offered: Spring

Prerequisite(s): PHYS 13300; may be taken concurrently.

ASTR 18000. The Search for Extraterrestrial Life. 100 Units.

The origin of life is one of the biggest questions of modern science. While substantial progress has been made in understanding how life arose on our planet, such research represents just a single case study in how life originates and evolves. This course covers the search for life beyond Earth from the planets and moons of the Solar System to planets orbiting other stars and intelligent life that may have left its mark on macroscopic scales. The discovery of life beyond Earth would be transformative for our understanding of humanity's place in the universe. A range of ongoing and planned

experiments have the potential to detect or put strong constraints on the existence of life during the next few decades. This class will mix traditional lectures with flipped classroom problem-solving sessions.

Instructor(s): Jacob Bean Terms Offered: Autumn

Note(s): Not recommended for students who have taken ASTR/PHSC 12720 Exoplanets.

Equivalent Course(s): PHSC 18000

ASTR 18100. The Milky Way. 100 Units.

Within a largely empty universe, we live in a vast stellar 'island' that we call the Milky Way. As we survey the stellar and interstellar components of the Milky Way-the distribution and motions of stars and interstellar gas, and how these dynamic, ever-changing components interact with each other during their life cycles inside the Milky Way-we will follow the path of ancient astronomers, wonder at their mistakes and prejudices, and form our own understanding.

Instructor(s): Nick Gnedin Terms Offered: Spring. Not offered in 2020-2021.

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): PHSC 18100

ASTR 18200. The Origin and Evolution of the Universe. 100 Units.

This course provides a comprehensive introduction to modern cosmology for students wishing to delve deeper into the subject than PHSC 12620 (which is not a prerequisite) but at a similar mathematical level. It will discuss how the fundamental laws of physics allow us to understand the origin, evolution, and large-scale structure of the universe. After a brief review of the history of cosmology, the course will cover the expansion of the universe, Newtonian cosmology, Einstein's Special and General Relativity, black holes, dark matter, dark energy, the Cosmic Microwave Background radiation, Big Bang nucleosynthesis, the early universe, primordial inflation, the origin and evolution of large-scale structure in the universe, and cosmic surveys that are probing inflation and cosmic acceleration.

Instructor(s): Josh Frieman Terms Offered: Not offered in 2020-2021.

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): PHSC 18200

ASTR 18300. Searching Between the Stars. 100 Units.

With the advent of modern observational techniques (e.g., radio, satellite astronomy), it has become possible to study free atoms, molecules, and dust in the vast space between the stars. The observation of interstellar matter provides information on the physical and chemical conditions of space and on the formation and evolution of stars.

Instructor(s): Al Harper Terms Offered: Spring

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): PHSC 18300

ASTR 18400. Origins: From the Big Bang to Human Consciousness. 100 Units.

In this course we will look at the approaches to, data for, and theories of the big transitions in the evolution of the physical universe and the living world.

Instructor(s): Wendy Freedman and Neil Shubin Terms Offered: Autumn

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

ASTR 18700. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, 'Are we alone in the universe?', in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe - in order to better understand the meaning of human existence.

Instructor(s): P. Sereno; L. Rogers; S. London Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): BIOS 29142, BPRO 28800, PSYC 28810

ASTR 18800. Philosophical Problems in Cosmology. 100 Units.

In this course, we will undertake a comparison of the philosophical underpinnings of the Aristotelian and Copernican cosmologies, including a comparison of mechanistic and teleological approaches to the natural world. The epistemological foundations of the scientific method, in particular as applied to cosmology (from Galileo to the modern context) will be examined, as will positivist vs. realistic outlooks on cosmology. (For example, what does science say-or not say-about the inside of a black hole, or the space beyond the Hubble horizon?) We will ponder questions such as: Do the epistemological foundations of science require us to be able to repeat relevant experiments? If so, does this disqualify cosmology as a science? If not, why? Might our universe be part of a computer simulation? What information could possibly convince us that this is true or false?

Instructor(s): Dan Hooper Terms Offered: Autumn

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): HIPS 18800, PHSC 18800

ASTR 18900. Mapping the Heavens: Early Astronomical Surveys. 100 Units.

The first modern systematic surveys of the night sky were accomplished in the first half of the nineteenth century by William, Caroline, and John Herschel, who published catalogs of double stars, star clusters, and small faint patches of light ('nebulae') that they discovered using their homemade reflector telescopes. By the late nineteenth century, photographic sensitivity to light was useful for mapping the sky, enabling a transition away from visual observations. Professional astronomers at the time preferred refractor (lens-type) telescopes, but these instruments were unsuitable for the detection of diffuse light. Exceptions included lenses designed for studio portraiture, and a few reflector telescopes, now vastly improved with silver-on-glass mirrors. These technological developments enabled the sky to be mapped photographically starting in the 1880's, showing detail that was invisible to the eye. This course will cover the technological developments in astronomy, both telescope optics and the photographic process, that enabled sky surveys such as these. The technological background will be presented in the context of the driving scientific questions of the day: what were the surveys intended to do, and what did they actually accomplish? The course is intended for students interested in the history of the astronomical and imaging sciences.

Instructor(s): Rich Kron Terms Offered: Winter

Equivalent Course(s): HIPS 18900

ASTR 20500. Introduction to Python Programming with Applications to Astro Statistics. 100 Units.

The course will introduce students to programming using Python language and will review basic code elements and data structures commonly used in Python. It will introduce Python libraries, such as numpy and scipy and the concepts of vector operations that greatly aid scientific computations with Python. Plotting of graphs and data using Matplotlib library will also be introduced. Programming techniques will be illustrated and applied to basic statistical concepts that are used in astronomical research.

Instructor(s): Andrey Kratsov Terms Offered: Autumn

Prerequisite(s): Placement into MATH 15100 or higher, or by consent.

ASTR 21100. Computational Techniques in Astrophysics. 100 Units.

This course will introduce basic computational techniques most often used in astronomical research, such as interpolation, transforms, smoothing, numerical differentiation and integration, integration of ordinary differential equations, and Monte Carlo methods, and elements of basic computer algorithms, data structures, and parallel programming using Python as the main course programming language with heavy use of NumPy, SciPy, and Matplotlib packages. Practical examples where these numerical techniques are applied will be covered via homework and in class exercises using real-world astronomical problems and results of recent papers with emphasis on implementing the algorithms from scratch. The course will cover the access to astronomical archival data, and how to search it efficiently, focusing specifically on the Sloan Digital Sky Survey, but with introduction to other data sets. Machine learning methods will be introduced to illustrate how large data sets can be mined for interesting information.

Instructor(s): Andrey Kravtsov Terms Offered: Spring

Prerequisite(s): ASTR 20500 or CMSC 12100 or consent of instructor.

Equivalent Course(s): ASTR 31200

ASTR 21200. Observational Techniques in Astrophysics. 100 Units.

This course will prepare students in methods that will be used in their independent research by introducing observation and analysis techniques in a field of astrophysics chosen by the instructor. Students will learn basics of astronomical instrumentation and will apply that knowledge in a practical context (for example, using an on-campus telescope or telescopes controlled robotically from campus). The process of data reduction and calibration will be illustrated, leading to the extraction of scientifically meaningful results.

Instructor(s): Al Harper Terms Offered: Winter

Prerequisite(s): ASTR 13300 or consent of instructor.

ASTR 21400. Creative Machines and Innovative Instrumentation. 100 Units.

An understanding of the techniques, tricks, and traps of building creative machines and innovative instrumentation is essential for a range of fields from the physical sciences to the arts. In this hands-on, practical course, you will design and build functional devices as a means to learn the systematic processes of engineering and fundamentals of design and construction. The kinds of things you will learn may include mechanical design and machining, computer-aided design, rapid prototyping, circuitry, electrical measurement methods, and other techniques for resolving real-world design problems. In collaboration with others, you will complete a mini-project and a final project, which will involve the design and fabrication of a functional scientific instrument. The course will be taught at an introductory level; no previous experience is expected. The iterative nature of the design process will require an appreciable amount of time outside of class for completing projects. The course is open to undergraduates in all majors (subject to the pre-requisites), as well as Master's and Ph.D. students.

Instructor(s): Stephan Meyer and Scott Wakely Terms Offered: Winter

Prerequisite(s): PHYS 12200 or PHYS 13200 or PHYS 14200; or CMSC 12100 or CMSC 12200 or CMSC 12300; or consent of instructor.

Equivalent Course(s): PSMS 31400, ASTR 31400, CHEM 21400

ASTR 23900. Physics of Galaxies. 100 Units.

This course will provide a comprehensive introduction to galaxies and the interstellar medium and will examine the physical processes involved in their structure and evolution. Topics will include the stellar content of galaxies and the dynamics of stars within galaxies, the physical state of the interstellar medium, central supermassive black holes and power generation in active galactic nuclei, what can be learned about the distribution of mass from gravitational lensing, and processes that shape the relative distributions of dark matter and baryonic matter.

Instructor(s): Irina Zhuravleva Terms Offered: Winter

Prerequisite(s): ASTR 24100 and PHYS 23400 or PHYS 23410; or consent of instructor.

ASTR 24100. The Physics of Stars. 100 Units.

This course develops the physical theory of the internal structure of stars and how their structure changes with time. The material illustrates how to build model stars based on these physical principles and covers observational constraints on these models, such as the neutrino flux from the core of the Sun. Topics include supernovae and the end states of stars-white dwarfs, neutron stars, and black holes.

Instructor(s): Robert Rosner Terms Offered: Winter

Prerequisite(s): ASTR 25400 and PHYS 23400 or PHYS 23410; or consent of instructor.

ASTR 24300. Cosmological Physics. 100 Units.

This course will provide a comprehensive introduction to the principal topics in cosmology, including theoretical and observational foundations. Key topics will include the expansion of the Universe, dark matter and energy, cosmic microwave background, hot Big Bang, and the origin and evolution of structure.

Instructor(s): Wayne Hu Terms Offered: Spring

Prerequisite(s): ASTR 24100 and PHYS 23400 or PHYS 23410. PHYS 27900 recommended.

ASTR 25000. Order-of-Magnitude Astrophysics. 100 Units.

In physics and astrophysics, an approximate answer is often just as (if not more) useful than an exact answer. Making order-of-magnitude estimates is helpful to develop physical intuition, to verify numerical solutions, and to evaluate whether a research problem is worth pursuing. In this course, students will receive coaching and practice in physics-based reasoning, back-of-the-envelope estimation, and thinking on their feet. Students will be encouraged to take a broad perspective, to think critically, and to have fun using physics to understand the universe around them.

Instructor(s): Leslie Rogers Terms Offered: Autumn

Note(s): Open to 3rd and 4th year undergraduates in the Physical Sciences by instructor consent.

Equivalent Course(s): ASTR 35000

ASTR 25400. Radiation Processes in Astrophysics. 100 Units.

Most of what we know about the Universe comes from detection of electromagnetic radiation emitted by individual sources or by diffuse media. #Once we understand the processes by which the radiation was created and the processes by which the radiation is scattered or modified as it passes through matter, we can address the physical nature of the sources. #The physics of radiation processes includes electricity and magnetism; quantum mechanics and atomic and nuclear structure; statistical mechanics; and special relativity.

Instructor(s): Fausto Cattaneo Terms Offered: Autumn

Prerequisite(s): ASTR 13300 and PHYS 23400 or PHYS 23410 are required for students majoring in Astrophysics.

ASTR 25800. Astrophysics of Exoplanets. 100 Units.

Extrasolar planets, a.k.a. exoplanets, are planets orbiting other stars. First definitively detected in the mid 1990s, the planet count has rapidly expanded and their physical characterization has sharpened with improved observational techniques.

Theoretical studies of planetary formation and evolution are now attempting to understand this statistical sample. The field also aspires to address questions about life in the universe. This course emphasizes hands-on activities, like working with real astronomical data to find and characterize exoplanets. Topics are the radial velocity, transit, and other discovery and characterization techniques; statistical distributions of known planets; comparisons among planet structure and planetary system types; formation in a protoplanetary disk and subsequent dynamical evolution; the goal of finding life on an exoplanet; colonization of exoplanets; and the Fermi paradox.

Instructor(s): Jacob Bean and Daniel Fabrycky Terms Offered: Spring

Prerequisite(s): ASTR 24100 and PHYS 23400 or PHYS 23410; or consent of instructor.

Equivalent Course(s): GEOS 32080, ASTR 35800

ASTR 28500. Science with Large Astronomical Surveys. 100 Units.

The last several years have seen a veritable explosion of novel astronomical survey programs covering large areas of sky with unprecedented sensitivity. This course will explore the wide variety of science that can be done with surveys like the Sloan Digital Sky Survey, the Dark Energy Survey, the Gaia satellite, and the upcoming Large Synoptic Survey Telescope. Science topics will include our solar system, our Galaxy, the Local Group, distant galaxies, and cosmological measurements of our Universe. We will familiarize ourselves with the hardware and software components of astronomical surveys, before diving into hands-on analysis of public data sets. Students will learn computational and statistical techniques for analyzing large astronomical data sets.

Instructor(s): Alex Drlica-Wagner Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing in the College and completion of intermediate-level courses in the Physical Sciences; or by consent of instructor.

ASTR 29001. Field Course in Astronomy and Astrophysics I. 100 Units.

In this two-quarter course students will explore an area of astrophysical research through weekly seminars in preparation for a four-night visit to an observatory during the spring break. In the second quarter of the course students will analyze data collected during their observing experience and will collaborate to produce a single paper similar in format to scientific papers published in professional journals. Students must enroll in both ASTR 29001 and ASTR 29002.

Instructor(s): Michael Gladders Terms Offered: Winter

Prerequisite(s): Open to third-year students majoring in Astrophysics who have completed ASTR 13300, ASTR 21200 and ASTR 29800.

ASTR 29002. Field Course in Astronomy and Astrophysics II. 100 Units.

In this two-quarter course students will explore an area of astrophysical research through weekly seminars in preparation for a four-night visit to an observatory during the spring break. In the second quarter of the course students will analyze data collected during their observing experience and will collaborate to produce a single paper similar in format to scientific papers published in professional journals. Students must enroll in both ASTR 29001 and ASTR 29002.

Instructor(s): Michael Gladders Terms Offered: Spring

Prerequisite(s): ASTR 29001

ASTR 29700. Participation in Research. 100 Units.

Students are assigned to work in the research group of a member of the faculty. Participation in research may take the form of independent work on a small project or assistance to an advanced graduate student or faculty member in his or her research.

Instructor(s): Contact the Academic Affairs Administrator in the Department of Astronomy and Astrophysics for information. Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Third- or fourth-year standing and consent of instructor. Students must submit a completed Reading and Research Course Form to the Academic Affairs Administrator in Astronomy and Astrophysics before instructor consent will be given.

Note(s): Students must arrange with instructor in advance of the start of the term. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Students may register for this course for as many quarters as they wish; they need not work with the same faculty member each time.

ASTR 29800. Undergraduate Research Seminar. 100 Units.

In this course students will engage with various scientific practices to prepare them for participation in research. Students will critically analyze research presented in popular and scholarly scientific literature and practice computational, statistical, and observational techniques to explore astrophysical problems. The course will emphasize student-led discussions and interactive presentations to synthesize previous coursework and strengthen scientific thinking and communication skills. Guest lectures by members of research groups will highlight projects undertaken by faculty in the Astronomy and Astrophysics Department to acquaint students with possibilities for research participation.

Instructor(s): Clarence Chang Terms Offered: Spring

Prerequisite(s): ASTR 13300 and ASTR 20500 or CMSC 12100; or consent of instructor.

Note(s): Intended for students in the Astrophysics Major program.

ASTR 29900. Honors Thesis. 100 Units.

ASTR 29900 Honors Thesis is an independent research course, supervised by a faculty member in the Department of Astronomy and Astrophysics, in which the student either contributes to a faculty research project or engages in an approved independent research project. Eligible students enroll in ASTR 29900 for one quarter during their fourth year. Students intending to complete the Honors Thesis must meet with the Director of Undergraduate Studies in Astronomy and Astrophysics before the third week of Autumn Quarter to obtain Guidelines for the Honors Thesis Course and complete the Honors Thesis Form.

Instructor(s): Contact the Academic Affairs Administrator in the Department of Astronomy and Astrophysics for information. Terms Offered: Autumn Spring Winter

Prerequisite(s): Open to students who are majoring in Astrophysics with fourth-year standing. The student must earn a GPA of 3.50 or higher in the required courses for the Major and 3.0 overall, or obtain consent from the Assistant Chair for Academic Affairs, and have an approved research project that will be supervised by a faculty member. Students are required to submit the College Reading and Research Course Form to the Academic Affairs Administrator in Astronomy and Astrophysics in the quarter in which they enroll in the course.

Note(s): Students intending to complete the Honors Thesis must meet with the Director of Undergraduate Studies before the third week of Autumn Quarter to obtain Guidelines for the Honors Thesis Course and complete the Honors Thesis Form.



Biological Chemistry

Department Website: <http://chemistry.uchicago.edu/kb> (<http://chemistry.uchicago.edu/kb/>)

Program of Study

The Department of Chemistry, in conjunction with the Department of Biochemistry and Molecular Biology (BCMB) in the Division of the Biological Sciences, offers a BS degree in Biological Chemistry. The program is designed to prepare students to enter a variety of interdisciplinary fields in biochemical and biophysical sciences. Undergraduate research is strongly encouraged. By combining resources of both departments, students in this program are given the opportunity to study chemistry and physics of macromolecules, mechanisms of actions of enzymes and hormones, molecular and cellular biology, biotechnology, and other related fields.

Summary of Requirements

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II ^{††‡}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II [†]	
MATH 13100-13200	Elementary Functions and Calculus I-II (requires grade of A- or higher)	
BIOS 20186	Fundamentals of Cell and Molecular Biology ^{**}	100
BIOS 20187	Fundamentals of Genetics (or AP credit, if an AP 5 Fundamentals Sequence is completed) ^{+**}	100
Total Units		600

MAJOR

One of the following: ^{†*}		100
CHEM 11300	Comprehensive General Chemistry III	
CHEM 12300	Honors General Chemistry III	
One of the following:		100
MATH 18300	Mathematical Methods in the Physical Sciences I	
STAT 24300	Numerical Linear Algebra	
MATH 19620	Linear Algebra [†]	
MATH 20250	Abstract Linear Algebra	
MATH 18400 & MATH 18500	Mathematical Methods in the Physical Sciences II and Mathematical Methods in the Physical Sciences III	200
CHEM 20100	Inorganic Chemistry I	100
PHYS 12100-12200-12300	General Physics I-II-III (or higher)	300
One of the following sequences:		300
CHEM 22000-22100-22200	Organic Chemistry I-II-III	
CHEM 23000-23100-23200	Honors Organic Chemistry I-II-III	
CHEM 26100 & CHEM 26200	Quantum Mechanics and Thermodynamics	200
CHEM 26700	Experimental Physical Chemistry	100
One of the following:		100
CHEM 20200	Inorganic Chemistry II	
CHEM 23300	Intermediate Organic Chemistry	
CHEM 26300	Chemical Kinetics and Dynamics	
One appropriate 20000-level course in Biology (under the category Advanced-Level Courses) [§]		100
BIOS 20200	Introduction to Biochemistry	100
BIOS 21317	Topics in Biological Chemistry	100
One approved 30000-level biochemistry or chemistry course [§]		100
Total Units		1900

[†] Credit may be granted by examination.

[‡] CHEM 10100-10200 Introductory General Chemistry I-II and CHEM 12100-12200 Honors General Chemistry I-II also satisfy this requirement. Enrollment into a particular sequence is based on chemistry placement or AP score.

- * See Advanced Placement and Accreditation Examinations sections of this catalog. **Note that no credit is given for IB chemistry.**
- ** Chemistry and Biological Chemistry majors can take these courses without the Biological Sciences prerequisites (BIOS 20153-20151), unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.
- + Students with a score of 5 on the AP biology test receive one credit. They are eligible to register for a three-quarter AP 5 Fundamental Sequence. Upon completion of the sequence, students receive an additional AP credit, for a total of two, to meet the general education requirement. Students majoring in Biological Chemistry will count the AP 5 Fundamentals Sequence as three electives.
- § These courses must be chosen in consultation with the departmental counselor; their approval must be conveyed to the student's College adviser for proper documentation.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 18400 Mathematical Methods in the Physical Sciences II; please note that MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra is a prerequisite for MATH 20400. MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 18600 Mathematics of Quantum Mechanics is recommended, especially for those who plan to pursue advanced study in physical chemistry.

Advanced Placement

Students who earn a score of 5 on the AP test in chemistry are given credit for CHEM 11100 Comprehensive General Chemistry I. Students with CHEM 11100 Comprehensive General Chemistry I credit may join CHEM 11200 Comprehensive General Chemistry II in the Winter Quarter. A score of 5 on the AP exam also permits students to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III; students may opt to begin with CHEM 12100 Honors General Chemistry I in the Autumn Quarter or CHEM 12200 Honors General Chemistry II in the Winter Quarter. Students who complete the first quarter of Comprehensive General Chemistry or Honors General Chemistry forgo the AP credit. Note that no credit is given for IB chemistry.

Accreditation

The Department of Chemistry also administers accreditation examinations for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III to entering College students. Only incoming first-year and transfer students are eligible to take these examinations, which are offered at the beginning of Autumn Quarter. Students may receive credit on the basis of their performance on accreditation examinations.

Grading

Students majoring in biochemistry must earn 1) a major GPA of 2.0 or higher and 2) a C- or higher in all courses required by the Biochemistry major, including those courses counting toward general education requirements in the mathematical, biological, and physical sciences. Nonmajors may take chemistry courses on a P/F basis; only grades of C- or higher constitute passing work.

Honors and Undergraduate Research

By their third year, students majoring in Biological Chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities and honors in Biological Chemistry, visit chemistry.uchicago.edu/undergraduate-chemistry-major-and-research (<http://chemistry.uchicago.edu/undergraduate-chemistry-major-and-research/>).

Excellent students who pursue a substantive research project with a faculty member in the Department of Chemistry or the Department of Biochemistry and Molecular Biology should plan to submit an honors thesis based on their work. Students usually begin this research program during their third year, and they continue their research activities through the following summer and their fourth year. To be considered for honors, students are expected to complete their arrangements with the departmental counselor before the end of their third year and to register for one quarter of CHEM 29900 Advanced Research in Chemistry or one year of CHEM 29600 Research in Chemistry during their third or fourth years.

A BS with honors in Biological Chemistry requires students to write a creditable honors paper describing their research. The paper must be approved by the program advisers in the Department of Chemistry and the Department of Biochemistry and Molecular Biology, and it must be submitted before the deadline established by the department. In addition, an oral presentation of the research is required.

To earn a BS degree with honors in Biological Chemistry, students must also have an overall GPA of 3.0 or higher.

Joint Degree Program

A four-year joint degree program leading to a concurrent award of the BS in Biological Chemistry and the MS in Chemistry is available for a select group of students who have achieved advanced standing through their performance on placement or on accreditation examinations. Special programs are developed for such students. For more information,

consult John Anderson at jsanderson@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Chemistry Department.



Biological Sciences

Department Website: <https://college.uchicago.edu/academics/biological-sciences-collegiate-division> (<https://college.uchicago.edu/academics/biological-sciences-collegiate-division/>)

Program of Study

Biology is the study of life, past and present. The faculty of the College believe that a sound knowledge of biology is essential for understanding ourselves and the world in which we live, as well as engaging many pressing problems facing humanity and becoming a part of their eventual solution. Our curriculum offers courses in many fields, from theoretical to experimental biology, and from molecular and genetic mechanisms underlying life to the complex interactions of organisms in ecosystems. At a major research institution, the focus of all courses in the Biological Sciences Collegiate Division is on scientific reasoning, research, and discovery. The goals of the Biological Sciences program are to give students (1) an understanding of currently accepted concepts in biology and the experimental support for these concepts, and (2) an appreciation of the gaps in our current understanding and the opportunities for new research in this field.

Bachelor of Arts (BA): The BA is designed for students who wish to gain extensive training in the field of biology but also retain the flexibility to take elective courses outside the major.

Bachelor of Science (BS): The BS is designed for students who wish to delve more deeply into the field of their major through additional electives, participate in scientific research, and complete a BS thesis that summarizes their research. Successful BS students will (1) learn how scientists design and conduct scientific experiments; (2) collect data as part of a research effort; (3) evaluate the strengths and weaknesses of that data; (4) interpret the data in the context of a specific scientific discipline; and (5) describe their work in a BS Thesis.

Bachelor of Arts/Bachelor of Science with Research Honors (Research Honors): Biology Research Honors is reserved for students who excel in the coursework involved in completing the major and have completed original research of high quality suitable for inclusion in a professional publication. Successful Honors students will (1) gain a scholarly understanding of a specific area of biology; (2) conduct scientific experiments, collect original data, analyze that data using appropriate statistics, and evaluate the strengths and weaknesses of the data; (3) interpret their findings in the context of their field; (4) describe their work in an Honors Thesis; and (5) present and defend their work in an oral presentation.

Bachelor of Arts/Bachelor of Science with Scholar Honors (Scholar Honors): Scholar Honors recognizes exceptional academic performance including submission and acceptance of a scholarly thesis.

General Education Requirements

Most students choose one of the following options to meet the general education requirement in the biological sciences. For other options, see Specific General Education Requirement for Certain Majors.

1. A two-quarter general education sequence for non-majors.
2. The Pre-Med Sequence for non-science majors (BIOS 20170 Microbial and Human Cell Biology - BIOS 20175 Biochemistry and Metabolism), of which two courses will be credited towards general education.
3. BIOS 20153 Fundamentals of Ecology and Evolutionary Biology and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced).
4. Completion of three quarters of the Advanced Biology Fundamentals Sequence (see below).

Advanced Placement Credit

Students with a score of 4 or 5 on the AP Biology test who complete the first three quarters of the Advanced Biology Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement in the biological sciences. This option is especially appropriate for students who plan to major in the Biological Sciences or prepare for the health professions, but it is open to all qualified students.

Program Requirements for the BA in Biological Sciences

Students can earn a bachelor of arts (BA) in the Biological Sciences by completing the following course work:

Biological Sciences Fundamentals Sequences

Required foundational courses in the Biological Sciences program of study are referred to as Fundamentals Sequences. There are three sequences to choose from:

1. **Molecules to Organisms (Sections 1 and 2) sequence**—begins in the Winter Quarter of the first year and is structured to provide students with a broad-based understanding of contemporary biology:

BIOS 20151	Introduction to Quantitative Modeling in Biology (Basic) ^{*#}	100
or BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
BIOS 20153	Fundamentals of Ecology and Evolutionary Biology ^{*#}	100
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100

BIOS 20188	Fundamentals of Physiology	100
BIOS 20189	Fundamentals of Developmental Biology	100
BIOS 20200	Introduction to Biochemistry	100

2. Life, Ecosystems, and Evolution sequence (formerly Track C)—designed for students interested in focusing their studies on ecology and evolution or environmental science:

BIOS 20151	Introduction to Quantitative Modeling in Biology (Basic) ^{*#}	100
or BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
BIOS 20153	Fundamentals of Ecology and Evolutionary Biology ^{*#}	100
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20196	Ecology and Conservation	100
BIOS 20198	Biodiversity	100

3. Advanced Biology sequence—open to students who have achieved a score of 4 or 5 on the AP Biology test:

BIOS 20234	Molecular Biology of the Cell	100
BIOS 20235	Biological Systems	100
BIOS 20236	Biological Dynamics	100
BIOS 20242	Principles of Physiology	100
BIOS 20200	Introduction to Biochemistry	100

^{*} BIOS 20151/BIOS 20152 and BIOS 20153 fulfill the general education requirement in the biological sciences and are prerequisites for the rest of the courses in the fundamentals sequence. BIOS 20151 may be taken simultaneously with BIOS 20186.

[#] Non-Biological Sciences majors can take a Fundamentals Sequence without the fundamentals prerequisites (BIOS 20151/BIOS 20152) unless they pursue a double major in Biological Sciences. Students opting not to take the prerequisites should be aware that subsequent courses in the sequence expect competency in mathematical modeling of biological phenomena and basic coding in R.

After completion of three quarters of a Fundamentals Sequence, students begin taking upper-level elective courses in the biosciences and may start a specialization.

Mathematical and Physical Sciences Requirements

In addition to taking a Fundamentals Sequence, students completing a bachelor of arts degree in Biological Sciences are required to satisfy general education requirements in the mathematical and physical sciences as follows:

PHYSICAL SCIENCES. One of the following sequences: 200

CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or equivalent)	
CHEM 11100-11200	Comprehensive General Chemistry I-II	

MATHEMATICAL SCIENCES. One of the following sequences: 200

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher)	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	

Total Units 400

In addition, all students completing a bachelor of arts degree in Biological Sciences must complete further courses in physical and mathematical sciences as described in the Summary of Requirements tables below.

Biological Sciences Upper-Level Elective Requirements

In addition to completing a Fundamentals Sequence and the above mathematical and physical sciences requirements, students must take five upper-level courses (course numbers 21000 to 28999) in Biological Sciences to complete the bachelor of arts degree. These courses may be selected by the student or in consultation with the BSCD Senior Advisers (Megan McNulty, mmculty@uchicago.edu, and Christine Andrews, candrews@uchicago.edu).

If the student chooses to complete a specialization (see sections that follow), courses should be chosen in consultation with the specialization adviser (listed below).

NOTE: BIOS 00199 Undergraduate Research, BIOS 00206 Readings: Biology, and BIOS 00299 Advanced Research: Biological Sciences may not be used to meet requirements for the Biological Sciences degree. Courses listed under the heading Specialized Courses (course numbers in the 29000 range) may not be used to meet requirements for the Biological Sciences degree.

Summary of Requirements: Molecules to Organisms/Advanced Biology

CHEM 11300	Comprehensive General Chemistry III (or equivalent)	100
CHEM 22000 & CHEM 22100	Organic Chemistry I and Organic Chemistry II	200
PHYS 12100-12200	General Physics I-II (or higher)	200
One of the following general quantitative courses:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications	
Molecules to Organisms Fundamentals Sequence or Advanced Biology Sequence		500
Five courses, BIOS 21000 and above in Biological Sciences		500
Total Units		1600

Summary of Requirements: Life, Ecosystems, and Evolution

CHEM 11300	Comprehensive General Chemistry III (or equivalent)	100
One of the following two-quarter sequences:		200
CHEM 22000 & CHEM 22100	Organic Chemistry I and Organic Chemistry II	
or		
PHYS 12100-12200	General Physics I-II (or higher)	
One of the following general quantitative courses:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications (or higher)	
Life, Ecosystems, and Evolution Fundamentals Sequence		400
Five courses, BIOS 21000 and above in Biological Sciences		500
Three additional quantitative course*		300
Total Units		1600

* Students can satisfy this requirement with quantitative upper-level BIOS courses or courses from other departments (e.g., MATH, PHYS, STAT, or CMSC). Biological Sciences majors pursuing this track should confirm their quantitative course selections with Senior Biology Advisor Christine Andrews (candrews@uchicago.edu).

NOTE 1: The Biological Sciences major does NOT require the third quarter of calculus in any of the sequences. Students entering the Molecules to Organisms or the Life, Ecosystems, and Evolution sequence MUST take BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced), and students in the Advanced Biology sequence MUST take BIOS 20236 Biological Dynamics. NO Mathematics courses may be substituted for these requirements.

NOTE 2: Students planning to apply to medical school should be aware of individual medical school admissions requirements and should tailor their program accordingly with the help of UChicago Careers in Health Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions/>) (UCHIP).

Program Requirements for the BS in Biological Sciences

Students can earn a bachelor of science (BS) in the Biological Sciences by (1) completing three upper-level elective courses in Biological Sciences beyond those required for the BA degree, including BIOS 28900 (or BIOS 00296 if also pursuing Biology Research Honors); (2) writing a BS thesis under the supervision of an adviser who is a member of the Biological Sciences Division research faculty. Students completing the honors program or a specialization that requires a senior thesis can submit the same thesis for the BS degree. Candidates must declare their intent by submitting a faculty consent form no later than the end of the Spring Quarter of their third year in the College. Details of the BS degree and a timeline for completion of requirements are provided on the BSCD website, bscd.uchicago.edu (<http://bscd.uchicago.edu/>).

Honors

Honors in Biological Sciences can be earned via one of two tracks.

Research Honors: This track emphasizes exceptional achievement in a program of original research (minimum cumulative GPA of 3.30 or above), plus submission and acceptance of an in-depth research thesis.

Scholar Honors: This track recognizes exceptional academic performance (minimum cumulative GPA of 3.75 or above), including submission and acceptance of a scholarly thesis.

Both programs require formal declarations of intent to seek honors by the candidates. The details of each program are provided on the BSCD website (<https://college.uchicago.edu/academics/biological-sciences-collegiate-division/>). Candidates must apply for either program no later than the beginning of Spring Quarter of their third year in the College.

Research Opportunities

Students are encouraged to carry out individual guided research in an area of their interest. A student may propose an arrangement with any faculty member in the Biological Sciences Division to sponsor and supervise research on an individual tutorial basis. Students may register for BIOS 00199 Undergraduate Research or BIOS 00299 Advanced Research: Biological Sciences at any time if they want to receive course credit for their research work, but this is not required. (Please note that there are required research courses for the BS and Research Honors programs.) For more information, see bscd.uchicago.edu/content/undergrad-research (<https://bscd.uchicago.edu/content/undergrad-research/>) or contact John Kennedy (jmkennedy@uchicago.edu). NOTE: Course credit cannot be given for work that is compensated by a salary. BIOS 00199 and BIOS 00299 may not be used to meet the requirements of the Biological Sciences degree.

Limited financial support is available to students for summer research through their research supervisors or through fellowships awarded competitively by the Biological Sciences Collegiate Division. Application deadlines for fellowships range from mid-February to early April. Please see bscd.uchicago.edu/content/undergrad-research for more information about fellowship opportunities in Biological Sciences at the University of Chicago, or the College Center for Research and Fellowships for a searchable database of internal and external research and fellowship opportunities.

Grading and Academic Honesty

Students must receive quality grades in all courses that fulfill requirements for the BA or BS degree in Biological Sciences.

Academic dishonesty is a matter of grave concern to the faculty of the Biological Sciences Collegiate Division and will not be tolerated. Students should become familiar with the guidelines presented in *Doing Honest Work in College* by Charles Lipson and consult with each of their instructors to make sure they understand the specific expectations of each course. Consequences of academic dishonesty (including plagiarism) may result in suspension or expulsion from the University.

Specialization Programs in the Biological Sciences

Specializations represent recommended programs of study for students interested in one particular field within the Biological Sciences. Students who wish to complete a specialization should discuss their plans with the specialization director by Spring Quarter of their second year. Students may complete only one specialization. All courses must be taken for a quality grade in order to count towards a specialization.

Specialization in Cancer Biology

Specialization in Cellular and Molecular Biology

Specialization in Ecology and Evolution

Specialization in Endocrinology

Specialization in Genetics

Specialization in Global Health Sciences

Specialization in Immunology

Specialization in Microbiology

Specialization in Quantitative Biology

Specialization in Cancer Biology. Students who complete the requirements detailed below will be recognized as having completed a “Specialization in Cancer Biology”.

To be eligible to carry out a Specialization in Cancer Biology, students must average a B grade in the Fundamental Sequences BIOS 20180 or 20190.

Students who plan to specialize in Cancer Biology are advised to begin the required specialization courses below in their second or third year in the College. Students who elect to specialize should email Dr. Kay F. Macleod, The Ben May Department for Cancer Research (kmacleod@uchicago.edu) providing contact information, name and contact for your college advisor and a copy of your most recent grade transcript and a half page summary of why you are interested in the Specialization in Cancer Biology and what your long term career goals are. An annual overview meeting is organized for the Fall of each year at which advice will be provided on the objectives of the Specialization, the importance of each of the classes and guidelines on how to identify labs in which individual research projects can be carried out. Interested students are encouraged to attend and to bring forward any questions about requirements and research options at this meeting.

Course Work. *The following courses are required for a Specialization in Cancer Biology. To continue in the Specialization, students must achieve an A or a B grade in both courses.*

BIOS 25108	Cancer Biology	100
BIOS 25308	Heterogeneity in Human Cancer: Etiology and Treatment	100

To complete the specialization in cancer biology, students should also take one of the following two courses in either their third or fourth year, having successfully completed BIOS 25108 and BIOS 25308 above, and started work in their chosen research laboratory.

BIOS 25326	Tumor Microenvironment and Metastasis	100
BIOS 25327	Health Disparities in Breast Cancer	100

To complete the Specialization in Cancer Biology, students will also carry out individual guided research in a cancer research laboratory and attend cancer biology-related seminars. Participation in the research component of the Specialization in Cancer Biology is by invitation only and is based on:

(1) performance in the above-mentioned courses, (2) identification of a research project and mentor, (3) submission of a research abstract for consideration by the end of the winter quarter of their junior year to the Director of the Specialization in Cancer Biology (Dr. Kay Macleod).

Laboratory Research: Independent research projects performed by students in the Specialization in Cancer Biology must be approved by the Director of the Specialization (Dr. Macleod) and to be of sufficiently high standard to qualify as a senior honors project and ideally to produce data that

contributes to peer-reviewed publication.

Students are encouraged to begin their research project no later than the Spring/Summer quarter of their junior year.

Specialization in Cellular and Molecular Biology

Biological Sciences majors can complete the specialization in cellular and molecular biology by either:

1. Successful completion of CHEM 22200 Organic Chemistry III or CHEM 23200 Honors Organic Chemistry III plus four upper-level BIOS courses selected from the list below.

OR

2. Successful completion of CHEM 22200 (Organic Chemistry III) or CHEM 23200 (Honors Organic Chemistry III) plus three upper-level BIOS courses selected from the list below and completion of a senior thesis on an independent research project. This project must either (1) satisfy the requirements for the BSCD honors program, (2) satisfy the requirements for a BS in Biological Sciences, or (3) be approved by the directors of the specialization no later than Spring Quarter of the third year.

Please consult Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu) for approval of research projects or to request approval for any non-listed course with significant content in cellular and molecular biology.

Courses

BIOS 21236	Genetics of Model Organisms	100
BIOS 21237	Developmental Mechanisms	100
BIOS 21238	Cell Biology II	100
BIOS 21360	Advanced Molecular Biology	100
BIOS 23299	Plant Development and Molecular Genetics	100

* If students choose a developmental course, they must choose from BIOS 21237 Developmental Mechanisms or BIOS 23299 Plant Development and Molecular Genetics.

Specialization in Ecology and Evolution

Students majoring in Biological Sciences who complete the requirements detailed below will be recognized as having completed a specialization in ecology and evolution. This specialization is recommended for students who are interested in pursuing graduate work in the field or in laboratory sciences of ecology, evolution, population genetics, or behavior. Based on the student's particular interest, he or she will select a Faculty Adviser, who then may recommend specific courses necessary to meet the specialization requirements (see following section). The Faculty Advisers may also help the student find an appropriate research lab in which to conduct an individual research project.

The following requirements must be met:

Courses

1. Students intending to pursue the ecology and evolution specialization are strongly encouraged to follow Life, Ecosystems, and Evolution (formerly Track C) for the BIOS Fundamentals sequence. Students who take the Advanced Biology sequence are also eligible for the specialization and should consult with Christine Andrews (candrews@uchicago.edu) to plan their course work.

2. Students in the ecology and evolution specialization must take three courses in statistics (STAT 22000 Statistical Methods and Applications or higher) or other quantitative approaches relevant to their research plans (BIOS 26210 Mathematical Methods for Biological Sciences I and BIOS 26211 Mathematical Methods for Biological Sciences II

recommended). These courses can count toward the quantitative requirements for the Life, Ecosystems, and Environment sequence.

3. Three of the upper-level courses required for completion of the BIOS major must be chosen from the areas of behavior, ecology, evolution, and genetics.

Students must select the courses required for the ecology and evolution specialization in consultation with the Faculty Research Adviser, the director of the specialization (Cathy Pfister, 773.834.0071, cpfister@uchicago.edu) or the BSCD Ecology and Evolution Adviser (Christine Andrews, 773.702.1214, candrews@uchicago.edu).

Laboratory or Field Research

Students specializing in ecology and evolution must perform original research under the guidance of a member of the ecology and evolution faculty and write a senior thesis based on this research. The research paper draft should be submitted before the end of fifth week in Spring Quarter, with the final thesis due in eighth week. NOTE: Students must complete field research by the end of the growing season (summer) of their third year.

The specialization in ecology and evolution is administered by the Department of Ecology and Evolution. For more information, please consult the director of the specialization, Cathy Pfister (773.834.0071, cpfister@uchicago.edu).

Specialization in Endocrinology

Students majoring in Biological Sciences who complete the requirements detailed below will be recognized as having completed a specialization in endocrinology. Students who complete the specialization will be well versed in all aspects of endocrinology, ranging from basic cell signaling to the integration of endocrine systems and their dysregulation in human disease. Students must take three introductory courses listed below plus two additional courses from the elective list. The prerequisite for these courses is completion of the Fundamentals Sequence. It is strongly recommended that students complete a Biochemistry course before enrolling; however, the introductory courses can be completed as Endocrinology I–II–III or Endocrinology II–III–I. Students will also have the option of participating in a hands-on research component in an endocrinology lab.

Introductory Courses

BIOS 25226	Endocrinology I: Cell Signaling (Autumn)	100
BIOS 25227	Endocrinology II: Systems and Physiology (Winter)	100
BIOS 25228	Endocrinology III: Human Disease (Spring)	100

Elective Courses

BIOS 22236	Reproductive Biology of Primates	100
BIOS 22249	Principles of Toxicology	100
BIOS 24248	Biological Clocks and Behavior	100
BIOS 25109	Topics in Reproduction and Cancer	100
BIOS 25126	Animal Models of Human Disease	100
BIOS 29271	The Psychology and Neurobiology of Stress *	100
BIOS 29300	Biological Psychology *	100

* Courses beginning with 29XXX count as general electives, but do not count in the Biological Sciences major.

The specialization in endocrinology is administered by the Section of Endocrinology, Diabetes, and Metabolism, the Committee on Molecular Metabolism and Nutrition, and the NIH-funded Diabetes Research and Training Center. For more information, consult Matthew Brady (mbrady@medicine.bsd.uchicago.edu).

Specialization in Genetics

Students majoring in Biological Sciences who complete the requirements below will be recognized as having completed a specialization in genetics. Students must either:

1. Complete five courses from the categories listed below, including at least one from each category.

OR

2. Complete three courses chosen from the categories listed below, including one course in each category, and complete a senior thesis or an independent research project. This project must either (1) satisfy the requirements for the BSCD honors program, (2) satisfy the requirements for a BS in Biological Sciences, or (3) be approved by the directors of the specialization no later than Spring Quarter of the third year.

Please consult Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu) for approval of research projects or to request approval for any non-listed course with significant genetics content.

One of the following:

STAT 22000	Statistical Methods and Applications (or higher)	100
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BIOS 21306	Human Genetics and Evolution	100
One of the following:		
BIOS 21236	Genetics of Model Organisms (Autumn)	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles (Winter)	100
One of the following with research or three of the following without research:		
BIOS 21216	Intro Statistical Genetics (Winter)	100
BIOS 21229	Genome Informatics: How Cells Reorganize Genomes (Winter)	100
BIOS 21237	Developmental Mechanisms (Winter)	100
BIOS 23299	Plant Development and Molecular Genetics (Spring)	100
BIOS 25216	Molecular Basis of Bacterial Disease (Winter)	100
BIOS 25287	Introduction to Virology (Spring)	100
BIOS 28407	Genomics and Systems Biology (Spring)	100

Please consult Megan McNulty (mmcnulty@uchicago.edu) or Chris Andrews (candrews@uchicago.edu) for more information.

Specialization in Global Health Sciences

Students majoring in Biological Sciences who complete the following requirements will be recognized as having completed a specialization in global health sciences.

Required Courses

Students wishing to specialize in global health sciences are required to take the foundational series of courses either in Chicago (offered as a year-long sequence every year) **OR** at the University of Chicago Center in Paris (offered every year during Winter Quarter. See study-abroad.uchicago.edu/programs/paris-global-health (<http://study-abroad.uchicago.edu/programs/paris-global-health/>)).

The Chicago series of foundational courses:

BIOS 27810	Epidemiology and Population Health: Global Health Sciences I (Autumn)	100
BIOS 27811	Global Health Sciences II: Microbiology (Winter)	100
BIOS 29814	Global Health Sciences III: Biological and Social Determinants of Health (Spring) *	100

* Courses beginning with 29XXX count as general electives, but do not count in the Biological Sciences major.

OR

The Paris series of foundational courses:

BIOS 27813	Global Health Sciences I: Cancer Concepts: Causes and Consequences (Winter)	100
BIOS 27811	Global Health Sciences II: Microbiology (Winter)	100
BIOS 29814	Global Health Sciences III: Biological and Social Determinants of Health (Winter)	100

To complete the specialization, students must take two additional upper level courses relevant to global health from the lists below (one from the BIOS list and one from the non-BIOS list) **OR** complete a research thesis relevant to global health policy:

Non-BIOS upper-level electives:

ANTH 21420	Ethnographic Methods	100
ANTH 24302	Disability in Local and Global Contexts	100
ANTH 24315	Culture, Mental Health, and Psychiatry	100
ANTH 24330	Medical Anthropology	100
CHDV 21000	Cultural Psychology	100
ENST 25460	Environmental Effects on Human Health	100
GLST 23101	Global Studies I	100
GLST 29610	Cultures and Politics of Water	100
PBPL 21501	Environmental Justice	100
PBPL 25370	Social Justice and Social Policy	100
PBPL 25832	Early Human Capital Development	100
PBPL 26530	Environment, Agriculture, and Food: Economic and Policy Analysis	100
PBPL 26690	The Politics of Health Care	100
PBPL 27000	International Economics	100

PBPL 27905	Global Health Metrics	100
PBPL 28150	U.S. Foreign Policy: Inst & Decision making 21st Century	100
PSYC 28791	Behavioral Science and Public Policy	100

BIOS upper-level electives:

BIOS 02280	Drinking Alcohol: Social Problem or Normal Cultural Practice?	100
BIOS 02490	Biology and Sociology of AIDS	100
BIOS 21306	Human Genetics and Evolution	100
BIOS 22249	Principles of Toxicology	100
BIOS 23365	Evolutionary and Genomic Medicine I	100
BIOS 23409	The Ecology and Evolution of Infectious Diseases	100
BIOS 25216	Molecular Basis of Bacterial Disease	100
BIOS 25260	Host Pathogen Interactions	100
BIOS 25287	Introduction to Virology	100
BIOS 25308	Heterogeneity in Human Cancer: Etiology and Treatment	100
BIOS 25327	Health Disparities in Breast Cancer	100
BIOS 27720	Microbiomes Across Environments (given at MBL)	100
BIOS 29271	The Psychology and Neurobiology of Stress	100
BIOS 29314	Topics in Medical Ethics	100

Other courses may be substituted with the consent of the director of the specialization, Professor Sola Olopade (solopade@bsd.uchicago.edu (solopade@bsd.uchicago.edu)).

Research projects must be approved by the director of the specialization in third year. Thesis requirements are fulfilled either by completing a BS thesis or an honors research thesis, or by special arrangement with the director of the specialization.

Summer research fellowships are awarded competitively by the Center for Global Health or the Biological Sciences Collegiate Division. The deadline for applications for fellowships is early February preceding the summer of the fellowship application.

For more information on the Center for Global Health fellowships, students should consult with Ms. Absera Melaku (amelaku@medicine.bsd.uchicago.edu) and for the Biological Sciences Collegiate Division fellowships John Kennedy (jmkennedy@uchicago.edu).

Specialization in Immunology

Students majoring in Biological Sciences will be recognized as having completed a specialization in immunology if they complete the following: (1) three of the four courses listed below, and (2) either two additional courses, selected in consultation with the director of the specialization, or a research project, approved by the director of the specialization.

BIOS 25256	Immunobiology (Autumn)	100
BIOS 25258	Immunopathology (Winter)	100
One of the following:		
BIOS 25266	Molecular Immunology (Spring, offered every other year in odd years)	100
BIOS 26403	Quantitative Immunobiology (Winter)	100

For more information, students should consult with Bana Jabri, Department of Pathology and Committee on Immunobiology (773.834.8670, bjabri@bsd.uchicago.edu).

Accelerated Program in Immunology

The University of Chicago Graduate Program in Immunology permits undergraduate students who have demonstrated outstanding potential for graduate studies in biology to begin graduate school during their fourth year in the College. This is a competitive merit-award program.

Because of the accelerated nature of the curriculum, applicants must have outstanding academic credentials (i.e., GPA typically in the range of 3.7 and GRE scores typically not less than 1400). Eligible students also have a clear understanding of their motivation for immunology. Laboratory experience is not mandatory but highly encouraged.

Candidates will apply to the Graduate Program in Immunology at the University of Chicago during their third year in the College. Eligible students must have completed thirty-three credits (of the forty-two required for a degree in the College) by the end of their third year. These thirty-three credits must include all fifteen general education requirements and one-half of the requirements for their major.

For further information, contact Bana Jabri, Department of Pathology and the Committee on Immunobiology (773.834.8670, bjabri@bsd.uchicago.edu).

Specialization in Microbiology

Students majoring in Biological Sciences who complete the requirements detailed below will be recognized as having completed a specialization in microbiology. Students must take the three courses listed below and either two additional courses or a research project. With prior approval from the director of the specialization, students may substitute BIOS 25206 (<http://collegecatalog.uchicago.edu/search/?P=BIOS%2025206>) Fundamentals of Bacterial Physiology and BIOS 25216 (<http://collegecatalog.uchicago.edu/search/?P=BIOS%2025216>) Molecular Basis of Bacterial Disease with GEOS 26650 (<http://collegecatalog.uchicago.edu/search/?P=GEOS%2026650>) Environmental Microbiology and BIOS 27811 (<http://collegecatalog.uchicago.edu/search/?P=BIOS%2027811>) Global Health Sciences II: Microbiology.

Students are encouraged to begin this sequence in Autumn Quarter of their third year, carry out individual guided research, participate in the honors research program, and attend the Microbiology Seminar series (<https://micro.uchicago.edu/events/>).

For additional information, please contact the director of the specialization, Dominique Missiakas (dmissiak@bsd.uchicago.edu) (dmissiak@bsd.uchicago.edu).

REQUIRED COURSES

BIOS 25206	Fundamentals of Bacterial Physiology (Autumn)	100
BIOS 25216	Molecular Basis of Bacterial Disease (Winter)	100
BIOS 25287	Introduction to Virology (Spring)	100
Total Units		300

ELECTIVE COURSES

Two of the following:		
BIOS 23409	The Ecology and Evolution of Infectious Diseases	100
BIOS 25420	Microbial 'Omics	100
BIOS 25256	Immunobiology	100
BIOS 25260	Host Pathogen Interactions	100
GEOS 26650	Environmental Microbiology (Autumn)	100
BIOS 27720	Microbiomes Across Environments	100
CHEM 22200	Organic Chemistry III	100

Specialization in Quantitative Biology

Students majoring in Biological Sciences who complete the following requirements will be recognized as having completed a specialization in quantitative biology. Quantitative biology is a burgeoning interdisciplinary field that encompasses questions ranging across all scales of biology, from populations to molecules, and uses quantitative methods drawn from computer science, statistics, and mathematics. Students will acquire skills necessary for cutting-edge biological research: to program in a high-level language, to extract information from data sets, and to analyze mathematical models of dynamic and stochastic systems.

Students are required to take two foundational courses and three additional courses from the lists below, including at least one from the list of BIOS courses and one from the list of courses in other departments. Students must also complete a research-based senior thesis.

For additional information, please contact the director of the specialization, Dmitry Kondrashov, at dkon@uchicago.edu.

FOUNDATIONAL COURSES

BIOS 26210	Mathematical Methods for Biological Sciences I (fulfills one of the major course requirements)	100
BIOS 26211	Mathematical Methods for Biological Sciences II	100

BIOS LIST

BIOS 21216	Intro Statistical Genetics	100
BIOS 21249	Organization, Expression, and Transmission of Genome Information	100
BIOS 21328	Biophysics of Biomolecules	100
BIOS 21349	Protein Structure and Functions in Medicine	100
BIOS 21358	Simulation, Modeling, and Computation in Biophysics	100
BIOS 21407	Image Processing in Biology	100
BIOS 21507	Stem Cell Biology, Regeneration, and Disease Modeling	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles	100
BIOS 23365	Evolutionary and Genomic Medicine I	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100

BIOS 23409	The Ecology and Evolution of Infectious Diseases	100
BIOS 26120	An Introduction to Bioinformatics and Proteomics	100
BIOS 26318	Fundamentals of Biological Data Analysis	100
BIOS 26403	Quantitative Immunobiology	100
BIOS 28407	Genomics and Systems Biology	100

NON-BIOS LIST, OTHER DEPARTMENTS

MATH 19620	Linear Algebra	100
MATH 21100	Basic Numerical Analysis	100
MATH 21200	Advanced Numerical Analysis	100
MATH 23500	Markov Chains, Martingales, and Brownian Motion	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27500	Basic Theory of Partial Differential Equations	100
STAT 22000	Statistical Methods and Applications	100
or STAT 23400	Statistical Models and Methods	
STAT 22200	Linear Models and Experimental Design	100
STAT 22400	Applied Regression Analysis	100
STAT 22700	Biostatistical Methods	100
STAT 22810	Epidemiology and Population Health	100
STAT 24300	Numerical Linear Algebra	100
STAT 24400-24500	Statistical Theory and Methods I-II	200
STAT 25100	Introduction to Mathematical Probability	100
STAT 25300	Introduction to Probability Models	100
STAT 27725	Machine Learning	100
CMSC 12100-12200-12300	Computer Science with Applications I-II-III	300
CMSC 23900	Data Visualization	100
CMSC 25025	Machine Learning and Large-Scale Data Analysis	100
CMSC 27200	Theory of Algorithms	100
CMSC 27610	Digital Biology	100
MENG 21400	Molecular Engineering Thermodynamics	100
MENG 24100 & MENG 24200	Molecular Engineering Thermodynamics of Phase Equilibria and Molecular Transport Phenomena II	200
MENG 24300	Molecular Modeling	100

Other courses from quantitative programs may be counted by consent of the director of the specialization.

Research Component

Students will develop the skills necessary for quantitative biology research, which is expected to be primarily, though not exclusively, computational in nature. They will work on mini-research projects starting in the foundational BIOS 26210-26211 sequence and in the third year develop a research proposal under the direction of a faculty advisor, which must be approved by the director of the specialization by the Spring Quarter. In their last year students will complete either (1) a senior honors project based on original research or (2) a senior thesis project approved by the director of the specialization. Students are expected to communicate and share their research with their peers through participation in the Quantitative Biology discussion club and by presenting their research in the annual Quantitative Biology undergraduate research conference. Opportunities to further their quantitative biology training and to work on their research project over the summer exist through summer quantitative biology fellowships.

Minor in Biological Sciences

Students who wish to complete a minor in Biological Sciences should meet with one of the BSCD Senior Advisers (Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmculty@uchicago.edu)) by the Spring Quarter of their second year in order to obtain formal consent (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) and to plan out the appropriate program of study.

Students must meet general education requirements in the biological sciences and the physical sciences before entering the minor program. Biological Sciences courses at the 10000 level or above and MATH 13100 Elem Functions and Calculus I/Elementary Functions and Calculus I and MATH 13200 Elem Functions and Calculus II/Elementary Functions and Calculus II are the minimal general education requirements for the minor. After completing general education requirements, students complete the minor in Biological Sciences by taking three courses from a Biological Sciences Fundamentals sequence and four upper-level BIOS courses.

Typical minor plan:

General education in the biological sciences: BIOS 20153 Fundamentals of Ecology and Evolutionary Biology and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) (recommended), or a two-quarter general education sequence for non-majors (Biological Sciences/The Curriculum)

Three courses from a Biological Sciences Fundamentals sequence or from the Pre-Med Sequence

Four upper-level BIOS courses numbered BIOS 21000-28999

Minor plan for students in the Pre-Med Sequence for Non-Majors:

General education in the biological sciences: BIOS 20170 Microbial and Human Cell Biology and BIOS 20171 Human Genetics and Developmental Biology

Fundamentals-level courses: BIOS 20172 Mathematical Modeling for Pre-Med Students, BIOS 20173 Perspectives of Human Physiology, and BIOS 20175 Biochemistry and Metabolism

Four upper-level courses numbered BIOS 21000-28999

No course in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. More than half of the requirements for the minor must be met by registering for courses with University of Chicago course numbers. All courses for the minor must be taken for quality grades.

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Minor in Computational Neuroscience

The minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. Information regarding the program and its requirements can be found on the Neuroscience page of this catalog.

BIOS Courses

Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

In the following course descriptions, L indicates courses with a laboratory.

Health Professions Preparation Courses for Non-Majors**BIOS 20170. Microbial and Human Cell Biology. 100 Units.**

This course is the entry point into an integrated biology sequence designed to prepare non-biology majors for application to medical school. We explore topics in human cell biology within the context of evolutionary biology, chemistry, microbiology, and medicine. We pay special attention to the influence of prokaryotes on the history of life and to the ecological interactions between humans and their microbiota, which have major implications for human health and disease. Students read and discuss papers from the scientific literature, attend discussions led by physicians, researchers, and other medical professionals, and gain experience with microbiological basic microscopy techniques in lab.

Instructor(s): C. Andrews, R. Zaragoza, E. Kovar Terms Offered: Winter, L.

Prerequisite(s): First or second-year standing, or consent of instructors.

BIOS 20171. Human Genetics and Developmental Biology. 100 Units.

This course covers the fundamentals of genetics, with an emphasis on human traits and diseases. Topics include Mendelian genetics, simple and complex traits, genetic diseases, the human genome, and testing for human traits and diseases. After establishing a foundation in genetics, we will discuss mechanisms underlying differentiation and development in humans. We will focus on events that lead to gastrulation and the establishment of the body plan (how humans develop from an unpatterned egg into a recognizable human form). Other topics may include limb development and stem cell biology.

Instructor(s): O. Pineda-Catalan, R. Zaragoza Terms Offered: Spring, L.

Prerequisite(s): BIOS 20170

BIOS 20172. Mathematical Modeling for Pre-Med Students. 100 Units.

This course covers mathematical approaches in biology and medicine, including basic statistics and hypothesis testing, mathematical modeling of biological systems, and an introduction to bioinformatics. Students will apply what they learn as they analyze data and interpret primary papers in the biological and clinical literature. BIOS 20172 lays the foundation for biomathematical approaches explored during subsequent courses in the BIOS 20170s sequence.

Instructor(s): E. Haddadian Terms Offered: Spring, L.

Prerequisite(s): BIOS 20170, concurrent enrollment in BIOS 20171

BIOS 20173. Perspectives of Human Physiology. 100 Units.

This course will explore the structure and function of the human body as a set of integrated, interdependent systems. We will continue the cellular, genetic, and developmental themes of the previous courses to explore the emergent functions of the human body, from cells to systems. The laboratory exercises will allow the students to experience the concepts discussed in lecture in a way that introduces them to the methods of academic research, including the application of mathematical models to physiological questions. Students will be asked to serve as test subjects in several of the laboratory exercises. In required weekly discussions, students will present on papers from the scientific literature and attend talks by physicians, researchers, and other medical professionals.

Instructor(s): C. Andrews, E. Kovar Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172

BIOS 20175. Biochemistry and Metabolism. 100 Units.

The course introduces cellular biochemical metabolism. The chemical characteristics, biochemical properties, and function of carbohydrates, proteins, and lipids are introduced. Basic protein structure and enzyme kinetics including basic allosteric interactions are considered. The integration of carbohydrates, proteins, and lipids in cellular intermediary metabolism is examined including pathway regulation and bioenergetics. Adaptation of the pathways to changes in nutritional or disease state is used to highlight interrelationships in cellular metabolism.

Instructor(s): P. Strielemann Terms Offered: Winter

Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172, BIOS 20173

Prerequisite Courses for Biological Sciences Majors

BIOS 20151. Introduction to Quantitative Modeling in Biology (Basic) 100 Units.

The goal for this course is to give future biologists the quantitative tools to fully participate in modern biological research. These include descriptive statistics, linear regression, stochastic independence and hypothesis testing, Markov models and stationary probability distributions, solutions of linear differential equations, equilibria and stability analysis of nonlinear differential equations. The ideas are applied to different areas of biology, e.g. molecular evolution, allometry, epidemiology, and biochemistry, and implemented by students in computer assignments using the R computational platform.

Instructor(s): D. Kondrashov Terms Offered: Spring. L.

Prerequisite(s): Two quarters of calculus of any sequence (MATH 13200 or 15200 or 16200). First-year Biology Major standing only.

BIOS 20152. Introduction to Quantitative Modeling in Biology (Advanced) 100 Units.

This is a more advanced version of 20151, intended for students with greater mathematical maturity. In addition to the topics covered in the regular version, students will learn about nonlinear least-squares fitting, eigenvalues and eigenvectors, bifurcations and bistability in differential equations. Additional applications will include phylogenetic distance and systems biology.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): MATH placement of 15200 or higher OR either MATH 15200 or MATH 16200 and second-year standing or higher.

BIOS 20153. Fundamentals of Ecology and Evolutionary Biology. 100 Units.

This course surveys the basic principles of ecology and evolutionary biology to lay the foundation for further study in all fields of biology. Broad ecological concepts, such as population growth, disease dynamics, and species interactions, will be explored through a combination of published data, simulations, and mathematical models. The emphasis is on 'ecological thinking' rather than specific notions. Essential topics in the modern study of evolutionary biology will be covered with a focus on both theory and empirical examples. Examples of topics include history of evolutionary thought, evidence for evolution, mechanisms of microevolution, phylogenetics, molecular evolution, and speciation.

Instructor(s): T. Price, M. Kronforst, C. Andrews, A. Hunter. Terms Offered: Winter. L.

Fundamentals Sequence Courses for Biological Sciences majors

Note: These sequences require completion or concurrent enrollment in BIOS 20151/20152 and 20153. Neuroscience majors and other non-Biological Sciences majors may take BIOS 20186 without BIOS 20151/BIOS 20152 and 20153. However, all students in BIOS 20186 will be expected to possess the competencies in mathematical modeling of biological phenomena and basic coding in R covered in BIOS 20151/BIOS 20152 and BIOS 20153.

BIOS 20186 through 20191 and 20200

Molecules to Organisms Fundamentals Sequence

This sequence is designed for students who are preparing for a career in the Biological Sciences. Topics include cell and molecular biology, genetics, physiology, and developmental biology. Students registering for this sequence must have completed or placed out of general or honors chemistry or be enrolled concurrently in general or honors chemistry.

BIOS 20186. Fundamentals of Cell and Molecular Biology. 100 Units.

This course is an introduction to molecular and cellular biology that emphasizes the unity of cellular processes amongst all living organisms. Topics are the structure, function, and synthesis of nucleic acids and protein; structure and function of cell organelles and extracellular matrices; energetics; cell cycle; cells in tissues and cell-signaling; temporal organization and regulation of metabolism; regulation of gene expression; and altered cell functions in disease states.

Instructor(s): Section 1: D. Kovar, B. Glick, E. Kovar, Staff. Section 2: R. Fehon, D. Arac, C. Schonbaum, E. Kovar. Terms Offered: Spring. L.

Prerequisite(s): BIOS 20150 or 20153 & at least concurrent registration in 20151 or 20152 or similar math prep. Avg. grade of C or higher in, and completion of, CHEM 10100-10200 or 11100-11200 or 12100-12200, a 5 on the AP Chem. exam, or consent. Reg. by lab sec.

Note(s): NSCI majors and other students may take BIO20186 without BIOS 20151/20152, 20153 unless they plan to pursue a double major in Biological Sciences. All students in BIOS20186 will be expected to possess the competency in mathematical modeling of biological phenomena covered in BIOS 20151 or BIOS 20152. Contact BSCD Advisers, Megan McNulty (mmcnulty@uchicago.edu) or Chris Andrews (candrews@uchicago.edu) to petition.

BIOS 20187. Fundamentals of Genetics. 100 Units.

The goal of this course is to integrate recent developments in molecular genetics into the structure of classical genetics with an emphasis on recent advances in genetics and genomics. Topics include Mendelian inheritance, genotype-phenotype relationships, linkage analysis, modern gene mapping techniques, gene expression, model systems genetics and analysis of genetic pathways.

Instructor(s): Section 1: L. Mets, A. Imamoto, E. Kovar, Staff. Section 2: J. Malamy, C. Schonbaum, E. Kovar. Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20186

BIOS 20188. Fundamentals of Physiology. 100 Units.

This course focuses on the physiological problems that animals (including humans) face in natural environments; solutions to these problems that the genome encodes; and the emergent physiological properties of the molecular, cellular, tissue, organ, and organismal levels of organization. Lectures and labs emphasize physiological reasoning, problem solving, and current research.

Instructor(s): Winter: J. Kennedy, E. Kovar. Spring: D. McGehee, J. Kennedy, E. Kovar. Terms Offered: Spring Winter. L.

Prerequisite(s): BIOS 20187. Credit can NOT be earned for both BIOS 20188 and BIOS 20191.

BIOS 20189. Fundamentals of Developmental Biology. 100 Units.

This course covers both the classical experiments that contributed to our understanding of developmental biology and the recent explosion of information about development made possible by a combination of genetic and molecular approaches. Examples from both vertebrate and invertebrate systems are used to illustrate underlying principles of animal development.

Instructor(s): Winter: R. Ho, S. Horne-Badovinac, C. Schonbaum, E. Kovar. Spring: W. Du, A. Imamoto, E. Kovar. Terms Offered: Spring Winter. L.

Prerequisite(s): BIOS 20187. Credit can NOT be earned for both BIOS 20189 and BIOS 20190.

BIOS 20200. Introduction to Biochemistry. 100 Units.

This course meets the biochemistry requirement in the Biological Sciences major. This course examines the chemical nature of cellular components, enzymes, and mechanisms of enzyme activity, energy interconversion, and biosynthetic reactions. Strong emphasis is given to control and regulation of metabolism through macromolecular interactions.

Instructor(s): M. Makinen, E. Özkan, P. Strielemann, M. Zhao. L. Terms Offered: Autumn Spring Summer. L.

Prerequisite(s): Completion of a Biological Sciences fundamentals sequence with an average grade of C and CHEM 22000-22100/23100 with an average grade of C.

BIOS 20196 through 20198**Life, Ecosystems, and Evolution Fundamentals Sequence**

This variation of the Molecules to Organisms sequence is designed for students majoring in Biological Sciences and interested in pursuing a course of study in ecology and evolution or environmental science. In this sequence, students omit BIOS 20188 Fundamentals of Physiology, BIOS 20189 Fundamentals of Developmental Biology, and BIOS 20200 Introduction to Biochemistry and take the following courses:

BIOS 20196. Ecology and Conservation. 100 Units.

This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology.

We emphasize quantitative methods and their use for applied problems in ecology (e.g., risk of extinction, impact of harvesting, role of species interaction, analysis of global change). Course material is drawn mostly from current primary literature; lab and field components complement concepts taught through lecture. Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152. Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196. Equivalent Course(s): ENSC 24400

Instructor(s): C. Pfister, E. Larsen. Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152

Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196.

Equivalent Course(s): ENSC 24400

BIOS 20198. Biodiversity. 100 Units.

An overview of the diversity of living organisms, both prokaryotes and eukaryotes, is presented. We emphasize the major groups of organisms, their evolutionary histories and relationships, and the biological and evolutionary implications of the characteristic features of each group. We discuss how the biosphere transformed to its present state over the past four billion years.

Instructor(s): M. LaBarbera, C. Andrews. Terms Offered: Spring. L.

Prerequisite(s): PQ: BIOS 20153 for BioSci majors; not required for GeoSci majors or students taking BIOS 20198 as part of a general education sequence

Note(s): BIOS 20198 is identical to the previously offered BIOS 20184. Students who have taken BIOS 20184 should not enroll in BIOS 20198.

BIOS 20234 through 20242**Advanced Biology Fundamentals Sequence**

This is an accelerated four-quarter Fundamentals sequence designed for motivated first-year students with exceptionally strong science and mathematics backgrounds and an intense interest in research in the biological sciences. A score of 4 or 5

on the Biology AP exam is required and successful students usually also have strong preparation in chemistry and calculus as well as some experience in computer programming. Students are expected to devote significant time to this sequence (minimum four to eight hours/week for reading primary literature and background information and for working problem sets, in addition to attendance at lectures and participation in laboratory exercises and discussion sections). Upon completion of the first three quarters of the Advanced Biology sequence, students will have three credits towards the Biological Sciences major and they will have met the general education requirement in the biological sciences.

Note: Biological Sciences majors who opt not to complete the sequence after the first quarter (BIOS 20234 Molecular Biology of the Cell) should take BIOS 20151/BIOS 20152, which will be applied to their general education requirement in the biological sciences along with their AP Biology credit. BIOS 20234 would be counted as a credit towards the Biological Sciences major. Students would then complete the major by following the requirements for either the Molecules to Organisms sequence or the Life, Ecosystems, and Evolution sequence.

BIOS 20234. Molecular Biology of the Cell. 100 Units.

This course covers the fundamentals of molecular and cellular biology. Topics include protein structure and function; DNA replication, repair, and recombination; transcription, translation, control of gene expression; cytoskeletal dynamics; protein modification and stability; cellular signaling; cell cycle control; mitosis; and meiosis. Prerequisite(s): Score of 4 or 5 on the AP biology test

Instructor(s): M. Glotzer, A. Ruthenburg, N. Bhasin. L. Terms Offered: Autumn

Prerequisite(s): Score of 4 or 5 on the AP biology test

Note(s): To continue in the sequence, students must receive a minimum grade of B- in BIOS 20234

BIOS 20235. Biological Systems. 100 Units.

Students preparing for the health professions must take BIOS 20235 and 20242 in sequence. This course builds upon molecular cell biology foundations to explore how biological systems function. Topics include classical and molecular genetics, developmental signaling networks, genomics, proteomics, transcriptomics, and biological networks.

Instructor(s): I. Rebay, M. Pascual, N. Bhasin. L. Terms Offered: Winter

Prerequisite(s): A grade of B- or above in BIOS 20234

BIOS 20236. Biological Dynamics. 100 Units.

This class introduces the use of quantitative approaches to study biological dynamics. Deeper exploration of cellular and developmental processes introduced in BIOS 20234 and BIOS 20235 will emphasize the use of quantitative analysis and mathematical modeling to infer biological mechanisms from molecular interactions. The lab portion of the class will introduce basic approaches for simulating biological dynamics using examples drawn from the lectures.

Instructor(s): E. Munro, M. Rust, E. Kovar. Terms Offered: Spring. L.

Prerequisite(s): BIOS 20234 and BIOS 20235 with a minimum grade of B- in each course.

BIOS 20242. Principles of Physiology. 100 Units.

This course focuses on the physiological problems that animals (including humans) face in natural environments; solutions to these problems that the genome encodes; and the emergent physiological properties of the molecular, cellular, tissue, organ, and organismal levels of organization. We emphasize physiological reasoning, problem solving, and current research.

Instructor(s): M. Feder, E. Kovar. Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20236 or BIOS 20189 or consent of instructor

Upper-level Elective Courses

Course numbers 21000 and above

These courses assume mastery of the material covered in the Fundamentals Sequences, and explore specific areas of biology at an advanced level. In most cases, students will be reading primary scientific literature. Students who have not yet completed the Fundamentals Sequence should consult with the course instructor and the BSCD Senior Advisers before registering for an upper-level elective course. Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

BIOS 21216. Intro Statistical Genetics. 100 Units.

This course focuses on genetic models for complex human disorders and quantitative traits. Topics covered also include linkage and linkage disequilibrium mapping and genetic models for complex traits, and the explicit and implicit assumptions of such models.

Instructor(s): Xin He, Hae Kyung Im Terms Offered: Winter

Prerequisite(s): For Biological Sciences majors: Three quarters of a Biological Sciences Fundamentals sequence

Equivalent Course(s): HGEN 47100

BIOS 21229. Genome Informatics: How Cells Reorganize Genomes. 100 Units.

This course deals with the molecular and cellular basis of genetic change. We discuss DNA repair functions, mutator loci, induced mutation, mechanisms of homologous recombination and gene conversion, site-specific recombination, transposable elements and DNA rearrangements, reverse transcription and retrotransposons, transposable vector systems for making transgenic organisms, and genetic engineering of DNA sequences in antibody formation. Discussion section required.

Instructor(s): J. Shapiro Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235

BIOS 21236. Genetics of Model Organisms. 100 Units.

A small number of organisms have been chosen for extensive study by biologists. The popularity of these organisms derives largely from the fact that their genomes can be easily manipulated, allowing sophisticated characterization of biological

function. This course covers modern methods for genetic analysis in budding yeast (*Saccharomyces cerevisiae*), fruit flies (*Drosophila melanogaster*), plants (*Arabidopsis thaliana*), and mice (*Mus musculus*). Case studies demonstrate how particular strengths of each system have been exploited to understand such processes as genetic recombination, pattern formation, and epigenetic regulation of gene expression.

Instructor(s): D. Bishop, H.-C Lee, E. Ferguson, I. Moskowitz Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235

BIOS 21237. Developmental Mechanisms. 100 Units.

This course provides an overview of the fundamental questions of developmental biology, with particular emphasis on the genetic, molecular and cell biological experiments that have been employed to reach mechanistic answers to these questions. Topics covered will include formation of the primary body axes, the role of local signaling interactions in regulating cell fate and proliferation, the cellular basis of morphogenesis, and stem cells.

Instructor(s): E. Ferguson, R. Fehon Terms Offered: Winter

Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20189, BIOS 20190, or BIOS 20235. AND CONSENT OF INSTRUCTOR

Equivalent Course(s): DVBI 36400, MGCB 36400

BIOS 21238. Cell Biology II. 100 Units.

This course covers the mechanisms with which cells execute fundamental behaviors. Topics include signal transduction, cell cycle progression, cell growth, cell death, cancer biology, cytoskeletal polymers and motors, cell motility, cytoskeletal diseases, and cell polarity. Each lecture will conclude with a dissection of primary literature with input from the students. Students will write and present a short research proposal, providing excellent preparation for preliminary exams.

Instructor(s): M. Glotzer, D. Kovar Terms Offered: Winter

Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals sequence.

Equivalent Course(s): BCMB 31700, DVBI 31700, MGCB 31700

BIOS 21249. Organization, Expression, and Transmission of Genome Information. 100 Units.

This seminar course examines how genomes are organized for coding sequence expression and transmission to progeny cells. The class discusses a series of key papers in the following areas: bacterial responses to external stimuli and genome damage, control of eukaryotic cell differentiation, complex loci regulating developmental expression in animals, centromere structure and function, position effect variegation, chromatin domains, chromatin remodeling, RNAi, and chromatin formatting.

Instructor(s): J. Shapiro Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Recommended for Advanced Biology students

BIOS 21306. Human Genetics and Evolution. 100 Units.

The goal of this course is to provide an evolutionary perspective on the molecular genetic bases of human diseases and non-clinical human traits. The course covers fundamental concepts and recent progress in Mendelian and complex trait mapping as well as evolutionary principles as they apply to genomics analyses of DNA sequence variation in human populations. These topics will be introduced through lectures and will be complemented by discussion and student presentations of original research papers.

Instructor(s): A Di Rienzo, Yang Li Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Fundamentals Sequence including BIOS 20187 or BIOS 20235.

BIOS 21317. Topics in Biological Chemistry. 100 Units.

Required of students who are majoring in biological chemistry. This course examines a variety of biological problems from a chemical and structural perspective, with an emphasis on molecular machines. Topics include macromolecular structure-function relationships, DNA synthesis and repair, RNA folding and function, protein synthesis, targeting and translocation, molecular motors, membrane proteins, photosynthesis, and mechanisms of signal transduction. Computer graphics exercises and in-class journal clubs complement the lecture topics.

Instructor(s): P. Rice, R. Keenan Terms Offered: Spring

Prerequisite(s): BIOS 20200

BIOS 21328. Biophysics of Biomolecules. 100 Units.

This course covers the properties of proteins, RNA, and DNA, as well as their interactions. We emphasize the interplay between structure, thermodynamics, folding, and function at the molecular level. Topics include cooperativity, linked equilibrium, hydrogen exchange, electrostatics, diffusion, and binding.

Instructor(s): T. Sonic

Equivalent Course(s): BCMB 32200, BPHS 31000

BIOS 21349. Protein Structure and Functions in Medicine. 100 Units.

This course explores how molecular machinery works in the context of medicine (vision, fight or flight, cancer, and action of drugs). We first explore the physical and biochemical properties of proteins in the context of cellular signaling. We then examine how proteins and other cellular components make up the signal transduction pathway of humans and conduct their biological functions. The course engages students to strengthen their scientific communication and teaching skills via the in-class podcast, oral examinations, computer-aided structural presentations, student lectures, and discussions.

Instructor(s): W.-J. Tang Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Biochemistry strongly recommended.

Equivalent Course(s): CABI 31900, NURB 33500

BIOS 21356. Vertebrate Development. 100 Units.

This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major topics on the developmental biology of embryos (e.g. formation of the germ line, gastrulation, segmentation, nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches including embryology, genetics, and molecular genetics.

Instructor(s): V. Prince, P. Kratsios. Terms Offered: Spring

Prerequisite(s): For Biological Sciences majors: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20189 or BIOS 20190

Equivalent Course(s): ORGB 33600, DVBI 35600, MGCB 35600

BIOS 21358. Simulation, Modeling, and Computation in Biophysics. 100 Units.

This course develops skills for modeling biomolecular systems. Fundamental knowledge covers basic statistical mechanics, free energy, and kinetic concepts. Tools include molecular dynamics and Monte Carlo simulations, random walk and diffusion equations, and methods to generate random Gaussian and Poisson distributors. A term project involves writing a small program that simulates a process. Familiarity with a programming language or Matlab would be valuable.

Instructor(s): B. Roux Terms Offered: Winter

Prerequisite(s): BIOS 20200 and BIOS 26210-26211, or consent from instructor

Equivalent Course(s): CPNS 31358, BCMB 31358

BIOS 21360. Advanced Molecular Biology. 100 Units.

This course covers genome structures, transcription of DNA to RNA, messenger RNA splicing, translation of RNA to protein, transcriptional and post-transcriptional gene regulations, non-coding RNA functions, epigenetics and epitranscriptomics. Basic methods in molecular biology will also be covered. The course also includes special, current topics on genomics, single molecule studies of gene expression, epitranscriptomics, and others.

Instructor(s): J. Fei, T. Pan. Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and Organic Chemistry, or consent of instructor.

BIOS 21407. Image Processing in Biology. 100 Units.

Whether one is trying to read radio signals from faraway galaxies or to understand molecular structures, it is necessary to understand how to read, interpret, and process the data that contain the desired information. In this course, we learn how to process the information contained in images of molecules as seen in the electron microscope. We also deal with the principles involved in processing electron microscope images, including the underlying analytical methods and their computer implementation.

Instructor(s): R. Josephs Terms Offered: Spring. Offered every other year in even years.

Prerequisite(s): For College students: Three quarters of a Biological Sciences Fundamentals sequence and one year of calculus

Equivalent Course(s): MGCB 34300

BIOS 21415. Stem Cells in Development and Diseases. 100 Units.

This course will provide a survey of concepts and biology of stem cells based on experimental evidence for their involvement in developmental processes and human diseases. Topics will discuss classic models as well as recent advance made in the biomedical research community.

Instructor(s): A. Imamoto, X. Wu Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, including BIOS 20186 and BIOS 20187

BIOS 21416. Stem Cells and Regeneration. 100 Units.

The course will focus on the basic biology of stem cells and regeneration, highlighting biomedically relevant findings that have the potential to translate to the clinic. We will cover embryonic and induced pluripotent stem cells, as well as adult stem cells from a variety of systems, both invertebrate and vertebrates.

Instructor(s): E. Ferguson, V. Prince, J. De Jong, X. Wu, J. Duan, J. LaBelle Terms Offered: Spring

Prerequisite(s): For undergraduates only: completion of a Biological Sciences fundamentals sequence

Equivalent Course(s): DVBI 36200

BIOS 21506. Biological Physics. 100 Units.

This course is an introduction to the physics of living matter. Its goal is to understand the design principles from physics that characterize the condensed and organized matter of living systems. Topics include: basic structures of proteins, nucleotides, and biological membranes; application of statistical mechanics to diffusion and transport; hydrodynamics of low Reynolds number fluids; thermodynamics and chemical equilibrium; physical chemistry of binding affinity and kinetics; solution electrostatics and depletion effect; biopolymer mechanics; cellular mechanics and motions; molecular motors.

Terms Offered: Spring

Prerequisite(s): PHYS 13300 or PHYS 14300

Note(s): Students majoring in Physics may use this course either as a Physics elective OR as a upper level elective in the Biological Sciences major.

Equivalent Course(s): PHYS 25500

BIOS 21507. Stem Cell Biology, Regeneration, and Disease Modeling. 100 Units.

In this course, students will gain an understanding of the science and application of tissue engineering, a field that seeks to develop technologies for restoring lost function in diseased or damaged tissues and organs. The course will first introduce the underlying cellular and molecular components and processes relevant to tissue engineering: extracellular matrices, cell/matrix interactions such as adhesion and migration, growth factor biology, stem cell biology, inflammation, and

innate immunity. The course will then discuss current approaches for engineering a variety of tissues, including bone and musculoskeletal tissues, vascular tissues, skin, nerve, and pancreas. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.

Instructor(s): Joyce Chen Terms Offered: Spring. This course will be offered starting in the 2021-2022 academic year

Prerequisite(s): BIOS 20186 or BIOS 20234

Equivalent Course(s): MPMM 34300, MENG 33110, MENG 23110

BIOS 21510. Chromatin & Epigenetics. 100 Units.

This course presents the dynamic nature of the physiological genome - an exquisitely regulated macromolecular polymer termed chromatin - that gives rise to hundreds of cellular identities, each adaptable to various environmental milieu. Students will explore the mechanisms and determinants that shape distinct chromatin conformations and their influences on gene expression and cell fate. Topics include histone modifications, ATP-dependent chromatin remodeling, DNA methylation, Polycomb, heterochromatin, topologically associating domains, phase transition, and non-coding RNA. Students will apply their knowledge to understand the role of chromatin structure in development (e.g. lineage specification), disease (e.g. cancer) and potential therapeutics (e.g. cellular reprogramming). Students will leave the course with an in-depth knowledge of cutting-edge epigenetic methodologies as well as the ability to critically evaluate primary literature and propose original scientific research.

Instructor(s): Koh, A. Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence

BIOS 22233. Comparative Vertebrate Anatomy. 100 Units.

This course covers the structure and function of major anatomical systems of vertebrates. Lectures focus on vertebrate diversity, biomechanics, and behavior (from swimming and feeding to running, flying, seeing, and hearing). Labs involve detailed dissection of animals (muscles, organs, brains) and a focus on skull bones in a broad comparative context from fishes to frogs, turtles, alligators, mammals, birds, and humans. Field trip to Field Museum and visit to medical school lab for human dissection required.

Instructor(s): M. Westneat. L. Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Note(s): Offered Winter 2019 and every other year thereafter.

Equivalent Course(s): ORGB 32233

BIOS 22236. Reproductive Biology of Primates. 100 Units.

The aim of this advanced-level course is to provide a comparative overview of adaptations for reproduction in primates as a background to human reproductive biology. Where appropriate, reference will be made to other mammals and some comparisons will be even wider. Ultimately, the aim of all comparisons is to arrive at concrete lessons for human reproduction, notably in the realm of obstetrics and gynecology. For this reason, the course will be of interest for medical students as well as for those studying anthropology, biology or psychology.

Instructor(s): R. Martin Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 22245. Biomechanics: How Life Works. 100 Units.

This course will explore form and function in a diversity of organisms, using the principles of physics and evolutionary theory to understand why living things are shaped as they are and behave in such a diversity of ways. Biomechanics is at the interface of biology, physics, art, and engineering. We will study the impact of size on biological systems, address the implications of solid and fluid mechanics for organismal design, learn fundamental principles of animal locomotion, and survey biomechanical approaches. Understanding the mechanics of biological organisms can help us gain insight into their behavior, ecology and evolution.

Instructor(s): M. Westneat Terms Offered: Spring. L. Spring.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Physics useful.

Note(s): This course will include a lab and will alternate years with BIOS 22233.

Equivalent Course(s): EVOL 32245, ORGB 32245

BIOS 22249. Principles of Toxicology. 100 Units.

This course covers basic concepts of toxicology including routes of exposure and uptake, metabolic conversion, and elimination of toxic agents, as well as fundamental laws governing the interaction of external chemicals with biological systems. In addition to toxins of biological origin, we also consider a set of physical and chemical toxicants in the environment, including air pollution, radiation, manufactured chemicals, metals, and pesticides. Methods of risk assessment will also be considered.

Instructor(s): Y-Y He Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and BIOS 20200

BIOS 22250. Chordates: Evolution and Comparative Anatomy. 100 Units.

Chordate biology emphasizes the diversity and evolution of modern vertebrate life, drawing on a range of sources (from comparative anatomy and embryology to paleontology, biomechanics, and developmental genetics). Much of the work is lab-based, with ample opportunity to gain firsthand experience of the repeated themes of vertebrate body plans, as well as some of the extraordinary specializations manifest in living forms. The instructors, who are both actively engaged in vertebrate-centered research, take this course beyond the boundaries of standard textbook content.

Instructor(s): M. Coates Terms Offered: Winter. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, including BIOS 20187 or BIOS 20235

Note(s): Not offered Winter 2019 - Offered Winter 2020 and every other year thereafter.

Equivalent Course(s): EVOL 30200, ORGB 30250

BIOS 22260. Vertebrate Structure and Function. 100 Units.

This course is devoted to vertebrate bones and muscles, with a focus on some remarkable functions they perform. The first part takes a comparative look at the vertebrate skeleton via development and evolution, from lamprey to human. The major functional changes are examined as vertebrates adapted to life in the water, on land, and in the air. The second part looks at muscles and how they work in specific situations, including gape-feeding, swimming, leaping, digging, flying, and walking on two legs. Dissection of preserved vertebrate specimens required.

Instructor(s): P. Sereno. L. Terms Offered: Spring. Not offered 2019; Will be offered 2020

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and consent of instructor. See also http://paulsereno.uchicago.edu/fossil_lab/classes/vertebrate_structure_and_function for more information.

BIOS 22265. Human Origins: Milestones in Human Evolution and the Fossil Record. 100 Units.

This course aims at exploring the fundamentals of human origins by tracking the major events during the course of human evolution. Starting with a laboratory based general introduction to human osteology and muscle function, the latest on morphological and behavioral evidence for what makes *Homo sapiens* and their fossil ancestors unique among primates will be presented. Our knowledge of the last common ancestor will be explored using the late Miocene fossil record followed by a series of lectures on comparative and functional morphology, adaptation and biogeography of fossil human species. With focus on the human fossil record, the emergence of bipedalism, advent of stone tool use and making, abandonment of arboreality, advent of endurance walking and running, dawn of encephalization and associated novel life histories, language and symbolism will be explored. While taxonomic identities and phylogenetic relationships will be briefly presented, the focus will be on investigating major adaptive transitions and how that understanding helps us to unravel the ecological selective factors that ultimately led to the emergence of our species. The course will be supported by fresh data coming from active field research conducted by Prof. Alemseged and state of the art visualization methods that help explore internal structures. By tracing the path followed by our ancestors over time, this course is directly relevant to reconnection of the human condition today and our place in nature.

Instructor(s): Z. Alemseged Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of Instructor.

Equivalent Course(s): ORGB 33265, ANTH 28110

BIOS 22270. Bones and Genes: The Story of Homo Sapiens. 100 Units.

The primary aim of this course is to explore the biological and behavioral makings of our species, anatomically modern *Homo sapiens*, by considering hypotheses, models, evidence, and the latest consensus from the complementary fields of paleoanthropology and genetics. The course is divided into two blocks, one focusing on our origins and the other on migrations across the globe. After a brief introduction to the human skeleton, students will learn about the pool of potential direct ancestors that lived before *Homo sapiens* emerged 300,000 years ago, as well as the environmental and cultural environments that may have led to the arrival of our species. This will be complemented by an evaluation of competing genetic models for the origin of our species and evidence for genetic intermixing with archaic humans such as Neanderthals and Denisovans. We will, then, follow modern humans out of Africa and study the fossil, archaeological, and genetic evidence for the peopling of the planet and adaptations to novel environments. Finally, the contributions of paleoanthropology and genetics to our understanding of behavior, cognition, physical traits/phenotypes, diet, and disease evolution will be explored. Complementary laboratory and discussion sessions will expose students to state-of-the-art methods and current research endeavors in these fields.

Instructor(s): M. Raghavan, Z. Alemseged. Terms Offered: Spring. L.

Prerequisite(s): BIOS Majors: Three quarters of a Biological Sciences Fundamentals sequence. Also open to students in Anthropology and Genetics with an interest in human evolution, or consent of instructors.

BIOS 22306. Evolution and Development. 100 Units.

The course will provide a developmental perspective on animal body plans in phylogenetic context. The course will start with a few lectures, accompanied by reading assignments. Students will be required to present a selected research topic that fits the broader goal of the course and will be asked to submit a referenced written version of it after their oral presentation. Grading will be based on their presentation (oral and written) as well as their contributions to class discussions.

Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.

Instructor(s): U. Schmidt-Ott Terms Offered: Autumn

Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.

Equivalent Course(s): DVBI 33850, ORGB 33850, EVOL 33850

BIOS 23100. Dinosaur Science. 100 Units.

This introductory-level (but intensive) class includes a ten-day expedition to South Dakota and Wyoming (departing just after graduation). We study basic geology (e.g., rocks and minerals, stratigraphy, Earth history, mapping skills) and basic evolutionary biology (e.g., vertebrate and especially skeletal anatomy, systematics and large-scale evolutionary patterns). This course provides the knowledge needed to discover and understand the meaning of fossils as they are preserved in the field, which is applied to actual paleontological sites. Participants fly from Chicago to Rapid City, and then travel by van to field sites. There they camp, prospect for, and excavate fossils from the Cretaceous and Jurassic Periods. Field trip required.

Instructor(s): P. Sereno. L. Terms Offered: Spring

Prerequisite(s): Consent of instructor, three quarters of a Biological Sciences Fundamentals sequence and a prior course in general science, preferably geology. See also http://paulsereno.uchicago.edu/fossil_lab/classes/dinosaur_science for more information.

Note(s): Need based financial assistance for field trip may be available. Apply to the Master of BSCD (jmalamy@bsd.uchicago.edu)

BIOS 23232. Ecology and Evolution in the Southwest. 100 Units.

This lecture course focuses on the ecological communities of the Southwest, primarily on the four subdivisions of the North American Desert, the Chihuahuan, Sonoran, Mohave, and Great Basin Deserts. Lecture topics include climate change and the impact on the flora and fauna of the region; adaptations to arid landscapes; evolutionary, ecological, and conservation issues in the arid Southwest, especially relating to isolated mountain ranges; human impacts on the biota, land, and water; and how geological and climatic forces shape deserts.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of instructor

BIOS 23233. Ecology and Evolution in the Southwest:Field School. 100 Units.

This lecture/lab course is the same course as BIOS 13111, but includes a lab section preparatory to a two-week field trip at end of Spring Quarter, specific dates to be announced. Our goal in the lab is to prepare proposals for research projects to conduct in the field portion of this course. Field conditions are rugged. Travel is by twelve-passenger van. Lodging during most of this course is tent camping on developed campsites.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and consent of instructor

BIOS 23242. Primate Evolution and the Roots of Human Biology. 100 Units.

The course is designed to achieve a state-of-the-art synthesis of primate evolution and human origins. An overview of the biology and evolution of the mammalian order Primates provides a broad foundation for considering the special case human evolution. Across primates as a group, the course explores and integrates comparative evidence from anatomy, physiology, behavior, chromosomal studies, and molecular genetics. Both living primates and their fossil relatives are covered, with due reference to theoretical aspects. Particular emphasis is given to evaluation of characters for inference of evolutionary relationships and to explicit examination of scaling effects of body size in between-species comparisons. Within the general framework of origins and adaptations of primates, human evolution is examined with respect to all features covered. Special features of humans are identified and related to an overview of the hominid fossil record. A specific goal of this course is to guide students to read, interpret, and synthesize scientific literature, and exercise critical thinking with respect to selected topics. As shown by examples, the course is directly relevant to the field of Darwinian medicine, which considers health and disease in relation to the evolutionary background of human biology.

Instructor(s): R. Martin Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235, or consent of instructor.

BIOS 23247. Bioarchaeology and the Human Skeleton. 100 Units.

This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.

Instructor(s): M. C. Lozada Terms Offered: Winter. Winter 2021

Note(s): This course qualifies as a Methodology selection for Anthropology majors.

Equivalent Course(s): ANTH 38800, ANTH 28400

BIOS 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Note(s): CHDV Distribution: A

Equivalent Course(s): CHDV 23249, PSYC 23249

BIOS 23252. Field Ecology. 100 Units.

Open only to students who are planning to pursue graduate research. This course introduces habitats and biomes in North America and the methods of organizing and carrying out field research projects in ecology and behavior, focusing on questions of evolutionary significance. A two-week field trip to southern Florida during the Winter/Spring Quarter break consists of informal lectures and discussions, individual study, and group research projects. During Spring Quarter, there are lectures on the ecology of the areas visited and on techniques and methods of field research. Field trip required.

Instructor(s): S. Pruett-Jones Terms Offered: Spring. This course is offered in alternate (odd) years.

Prerequisite(s): Consent of instructor

BIOS 23254. Mammalian Ecology. 100 Units.

This course introduces the diversity and classification of mammals and their ecological relationships. Lectures cover natural history, evolution, and functional morphology of major taxonomic groups. Lab sessions focus on skeletal morphology, identifying traits of major taxonomic groups, and methods of conducting research in the field. Participation in field trips, occasionally on Saturday, is required.

Instructor(s): E. Larsen Terms Offered: Spring. L. Offered every other year in odd years.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and third-year standing or consent of instructor.

BIOS 23258. Molecular Evolution I: Fundamentals and Principles. 100 Units.

The comparative analysis of DNA sequence variation has become an important tool in molecular biology, genetics, and evolutionary biology. This course covers major theories that form the foundation for understanding evolutionary forces that govern molecular variation, divergence, and genome organization. Particular attention is given to selectively neutral models of variation and evolution, and to alternative models of natural selection. The course provides practical information on accessing genome databases, searching for homologous sequences, aligning DNA and protein sequences, calculating sequence divergence, producing sequence phylogenies, and estimating evolutionary parameters.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and two quarters of calculus, or consent of instructor.

Equivalent Course(s): EVOL 44001, ECEV 44001

BIOS 23261. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several 'Hot Topics' lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups. (L)

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

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in Biological Sciences only; Completion of the general education requirement in the Biological Sciences, or consent of instructor.

Equivalent Course(s): GEOS 36300, EVOL 32400, GEOS 26300

BIOS 23262. Mammalian Evolutionary Biology. 100 Units.

This course examines mammalian evolution-the rise of living mammals from ancient fossil ancestors stretching back over 300 million years. Lectures focus on the evolutionary diversification of mammals, including anatomical structure, evolutionary adaptations, life history, and developmental patterns. Labs involve detailed comparative study of mammalian skeletons, dissection of muscular and other systems, trips to the Field Museum to study fossil collections, and studies of human anatomy at the Pritzker School of Medicine. Students will learn mammalian evolution, functional morphology, and development, and will gain hands-on experience in dissection. Taught by instructors who are active in scientific research on mammalian evolution, the course is aimed to convey new insights and the latest progress in mammalian paleontology, functional morphology, and evolution. Prerequisite(s): Second-year standing and completion of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.

Instructor(s): Z. Luo, K. Angielczyk Terms Offered: Autumn, L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.

Equivalent Course(s): ORGB 31201, EVOL 31201

BIOS 23266. Evolutionary Adaptation. 100 Units.

This course deals with the adaptation of organisms to their environments and focuses on methods for studying adaptation. Topics include definitions and examples of adaptation, the notion of optimization, adaptive radiations, the comparative method in evolutionary biology, and the genetic architecture of adaptive traits. Students will draw on the logical frameworks covered in lecture as they evaluate primary papers and prepare two writing assignments on an adaptive question of their choice.

Instructor(s): C. Andrews Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 or consent of instructor.

BIOS 23289. Marine Ecology. 100 Units.

This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.

Instructor(s): T. Wootton Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and prior introductory course in ecology or consent of instructor.

Equivalent Course(s): ENST 23289

BIOS 23299. Plant Development and Molecular Genetics. 100 Units.

Genetic approaches to central problems in plant development will be discussed. Emphasis will be placed on embryonic pattern formation, meristem structure and function, reproduction, and the role of hormones and environmental signals in development. Lectures will be drawn from the current literature; experimental approaches (genetic, cell biological, biochemical) used to discern developmental mechanisms will be emphasized. Graduate students will present a research proposal in oral and written form; undergraduate students will present and analyze data from the primary literature, and will be responsible for a final paper.

Instructor(s): J. Greenberg Terms Offered: Spring

Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235.

Equivalent Course(s): MGCB 36100, DVBI 36100, ECEV 32900

BIOS 23365. Evolutionary and Genomic Medicine I. 100 Units.

Evolution is regularly investigated in free-living organisms, but some of its most fascinating and important examples occur in the interface between free-living and non-free-living states. In this course, we will use evolutionary and ecological principles to study the dynamics of viruses, unicellular organisms and cells in multi-cellular organisms relevant to human medicine. In EGM I, the emphasis will be on the evolution of pathogens, the evolution of cells of the immune system in response to pathogen invasion, the basis of autoimmune disorders, and the population genetics of cancerous cells in light of recent cancer genomic studies. EGM II will cover more general topics including Darwinian medicine, aging, and systems biology/medicine.

Instructor(s): S. Cobey, C-I. Wu Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235.

Background in evolution and population genetics.

Equivalent Course(s): ECEV 33365

BIOS 23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. 100 Units.

This course is an introduction to the tree of life (phylogeny): its conceptual origins, methods for discovering its structure, and its importance in evolutionary biology and other areas of science. Topics include history and concepts, sources of data, methods of phylogenetic analysis, and the use of phylogenies to study the tempo and mode of lineage diversification, coevolution, biogeography, conservation, molecular biology, development, and epidemiology. One Saturday field trip and weekly computer labs required in addition to scheduled class time. This course is offered in alternate (odd) years.

Instructor(s): R. Ree. Terms Offered: Autumn. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor

Note(s): This course is offered in alternate (odd) years.

Equivalent Course(s): EVOL 35401

BIOS 23405. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

Instructor(s): K. Pagel Terms Offered: Winter

Prerequisite(s): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor.

Note(s): CHDV Distribution: A

Equivalent Course(s): GNSE 21500, CHDV 21500, HLTH 21500, HIPS 22401

BIOS 23406. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): GEOG 35500, GEOG 25500, ENST 25500, EVOL 45500

BIOS 23409. The Ecology and Evolution of Infectious Diseases. 100 Units.

Understanding the ecology and evolution of infectious diseases is crucial for both human health and for preservation of the natural environment. In this course, we combine mathematical modeling with ecological and evolutionary analyses to understand how fundamental mechanisms of host-pathogen interactions are translated into disease dynamics and host-pathogen co-evolution.

Instructor(s): G. Dwyer Terms Offered: Spring. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and Integral calculus.

BIOS 23410. Complex Interactions: Coevolution, Parasites, Mutualists, and Cheaters. 100 Units.

This course emphasizes the enormous diversity of interactions between organisms. It is an introduction to the biology and ecology of parasitic and mutualistic symbiotic associations and their evolution. Topics include endosymbioses and their impact on the evolution of photosynthetic organisms, bacterial symbioses (e.g., nitrogen fixation), symbioses that fungi evolved with plants and animals (e.g., endophytes, mycorrhizae, lichens), pollination biology, insect-plant associations, and associations of algae with animals. Methods to elucidate the evolution of these associations are discussed with a focus on coevolutionary events and the origin of cheaters.

Instructor(s): T. Lumbsch Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 24110. Fundamental Neuroscience. 100 Units.

This course is a rigorous introduction to the study of neurons, nervous systems and brains. The systems anatomy and physiology of the vertebrate brain will be covered in depth. Common features of neural circuits, such as those subserving the stretch reflex, will be examined. The biology of brain evolution and development will be introduced. A highlight of

this course will be student dissections of sheep brains and the laboratory presentation of human brain dissections by the instructors.

Instructor(s): C. Ragsdale, P. Mason Terms Offered: Autumn

Prerequisite(s): At least two quarters of Biological Sciences instruction (including courses taken concurrently) or consent of instructor

Equivalent Course(s): NSCI 20110

BIOS 24120. Cellular Neuroscience. 100 Units.

This course describes the cellular and subcellular properties of neurons, including passive and active electrophysiological properties, and their synaptic interactions. Readings are assigned from a general neuroscience textbook.

Instructor(s): M. Sheffield, W. Wei Terms Offered: Winter

Prerequisite(s): NSCI 20110, along with completion of MATH 13100, or MATH 15100, or MATH 16100, or consent of instructor

Equivalent Course(s): NSCI 20120

BIOS 24130. Systems Neuroscience. 100 Units.

This course covers vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Instructor(s): J. MacLean Terms Offered: Spring

Prerequisite(s): NSCI 20101, NSCI 20111 or consent of instructors

Equivalent Course(s): NSCI 20130, PSYC 24010

BIOS 24131. Molecular Neuroscience. 100 Units.

This lecture/seminar course explores the application of modern cellular and molecular techniques to clarify basic mechanisms that underlie neural development, synaptic transmission, protein trafficking, and circuit function and the dysfunction of these fundamental processes that results in neurodevelopmental disorders and age-associated neurological diseases.

Instructor(s): S. Sisodia Terms Offered: Spring

Prerequisite(s): NSCI 20111, NSCI 20121 and BIOS 20200, or consent of instructor

Equivalent Course(s): NSCI 22100

BIOS 24208. Survey of Systems Neuroscience. 100 Units.

This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord and peripheral nervous system. Somatic, visual, auditory, vestibular and olfactory sensory systems are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of many regions of brain in rodents, cats and primates.

Instructor(s): S. Bensmaia Terms Offered: Autumn

Prerequisite(s): NSCI 20130. For Biological Sciences majors: Three quarters of a Biological Sciences fundamentals sequence

Equivalent Course(s): ORGB 32500, NSCI 23500, CPNS 30116, NURB 31600

BIOS 24217. Conquest of Pain. 100 Units.

This course examines the biology of pain and the mechanisms by which anesthetics alter the perception of pain. The approach is to examine the anatomy of pain pathways both centrally and peripherally, and to define electrophysiological, biophysical, and biochemical explanations underlying the action of general and local anesthetics. We discuss the role of opiates and enkephalins. Central theories of anesthesia, including the relevance of sleep proteins, are also examined.

Instructor(s): K. Ruskin Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, CHEM 2200-22100-22200 or BIOS 20200 and prior course in neurobiology or physiology is recommended.

Equivalent Course(s): NSCI 22450

BIOS 24231. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): relating neural data to behavior, Signal Detection theory, models of vision and artificial neural networks, Information Theory, Generalized Linear Models, dimensionality reduction, classification, and clustering.

Instructor(s): S. Bensmaia, D. Freedman, M. Kaufman Terms Offered: Winter. L.

Prerequisite(s): For Neuroscience Majors: NSCI 20130, BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): PSYC 24231, NSCI 23700, CPNS 34231

BIOS 24232. Computational Approaches to Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Winter

Prerequisite(s): For Neuroscience Majors: NSCI 20110, NSCI 20130, BIOS 26210, and knowledge using Matlab, or consent of instructor.

Equivalent Course(s): CPNS 33200, PSYC 34410, ORGB 34650, NSCI 23600

BIOS 24248. Biological Clocks and Behavior. 100 Units.

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Spring

Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.

Equivalent Course(s): NSCI 21400, PSYC 21750, HLTH 21750

BIOS 24408. Modeling and Signal Analysis for Neuroscientists. 100 Units.

The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.

Instructor(s): W. van Drongelen Terms Offered: Spring, L.

Prerequisite(s): Undergraduates: Biology Major - BIOS 26210 and 26211, or consent of instructor. Neuroscience Major - NSCI 20130, BIOS 26210 and 26211, or consent of instructor.

Equivalent Course(s): NSCI 24000, CPNS 32111

BIOS 25108. Cancer Biology. 100 Units.

This course covers the fundamentals of cancer biology with a focus on the story of how scientists identified the genes that cause cancer. The emphasis is on 'doing' science rather than 'done' science: How do scientists think, how do they design experiments, where do these ideas come from, what can go wrong, and what is it like when things go right? We stress the role that cellular subsystems (e.g., signal transduction, cell cycle) play in cancer biology, as well as evolving themes in cancer research (e.g., ongoing development of modern molecular therapeutics).

Instructor(s): M. Rosner, W. Du Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 25109. Topics in Reproduction and Cancer. 100 Units.

This course focuses on several aspects of the molecular and cellular biology of human reproduction. We also discuss the basis of chemical/viral carcinogenesis and the progression, treatment, and prevention of cancer. The role of steroid hormones and their receptors in the control of growth, development, and specialized cell function is discussed in the context of normal and abnormal gene expression in human development and disease. Key historical events, research approaches, utilization of knowledge, recent advances in drug design and herbal medicines, and philosophies of scientific research are also covered.

Instructor(s): G. Greene, L. Becker Terms Offered: Spring

Prerequisite(s): For Biology majors: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and Biochemistry, or consent of Instructor.

BIOS 25126. Animal Models of Human Disease. 100 Units.

This course introduces the use of animals in biomedical research for the purposes of understanding, treating, and curing human disease. Particular emphasis is placed on rodent models in the context of genetic, molecular, and immunologic manipulations, as well as on the use of large animal surgical models. University veterinarians also provide information regarding humane animal care.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including a course in genetics, or consent of instructor

BIOS 25206. Fundamentals of Bacterial Physiology. 100 Units.

This course meets one of the requirements of the microbiology specialization. This course introduces bacterial diversity, physiology, ultra-structure, envelope assembly, metabolism, and genetics. In the discussion section, students review recent original experimental work in the field of bacterial physiology.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of instructor

Equivalent Course(s): MICR 30600

BIOS 25216. Molecular Basis of Bacterial Disease. 100 Units.

This course meets one of the requirements of the microbiology specialization. This lecture/discussion course involves a comprehensive analysis of bacterial pathogens, the diseases that they cause, and the molecular mechanisms involved during pathogenesis. Students discuss recent original experimental work in the field of bacterial pathogenesis.

Instructor(s): H. Shuman Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Equivalent Course(s): MICR 31600

BIOS 25226. Endocrinology I: Cell Signaling. 100 Units.

The subject matter of this course considers the wide variety of intracellular mechanisms that, when activated, change cell behavior. We cover aspects of intracellular signaling, the latter including detailed discussions of receptors, G-proteins, cyclic nucleotides, calcium and calcium-binding proteins, phosphoinositides, protein kinases, and phosphatases.

Instructor(s): M. Brady, R. Cohen Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and BIOS 20200.

Equivalent Course(s): NPHP 33600

BIOS 25227. Endocrinology II: Systems and Physiology. 100 Units.

Endocrinology is the study of hormones, which are chemical messengers released by tissues that regulate the activity of other cells in the body. This course covers the classical hormone systems, including hormones regulating metabolism, energy mobilization and storage, calcium and phosphate metabolism, reproduction, growth, 'fight or flight,' and circadian rhythms. We focus on historical perspective, the mechanisms of action, homeostatic regulation, and relevant human diseases for each system.

Instructor(s): M. Brady, R. Cohen Terms Offered: Winter

Prerequisite(s): Completion of the first three quarters of a Biological Fundamentals Sequence.

BIOS 25228. Endocrinology III: Human Disease. 100 Units.

A Fundamentals Sequence (BIOS 20180s or 20190s, or AP 5 sequence) and BIOS 25227 recommended but not required.

This course is a modern overview of the patho-physiologic, genetic, and molecular basis of human diseases with nutritional perspectives. We discuss human diseases (e.g., hypertension, cardiovascular diseases, obesity, diabetes, osteoporosis, alopecia).

Instructor(s): Y. C. Li Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence is required and BIOS 25227 is strongly recommended.

BIOS 25256. Immunobiology. 100 Units.

This comprehensive survey course presents an integrated coverage of the tactics and logistics of innate and adaptive immunity in mammalian organisms. It conveys the elegance and complexity of immune responses against infectious agents. It introduces their implications in autoimmune diseases, cancer and organ transplantation and presents some of the emerging immunotherapeutics that are transforming health care. Prior knowledge of microbiology (e.g., BIOS 25206) will be advantageous. Prerequisite(s): Completion of a Biological Sciences Fundamentals Sequence which includes, Cell, Genetics, Developmental Biology, and Physiology

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235, and BIOS 20188 and BIOS 20189

BIOS 25258. Immunopathology. 100 Units.

Five examples of diseases are selected each year among the following categories: autoimmune diseases, inflammatory bowel diseases, infection immunity, immunodeficiencies and gene therapy, and transplantation and tumor immunology. Each disease is studied in depth with general lectures that include, where applicable, histological analysis of diseased tissue samples and discussions of primary research papers on experimental disease models. Special emphasis is placed on understanding immunopathology within the framework of general immunological concepts and on experimental approaches to the study of immunopathological models.

Instructor(s): B. Jabri Terms Offered: Winter

Prerequisite(s): BIOS 25256 with a grade of B or higher.

Equivalent Course(s): PATH 30010, IMMU 30010

BIOS 25260. Host Pathogen Interactions. 100 Units.

This course explores the basic principles of host defense against pathogens, including evolutionary aspects of innate and adaptive immunity and immune evasion strategies. Specific examples of viral and bacterial interactions with their hosts are studied in depth. A review of immunological mechanisms involved in specific cases is incorporated in the course.

Instructor(s): A. Chervonsky Terms Offered: Autumn

Prerequisite(s): BIOS 25206 and BIOS 25256

Equivalent Course(s): MICR 31200, IMMU 31200

BIOS 25266. Molecular Immunology. 100 Units.

This discussion-oriented course examines the molecular principles of immune recognition. We explore the roles of protein modification, protein-protein and protein-DNA interactions in the discrimination between self and non-self, and study the molecular fundamentals of cell stimulation and signaling. Primary literature focused on molecular research of the immune system is integrated with lectures on commonly used biochemical, structural and immunological techniques used in the research papers examined.

Instructor(s): E. Adams Terms Offered: Spring. Offered in odd years

Prerequisite(s): BIOS 20200 or 25256, or consent of instructor

Equivalent Course(s): IMMU 30266

BIOS 25268. Barrier Immunity. 100 Units.

Nowhere is the body's immune system so critical in saving an organism from death as at barrier sites, where we are directly exposed to the external environment. However, inflammatory responses to exclude pathogens and toxins need to be balanced with tolerance to benign agents like our microbiome or food, and a homeostatic role of the immune system in tissue repair. Failure to make the right call on defensive versus immunosuppressive reactions leads to severe pathologies such as chronic inflammation, allergies, autoimmunity and cancer. These challenges are met by a plethora of innate and adaptive immune cells, some exclusively found at barriers. Complexity is added by local challenges due to tissue location and function. The fascinating uniqueness of Barrier Immunity is the subject of this course. Using primary literature as a basis, expert faculty will help explore how the immune systems of the intestine, the lung, the skin and the vaginal tract deal with maintaining defense while not jeopardizing tissue function in men and mice. We will then study the immunological diseases at barriers,

what makes a site prone to tissue-specific pathologies, and how a barrier dysfunction may lead to systemic immune diseases. A particular focus will be the critical role of the local microbiome in preventing or promoting barrier pathology. The course will also stimulate thought on the evolution of a complex immune system, the origin of diseases and disease tolerance.

Instructor(s): D. Esterhazy Terms Offered: Spring

Prerequisite(s): BIOS 25256 with a grade of B+ or better, or consent if grade lower than B+.

Equivalent Course(s): IMMU 35000

BIOS 25287. Introduction to Virology. 100 Units.

This class on animal viruses considers the major families of the viral kingdom with an emphasis on the molecular aspects of genome expression and virus-host interactions. Our goal is to provide students with solid appreciation of basic knowledge, as well as instruction on the frontiers of virus research.

Instructor(s): T. Golovkina Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and third- or fourth-year standing

Equivalent Course(s): MICR 34600

BIOS 25308. Heterogeneity in Human Cancer: Etiology and Treatment. 100 Units.

This course addresses the importance of understanding human tumor heterogeneity (organ site by organ site) in terms of predicting whether tumors will progress to malignancy and how tumors will respond to standard treatments or require tailored molecular therapeutics. Alternating lecture and discussion lectures will explore and tease apart the controversies in the field that limit progress in cancer prevention, diagnosis and treatment. At the end of the course, students should have an in-depth understanding of the complexities, challenges and opportunities facing modern cancer researchers and clinical oncologists and be able to discuss novel scientific approaches to solving these issues.

Instructor(s): K. MacLeod Terms Offered: Autumn 2018

Prerequisite(s): A grade of B or better in BIOS 25108

Equivalent Course(s): CABI 30500

BIOS 25326. Tumor Microenvironment and Metastasis. 100 Units.

The tumor microenvironment regulates disease progression and chemoresistance in most cancers. This course addresses the functional contribution of the different cellular and non-cellular constituents of the tumor that surround the malignant cancer cells in cancer progression and metastasis. We will thoroughly discuss the function of stroma, inflammation, tumor senescence, immunity and the interactome in cancer progression and metastasis. Moreover, we will evaluate the translational impact of targeting the tumor microenvironment. Laboratory studies will introduce key techniques and organotypic model systems to elucidate these functions. At the end of the course, students should be able to understand the biology behind cancer metastasis and to evaluate manuscripts reporting novel findings in cancer biology. Prerequisite(s): BIOS 25108 and BIOS 25308

Instructor(s): H. Kenny, E. Lengyel Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Note(s): Three optional weekend, one-day workshops will be offered during the quarter. This course qualifies in the Cancer Specialization.

BIOS 25327. Health Disparities in Breast Cancer. 100 Units.

Across the globe, breast cancer is the most common women's cancer. In the last two decades, there have been significant advances in breast cancer detection and treatment that have resulted in improved survival rates. Yet, not all populations have benefited equally from these improvements, and there continues to be a disproportionate burden of breast cancer felt by different populations. In the U.S., for example, white women have the highest incidence of breast cancer but African-American women have the highest breast cancer mortality overall. The socioeconomic, environmental, biological, and cultural factors that collectively contribute to these disparities are being identified with a growing emphasis on health disparities research efforts. In this 10-week discussion-based course students will meet twice weekly and cover major aspects of breast cancer disparities.

Instructor(s): E. Dolan, S. Conzen Terms Offered: Winter

Prerequisite(s): BIOS 25108

Equivalent Course(s): GNSE 30408, CCTS 20400, HLTH 20400, GNSE 20408, CCTS 40400

BIOS 25407. Organ Transplantation. 100 Units.

This course presents biological, technical, ethical, and economic issues associated with organ transplantation. We sharply focus the immunologic knowledge from BIOS 25256 onto the biologic barriers to organ acceptance and the ultimate goal of immunologic tolerance. We also address principles of organ preservation and the mechanisms of ischemia/reperfusion injury. The technical aspects and physiology of organ transplantation (i.e., kidney, liver, heart, lung, pancreas, islet, intestinal) are covered. The social, economic, and ethical issues raised in transplantation (i.e., allografts, xenografts, living donation) are also discussed. This course is offered in alternate years.

Instructor(s): A. Chong Terms Offered: Winter. Offered Winter 2020

Prerequisite(s): BIOS 25256

BIOS 25420-26120-26121. An Introduction to Bioinformatics and Proteomics; Introduction to Transcriptomics; Microbial 'Omics.

These courses may be taken as a sequence.

BIOS 25420. Microbial 'Omics. 100 Units.

Every ecological niche our planet has to offer, including the human body itself, is home to an astonishing number of microbial cells that form complex communities. The last several years witnessed tremendous advances in molecular and computational approaches which now offer unprecedented access to these communities through new 'omics strategies.

Developing an overall understanding of these strategies -including the ability to identify their appropriate applications and shortcomings- has quietly become a de facto necessity in the journey of an independent life scientist. The primary aim of this course is to offer an evaluation of current concepts and methods to study the ecology, evolution, and functioning of naturally occurring microbial communities. Participants will have a chance to acquire hands-on experience with state-of-the-art computational methods and work with real-world microbial data. Through equal proportions of theory and practice, the course will cover concepts and strategies that help us wrap our collective mind around the most diverse form of life on our planet.

Instructor(s): A. Murat Eren Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence

BIOS 26120. An Introduction to Bioinformatics and Proteomics. 100 Units.

Modern biology generates massive amounts of data; this course is devoted to biological information and the models and techniques used to make sense of it. Students learn about biological databases, algorithms for sequence alignment, phylogenetic tree building, and systems biology. They will also learn about the basics of large-scale study of proteins, particularly their structures and functions. Students will be introduced to basics of high performance computation (HPC) and its application to the field of bioinformatics. They will learn how to use our in-house Super Computer to process and analyze next generation sequencing data. Using state of the art tools, students will align and genotype a group of genes in order to identify disease-relevant variants. The course will be taught as a hands on computer approach (a computation background would be helpful, but not needed).

Instructor(s): E. Haddadian Terms Offered: Autumn. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence or BIOS 20172 or consent of Instructor. No computation background required.

BIOS 26121. Introduction to Transcriptomics. 100 Units.

Transcriptomics is the study of the transcriptome -the complete set of RNA or transcripts that are produced by the genome, using high-throughput methods. In this course, students will learn about modern techniques used to capture and analyze mRNA and the connections of transcriptomics to epi-genomics (study of the epi-genome) and proteomics (study of proteins). The course will be divided into three parts: 1) Introduction of technologies that generate transcriptomics data, 2) Statistical analysis of the data, and 3) Case studies and applications. A range of topics relevant to the current practices in the field will be discussed, including introduction to microarrays, Next-Generation Sequencing (NGS), bulk and single-cell RNA processing, machine learning techniques used in data analyses, data pre-processing, differential expression analysis, and correcting batch effects and other experimental artifacts. Students will obtain hands-on experience in downloading public-domain data and performing analyses using different packages written in R and Python. After taking the class, students will have a working knowledge of the field and acquire experience in RNA-seq data analyses that are currently used in research labs. We will also organize visits to research laboratories and sequencing facility for the students to observe experimental workflows used in cutting-edge research.

Instructor(s): Anindita Basu, Mengjie Chen, Esmail Haddadian Terms Offered: Winter

Prerequisite(s): BIOS 26120 or consent of instructor.

BIOS 26210-26211. Mathematical Methods for Biological Sciences I-II.

The following two courses are intended to be taken as a sequence.

BIOS 26210. Mathematical Methods for Biological Sciences I. 100 Units.

This course builds on the introduction to modeling course biology students take in the first year (BIOS 20151 or 152). It begins with a review of one-variable ordinary differential equations as models for biological processes changing with time, and proceeds to develop basic dynamical systems theory. Analytic skills include stability analysis, phase portraits, limit cycles, and bifurcations. Linear algebra concepts are introduced and developed, and Fourier methods are applied to data analysis. The methods are applied to diverse areas of biology, such as ecology, neuroscience, regulatory networks, and molecular structure. The students learn computations methods to implement the models in MATLAB.

Instructor(s): D. Kondrashov Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20151 or BIOS 20152 or equivalent quantitative experience by consent of instructor, and three quarters of a Biological Sciences Fundamentals sequence or consent of the instructor.

Equivalent Course(s): PSYC 36210, CPNS 31000

BIOS 26211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210 or equivalent.

Equivalent Course(s): CPNS 31100, PSYC 36211

BIOS 26318. Fundamentals of Biological Data Analysis. 100 Units.

This course is intended for students who have original data from a research project and are looking to produce a thesis or publication. Students will learn to organize, process, visualize, and make inferences from biological data sets using the data processing tools of R. We will review statistics concepts, such as probability distributions, linear and nonlinear fitting, estimation and hypothesis testing, and introduce new concepts relevant for the specific research questions identified by the

students. The end result will be a written report that can function as a methods and results section of a research publication and contains high-quality graphics.

Instructor(s): D. Kondrashov, S. Allesina Terms Offered: Autumn, L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence, STAT 22000 or higher, and fourth-year standing, or consent of Instructor. Primarily intended for students that have a data set from original research.

BIOS 26403. Quantitative Immunobiology. 100 Units.

The science of immunology was born at the end of the 19th century as a discipline focused on the body's defenses against infection. The following 120+ years has led to the discovery of a myriad of cellular and molecular players in immunity, placing the immune system alongside the most complex systems such as Earth's global climate and the human brain. The functions and malfunctions of the immune system have been implicated in virtually all human diseases. It is thought that cracking the complexity of the immune system will help manipulate and engineer it against some of the most vexing diseases of our times such as AIDS and cancer. To tackle this complexity, immunology in the 21st century - similar to much of the biological sciences - is growing closer to mathematics and data sciences, physics, chemistry and engineering. A central challenge is to use the wealth of large datasets generated by modern day measurement tools in biology to create knowledge, and ultimately predictive models of how the immune system works and can be manipulated. The goal of this course is to introduce motivated students to the quantitative approaches and reasoning applied to fundamental questions in immunology.

Instructor(s): Nicolas Chevrier Terms Offered: Spring

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. Knowledge of R is recommended but not required. Courses in immunology and microbiology are an advantage but not required (e.g., BIOS 25256 Immunobiology; BIOS 25206 Fundamentals of Bacterial Physiology).

Equivalent Course(s): IMMU 34800, MENG 23300, MENG 33300

BIOS 27710-27711-27712-27713-27714-27715. Ecology – Marine Biological Laboratory; Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory.; Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory; Quantitative Environmental Analyses – Marine Biological Laboratory; Methods in Microbial Ecology – Marine Biological Laboratory.; Roles of Animals in Ecosystems – Marine Biological Laboratory.

Marine Biological Laboratory Semester in Environmental Science Sequence (SES). Courses BIOS 27710-27715 are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Registration in BIOS 27710, 27711, and 27712, plus one of BIOS 27713, 27714, or 27715 is required. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL in March of the year preceding the start of the semester. Admissions decisions will be mailed in April. Note that these courses start at the beginning of September, typically four weeks prior to the start of the College's Autumn Quarter and are completed by the end of Autumn Quarter. More information on the course content and the application process can be found at <https://college.uchicago.edu/academics/semester-environmental-science>.

BIOS 27710. Ecology - Marine Biological Laboratory. 100 Units.

This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod. This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn, L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27711 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): ENSC 24100

BIOS 27711. Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory. 100 Units.

This course examines the interface of biological processes with chemical processes in ecological systems. Course content emphasizes aquatic chemistry and the role of microbes in the cycling of nitrogen, carbon, and other elements. Effects of global changes on chemical cycling are emphasized.

Instructor(s): Marine Biological Laboratory Staff. Terms Offered: Autumn, L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): ENSC 23820

BIOS 27712. Independent Undergraduate Research in Environmental Sciences Marine Biological Laboratory. 100 Units.

This course is the culmination of the Semester in Environmental Science at the Marine Biological Laboratory. An independent research project, on a topic in aquatic or terrestrial ecosystem ecology, is required. Students will participate in a seminar for scientific communication as well as submit a final paper on their project.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn, L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27711 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): ENSC 29800

BIOS 27713. Quantitative Environmental Analyses # Marine Biological Laboratory. 100 Units.

This course emphasizes the application of quantitative methods to answering ecological questions. Students apply mathematical modeling approaches to simulating biological and chemical phenomena in terrestrial and marine ecosystems.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent Only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.

Equivalent Course(s): ENSC 28100

BIOS 27714. Methods in Microbial Ecology - Marine Biological Laboratory. 100 Units.

This course explores the biology of microbes found in the environment, including relationships with the physical, chemical, and biotic elements of their environment. Emphasis is placed on understanding the science underlying the various methodologies used in the study of these organisms and systems. In the laboratory, students will work with the latest techniques to measure microbial biomass, activity, extracellular enzymes, and biogeochemical processes. Students are also introduced to molecular methods for assessing microbial genomic diversity.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.

Equivalent Course(s): ENSC 24200

BIOS 27715. Roles of Animals in Ecosystems # Marine Biological Laboratory. 100 Units.

This course addresses the question, How do animals, including man, affect the structure and function of ecosystems. The course takes an interdisciplinary approach focused on the interactions of animal diversity, migration patterns, population dynamics, and behavior with biogeochemical cycles, productivity, and transport of materials across ecosystems. This course is an elective option within the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711, and BIOS 27712.

Equivalent Course(s): ENSC 24300

BIOS 27720-27721-27723. SEPTEMBER COURSES AT MARINE BIOLOGICAL LABORATORY, WOODS HOLE.

The September courses are taken as part of the Autumn Quarter, but end before classes commence in Chicago. The September courses combine lecture with hands-on learning and development of independent research ideas and projects. All are taught by University of Chicago or MBL faculty, and take advantage of the unique research strengths and the natural environmental resources found at MBL. These are intensive, three-week-long courses that meet for up to eight hours per day for 5–6 days per week, combining morning lectures with afternoon labs and fieldwork. Each student can only enroll in one course at a time. The September courses at MBL have no prerequisites, and can count either to fulfill the general education requirement in Biology OR as an upper-level elective. Also offered in this program is HIPS 15100 - Visualization and Biology: Science, Culture, and Representation. More information, including application details and program fees, can be found at <https://college.uchicago.edu/academics/mbi-september-courses>.

BIOS 27720. Microbiomes Across Environments. 100 Units.

Microbiomes Across Environments provides a comprehensive introduction to microbiome research, tools and approaches for investigation, and a lexicon for biological understanding of the role of microbial communities in environmental and host environments. Microbiome science is an emerging field that bridges disciplines, merging microbiology with genomics, ecosystem science, computation, biogeochemistry, modeling, medicine and many others, including architecture, social science, chemistry and even economics. In this course we will uncover the vast biochemical and metabolic diversity of the microbial world by examining life in coastal and marine systems, (including) host-associated contexts. Students will develop or strengthen biological field/lab techniques, analyze and compare data prepared from student-collected samples, and will integrate fundamental knowledge, modeling, and theory as it pertains to microbiome research.

Instructor(s): D. Mark-Welch, E. L. Peredo, A. Murat Eren Terms Offered: Autumn. L. September 2018.

Note(s): This course will be given at Marine Biological Laboratory, Woods Hole, Massachusetts.

BIOS 27721. Observing Proteins in Action: How to Design and Build Your Own Instruments. 100 Units.

New insights into cell function are now possible using technologies that resolve single molecules. However, as devices become more complicated, we are often faced with three questions: What is it that our instruments actually measure; how can we change the instrument to see a new behavior; and, how do we analyze the data to get the greatest insight? We will learn how to answer these questions by designing, building, and using our own electrical and optical instruments, making measurements, and then analyzing the results. Membrane proteins play an essential

role in the behavior of all cells. We will study membrane protein channels in synthetic membranes, host cells, and giant axons from squid collected in the waters surrounding the MBL. The movement of electrical charge produced by conformational changes will be correlated with both the current passing thru single channels and structural information obtained from light and electron microscopy. The course will proceed from simple measurements to student-designed projects.

Instructor(s): E. Schwartz, F. Bezanilla, E. Perozo Terms Offered: Autumn. L. September 2018.

Note(s): This course will be given at Marine Biological Laboratory, Woods Hole, Massachusetts

Equivalent Course(s): NSCI 22355

BIOS 27723. Biodiversity and Genomics: Exploring the Marine Animal Diversity of Woods Hole Using Molecular Tools. 100 Units.

In this course, student will have the opportunity to explore the large diversity of marine animal species in Woods Hole, Massachusetts and its surroundings. We will combine fieldwork with genomic and bioinformatic approaches to study different aspects of the evolution, ecology, taxonomy, physiology, and biogeography of marine animals in this unique location. Student will integrate knowledge and analytical tools from different biological disciplines to develop short research projects. During the three weeks of the course, student will have access to the Marine Biological Laboratory's collection of living marine animals, participate in ongoing research projects at MBL, and contribute data that will advance our understanding of marine biodiversity.

Instructor(s): O. Pineda-Catalan Terms Offered: Autumn. L. September 2018

Note(s): This course will be given at Marine Biological Laboratories, Woods Hole, Massachusetts.

BIOS 27750-27751. SPRING QUARTER COURSES AT MARINE BIOLOGICAL LABORATORY.

These courses are part of an interdisciplinary four-course program given during Spring Quarter at the Marine Biological Laboratory in Woods Hole, Massachusetts. The non-BIOS courses in this program are PHYS 12300 Waves, Optics, and Modern Physics at MBL and ARTV 10100 Visual Language: On Images.

BIOS 27750. Stem Cells and Regeneration: from aquatic research organisms to mammals. 100 Units.

This course will focus on contemporary stem cell biology and regeneration with emphasis on molecular mechanisms and applications. The course will cover the history of stem cell discoveries through the latest advances, including genome-wide profiling, targeted gene editing, and other techniques used in stem cell and regeneration research. A portion of the course will consist of modules where specific stem cell types will be discussed together with relevant diseases they could impact (i.e. stem cells and neurodegeneration). A focus of the course will be around how discoveries in aquatic research organisms have driven the progress in regeneration biology. In this classroom and lab based course, students will have the opportunity to work on an independent research project under the supervision of a Resident Faculty at MBL. The lab portion of the course will introduce and provide hands-on experience on experimental approaches and techniques used in cell biology, development, and regeneration research. There will be a focus on microscopy (brightfield, fluorescence, high-resolution microscopy) and use of open source software to analyze images. There will be an introduction into the use of stains, antibodies, and genetically-encoded fluorescent markers to analyze cellular structures in aquatic organisms that include axolotls, nematostella, worms, cephalopods and zebrafish. In addition, this course will provide hands-on experience through labs.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence.

BIOS 27751. Biological Oceanography. 100 Units.

This intensive four-week course addresses fundamental oceanographic processes that maintain and structure marine biodiversity and productivity, including physical oceanographic processes of dispersal and upwelling, environmental selection, biogeography, nutrient dynamics, primary production, and food web dynamics. Students will design an original research project during an initial week-long shore component at Marine Biological Laboratory (MBL) in Woods Hole, MA, and then address their own questions by collecting samples and data aboard Sea Education Association (SEA)'s oceanographic research sailing vessel, the SSV Corwith Cramer, on a 10-day offshore voyage. At sea students will deploy oceanographic instruments, interpret various data streams, and work as research teams and watch members as they navigate and sail the vessel. During a final week-long shore component at MBL, students will analyze and interpret the data they collected and present their results in written and oral reports. For students unable to participate in the ocean-going component of the course, an alternative onshore research component will explore diverse local marine ecosystems including estuaries, salt marshes, and coastal embayments.

Instructor(s): Schell, J. Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence.

BIOS 27810. Epidemiology and Population Health: Global Health Sciences I. 100 Units.

Epidemiology is the basic science of public health. It is the study of how diseases are distributed across populations and how one designs population-based studies to learn about disease causes, with the object of identifying preventive strategies. Epidemiology is a quantitative field and draws on biostatistical methods. Historically, epidemiology's roots were in the investigation of infectious disease outbreaks and epidemics. Since the mid-twentieth century, the scope of epidemiologic investigations has expanded to a fuller range non-infectious diseases and health problems. This course will introduce classic studies, study designs and analytic methods, with a focus on global health problems. Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence or consent of the Master of BSCD, Laurens Mets (mets@uchicago.edu). STAT 220 or other introductory statistics highly desirable.

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

Prerequisite(s): Completion of the three quarters of a Biological Sciences Fundamentals Sequence and completion of the quantitative requirements for the biological sciences major. STAT 22000 or other introductory statistics highly desirable.

BIOS 27811. Global Health Sciences II: Microbiology. 100 Units.

This course will examine infectious diseases with global health impact, analyzing their historic and projected impact, their biological foundations, treatment, and preventative control. Course topics include gastrointestinal infections (e.g., cholera, bacillary dysentery, typhoid fever, rotavirus infections), sexually transmitted diseases (HIV), infections transmitted via aerosol droplets (tuberculosis, meningitis), and vector borne diseases (e.g., malaria, typhus, dengue fever, plague). Special emphasis will be placed on emerging infectious diseases (Ebola, Lassa, Rift Valley fever) and either completed or ongoing studies for infectious disease elimination (smallpox, polio, diphtheria, river blindness). The course encompasses lectures, student presentations, and the preparation of a capstone essay.

Instructor(s): D. Missiakas, O. Schneewind Terms Offered: Winter. This course is offered on campus in alternate years beginning Winter Quarter 2017 and in Paris in alternate years beginning Winter Quarter 2018

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of Instructor.

BIOS 27813. Global Health Sciences I: Cancer Concepts: Causes and Consequences. 100 Units.

The goal of this course is to build concepts and develop understanding of how cancers arise by addressing the genetic basis of cancer, in addition to the role of environmental stresses in tumorigenesis. Specifically, we will examine how genetic changes, infection, diet and stress all affect tumor cell stemness, tumor evolution & heterogeneity, tumor metabolism and drug resistance. We will focus in on the role of the human papillomavirus (HPV) in humans cancers as a means to dissect basic molecular mechanisms of cancer but also to explore how our understanding of HPV as an etiological factor in cancer has changed in recent years, how efforts to vaccinate against HPV serves as a paradigm (or not) for other cancers and the controversies surrounding all of the above. Finally, we will examine in more detail how obesity, altered metabolism and stress affect tumor metabolism, co-evolution of the tumor with its microenvironment, the gut microbiome and anti-tumor immunity, and how diet may be exploited to prevent cancers (or not). We will conclude with a discussion of possible future directions to better prevent and treat human cancers.

Instructor(s): K. Macleod Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235, or consent of Instructor.

Note(s): This course is offered in Paris.

BIOS 28101-28102-29103. Science Communication: Building a Science Exhibit; Science Communication: Producing a Science Video Story; Science Communication: Writing a Digital Science Story.

The ability to communicate the importance, excitement, and rigor of science to the general public is a critical skill for scientists. By translating scientific research scientists can, among other things, shape public policy, create an informed voting population, and encourage funding for research. In these three courses, open to third- and fourth-year undergraduates, students will critically analyze different communication strategies and practice communicating science through assignments and interactive skill-building sessions. In BIOS 28101, students will translate primary research into written story form and publish their work on a digital platform. In BIOS 28102, students will communicate primary research by creating a TED Talk-style video. In BIOS 29103, the entire class will collectively design and launch a science exhibit for display in the Chicagoland area. Students can take a single course, multiple, or all three. Either BIOS 28101 or BIOS 28102 (but not both) can be applied toward a major in Biological Sciences.

BIOS 28101. Science Communication: Writing a Digital Science Story. 100 Units.

Students will gain skills in written and digital communication, focusing on translating primary scientific research to a general audience. Students will learn what makes an engaging written article and how to write for the public without sacrificing scientific accuracy or complexity. We will explore platforms such as newspapers, magazines, blogs and social media. Students will work with faculty mentors to complete two written pieces that communicate research findings and their significance to a general audience. Student articles may be disseminated on the websites of the Illinois Science Council, Marine Biology Laboratory, the Institute for Translational Medicine, or the National Institutes of Health. Students will walk away with a polished, published work.

Instructor(s): S. Serritella, P. Mason Terms Offered: Autumn

Prerequisite(s): Three quarters of physical or biological (including neuroscience) sciences. Third- or fourth-year standing. This course does not satisfy the general education requirement in the physical sciences.

Equivalent Course(s): PHSC 28101

BIOS 28102. Science Communication: Producing a Science Video Story. 100 Units.

Students will gain skills in oral communication, and will apply these skills to produce a TED-talk style video communicating primary research in a scientific area of the student's choice. The goal is effective, engaging communication of science to a general audience without sacrificing scientific accuracy or complexity. Students will work with faculty to write scripts and design visual and audio elements. The talks will be filmed and edited in collaboration with UChicago Creative, who will assist with visual aids and animation. Students will leave the course with a professionally-produced video that they can use to advance their career and promote their topic. While this course naturally follows BIOS 28101, that course is not a pre-requisite.

Instructor(s): A. Zissimopoulos, S. Serritella Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Third- or fourth-year standing. This course does not satisfy the general education requirement in the physical sciences.

Equivalent Course(s): PHSC 28102

BIOS 29103. Science Communication: Building a Science Exhibit. 100 Units.

Students will work as a class to create an interactive physical exhibit that communicates a particular scientific topic to the public. The student-created exhibit will be displayed either on campus or across the city of Chicago. We will welcome guest speakers who are experts in data visualization, visual arts, and museum exhibits to demonstrate the variety of ways science can be communicated. Students will also take field trips to the local museums to observe the different ways in which research and science communication work together. Students will critically analyze exhibits, evaluate how exhibits and approaches across the city are similar and different, and reflect on the variety of approaches. An advisory board of researchers from local Chicagoland museums will inform and review the final exhibits.

Instructor(s): A. Zissimopoulos, S. Serritella Terms Offered: Spring

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

Note(s): This course does not meet the requirements for the Biological Sciences major. This course does not satisfy the general education requirement in the physical sciences.

Equivalent Course(s): PHSC 29103

BIOS 28407. Genomics and Systems Biology. 100 Units.

This lecture course explores technologies for high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, and assays of copy number variation, protein expression and protein-protein interaction. In addition, the course will cover study design and statistic analysis of large data sets, as well as how data from different sources can be used to understand regulatory networks, i.e., systems. Statistical tools that will be introduced include linear models, likelihood-based inference, supervised and unsupervised learning techniques, methods for assessing quality of data, hidden Markov models, and controlling for false discovery rates in large data sets. Readings will be drawn from the primary literature. Evaluation will be based primarily on problem sets.

Instructor(s): Y. Gilad Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and STAT 23400 or BIOS 26210 and BIOS 26211

Equivalent Course(s): CABI 47300, BPHS 47300, IMMU 47300, HGEN 47300

BIOS 28900. Undergraduate Bachelor of Science Research. 100 Units.

This course is required in the autumn of the fourth year for students who are completing the Biological Sciences major with a BS degree (see guidelines at link to page with guidelines) but are not enrolled in the research course for the BSCD Honors program (BIOS 00296. Undergraduate Honors Research.) BIOS 002?? can be counted toward the Biological Sciences major and may be counted among the three upper-level courses required for the BS. Participants will give short presentations on their thesis research during mandatory evening sessions. Students will receive a quality grade in this course based on their thesis proposal, their research presentation, and a progress report from their thesis advisers.

Instructor(s): C. Andrews Terms Offered: Autumn

Prerequisite(s): Students must be Biological Sciences majors pursuing the BS degree. This course is not open to students in the BSCD Honors program who are enrolled in BIOS 00296. (Undergraduate Honors Research).

BIOS 29330. Contagion: Plague, Power, and Epidemics. 100 Units.

Plagues always take place within social orders, and human communities, causing havoc and chaos and reordering ideas about power and fate, befallenness, and desert. Plagues play a special role in Biblical traditions and text and in contemporary literature. This seminar will explore how epidemic illness is presented and managed within theological and philosophical literature.

Instructor(s): Laurie Zoloth Terms Offered: Autumn

Equivalent Course(s): RETH 54321, RLST 24321

Big Problems Courses

The following two courses are part of the Big Problems Curriculum franke.uchicago.edu/bigproblems/bp-index.html. (<http://franke.uchicago.edu/bigproblems/bp->)

BIOS 02280. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? The early history of alcohol; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy; Alcohol as a cultural artifact; Styles of drinking and intoxication; Alcohol, addiction, and social problems; Alcohol and religion; Alcohol and health benefits; Comparative case studies of drinking.

Instructor(s): M. Dietler, W. Green Terms Offered: Not offered in 2020-2021; May be offered in 2021-2022

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

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): HLTH 25310, BPRO 22800, ANTH 25310

BIOS 02490. Biology and Sociology of AIDS. 100 Units.

This interdisciplinary course deals with current issues of the AIDS epidemic.

Instructor(s): H. Pollack, J. Schneider Terms Offered: Not offered in 2020-2021

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

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 24900, SSAD 65100

Specialized Courses

These courses include biological sciences content and may be of particular interest to student of biology. They may not be used as an upper-level elective in the major, nor can they be used to satisfy the general education requirement in the biological sciences unless otherwise noted in the course description or approved through petition to the BSCD Senior Advisers.

BIOS 29100. Biology of Toxoplasma. 100 Units.

This course is suitable for undergraduates with a good background in biology and molecular genetics. This course does not meet requirements for the biological sciences major. This course undertakes a study of *Toxoplasma gondii* and toxoplasmosis: a model system to study the cellular and molecular biology, biochemistry, and genetics of an obligate intracellular protozoan parasite; the immune responses it elicits; its interactions with host cells; and the pathogenesis of the diseases it causes. This information is also applied to consideration of public health measures for prevention of infection, for vaccines, and for development of new antimicrobial treatments. General principles applicable to the study of other microorganisms are emphasized.

Instructor(s): R. Mcleod Terms Offered: Autumn, Spring

Prerequisite(s): Consent of instructor. This course does not meet the requirements for the Biological Sciences Major.

BIOS 29142. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, "Are we alone in the universe?," in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe - in order to better understand the meaning of human existence.

Instructor(s): P. Sereno; L. Rogers; S. London Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ASTR 18700, BPRO 28800, PSYC 28810

BIOS 29209. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

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

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn

Prerequisite(s): for BIOS 29209: This course does not meet the requirements for the Biological Sciences major.

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): ARTV 20014, HLTH 29901, KNOW 29901, ANTH 24360, HIPS 28350

BIOS 29271. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Instructor(s): G. Norman Terms Offered: Autumn

Note(s): This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): PSYC 25750, NSCI 22535

BIOS 29294. Introduction to Global Health. 100 Units.

This course provides an overview of global health from the historical perspective to the current state of global health. The course features weekly guest lecturers with a broad range of expertise in the field: topics include the social and economic determinants of health, the economics of global health, global burden of disease, and globalization of health risks, as well as the importance of ethics, human rights, and diplomacy in promoting a healthier world. The course is designed for graduate-level students and senior undergraduates with an interest in global health work in resource-limited settings.

Instructor(s): C. Babcock, N. Fenny Terms Offered: Winter

Prerequisite(s): This course does not meet requirements for the Biological Sciences major

Equivalent Course(s): PBPL 29294, CCTS 43000

BIOS 29300. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry

of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): S. London, L. Kay Terms Offered: Winter

Prerequisite(s): Some background in biology and psychology.

Note(s): This course does not meet requirements for the Biological Sciences Major.

Equivalent Course(s): PSYC 20300, NSCI 21015, CHDV 20300

BIOS 29314. Topics in Medical Ethics. 100 Units.

Decisions about medical treatment, medical research and medical policy often have profound moral implications. Taught by a philosopher, three physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, abortion, organ markets, research ethics, and distributive justice in health care. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): HLTH 21609, PHIL 21609, HIPS 21609, BPRO 22612

BIOS 29323. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure). Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): H. Saussy, M. Schwartz Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): HMRT 28602, CMLT 28900, BPRO 28600

BIOS 29326. Introduction to Medical Physics and Medical Imaging. 100 Units.

This course covers the interaction of radiation with matter and the exploitation of such interactions for medical imaging and cancer treatment. Topics in medical imaging include X-ray imaging and radionuclide imaging, as well as advanced technologies that provide three-dimensional images, including X-ray computed tomography (CT), single photon emission computed tomography (SPECT), positron emission tomography (PET), magnetic resonance imaging (MRI), and ultrasonic imaging.

Instructor(s): S. Armato, P. La Riviere Terms Offered: Spring

Prerequisite(s): PHYS 23500. This course does not meet requirements for the Biological Sciences major. Students majoring in physics may use this course either as an elective or as one of the topics courses to meet the general education requirement in the Biological Sciences.

Equivalent Course(s): MPHY 32600, MPHY 29326

BIOS 29327. Topics in Clinical Research. 100 Units.

This course provides an overview of clinical research subject matter from the history and ethics of clinical research to the types and practice of contemporary clinical research. How does clinical research differ from other research traditions? What is special about clinical research? What types of questions can be answered by clinical research (what questions not)? What types of ethical oversight over the responsible conduct of research have arisen over the years? We will learn how to read and critique clinical research, survey the major types of clinical research designs, and the differences between hypothesis generation and hypothesis testing. Finally, we provide an overview of the mechanics of developing and implementing clinical research, including grant writing, regulatory issues, and quality assurance. Along the way, we will be teaching core statistical concepts including prevalence, risk ratios, and sensitivity and validation techniques. The objectives are for students to obtain an understanding of how and why to perform clinical research and to do so in an ethical and responsible manner.

Instructor(s): Valerie Press Terms Offered: Spring. Offered 2020

Prerequisite(s): Completed general education requirement in the social sciences. This course does not meet requirements for the Biological Sciences major.

Equivalent Course(s): CCTS 21003

BIOS 29329. Clinical and Health Services Research: Methods and Applications. 100 Units.

This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus on policy-related implications. Through exposure to theoretical foundations, methodologies, and applications, students without significant investigative experience will learn about the design and conduct of research studies. We will cover the integration of research within the stages of translational medicine, and how science conducted across the translational medicine spectrum informs policy through purveyors of clinical services (e.g. physicians, hospitals), government, insurers, and professional societies. We will use the examples of postmenopausal hormone replacement therapy and autologous bone marrow transplantation to illustrate pitfalls in the progression from basic science research to clinical trials leading to diffusion in clinical medicine that can complicate the creation of logical, evidence-based practice guidelines, reimbursement, and clinical practice.

Instructor(s): Greg Ruhnke Terms Offered: Spring

Equivalent Course(s): CCTS 21007, HLTH 21007, PBPL 23007, CCTS 43007

BIOS 29814. Global Health Sciences III: Biological and Social Determinants of Health. 100 Units.

Global health is an interdisciplinary and empirical field, requiring holistic and innovative approaches to navigate an ever-changing environment in the pursuit of health equity. This course will emphasize specific health challenges facing vulnerable populations in low resource settings including in the United States and the large scale social, political, and economic forces that contribute to them through topical events and case studies. Students will study the importance of science and technology, key institutions and stakeholders; environmental impacts on health; ethical considerations in research and interventions; maternal and child health; health and human rights; international legal frameworks and global health diplomacy. Students will gain skills in technical writing as they construct position statements and policy briefs on global health issues of interest. Career opportunities in global health will be explored throughout the course. Instructor(s): C. Olopade, O. Olopade Terms Offered: Spring Winter. This course is offered every Spring quarter on campus and every Winter quarter in Paris.

Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): CCTS 42003, CCTS 22003

Independent Study and Research Courses**BIOS 00199-00299**

Students pursuing independent research in the lab of a BSD faculty member may obtain credit by enrolling in the following courses. These courses cannot be counted towards the major in Biological Sciences.

BIOS 00199. Undergraduate Research. 100 Units.

This course may be elected for up to three quarters. Before Friday of fifth week of the quarter in which they register, students must submit a one-page summary of the research that they are planning to their research sponsor and to the director of undergraduate research and honors. A detailed two to three page summary on the completed work must be submitted to the research sponsor and the Master of BSCD before Friday of examination week.

Instructor(s): BSCD Master Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): Consent of research sponsor and the Master of BSCD.

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F. This course does not meet requirements for the biological sciences major.

BIOS 00206. Readings: Biology. 100 Units.

Students may register for only one BIOS 00206 tutorial per quarter. Enrollment must be completed by the end of the second week of the quarter. This tutorial offers individually designed readings.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of faculty sponsor

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F. This course does not meet requirements for the biological sciences major.

BIOS 00296. Undergraduate Honors Research. 100 Units.

This course is required for students accepted into the BSCD Research Honors program. Students must register for this course both Autumn and Winter Quarters of their fourth year. This course can be counted toward the Biological Sciences major and may be counted among the three upper-level courses required for the BS. See also bscd.uchicago.edu/page/honors-biology. Quality grade. Prerequisite(s): Consent Only. Acceptance in BSCD Honors Research Program.

Instructor(s): S. Kron Terms Offered: Autumn, Winter

Prerequisite(s): Consent Only. Acceptance in BSCD Honors Research Program.

BIOS 00299. Advanced Research: Biological Sciences. 100 Units.

Before Friday of fifth week of the quarter in which they register, students must submit a one-page summary of the research that they are planning to their research sponsor and to the director of undergraduate research and honors. A detailed two to three page summary on the completed work must be submitted to the research sponsor and the Master of BSCD before Friday of examination week. This course does may be counted as a general elective but does not meet requirements for the Biological Sciences major. In the first quarter of registration, students must submit College Reading and Research form to their research sponsor and the director of undergraduate research and honors.

Instructor(s): BSCD Master Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): Fourth-year standing and consent of research sponsor and Master of BSCD.

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F.

Graduate-Level Courses

Many graduate-level courses in the Division of the Biological Sciences are open to qualified College students. Students should consult their Advisers, the BSCD office, or the various departments and committees in the division to identify appropriate courses.

Biological Sciences Courses: Organized by Quarter Offered

The following list provides information for students who are planning programs of study. Letters after course titles refer to the subject matter presented in the course: (C) Cell and Molecular, Genetics, Developmental Biology, or Biochemistry; (CI) Computer Intensive; (E&E) Ecology and Evolution; (F) Fundamentals Sequence; (MIV) Microbiology, Immunology, or Virology; (MBL) course given at Marine Biological Laboratory, Woods Hole, MA; (N) Neuroscience; (O) Organismal; (SB) Systems Biology; and (S) Specialized. L indicates courses with laboratory.

Autumn Quarter

- 20173. Human Physiology. L. (F)
- 20187. Fundamentals of Genetics. L. (F)
- 20196. Ecology and Conservation. L. (F)
- 20200. Introduction to Biochemistry. L. (F)
- 20234. Molecular Biology of the Cell. L. (F)
- 20242. Principles of Physiology. L. (F)
- 21236. Genetics of Model Organisms. (C)
- 21306. Human Genetics and Evolution. (C)
- 21416. Stem Cells and Regeneration. (C)
- 22249. Principles of Toxicology. (O)
- 22265. Human Origins: Milestones in Human Evolution and the Fossil Record. (E&E)
- 22306. Evolution and Development. (O)
- 23261. Invertebrate Paleobiology and Evolution. (E&E)
- 23262. Mammalian Evolutionary Biology. L. (E&E)
- 23266. Evolutionary Adaptation. (E&E)
- 23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. (E&E)
- 24208. Survey of Systems Neuroscience. (N)
- 24248. Biological Clocks and Behavior. (N)
- 25206. Fundamentals of Bacterial Physiology. (MIV)
- 25226. Endocrinology I: Cell Signaling. (MIV)
- 25256. Immunobiology. (MIV)
- 25260. Host Pathogen Interactions. (MIV)
- 25308. Heterogeneity in Human Cancer: Etiology and Treatment. (MIV)
- 26120. An Introduction to Bioinformatics and Proteomics. L. (CI)
- 26210. Mathematical Models for Biological Sciences I. (CI)
- 26318. Fundamentals of Biological Data Analysis. (CI)
- 27721. Observing Proteins in Action: How to Design and Build Your Own Instruments. (MBL)
- 27723. Biodiversity and Genomics: Exploring the Marine Animal Diversity of Woods Hole Using Molecular Tools. (MBL)

27810. Epidemiology and Population Health: Global Health Sciences I

29271. The Psychology and Neurobiology of Stress. (S)

29313. Medical Ethics: Central Topics. (S)

Winter Quarter

20152. Introduction to Quantitative Modeling in Biology. L. (Advanced) (F)

20153. Fundamentals of Ecology and Evolution. (F)

20170. Microbial and Human Cell Biology. L. (F)

20175. Biochemistry and Nutrition. (F)

20188. Fundamentals of Physiology. L. (F)

20189. Fundamentals of Developmental Biology. L. (F)

20235. Biological Systems. L. (F)

21216. Introductory Statistical Genetics. (C)

21229. Genome Informatics: How Cells Reorganize Genomes. (C)
21237. Developmental Mechanisms. (C)
21238. Cell Biology. (C)
21358. Simulation, Modeling, and Computation in Biophysics. (C)
21360. Advanced Molecular Biology. (C)
21415. Stem Cells in Development and Diseases. (C)
21418. Historical and Conceptual Foundations of Evolutionary Development. (C)
21508. Cellular Engineering. (C)
22233. Comparative Vertebrate Anatomy. (O)
22250. Chordates: Evolution and Comparative Anatomy. (O)
23247. Bioarchaeology and the Human Skeleton. (E&E)
23249. Animal Behavior. (E&E)
23258. Molecular Evolution I: Fundamentals and Principles. (E&E)
23289. Marine Ecology. (E&E)
23365. Evolutionary and Genomic Medicine I. (E&E)
23406. Biogeography. (E&E)
24217. Conquest of Pain. (N)
24231. Methods in Computational Neuroscience. L. (N)
24232. Computational Approaches to Cognitive Neuroscience. (N)
24249. Neurobiology of Seeing. (N)
25108. Cancer Biology. (MIV)
25216. Molecular Basis of Bacterial Disease. (MIV)
25227. Endocrinology II: Systems and Physiology. (MIV)
25258. Immunopathology. (MIV)
25327. Health Disparities in Breast Cancer. (MIV)
25407. Organ Transplantation. (MIV)
26121. Introduction to Transcriptomics. (CI)
26211. Mathematical Models for Biological Sciences II. (CI)
26403. Quantitative Immunobiology. (CI)
27811. Microbiology: Global Health Sciences II. (MIV)
29142. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. (S)
29294. Introduction to Global Health. (S)
29300. Biological Psychology. (S)
29314. Medical Ethics: Central Topics. (S)
29323. Health Care and the Limits of State Action. (S)

Spring Quarter

20151. Introduction to Quantitative Modeling in Biology. L. (Basic) (F)
20171. Human Genetics and Developmental Biology. L. (F)
20172. Mathematical Modeling for Pre-Med Students I. L. (F)
20186. Fundamentals of Cell and Molecular Biology. L. (F)
20188. Fundamentals of Physiology. L. (F)

20189. Fundamentals of Developmental Biology. L. (F)
20198. Biodiversity. L. (F)
20200. Introduction to Biochemistry. L. (F)
20236. Biological Dynamics. L. (F)
21249. Organization, Expression, and Transmission of Genome Information. (C)
21317. Topics in Biological Chemistry. (C)
21328. Biophysics of Biomolecules. (C)
21349. Protein Structure and Functions in Medicine. (C)
21356. Vertebrate Development. (O)
21407. Image Processing in Biology. (O)
21506. Biological Physics. (C)
21507. Selected Topics in Molecular Engineering. (C)
22236. Reproductive Biology of Primates. (O)
22245. Biomechanics: How Life Works. (O)
22260. Vertebrate Structure and Function. (O)
23100. Dinosaur Science. (O)
23232. Ecology and Evolution in the Southwest. (E&E)
23233. Ecology and Evolution in the Southwest: Field School. (E&E)
23242. Primate Evolution and the Roots of Human Biology. (E&E)
23252. Field Ecology. L. (E&E)
23254. Mammalian Ecology. L. (E&E)
23299. Plant Development and Molecular Genetics. (E&E)
23409. The Ecology and Evolution of Infectious Diseases. (E&E)
23410. Complex Interactions: Coevolution, Parasites, Mutualists, and Cheaters. (E&E)
24408. Signal Analysis and Modeling for Neuroscientists. L. (N)
25109. Topics in Reproductive Biology and Cancer. (MIV)
25126. Animal Models of Human Disease. (MIV)
25228. Endocrinology III: Human Disease. (MIV)
25266. Molecular Immunology. (MIV)
25287. Introduction to Virology. (MIV)
25326. Tumor Microenvironment and Metastasis. (MIV)
25420. Microbial 'Omics. (MIV)
28407. Genomics and Systems Biology. (SB)
29326. Introduction to Medical Physics and Medical Imaging. (S)
29327. Topics in Clinical Research. (S)
29814. Biological and Social Determinants of Health: Global Health Sciences III. (S)



Chemistry

Department Website: <http://chemistry.uchicago.edu/kb> (<http://chemistry.uchicago.edu/kb/>)

Program of Study

Chemistry is concerned with the preparation, composition, and structure of matter and with the equilibrium and kinetic laws that govern its transformations. The BA and BS degrees in chemistry are designed to provide a broad foundation in the three principal branches of the science: inorganic, organic, and physical chemistry. Analytical chemistry, often regarded as an independent branch, is incorporated into the program. Both curricula discuss experimental and theoretical work and emphasize their interdependence. Both degree programs prepare the student for a career in chemistry. However, the BS degree offers a more intensive program of study. The BA degree also offers thorough study in the field of chemistry, but it provides a wide opportunity for elective freedom and for the pursuit of interdisciplinary interests in areas such as biochemistry, biophysics, chemical physics, geochemistry, premedicine, and education.

Program Requirements

The principal distinction between the BA and BS programs is the number of chemistry courses required.

Program Requirements: BA A minimum of eight courses in chemistry beyond the general education requirement (which should be taken in the first year) is required for the BA degree.

Program Requirements: BS A minimum of twelve courses in chemistry beyond the general education requirement (which should be taken in the first year) is typically required for the BS degree.

Summary of Requirements: BA in Chemistry

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II ^{†**}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II [†]	
MATH 13100-13200	Elementary Functions and Calculus I-II (requires a grade of A- or higher)	
Total Units		400

MAJOR

One of the following: ^{†*}		100
CHEM 11300	Comprehensive General Chemistry III	
CHEM 12300	Honors General Chemistry III	
One of the following:		100
MATH 18300	Mathematical Methods in the Physical Sciences I	
STAT 24300	Numerical Linear Algebra	
MATH 19620	Linear Algebra [†]	
MATH 20250	Abstract Linear Algebra	
MATH 18400 & MATH 18500	Mathematical Methods in the Physical Sciences II and Mathematical Methods in the Physical Sciences III	200
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
CHEM 20100	Inorganic Chemistry I	100
The following sequence:		300
CHEM 22000-22100-22200	Organic Chemistry I-II-III	
CHEM 26100 & CHEM 26200	Quantum Mechanics and Thermodynamics	200
CHEM 26700	Experimental Physical Chemistry	100
Total Units		1400

Summary of Requirements: BS in Chemistry

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II ^{†**}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II [†]	

MATH 13100-13200	Elementary Functions and Calculus I-II (requires a grade of A- or higher)	
Total Units		400
MAJOR		
One of the following: ^{†*}		100
CHEM 11300	Comprehensive General Chemistry III	
CHEM 12300	Honors General Chemistry III	
One of the following:		100
MATH 18300	Mathematical Methods in the Physical Sciences I	
STAT 24300	Numerical Linear Algebra	
MATH 19620	Linear Algebra [†]	
MATH 20250	Abstract Linear Algebra	
MATH 18400 & MATH 18500	Mathematical Methods in the Physical Sciences II and Mathematical Methods in the Physical Sciences III	200
CHEM 20100-20200	Inorganic Chemistry I-II	200
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
The following sequence:		300
CHEM 22000-22100-22200	Organic Chemistry I-II-III	
CHEM 23300	Intermediate Organic Chemistry	100
CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics	300
CHEM 26700	Experimental Physical Chemistry	100
One of the following:		100
CHEM 22700	Advanced Organic/Inorganic Laboratory	
CHEM 26800	Quantum Molecular and Materials Modeling	
Total Units		1800

[†] Credit may be granted by examination.

^{*} See following sections on Advanced Placement and Accreditation Examinations.

[‡] CHEM 10100-10200 Introductory General Chemistry I-II and CHEM 12100-12200 Honors General Chemistry I-II also satisfy this requirement. Enrollment into a particular sequence is based on chemistry placement or AP score.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 18400 Mathematical Methods in the Physical Sciences II; please note that MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra is a prerequisite for MATH 20400. MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 19620 Linear Algebra is recommended for Chemistry majors who plan to pursue advanced study in physical chemistry.

Advanced Placement

Students who earn a score of 5 on the AP test in chemistry are given credit for CHEM 11100 Comprehensive General Chemistry I. Students with CHEM 11100 Comprehensive General Chemistry I credit may join CHEM 11200 Comprehensive General Chemistry II in the Winter Quarter. A score of 5 on the AP exam also permits students to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III; students may opt to begin with CHEM 12100 Honors General Chemistry I in the Autumn Quarter or CHEM 12200 Honors General Chemistry II in the Winter Quarter. Students who complete the first quarter of Comprehensive General Chemistry or Honors General Chemistry forgo the AP credit. Note that no credit is given for IB chemistry.

Accreditation

The Department of Chemistry also administers accreditation examinations for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III to entering College students. Only incoming first-year and transfer students are eligible to take these examinations, which are offered at the beginning of Autumn Quarter. Students may receive credit on the basis of their performance on accreditation examinations.

Grading

Students majoring in Chemistry must earn (1) a major GPA of 2.0 or higher and (2) a C- or higher in all courses required by the Chemistry major, including those courses counting toward general education requirements in the mathematical and physical sciences. Nonmajors may take chemistry courses on a P/F basis; only grades of C- or higher constitute passing work.

Undergraduate Research and Honors

By their third year, students majoring in chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities, visit chemistry.uchicago.edu/kb (<http://chemistry.uchicago.edu/kb/>).

Excellent students who pursue a substantive research project with a faculty member of the Department of Chemistry should plan to submit an honors thesis based on their work. Students usually begin this research program during their third year and continue through the following summer and their fourth year. Students who wish to be considered for honors are expected to complete their arrangements with the departmental counselor before the end of their third year and to register for one quarter of CHEM 29900 Advanced Research in Chemistry or one year of CHEM 29600 Research in Chemistry during their third or fourth years.

To be eligible to receive honors, students in the BA or BS degree program in chemistry must write a creditable honors paper describing their research. The paper must be submitted before the deadline established by the departmental counselor and must be approved by the Department of Chemistry. In addition, an oral presentation of the research is required. The research paper or project used to meet this requirement may not be used to meet the BA paper or project requirement in another major.

To earn a BA or BS degree with honors in chemistry, students must also have an overall GPA of 3.0 or higher.

Sample Program

The following is a suggested schedule for completing a BA or BS degree in chemistry:

First Year

CHEM 10100-CHEM 10200-CHEM 11300 Introductory General Chemistry I-II + Comprehensive General Chemistry III, or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III, or CHEM 12100-12200-12300 Honors General Chemistry I-II-III

MATH 15100-15200-15300 Calculus I-II-III or equivalent

Second Year

CHEM 22000-22100-22200 Organic Chemistry I-II-III

MATH 18400 Mathematical Methods in the Physical Sciences II and MATH 18500 Mathematical Methods in the Physical Sciences III

Physics sequence (three quarters)

Third Year

CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics (if physics is taken in the second year)

CHEM 20100 Inorganic Chemistry I

CHEM 20200 Inorganic Chemistry II, CHEM 23300 Intermediate Organic Chemistry, or CHEM 26300 Chemical Kinetics and Dynamics (for BS)

Fourth Year

CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics (if physics taken in the third year)

CHEM 23300 Intermediate Organic Chemistry or CHEM 26300 Chemical Kinetics and Dynamics (for BS)

CHEM 22700 Advanced Organic/Inorganic Laboratory or CHEM 26800 Quantum Molecular and Materials Modeling (for BS)

Joint Degree Programs

Students who achieve advanced standing through their performance on placement examinations or accreditation examinations may consider the formulation of a four-year degree program that leads to the concurrent award of the BS and MS degrees in chemistry. For more information, consult John Anderson at jsanderson@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Chemistry Department.

Laboratory Safety

In chemistry labs, safety goggles must be worn at all times. Students who require prescriptive lenses may wear prescription glasses under goggles; contact lenses may not be worn. Exceptions for medical reasons must be obtained from the lab director.

Minor in Chemistry

Before a student can declare the minor in chemistry, the student must complete the general education requirements in chemistry. A student must receive the director of undergraduate studies' approval for the minor program; this is done through

the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form, which can be obtained from the student's College adviser. Once signed by the director, this form must then be returned to the student's College adviser by the end of Spring Quarter of the student's third year.

To earn the minor in chemistry, a student must complete five courses as outlined below. All lecture courses in the 20000 level (or above) in chemistry can be used as electives for the minor; the student has to make sure that prerequisites for the chosen courses are fulfilled. Before meeting with the director, students should invest some thought into which courses they would like to complete for the minor and how those courses relate as a set.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors, or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Students minoring in chemistry must earn (1) a minor GPA of 2.0 or higher and (2) a C– or higher in all courses required by the chemistry minor.

Summary of Requirements: Minor in Chemistry

One of the following *	100
CHEM 11300	Comprehensive General Chemistry III
CHEM 12300	Honors General Chemistry III
Four additional 20000-level (or higher) courses in chemistry	400
Total units	500

* If this course is already counted toward the student's major, a 20000-level (or higher) chemistry course can be used as a substitution for this requirement.

Below are some examples of courses that would work as a set:

1. Organic Chemistry Courses

CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 22200	Organic Chemistry III	100
CHEM 23300	Intermediate Organic Chemistry	100

2. Organic/Inorganic Chemistry Courses

CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 20100	Inorganic Chemistry I	100
CHEM 20200	Inorganic Chemistry II	100
OR		
CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 22200	Organic Chemistry III	100
CHEM 20100	Inorganic Chemistry I	100

3. Physical Chemistry Courses

CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100
CHEM 26700	Experimental Physical Chemistry	100
OR		
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100
CHEM 26800	Quantum Molecular and Materials Modeling	100

4. Organic/Physical Chemistry Courses

CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100

OR

CHEM 22000	Organic Chemistry I	100
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100

5. Inorganic/Physical Chemistry Courses

CHEM 20100	Inorganic Chemistry I	100
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100

OR

CHEM 20100	Inorganic Chemistry I	100
CHEM 20200	Inorganic Chemistry II	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100

Chemistry Courses**CHEM 00111-00112-00113. Collaborative Learning in General Chemistry I-II-III.**

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Comprehensive General Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Comprehensive General Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance.

CHEM 00111. Collaborative Learning in General Chemistry I. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Comprehensive General Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Comprehensive General Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance. Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11100 Note(s): Enrollment in CHEM 00111 is section specific: CHEM 11100-01 students should enroll in CHEM 00111-01 while CHEM 11100-02 students should enroll in CHEM 00111-02.

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

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11100

Note(s): Enrollment in CHEM 00111 is section specific: CHEM 11100-01 students should enroll in CHEM 00111-01 while CHEM 11100-02 students should enroll in CHEM 00111-02.

CHEM 00112. Collaborative Learning in General Chemistry II. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Comprehensive General Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Comprehensive General Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance. Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11100 Note(s): Enrollment in CHEM 00111 is section specific: CHEM 11100-01 students should enroll in CHEM 00111-01 while CHEM 11100-02 students should enroll in CHEM 00111-02.

Instructor(s): B. Ratliff Terms Offered: Winter

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11200

Note(s): Enrollment in CHEM 00112 is section specific: CHEM 11200-01 students should enroll in CHEM 00112-01 while CHEM 11200-02 students should enroll in CHEM 00112-02. CHEM 00111 is not a prerequisite for this course.

CHEM 00113. Collaborative Learning in General Chemistry III. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Comprehensive General Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Comprehensive General Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance.

Instructor(s): B. Ratliff Terms Offered: Spring

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11300

Note(s): Enrollment in CHEM 00113 is section specific: CHEM 11300-01 students should enroll in CHEM 00113-01 while CHEM 11300-02 students should enroll in CHEM 00113-02. CHEM 00111 and CHEM 00112 are not prerequisites for this course.

CHEM 00220-00221-00222. Collaborative Learning in Organic Chemistry I-II-III.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 22000-22100-22200 Organic Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Organic Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Organic Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance.

CHEM 00220. Collaborative Learning in Organic Chemistry I. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 22000-22100-22200 Organic Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Organic Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Organic Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance. Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22000

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

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22000

CHEM 00221. Collaborative Learning in Organic Chemistry II. 000 Units.

Instructor(s): B. Ratliff Terms Offered: Winter

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22100

Note(s): CHEM 00220 is not a prerequisite for this course.

CHEM 00222. Collaborative Learning in Organic Chemistry III. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 22000-22100-22200 Organic Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Organic Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Organic Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance.

Instructor(s): B. Ratliff Terms Offered: Spring

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22200

Note(s): CHEM 00220 and CHEM 00221 are not prerequisites for this course.

CHEM 10100-10200-11300. Introductory General Chemistry I-II; Comprehensive General Chemistry III.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis

on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. The first two courses in this sequence meet the general education requirement in the physical sciences. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

CHEM 10100. Introductory General Chemistry I. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300. Prerequisite(s): Enrollment limited to first-year students Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): M. Goetz. L: M. Zhao. Terms Offered: Autumn

Prerequisite(s): Enrollment limited to first-year students

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 10200. Introductory General Chemistry II. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300. Prerequisite(s): Enrollment limited to first-year students Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): B. Ratliff. L: M. Zhao. Terms Offered: Winter

Prerequisite(s): Enrollment limited to first-year students

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

Instructor(s): L. Yu. L: M. Zhao. Terms Offered: Spring

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11100-11200-11300. Comprehensive General Chemistry I-II-III.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. This three-quarter sequence is a comprehensive survey of modern descriptive, inorganic, and physical chemistry for students with a good secondary school exposure to general chemistry. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Attendance at one discussion session per week and laboratory sessions is required.

CHEM 11100. Comprehensive General Chemistry I. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. This three-quarter sequence is a comprehensive survey of modern descriptive, inorganic, and physical chemistry for students with a good secondary school exposure to general chemistry. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Attendance at one discussion session per week and laboratory sessions is required. Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): B. Tian. G. Engel. L: M. Zhao Terms Offered: Autumn

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11200. Comprehensive General Chemistry II. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

Instructor(s): N. Scherer. L: M. Zhao. Terms Offered: Winter

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

Instructor(s): L. Yu. L: M. Zhao. Terms Offered: Spring

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12100-12200-12300. Honors General Chemistry I-II-III.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

CHEM 12100. Honors General Chemistry I. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

Instructor(s): S. Sibener. L: M. Zhao. Terms Offered: Autumn

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12200. Honors General Chemistry II. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

Instructor(s): S. King. L. M. Zhao. Terms Offered: Winter

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12300. Honors General Chemistry III. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

Instructor(s): S. Vaikuntanathan. L. M. Zhao. Terms Offered: Spring

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 20100-20200. Inorganic Chemistry I-II.

The extraordinarily diverse chemistry of the elements is organized in terms of molecular structure, electronic properties, and chemical reactivity. CHEM 20100 concentrates on structure and bonding, solid state chemistry, and selected topics in the chemistry of the main group elements and coordination chemistry. CHEM 20200 focuses on organometallic chemistry, reactions, synthesis, and catalysis, as well as bioinorganic chemistry.

CHEM 20100. Inorganic Chemistry I. 100 Units.

CHEM 20100 concentrates on structure and bonding, solid state chemistry, and selected topics in the chemistry of the main group elements and coordination chemistry.

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

Prerequisite(s): CHEM 11100-11200-11300 or equivalent, CHEM 22000 and CHEM 22100, or concurrent enrollment in CHEM 22100 or equivalent.

CHEM 20200. Inorganic Chemistry II. 100 Units.

CHEM 20200 focuses on organometallic chemistry, reactions, synthesis, and catalysis, as well as bioinorganic chemistry.

Instructor(s): J. Anderson. Terms Offered: Spring

Prerequisite(s): CHEM 20100 and CHEM 22100

CHEM 21400. Creative Machines and Innovative Instrumentation. 100 Units.

An understanding of the techniques, tricks, and traps of building creative machines and innovative instrumentation is essential for a range of fields from the physical sciences to the arts. In this hands-on, practical course, you will design and build functional devices as a means to learn the systematic processes of engineering and fundamentals of design and construction. The kinds of things you will learn may include mechanical design and machining, computer-aided design, rapid prototyping, circuitry, electrical measurement methods, and other techniques for resolving real-world design problems. In collaboration with others, you will complete a mini-project and a final project, which will involve the design and fabrication of a functional scientific instrument. The course will be taught at an introductory level; no previous experience is expected. The iterative nature of the design process will require an appreciable amount of time outside of class for completing projects. The course is open to undergraduates in all majors (subject to the pre-requisites), as well as Master's and Ph.D. students.

Instructor(s): Stephan Meyer and Scott Wakely Terms Offered: Winter

Prerequisite(s): PHYS 12200 or PHYS 13200 or PHYS 14200; or CMSC 12100 or CMSC 12200 or CMSC 12300; or consent of instructor.

Equivalent Course(s): PSMS 31400, ASTR 31400, ASTR 21400

CHEM 22000-22100-22200. Organic Chemistry I-II-III.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

CHEM 22000. Organic Chemistry I. 100 Units.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): J. Piccirilli. L: V. Keller. Terms Offered: Autumn

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-11300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, or consent of the Dept.; lab and discussion linked.

CHEM 22100. Organic Chemistry II. 100 Units.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): S. Snyder. L: V. Keller. Terms Offered: Winter

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): (Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200. NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22200. Organic Chemistry III. 100 Units.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): W. Tang. L: V. Keller. Terms Offered: Spring

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200.) NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22700. Advanced Organic/Inorganic Laboratory. 100 Units.

This course combines a project approach with exposure to the more advanced techniques of organic and inorganic chemistry. Multistep synthesis, the synthesis of air-sensitive compounds, advanced chromatographic and spectroscopic characterization of products, and the handling of reactive intermediates are a part of the lab. Students who have previously taken Chem 299 in conjunction with conducting experimental research in organic or inorganic chemistry may, in certain circumstances, substitute this credit for the Chem 227 degree requirement. If this applies and is of interest to you, please contact Prof. John Anderson (Undergraduate Advisor for Chemistry; jsanderson@uchicago.edu) as soon as possible to discuss your situation.

Instructor(s): V. Rawal Terms Offered: Spring

Prerequisite(s): CHEM 20100 and 23300, or consent of instructor

Note(s): Consent required. Priority given to 4th and then 3rd year Chemistry/Biochemistry majors. Students in other majors will be considered only if the course has not met capacity by the start of the term.

CHEM 23000-23100-23200. Honors Organic Chemistry I-II-III.

This course studies the fundamental structures of organic molecules and the spectroscopic methods used to define. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

CHEM 23000. Honors Organic Chemistry I. 100 Units.

This course studies the fundamental structures of organic molecules and the spectroscopic methods used to define. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): G. Dong. L: V. Keller Terms Offered: Autumn

Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.

Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 23100. Honors Organic Chemistry II. 100 Units.

This course studies the fundamental structures of organic molecules and the spectroscopic methods used to define. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): B. Dickinson. L: V. Keller Terms Offered: Winter

Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.

Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 23200. Honors Organic Chemistry III. 100 Units.

This course studies the fundamental structures of organic molecules and the spectroscopic methods used to define. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): S. Rowan. L: V. Keller Terms Offered: Spring

Prerequisite(s): CHEM 22100 and received an A or higher, or CHEM 23100 and received an B or higher, or Organic Chemistry Accreditation exam.

CHEM 23300. Intermediate Organic Chemistry. 100 Units.

Proteins are the dominant natural products of the 21st century. This course will explore the organic chemistry of protein molecules: their chemical structure and biological functions, protein biosynthesis, intein-mediated protein splicing, and the use of chemistry to probe the molecular basis of the remarkable properties of proteins and enzymes.

Instructor(s): Y. Krishnan. Terms Offered: Autumn

Prerequisite(s): A grade of C or higher in CHEM 22200 or 23200, or consent of instructor

CHEM 26100-26200-26300. Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics.

This three-quarter sequence studies the application of physical and mathematical methods to the investigation of chemical systems.

CHEM 26100. Quantum Mechanics. 100 Units.

This three-quarter sequence studies the application of physical and mathematical methods to the investigation of chemical systems. This course presents quantum mechanics, the Schrödinger wave equation with exact and approximate methods of solution, angular momentum, and atomic spectra and structure. Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

Instructor(s): D. A. Mazziotti. Terms Offered: Autumn

Prerequisite(s): CHEM 11300 or equivalent; MATH 18500 or MATH 20100; PHYS 13300. MATH 18600 recommended.

CHEM 26200. Thermodynamics. 100 Units.

This course continues the sequence with the study of thermodynamic principles and applications, as well as statistical mechanics.

Instructor(s): P. M. Guyot-Sionnest Terms Offered: Winter

Prerequisite(s): CHEM 11300 or equivalent; MATH 18500 or MATH 20100, and PHYS 13300

CHEM 26300. Chemical Kinetics and Dynamics. 100 Units.

This course is a discussion of chemical kinetics and dynamics for processes in gases, in liquids, and at interfaces.

Instructor(s): B. Tian Terms Offered: Spring

Prerequisite(s): CHEM 11300 or equivalent; MATH 18500 or MATH 20100, and PHYS 13300

CHEM 26700. Experimental Physical Chemistry. 100 Units.

This course introduces the principles and practice of physical chemical measurements. Techniques used in the design and construction of apparatus are discussed in lectures, and practice is provided through lab exercises and experiments. Subjects covered include vacuum techniques, electronics, optics, use of computers in lab instrumentation, materials of construction, and data analysis. L.

Instructor(s): J. Park Terms Offered: Winter

Prerequisite(s): CHEM 26100

CHEM 26800. Quantum Molecular and Materials Modeling. 100 Units.

Quantum mechanical methods, including quantum chemistry, density functional theory (DFT), and many body perturbation theory, for simulating the properties of molecules and materials will be explored in this course. Numerical algorithms and techniques will be introduced that allow for solution of approximate forms of the Schrodinger and Boltzmann Equations that model structural and transport properties of molecules and materials. The coupling of DFT with molecular dynamics will be detailed for determining finite temperature properties. Coupling of DFT with spin Hamiltonians to study dynamical spin correlations in materials will also be described. Examples of the application of quantum mechanical methods to materials for energy conversion and quantum information technologies will be provided.

Instructor(s): Giulia Galli Terms Offered: Spring

Prerequisite(s): PHYS 23400 or CHEM 26100 or instructor consent

Equivalent Course(s): CHEM 36800, MENG 25510, MENG 35510

CHEM 29600. Research in Chemistry. 000 Units.

Students conduct advanced, individually-guided research. Because this is a 000 credit course, students must submit a written report covering their research activities to the undergraduate counselor, and this course may be taken as a fifth course.

Research activities undertaken in this course may be used towards the writing of a thesis for consideration for departmental honors.

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

Prerequisite(s): Consent of a faculty sponsor and/or the undergraduate counselor

Note(s): Graded P/F; Students are required to submit the College Reading/Research Course Form

CHEM 29900. Advanced Research in Chemistry. 100 Units.

Students conduct advanced, individually guided research. Students may submit a written report covering their research activities for consideration for departmental honors.

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

Prerequisite(s): Consent of a faculty sponsor and the undergraduate counselor

Note(s): Open only to students majoring in chemistry who are eligible for honors. Available for either quality grades or for P/F grading. Students are required to submit the College Reading and Research Course Form.

CHEM 30100. Advanced Inorganic Chemistry. 100 Units.

Group theory and its applications in inorganic chemistry are developed. These concepts are used in surveying the chemistry of inorganic compounds from the standpoint of quantum chemistry, chemical bonding principles, and the relationship between structure and reactivity.

Instructor(s): W. Lin Terms Offered: Autumn

Prerequisite(s): CHEM 20100 and CHEM 26100

CHEM 30200. Synthesis and Physical Methods in Inorganic Chemistry. 100 Units.

This course covers theoretical and practical aspects of important physical methods for the characterization of inorganic molecules. Topics may include NMR, IR, RAMAN, EPR, and electronic and photoelectron spectroscopy; electrochemical methods; and single-crystal X-ray diffraction.

Instructor(s): W. Lin Terms Offered: Winter

Prerequisite(s): CHEM 30100

CHEM 30400. Organometallic Chemistry. 100 Units.

This course covers preparation and properties of organometallic compounds (notably those of the transition elements, their reactions, and the concepts of homogeneous catalysis).

Instructor(s): G. Dong Terms Offered: Spring

Prerequisite(s): CHEM 20100 and CHEM 26100

CHEM 30500. Nanoscale Materials. 100 Units.

This course provides an overview of nanoscale phenomena in metals, semiconductors, and magnetic materials (e.g., the fundamental aspects of quantum confinement in semiconductors and metals, superparamagnetism in nanoscale magnets, electronic properties of nanowires and carbon nanotubes, surface plasmon resonances in nanomaterials, photonic crystals). Special attention is paid to preparative aspects of nanomaterials, colloidal and gas-phase syntheses of nanoparticles, nanowires, and nanotubes. Engineered nanomaterials and their assemblies are considered promising candidates for a variety of applications, from solar cells, electronic circuits, light-emitting devices, and data storage to catalysts, biological tags, cancer treatments, and drug delivery. The course covers state-of-the art in these and other areas. Finally, the course provides an overview of the experimental techniques used for structural characterization of inorganic nanomaterials (e.g., electron microscopy, X-ray diffractometry, small-angle X-ray scattering, STM, AFM, Raman spectroscopy).

Instructor(s): Staff. Terms Offered: Not offered in 2020-2021

Prerequisite(s): CHEM 20200 and 26300, or consent of instructor

CHEM 30600. Chemistry Of The Elements and Materials. 100 Units.

This course surveys the descriptive chemistries of the main-group elements and the transition metals from a synthetic perspective, and reaction chemistry of inorganic molecules is systematically developed.

Instructor(s): J. Anderson Terms Offered: Winter

Prerequisite(s): CHEM 20100

CHEM 30900. Bioinorganic Chemistry. 100 Units.

This course covers various roles of metals in biology. Topics include coordination chemistry of bioinorganic units, substrate binding and activation, electron-transfer proteins, atom and group transfer chemistry, metal homeostasis, ion channels, metals in medicine, and model systems.

Instructor(s): C. He Terms Offered: Spring

Prerequisite(s): CHEM 20200 and 22200/23200

CHEM 32100. Physical Organic Chemistry I. 100 Units.

This course focuses on the quantitative aspects of structure and reactivity, molecular orbital theory, and the insight it provides into structures and properties of molecules, stereochemistry, thermochemistry, kinetics, substituent and isotope effects, and pericyclic reactions.

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

Prerequisite(s): CHEM 22200/23200 and 26200, or consent of instructor

CHEM 32200. Organic Synthesis and Structure. 100 Units.

This course considers the mechanisms, applicability, and limitations of the major reactions in organic chemistry, as well as of stereochemical control in synthesis.

Instructor(s): V. Rawal Terms Offered: Autumn

Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32300. Strategies and Tactics of Organic Synthesis. 100 Units.

This course discusses the important classes for organic transformation. Topics include carbon-carbon bond formation; oxidation; and reduction using a metal, non-metal, or acid-base catalyst. We also cover design of the reagents and the scope and limitation of the processes.

Instructor(s): S. Snyder Terms Offered: Winter

Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32400. Physical Organic Chemistry II. 100 Units.

Topics covered in this course include the mechanisms and fundamental theories of free radicals and the related free radical reactions, biradical and carbene chemistry, and pericyclic and photochemical reactions.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): CHEM 32100

CHEM 32500. Bioorganic Chemistry. 100 Units.

A goal of this course is to relate chemical phenomena with biological activities. We cover two main areas: (1) chemical modifications of biological macromolecules and their potential effects; and (2) the application of spectroscopic methods to elucidate the structure and dynamics of biologically relevant molecules.

Instructor(s): Staff. Terms Offered: Not offered in 2020-2021

CHEM 33000. Complex Chemical Systems. 100 Units.

This course describes chemical systems in which nonlinear kinetics lead to unexpected (emergent) behavior of the system. Autocatalytic and spatiotemporal pattern forming systems are covered, and their roles in the development and function of living systems are discussed.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): CHEM 22200/23200 and MATH 20100, or consent of instructor

CHEM 33100. New Synthetic Reactions and Catalysts. 100 Units.

This course presents recent highlights of new synthetic reactions and catalysts for efficient organic synthesis. Mechanistic details and future possibilities are discussed.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): CHEM 23300

CHEM 33200-33300. Chemical Biology I-II.

This course emphasizes the concepts of physical organic chemistry (e.g., mechanism, molecular orbital theory, thermodynamics, kinetics) in a survey of modern research topics in chemical biology. Topics, which are taken from recent literature, include the roles of proteins in signal transduction pathways, the biosynthesis of natural products, strategies to engineer cells with novel functions, the role of spatial and temporal inhomogeneities in cell function, and organic synthesis and protein engineering for the development of molecular tools to characterize cellular activities.

CHEM 33200. Chemical Biology I. 100 Units.

The aim of this course is to teach chemical biology using primary literature examples, both classic and modern, focused on fundamental approaches and technologies. A general focus on the course are biomolecules - their biophysics, function, engineering, and repurposing and research tools. This course and the subsequent 'Chemical Biology II' course (CHEM333) are geared toward those interested in pursuing chemical biology in their research endeavors or future career.

Instructor(s): W. Tang Terms Offered: Autumn

Prerequisite(s): CHEM 22200/23200, or consent of instructor

CHEM 33300. Chemical Biology II. 100 Units.

No description available.

Instructor(s): R. Moellering Terms Offered: Winter

Prerequisite(s): CHEM 33200, or consent of instructor

CHEM 33500. Chemistry of Enzyme Catalysis. 100 Units.

The course will cover fundamental aspects of the physical organic chemistry of enzyme catalysis, with special emphasis on the role of pre-oriented local electric fields in catalysis, and will use case studies based on the primary scientific literature--both classic and current papers. For each class, there will be primary scientific papers assigned that the student will be expected to have studied in depth prior to class, including 'reading around' on the same and related topics; suggestions for supplementary reading will be given. Classes will be conducted as discussion sessions; guided by the Instructor--all students will be expected to be prepared to answer questions from the instructor, and to take active part in class discussions. Participation in class will count for a portion of the grade for each student.

Instructor(s): S. Kent Terms Offered: Winter

CHEM 33600. Biological Chemistry of Materials: Principles and Applications. 100 Units.

This course will focus on principles of bioconjugation techniques; preparation of immobilized-enzymes/proteins: adsorption, occlusion, cross-linking and covalent binding. Applications of cofactor-dependent enzymes: building of enzymatic electrodes and biofuel cells. Development of immunosensors based on ELISA, electrochemistry, optics, carbon nanotubes and piezoelectric methods. Principles and design of DNA/RNA based sensors (Ribozymes, SELEX, Aptamers, DNazymes, Molecular Beacons). Amplification methods for nucleic acids detection in test tube and in cells. Preparation and characterization of nanoparticles in nucleic acids and proteins sensing processes.

Terms Offered: Not offered in 2020-2021

Prerequisite(s): CHEM 23300 or consent of instructor

CHEM 33700. RNA Structure, Function, and Biology. 100 Units.

Students will learn principles of RNA structure and function, RNA catalysis, and RNA molecular cell biology as they relate to the field of RNA metabolism. In recent years it has become apparent that much of an organism's genome is transcribed, yielding a far more expansive collection of RNA molecules than previously thought: many of these RNAs are classic messenger RNAs that code for proteins but many serve functions other than protein coding (noncoding RNAs). These RNAs are processed, modified, and usually interact with RNA binding proteins (RBPs) to form ribonucleoprotein (RNP) complexes. We will consider emerging themes in noncoding RNA biology and investigate methods for interrogating their cellular structure and function.

Terms Offered: Not offered in 2020-2021

CHEM 33800. Discovery and Translation of Molecular Therapeutics - I. 100 Units.

The aim of this course is to teach modern chemical biology methods, technologies, and applications as applied to problems and challenges in human health and biotechnology. Both classics in translational chemical biology and emerging technologies will be used to teach general principles in the application of chemistry to therapeutic development and biotechnology. As compared to the Chemical Biology course track (Chem332/Chem333), this course is geared more toward non-experts in chemical biology or those with a less extensive chemistry background.

Instructor(s): B. Dickinson. R. Moellering Terms Offered: Winter

Prerequisite(s): CHEM 22200/23200

CHEM 36100. Wave Mechanics and Spectroscopy. 100 Units.

This course presents the introductory concepts, general principles, and applications of wave mechanics to spectroscopy.

Instructor(s): A. Dinner Terms Offered: Autumn

Prerequisite(s): CHEM 26300

CHEM 36200. Quantum Mechanics. 100 Units.

This course builds upon the concepts introduced in CHEM 36100 with greater detail provided for the role of quantum mechanics in chemical physics.

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

Prerequisite(s): CHEM 36100

CHEM 36300. Statistical Thermodynamics. 100 Units.

This course covers the thermodynamics and introductory statistical mechanics of systems at equilibrium.

Instructor(s): S. Vaikuntanathan Terms Offered: Autumn

Prerequisite(s): CHEM 26100-26200

CHEM 36400. Advanced Statistical Mechanics. 100 Units.

Topics covered in this course may include statistics of quantum mechanical systems, weakly and strongly interacting classical systems, phase transitions and critical phenomena, systems out of equilibrium, and polymers.

Instructor(s): V. Goth Terms Offered: Winter

Prerequisite(s): CHEM 36300 or equivalent

CHEM 36500. Chemical Dynamics. 100 Units.

This course develops a molecular-level description of chemical kinetics, reaction dynamics, and energy transfer in both gases and liquids. Topics include potential energy surfaces, collision dynamics and scattering theory, reaction rate theory, collisional and radiationless energy transfer, molecule-surface interactions, Brownian motion, time correlation functions, and computer simulations.

Instructor(s): G. Voth Terms Offered: Spring

Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 37100. Advanced Spectroscopies. 100 Units.

This linear and nonlinear spectroscopy course includes notions on matter-radiation interaction, absorption, scattering, and oscillator strength. They are applied mostly with the optical range, but we briefly touch upon microwave (NMR, ESR) and X-rays at the extreme. We cover nonlinear optical processes such as coherent Raman, harmonic, and sum-frequency; induced transparency; slow light; and X-ray generation. We also cover coherent and incoherent dynamical probes, such as pump-probe, echos, and two-dimensional spectroscopy.

Terms Offered: Not offered in 2020-2021

CHEM 37300. Advanced Special Topics in Theory and Computation. 100 Units.

This course introduces topics in theoretical and computational chemistry beyond those in the traditional graduate physical chemistry sequence. Specific topics will vary from year to year based on the interests of the instructor and students. Representative topics are diagrammatic methods, field theories, renormalization, nonequilibrium statistical mechanics, and quantum dynamics.

Terms Offered: Not offered in 2020-2021

CHEM 38700. Biophysical Chemistry. 100 Units.

This course develops a physicochemical description of biological systems. Topics include macromolecules, fluid-phase lipid-bilayer structures in aqueous solution, biomembrane mechanics, control of biomolecular assembly, and computer simulations of biomolecular systems.

Instructor(s): R. Benoit Terms Offered: Spring

Prerequisite(s): CHEM 23300, CHEM 26200.

CHEM 39000. Solids, Materials, Surfaces. 100 Units.

This course is an introduction to modern materials chemistry. It covers basic chemistry and physics of condensed systems, such as solids, polymers, and nanomaterials. The electronic structure of metals, semiconductors and magnetically ordered phases will be discussed. We will review optical and electronic properties of different classes of materials using examples of hard and soft condensed matter systems and drawing structure-property relationships for conventional solids, polymers, and nanomaterials. Finally, the course will cover the fundamentals of surface science and material synthesis, applying modern understanding of nucleation and growth phenomena.

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

Prerequisite(s): CHEM 26100, CHEM 26200, and CHEM 26300, or equivalent

CHEM 39100. Polymer Synthesis. 100 Units.

This course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, step-growth polymerization, ring-opening, insertion, controlled living polymerization, crosslinking, copolymerization, and chemical modification of preformed polymers.

Instructor(s): Stuart Rowan Terms Offered: Winter

Prerequisite(s): CHEM 22000 and CHEM 22100

Equivalent Course(s): MENG 35110, MENG 25110



Cinema and Media Studies

Department Website: <http://cms.uchicago.edu>

Program of Study

The major program in Cinema and Media Studies provides a framework within which students can approach the history of film and related media from a variety of historical, critical, and theoretical perspectives. Focusing on the study of the moving image, as well as sound, the program enables students to analyze how cinema creates meanings through particular forms, techniques, and styles; how industrial organization affects the way films are produced and received; and how the social context in which they are made and circulated influences our understanding of the medium.

At the same time, the goal is to situate the cinema and related media in broader contexts: modernity, modernism, and the avant-garde; narrative theory, poetics, and rhetoric; commercial entertainment forms and consumer culture; sexuality and gender; constructions of ethnic, racial, and national identities; and international media production and circulation.

Students focusing their studies in the Cinema and Media Studies major will be trained in critical, formal, theoretical, and historical thinking and analysis. The curriculum fosters discussion and writing skills, and students will gain the tools to approach film history as well as today's media environment within specific cultural contexts and broad transnational perspectives.

Major Program in Cinema and Media Studies: Standard Track

Students wishing to major in Cinema and Media Studies should meet with the Director of Undergraduate Studies early in their second year to help construct their course plan going forward; this meeting should take place by the end of Spring Quarter of a student's second year. Participation in the major must be declared to the Director of Undergraduate Studies, and the subsequent approved paperwork will be sent to the student's College adviser for official registration.

The Standard Track in Cinema and Media Studies is designed for students who wish to complete the major, but not complete a BA thesis project. This track is ineligible for honors. Students majoring in Cinema and Media Studies must receive quality grades (not P/F) in all twelve (12) courses to meet the requirements of the program.

The following courses are required:

CMST 10100 Introduction to Film Analysis: This course provides an introduction to the basic concepts of film analysis. It should be completed before other Cinema and Media Studies courses.

CMST 28500 History of International Cinema I: Silent Era

CMST 28600 History of International Cinema II: Sound Era to 1960

CMST 28700 History of International Cinema, Part III: 1960 to Present

Elective Courses: The seven (7) electives should be chosen based upon the student's interest, and must either originate in or be cross-listed with Cinema and Media Studies. Students should choose the courses in conversation with the Director of Undergraduate Studies. Students are encouraged to consider broad survey courses as well as those with more focused topics (e.g., courses devoted to a single genre, director, or national cinema).

CMST 29201 Advanced Seminar - Autumn or CMST 29202 Advanced Seminar - Spring: Open only to upper-year students who have declared a major in Cinema and Media Studies, the Advanced Seminar functions as a capstone course. It will allow students the opportunity to explore in more depth key disciplinary and methodological questions related to the study of cinema and media. Particular topics will be determined by the individual faculty instructor and will vary from the Autumn to Spring Quarters and from instructor to instructor. Majors are required to enroll in one section, but are welcome to use the second as an elective for their major requirements if the subject matter is of interest.

Major Program in Cinema and Media Studies: Intensive Track, Written Thesis or Intensive Track, Production Thesis

The Intensive Tracks of the Cinema and Media Studies major are designed for students who wish to complete the major with a senior thesis, making them eligible to receive honors. **Intensive Track students will complete all coursework required under the Standard Track major;** they will also elect to complete either a written project or a production project and will complete the Thesis Workshop series over the course of their final year. The workshops will be supplemented with one-on-one meetings with their dedicated BA Preceptor, who will help the student with the formation and execution of the student's project. Students must also enroll in CMST 29900 Senior Thesis during the quarter they intend to graduate.

Students in the Intensive Track major must take one (1) of the following two workshop series, depending on whether they are completing a Written or Production Thesis.

CMST 27299 Intensive Track - Written Thesis Workshop: This series of workshops—comprised of approximately 10 meetings across the whole academic year—will provide support for students focusing on the Written Thesis Project through the entire academic year. It is taught by the Director of Undergraduate Studies and

supplemented by regular meetings with a designated preceptor. The workshops are intended to guide students through the process of thesis writing, from developing a research question to determining the most appropriate research method for its exploration to integrating suitable theoretical insights to writing compellingly about media objects to the nuts and bolts of exposition. Students will enroll in this 100-unit course in Autumn Quarter and will receive their grade at the completion of Spring Quarter.

CMST 28999 Intensive Track - Production Thesis Workshop: This series of workshops—comprised of approximately 10 meetings across the whole academic year—will provide support for students focusing on the Production Thesis Project through the entire academic year. It is taught by a production-focused faculty member and supplemented by regular meetings with a designated preceptor. The workshops are intended to guide students through the necessary steps in the realization of a film project, from pre-production to production to post-production. Students will enroll in this 100-unit course in Autumn Quarter and will receive their grade at the completion of Spring Quarter.

CMST 29900 Senior Thesis: Students completing an Intensive Track major must also enroll in the zero-credit course CMST 29900 during the quarter in which they intend to submit their thesis project and graduate. Students enroll in CMST 29900 using the section number of their BA thesis adviser, which can be obtained from the departmental coordinator in Cinema and Media Studies or the student's College adviser. CMST 29900 cannot be used to fulfill any other major coursework requirements.

Proposing a Production Thesis Project

By the seventh week of Spring Quarter in third year, a student will meet with the Director of Undergraduate Studies to declare the student's intention to complete a BA Production Thesis option. At this time, the student will submit a written proposal that describes the project and suggests a timeline for the work to be accomplished. The writing of screenplays alone will not be considered for the production thesis option.

The Director of Undergraduate Studies and one other Cinema and Media Studies faculty member will evaluate all proposals for the BA Production Thesis option. Decisions will be made by the last week of Spring Quarter and will be based primarily on the feasibility and quality of the project and the student's performance in required production courses. The number of projects approved may be limited by the advising capacity of the Cinema and Media Studies faculty.

The Production Thesis Project must be accompanied by a supplemental paper establishing the relationship of the film or video component of the project to film, video, or media history, theory, or modes of production. This paper may incorporate an analysis of the production and post-production process. The paper will be submitted at the time of final submission of the creative work.

Double Majors and the Senior Thesis Project

Whether or not a single BA thesis can satisfy the requirements for a double major in Cinema and Media Studies and another program is decided by the department on a case-by-case basis. The criteria on which the decision is based include:

- the degree to which the resulting thesis is likely to speak from and to cinema and media studies, even as it necessarily speaks from and to another field.
- the feasibility of the proposed advising arrangements for the proposed joint thesis.
- the department's estimation of the student's track record for independent work that bodes well for writing a successful thesis while navigating between two majors.

A student who wishes to write a single BA thesis for a double major in Cinema and Media Studies and another program must meet with the Director of Undergraduate Studies, as well as submit a letter (one page, double-spaced) explaining the student's request for the department's approval. The letter should be addressed to the Director of Undergraduate Studies.

Summary of Requirements: Major Tracks

Standard Track Major

CMST 10100	Introduction to Film Analysis	100
CMST 28500	History of International Cinema I: Silent Era	100
CMST 28600	History of International Cinema II: Sound Era to 1960	100
CMST 28700	History of International Cinema, Part III: 1960 to Present	100
Seven (7) electives originating in or cross-listed with Cinema and Media Studies *		700
One of the following:		100
CMST 29201	Advanced Seminar - Autumn	
CMST 29202	Advanced Seminar - Spring	
Total Units		1200

Intensive Track - Written Thesis Project

CMST 10100	Introduction to Film Analysis	100
CMST 28500	History of International Cinema I: Silent Era	100
CMST 28600	History of International Cinema II: Sound Era to 1960	100
CMST 28700	History of International Cinema, Part III: 1960 to Present	100

Seven (7) electives originating in or cross-listed with Cinema and Media Studies *		700
CMST 27299	Intensive Track - Written Thesis Workshop ¶	100
CMST 29900	Senior Thesis §	000
One of the following:		100
CMST 29201	Advanced Seminar - Autumn	
CMST 29202	Advanced Seminar - Spring	
Total Units		1300

Intensive Track - Production Thesis Project

CMST 10100	Introduction to Film Analysis	100
CMST 28500	History of International Cinema I: Silent Era	100
CMST 28600	History of International Cinema II: Sound Era to 1960	100
CMST 28700	History of International Cinema, Part III: 1960 to Present	100
Seven (7) electives originating in or cross-listed with Cinema and Media Studies *		700
CMST 28999	Intensive Track - Production Thesis Workshop ¶	100
CMST 29900	Senior Thesis §	000
One of the following:		100
CMST 29201	Advanced Seminar - Autumn	
CMST 29202	Advanced Seminar - Spring	
Total Units		1300

* Cinema and Media Studies courses eligible for the general education requirement in the arts (CMST 14400 Film and the Moving Image; CMST 14500-14599) may not be used to satisfy requirements in the Cinema and Media Studies major or minor.

¶ Enrollment for Intensive Track Workshops is open only for students completing a thesis project in Cinema and Media Studies. Student enroll in Autumn Quarter and workshop meetings continue through the whole academic year. Student receive a final grade at the conclusion of Spring Quarter.

§ Students completing an Intensive Track major must enroll in CMST 29900 (zero-unit course) in the quarter they are graduating. This course allows for the Thesis Project grade to appear on the transcript.

Study Abroad

The College's Winter Quarter Cinema and Media Studies program in Paris provides undergraduate students with an opportunity to explore the study of film and related media at the University of Chicago Center in Paris. The program includes two courses that can be used toward the College's general education requirement in the arts, while the third course may be used as either an elective or within the Cinema and Media Studies major. The first two courses may also be eligible for credit within the Cinema and Media Studies major if the general education requirement in the arts has already been fulfilled and with approval from the Director of Undergraduate Studies in Cinema and Media Studies. Program participants also take a French language course. For more information or to apply, visit the Study Abroad website (<http://study-abroad.uchicago.edu/programs/paris-cinema-and-media-studies/>).

Grading

With the exception of the Intensive Track workshops (CMST 27299 and CMST 28999) students majoring on minoring in Cinema and Media Studies must receive a quality grade in all courses required to fulfill requirements. With prior consent of the instructor, non-majors may take Cinema and Media Studies courses for P/F grading.

Advising

In order for students to declare a major in Cinema and Media Studies, they must get a Major Course Agreement Form approved by the Director of Undergraduate Studies; this form grants approval for elective courses (both those originated in Cinema and Media Studies and those cross-listed from other departments). It is also when the student will decide which track to follow through the major—the Standard (non-thesis) Track, the Intensive Track Written Thesis, or the Intensive Track Production Thesis. Students looking to do one of the intensive tracks must declare during their third year in the College.

Students who wish to have courses that are not cross-listed with Cinema and Media Studies count towards their major requirements must consult with the Director of Undergraduate Studies and complete a Further Electives Form. Courses not approved by the Director of Undergraduate Studies cannot be counted towards major requirements.

Honors

Students who have earned an overall GPA of 3.25 or higher and a Cinema and Media Studies major GPA of 3.5 or higher are eligible for honors. To receive honors, the BA thesis must demonstrate exceptional intellectual and/or creative merit in the judgement of the faculty adviser (and second reader, if necessary), the Director of Undergraduate Studies, and

the Master of the Humanities Collegiate Division. If the student's BA thesis adviser is not currently a Cinema and Media Studies faculty member or affiliate, a CMST faculty member or affiliate must act as a second reader.

Minor Program in Cinema and Media Studies

The minor program in Cinema and Media Studies is designed for students who wish to develop substantial knowledge in the discipline. Students minoring in Cinema and Media Studies must receive quality grades (not P/F) in all six (6) courses taken to meet the requirements of the program.

Courses in the minor (1) may not be double counted with the students major(s) or with other minors; and (2) may not be counted toward general education requirements.

The following three (3) courses are required:

CMST 10100 Introduction to Film Analysis: This course provides an introduction to the basic concepts of film analysis. It should be completed before other Cinema and Media Studies courses.

Students in the minor must take **two (2)** of the three offered History of International Cinema courses:

CMST 28500 History of International Cinema I: Silent Era

CMST 28600 History of International Cinema II: Sound Era to 1960

CMST 28700 History of International Cinema, Part III: 1960 to Present

Elective Courses: The three (3) remaining courses must be at the 20000-level or above and must originate in or be cross-listed with Cinema and Media Studies. Students are encouraged to select courses that develop a sustained area of inquiry (e.g., film theory or new media) or demonstrate a breadth of knowledge in the field. Students should choose courses based upon their interest and should discuss their elective choices with the Director of Undergraduate Studies.

Summary of Requirements: Minor Track

CMST 10100	Introduction to Film Analysis	100
Two of the following:		200
CMST 28500	History of International Cinema I: Silent Era	
CMST 28600	History of International Cinema II: Sound Era to 1960	
CMST 28700	History of International Cinema, Part III: 1960 to Present	
Three electives at the 20000 level or above that originate in or have a recognized cross-list with CMST *		300
Total Units		600

* Cinema and Media Studies courses eligible for the general education requirement in the arts (CMST 14400 Film and the Moving Image; CMST 14500-14599) may not be used to satisfy requirements in the Cinema and Media Studies major or minor.

Cinema and Media Studies Courses

Please also visit the Courses page on the Cinema and Media Studies website at cms.uchicago.edu/courses (<http://cms.uchicago.edu/courses/>).

CMST 10100. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Capra, Dash, Deren, Keaton, Hitchcock, Kubrick, Riggs and Sirk.

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

Note(s): Required of students taking a major or minor in Cinema and Media Studies.

Equivalent Course(s): ARTV 20300, ENGL 10800

CMST 14400. Film and the Moving Image. 100 Units.

This course seeks to develop skills in perception, comprehension, and interpretation when dealing with film and other moving image media. It encourages the close analysis of audiovisual forms, their materials and formal attributes, and explores the range of questions and methods appropriate to the explication of a given film or moving image text. It also examines the intellectual structures basic to the systematic study and understanding of moving images. Most importantly, the course aims to foster in students the ability to translate this understanding into verbal expression, both oral and written. Texts and films are drawn from the history of narrative, experimental, animated, and documentary or non-fiction cinema. Screenings are a mandatory course component.

Instructor(s): R.Majumdar; S.Skvirsky; A.Field Terms Offered: Autumn Spring Winter

Note(s): Attendance in first class is mandatory to confirm enrollment. Open only to non-CMS majors; may not count towards CMS major requirements. For non-majors, any CMST 14400 through 14599 course meets the general education requirement in the arts.

CMST 20400. Problems in the Study of Gender and Sexuality: Media Wars. 100 Units.

In our contemporary moment, we have become accustomed to terms such as 'counter-terrorism' that signal an effort to resist internal and external threats, and those suggesting that we live in an age of 'post-truth' dominated by 'corporate-media,' 'fake news,' and 'fact-challenged' journalism. Taking this platform as our starting place, this class explores how these terms and their use have been gendered; have situated both gender and sexuality as either weapons of resistance or objects of destruction. This class will be historically organized insofar as we will begin our discussion with ways that media - broadly conceived to include cinema, print and visual-cultural forms, television, and the internet - have aimed to 'counter' patriarchal, heteronormative, and hegemonic systems of representation of gender and sexuality.

Instructor(s): J. Wild; L. Janson Terms Offered: Spring

Equivalent Course(s): GNSE 11005, GNSE 31105, MAAD 11005, CMST 40400

CMST 20605. Queer and Trans Cinema and Media. 100 Units.

In this course we explore the history of queer and transgender cinema and media in an effort to situate new developments in queer and trans cinema and media making. We will consider relevant theories about gender and sexuality and their implications for our categories of film and media analysis.

Instructor(s): Kara Keeling Terms Offered: Spring

Equivalent Course(s): GNSE 20107, MAAD 10605, CMST 30605, GNSE 30107

CMST 20904. Media Wars. 100 Units.

Media practices and discourses evoking war or violence are common today, such as the 'weaponization' of social media; 'cyber warfare' and attacks; 'online battlefields'; 'guerilla' media tactics; 'The Great Meme War' and 'Infowars.com,' to name a few. In relationship with terms suggesting that we live in an age of 'post-truth' dominated by 'fake news' or 'fact-challenged' journalism, the media wars of today may seem unique to the twenty-first century. But in fact, the history of the use of media to either combat or spread ideas dates back centuries to the earliest phases of mass media and communication. In this class, we will proceed historically, broadly conceiving of media to include print and visual, cultural, and artistic forms, cinema, television, and the internet. While we will explore how media have historically been used to construct or counter dominant systems of representation, we will also discuss how different media forms function formally, learning to analyze how they construct discourses of truth as texts (documentary; propaganda). This class will also function as a contemporary research laboratory where students will be asked to track, evaluate, and theorize contemporary or historical media that are taking part in a so-called 'media war.'

Instructor(s): Jennifer Wild Terms Offered: Spring

Note(s): Please note: Students who have previously completed the course "Problems in the Study of Gender and Sexuality: Media Wars" are not eligible to receive credit for this class.

Equivalent Course(s): GNSE 30114, CMST 30904, SIGN 26061, MAAD 10904, GNSE 20114

CMST 21650. Irish Literature and Cinema. 100 Units.

Irish literature in English from Swift to Anna Burns (Milkman), including Thomas Moore, Maria Edgeworth, Bram Stoker, Yeats, Synge, Joyce, O'Casey, Brian Friel and Seamus Heaney; Irish Cinema including films by John Ford, Neil Jordan, John Huston, Ken Loach, Lenny Abramson, Jim Sheridan, Kirsten Sheridan, John Crowley. (Fiction, Poetry, Drama, 1650-1830, 1830-1940)

Instructor(s): Jim Chandler Terms Offered: Autumn

Equivalent Course(s): ENGL 18250

CMST 21805. Chicago Film Cultures. 100 Units.

Chicago not only boasts a rich history of film production (from silent comedies to industrial, educational, student, documentary, and contemporary Hollywood filmmaking) but also has a long, significant history of film presentation. Chicago features iconic movie palaces built downtown and in neighborhoods across the city in the 1920s. And it has been the site of a wide variety of film exhibition venues and film-related events that are currently thriving: festivals, conferences, workshops, lectures. Films are screened in every type of museum (history, art, science), in large mainstream venues and in smaller, community-based and artist-run spaces. Our own campus boasts Doc Films, the longest-running film society in the country. This course examines the conceptual and historical frameworks that have been used for presenting cinema - historical and contemporary - in the city's varied institutional and cultural contexts. Students will study past film and current cultures in Chicago by researching particular events, venues, critics and curators, and by employing a variety of methods, including archival research, participant observation and interviews. Topics covered will include exhibition, funding and marketing, debates on curating and film in museums, audience and fan culture studies (with attention to Chicago's particular demographic contours), national cinemas, genre, authorship and multi-media presentational modes.

Instructor(s): J. Stewart Terms Offered: Winter

Equivalent Course(s): CMST 31805

CMST 23002. Modern Italian Cinema: Ways of Representation and Forms of Life. 100 Units.

The course aims to focus on the bond that exists in the Italian tradition between ways of cinematographic representation and forms of life. Italian cinema, especially from the post-war period on, has in fact constructed a unique link between cinematographic images and the practices, values, customs and lifestyles of an entire country. At a time of profound historical crisis, the Italian post-Second World War cinema succeeded to revive Italy and Italian cinema, also constituting the development of a properly cinematographic 'romanesque form,' which the critic André Bazin thought to have profound analogies with the American modern novel. It is only with cinematographic modernity that cinema reaches the complexity

and richness of its forms, through an encounter with a reality that is no longer filtered by the codification of classical generic forms. Authors such as De Sica, Rossellini, Fellini, Pietrangeli, Ferreri, Antonioni and Pasolini will be studied.

Instructor(s): R. De Gaetano Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): ITAL 27020

CMST 23930. Documentary Production I. 100 Units.

Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between 'the real' and 'fiction' will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular-research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.

Instructor(s): J. Hoffman Terms Offered: Autumn

Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.

Equivalent Course(s): HMRT 25106, CMST 33930, HMRT 35106, MAAD 23930, ARTV 23930, ARTV 33930

CMST 23931. Documentary Production II. 100 Units.

Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.

Instructor(s): J. Hoffman Terms Offered: Winter

Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930

Equivalent Course(s): HMRT 25107, ARTV 23931, MAAD 23931, ARTV 33931, CMST 33931, HMRT 35107

CMST 24568. The Underground: Alienation, Mobilization, Resistance. 100 Units.

The ancient and multivalent image of the underground has crystallized over the last two centuries to denote sites of disaffection from-and strategies of resistance to-dominant social, political and cultural systems. We will trace the development of this metaphor from the Underground Railroad in the mid-1800s and the French Resistance during World War II to the Weather Underground in the 1960s-1970s, while also considering it as a literary and artistic concept, from Fyodor Dostoevsky's *Notes from the Underground* and Ellison's *Invisible Man* to Chris Marker's film *La Jetée* and Andrei Tarkovsky's *Stalker*. Alongside with such literary and cinematic tales, drawing theoretical guidance from refuseniks from Henry David Thoreau to Guy Debord, this course investigates how countercultural spaces become-or fail to become-sites of political resistance, and also how dissenting ideologies give rise to countercultural spaces. We ask about the relation between social deviance (the failure to meet social norms, whether willingly or unwittingly) and political resistance, especially in the conditions of late capitalism and neo-colonialism, when countercultural literature, film and music (rock, punk, hip-hop, DIY aesthetics etc.) get absorbed into-and coopted by-the hegemonic socio-economic system. In closing we will also consider contemporary forms of dissidence-from Pussy Riot to Black Lives Matter-that rely both on the vulnerability of individual bodies and global communication networks.

Instructor(s): R. Bird Terms Offered: Spring

Equivalent Course(s): CMST 34568, REES 26068, REES 36068, SIGN 26012

CMST 24603. Topics in EALC: Ghosts & the Fantastic in Literature and Film. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments and how do these change as stories travel between cultures? This course will explore the complex meanings, both literal and figurative, of ghosts and the fantastic in traditional Chinese, Japanese, and Korean tales, plays, and films. Issues to be explored include: 1) the relationship between the supernatural, gender, and sexuality; 2) the confrontation of death and mortality; 3) collective anxieties over the loss of the historical past 4) and the visualization (and exorcism) of ghosts through performance.

Instructor(s): J. Zeitlin Terms Offered: Spring

Note(s): This course can replace what used to be the Concentrators Seminar to fulfill a requirement as an EALC major.

Equivalent Course(s): EALC 10600, SIGN 26006

CMST 24916. Y#kai Media. 100 Units.

This course centers on y#kai (monsters or fantastic creatures) and theories of the fantastic in cinema and media. Historically, it spans the range from medieval emaki and Edo ch#nin culture through 20th and 21st century manga and anime. Inquiry into y#kai and the fantastic is intended to develop new strategies for putting cinema and media into dialogue with theories of political sovereignty and capitalism in the context of everyday life and its urban myths.

Instructor(s): Thomas Lamarre Terms Offered: Winter

Equivalent Course(s): EALC 24916, MAAD 24916

CMST 25503. Issues in Contemporary Horror. 100 Units.

This course takes the modern horror film as its object. For the purposes of this class, modern horror spans the period from 1960 to the present, although much of our attention will be directed toward the period from the 1980s to the present. We will examine key problems in the genre including, but not limited to an examination of the nature of the horrific, close

formal analysis (which typically is neglected in favor of more culturally oriented approaches), questions of POV and camera movement, the articulation and construction of space, the role of gender in the genre, the changing importance of women as performers, characters, directors, and spectators, found footage/surveillance, and the genre's address to the viewer.
Equivalent Course(s): CMST 35503

CMST 25540. Fact and Fiction. 100 Units.

Since Grierson's definition of the documentary as 'creative treatment of actuality,' critics have been struggling to establish distinctions between documentary and fiction. Furthermore, the critical discourse has been constantly challenged by new artistic meditations of reality and its representation, and works blurring the border between the logic of facts and the logic of fiction. Additionally, this dualism is complicated by the difficult question of truth telling. Cinema has a long and winding history of non-fiction: from staged or dramatized actualities at its beginning, via docudrama, fake documentaries and mockumentary, to trends in recent documentaries that incorporate reenactment and animation. Since the mid-1990s the 'documentary turn in contemporary art' has seen more and more artists experimenting with documentary modes through which they are questioning the mediations by which facts/documents acquire their facticity. The aim of this seminar will be to examine films and works in contemporary art that address these difficult questions of fact and fiction. Readings will include work from film and art criticism and theory, as well as critical literature addressing questions of fact and fiction in historiography, narratology, and philosophy. Films may include works by Edison, Robert Flaherty, Ari Folman, Abbas Kiarostami, Chris Marker, George Méliès, Avi Mograbi, Rithy Panh, Peter Watkins. Works by contemporary artists may include Kutlug Ataman, The Atlas Group/
Equivalent Course(s): ARTH 35540, ARTH 25540, CMST 45540, ARTV 20540, ARTV 45540, MAPH 45540

CMST 25620. Japanese Animation: The Making of a Global Media. 100 Units.

This course offers an introduction to Japanese animation, from its origins in the 1910s to its emergence as global culture in the 1990s. The goal is not only to provide insight into Japanese animation within the context of Japan but also to consider those factors that have transformed it into a global cultural form with a diverse, worldwide fanbase. As such, the course approaches Japanese animation from three distinct perspectives on Japanese animation, which are designed to introduce students to three important methodological approaches to contemporary media - film studies, media studies, and fan studies or cultural studies. As we look at Japanese animation in light of these different conceptual frameworks, we will also consider how its transnational dissemination and 'Asianization' challenge some of our basic assumptions about global culture, which have been shaped primarily through the lens of Americanization.
Instructor(s): Thomas Lamarre Terms Offered: Autumn
Equivalent Course(s): EALC 25620, SIGN 26070, MAAD 15620

CMST 26500. The Films of Alfred Hitchcock. 100 Units.

This course focuses on the films of Alfred Hitchcock, one of the greatest filmmakers of the 20th century. We study both his films and a variety of approaches to them. We investigate the enduring power of his movies; his contributions to genre and popular cinema; his storytelling techniques; his stylistic command; his approach to romance, suspense, and action; his status as a master and auteur; and his remarkable control over the audience's thoughts and feelings.
Instructor(s): Maria Belodubrovskaya Terms Offered: Winter
Equivalent Course(s): CMST 36500, ARTH 38405, ARTH 28405, FNDL 26510

CMST 26603. The Cinema of Miloš Forman. 100 Units.

The films of Miloš Forman (1932-2018) reflect the turbulence of the 1960s, '70s, '80s and '90s, and 2000s by focusing on the underdog, the pariah, the eccentric. The subject matter to which Forman was drawn translated into his cinema with a signature bittersweet tone, emphatic narrative cogency, and lush spontaneity. This course is an intensive study of Forman's work from his 'New Wave' work in Czechoslovakia (Loves of a Blonde, The Fireman's Ball) to his U.S. studio successes (One Flew Over the Cuckoo's Nest, Amadeus), to his idiosyncratic and parabolic last films (Man on the Moon, Goya's Ghosts). Among other topics, the course contemplates the value of a dark sense of humor, cinematic gorgeousness, and artistic dissidence.
Instructor(s): Malynne Sternstein Terms Offered: Winter
Equivalent Course(s): FNDL 22010, REES 32010, REES 22010, CMST 36603

CMST 27011. Experimental Captures. 100 Units.

This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.
Instructor(s): M. Downie Terms Offered: Autumn
Equivalent Course(s): MAAD 21011, CMST 37011, ARTV 27923, ARTV 37923

CMST 27230. Modern Film Theory. 100 Units.

This course will examine influential writings on photography, film, and film narrative published in the post-war period in the context of semiology, structuralism, and narratology. We will examine how questions of form, structure, and narrative in film and photography are addressed by critics writing from the end of World War II until the early seventies, especially in France and Italy. In what ways can the image be considered a sign? How do images come to have meaning in a denotative or connotative sense? What are the principal codes organizing images as narrative media and how do spectators recognise those codes? Readings will include work by Roland Barthes, Christian Metz, Jean Mitry, Noël Burch, Raymond Bellour, Umberto Eco, Pier Paolo Pasolini, and David Bordwell, among others.
Instructor(s): D.N. Rodowick Terms Offered: Winter

Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.

Equivalent Course(s): CMST 37230

CMST 27299. Intensive Track - Written Thesis Workshop. 100 Units.

This series of workshops - comprised of approximately 10 meetings - will provide support for thesis writers across the entire academic year. It is taught by the Director of Undergraduate Studies and supplemented by regular meetings with a designated preceptor. The workshops are intended to guide students through the process of thesis writing from developing a research question to determining the most appropriate research method for its exploration to integrating suitable theoretical insights to writing compellingly about media objects to the nuts and bolts of exposition.

Instructor(s): S.Skivsky Terms Offered: Autumn. Enrollment takes place only in Autumn Quarter, but the workshop is held throughout the academic year

Note(s): Course is only open to students completing a Written Thesis Project in their final year in the College. This course counts towards major coursework requirements for Intensive Track students.

CMST 27558. No Future: Visual Media and Contemporary Life. 100 Units.

No Future seeks to establish the grounds by which we might examine both contemporary and classic theories of the FUTURE --and its perhaps its negation -- through visual media and the production of art in the age of algorithmic capital. We will use this course as a means to consider new forms of subjectivity that arise as effect and response to mutating forms of power and control-and more importantly, how we might refuse these mechanisms. Speeding through (art) history with stops at such examples as the Italian Futurists and their violent reimagining of the human as a productive machine to the Situationists who vowed never to produce again, we will examine the fluxes and flows of subjectivity in the movement from factory Taylorization and Fordist production to the immaterial labor of late stage capitalism. We will discuss issues of work and automation, image production and the labor of the artist, climate change, gender and sexuality, punk, and the economies of inhuman desire that drive our contemporary and future societies. But what is left of the future? Is it already over?

Instructor(s): Andrew Pettinelli Terms Offered: Winter

Note(s): This class will present theory that might be new to us; yet, it should remain our goal to work together to think through these texts and visual texts collectively, utilizing the classroom as a space for collaboration and experimentation.

Equivalent Course(s): MAAD 27558

CMST 27867. 1990s Videogame History. 100 Units.

In this course, we will be turning to the 1990s to learn about videogame history and historiography. Focusing on this period will allow us to examine the videogame medium within broader historical and cultural contexts, and to explore issues related to doing recent and contemporary cultural history. What was the relationship between technological innovations and stylistic changes in the videogame medium? How did the entry of new corporate and creative players into the business affect industrial structures and strategies? What do we make of 'freedom,' 'realism,' and other concepts that dominated videogame press coverage - and how were they connected to broader cultural discourses? How did understandings of what it meant to play videogames and the types of experiences that videogames could offer change over the course of the decade? What was the relationship between developments in the videogame medium and other media - from film and fiction to virtual reality and the Internet? How has this decade been remembered, conceptualized, preserved, and repackaged in subsequent decades? How do we go about doing history of a still-young medium, operating in multiple national and cultural contexts, and focused on such a recent decade? This course will take advantage of the University of Chicago's videogame collection and the Media Arts, Data, and Design Center's hardware collection to provide as comprehensive a view as possible of the videogame medium in this period.

Instructor(s): Chris Carloy Terms Offered: Spring

Equivalent Course(s): CMST 37867, MAPH 34516, MAAD 25416

CMST 27911. Augmented Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we'll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

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

Equivalent Course(s): MAAD 22911, CMST 37911, ARTV 27921, ARTV 37921

CMST 27920. Virtual Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR 'canon' that spans new modes of journalism and documentary, computer games, and narrative 'VR cinema.' Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short 'sketches' of approaches in VR towards a final short VR experience.

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

Note(s): Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short 'sketches' of approaches in VR towards a final short VR experience.

Equivalent Course(s): MAAD 24920, ARTV 27920, CMST 37920, ARTV 37920

CMST 28008. Sound and Scandal: How Media Make Believe. 100 Units.

Why has lip syncing caused so many scandals and successes across media, from Milli Vanilli to drag? Primarily focusing on American film, TV, music videos, and animation, this course investigates how sound synchronization creates alternate identities and realities. We may think we know lip sync and voice synthesis when we see and hear them, but close reading unveils deeper issues of technological construction and gendered performances. For example, Singin' in the Rain dramatizes film's transition to sound as technicians struggled to match the 'right' voice to the 'right' body: a beautiful woman with an ugly voice lip syncs to the lovely voice of a woman who Hollywood deems unsuitable to appear onscreen. From The Jazz Singer to today's alarmingly authentic deepfakes and vocaloids, we will diagnose how vocal appropriation and synthesis conjure states of credibility and belief. We will ask how lip sync authenticates talking animals and faux rockers. Questions of star power and authorship confronting performances of gender and sexuality. No matter the motive, vocal manipulation can never be taken at face value, especially in an age when contortions between sounds and their sources can be passed off as truth.

Terms Offered: Spring

Equivalent Course(s): MUSI 28008, TAPS 20208, MAAD 28008

CMST 28118. Listening to Movies. 100 Units.

This course shifts our critical attention from watching movies to listening to them. Amid a strong emphasis on cinema-ranging from musical accompaniment during the silent era to sound in experimental films; or from classical Hollywood underscoring to Bollywood musical numbers-we will consider the soundtrack of moving pictures within a growing variety of audiovisual media, including television, music videos, and computer games. Interactive lectures (Mondays and Wednesdays) and discussion sections (Fridays) combine a historical overview with transhistorical perspectives. Supplemented by screenings and readings, the course will address a variety of issues and topics: aesthetic and psychological (such as representation, narration, affect); cultural and political (such as race, ethnicity, propaganda); social and economic (such as technology, production, dissemination).

Instructor(s): Berthold Hoeckner Terms Offered: Spring

Equivalent Course(s): MUSI 20918, SIGN 26021

CMST 28201. Political Documentary Film. 100 Units.

This course explores the political documentary film, its intersection with historical and cultural events, and its opposition to Hollywood and traditional media. We will examine various documentary modes of production, from films with a social message, to advocacy and activist film, to counter-media and agit-prop. We will also consider the relationship between the filmmaker, film subject and audience, and how political documentaries are disseminated and, most importantly, part of political struggle.

Instructor(s): J. Hoffman

Equivalent Course(s): CMST 38201, ARTV 28204, ARTV 38204

CMST 28500-28600-28700. History of International Cinema I-II-III.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

CMST 28500. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Instructor(s): A. Field Terms Offered: Autumn

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.

Equivalent Course(s): ENGL 29300, CMLT 22400, CMLT 32400, MAPH 33600, ARTH 38500, ENGL 48700, CMST 48500, MAAD 18500, ARTH 28500, ARTV 20002

CMST 28600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): REES 45005, REES 25005, ENGL 29600, ENGL 48900, CMST 48600, MAAD 18600, ARTH 28600, ARTV 20003, MAPH 33700, ARTH 38600, CMLT 22500, CMLT 32500

CMST 28700. History of International Cinema, Part III: 1960 to Present. 100 Units.

This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We

will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.

Instructor(s): J. Lastra Terms Offered: Spring

Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

Equivalent Course(s): CMST 38700, MAAD 18700

CMST 28921. Introduction to 16mm Filmmaking. 100 Units.

The goal of this intensive laboratory course is to give its students a working knowledge of film production using the 16mm gauge. The course will emphasize how students can use 16mm technology towards successful cinematography and image design (for use in both analog and digital postproduction scenarios) and how to develop their ideas towards constructing meaning through moving pictures. Through a series of group exercises, students will put their hands on equipment and solve technical and aesthetic problems, learning to operate and care for the 16mm Bolex film camera; prime lenses; Sekonik light meter; Sachtler tripod; and Arri light kit and accessories. For a final project, students will plan and produce footage for an individual or small group short film. The first half of the class will be highly structured, with demonstrations, in-class shoots and lectures. As the semester continues, class time will open up to more of a workshop format to address the specific concerns and issues that arise in the production of the final projects. This course is made possible by the Charles Roven Fund for Cinema and Media Studies.

Instructor(s): T. Comerford Terms Offered: Winter

Equivalent Course(s): MAAD 23808, CMST 38921, ARTV 33808, ARTV 23808

CMST 28922. Intermediate 16mm Filmmaking. 100 Units.

This course will allow students to continue working on projects begun in the Intro to 16mm Production course (or developing a new small-scale project), in addition to developing skills with the following: sophisticated approaches to cinematography (comparative and reflective light metering, color negative exposure); varying workflows for post-production editing (analog and digital); and sound recording and design. Students will meet as a group for lectures, technical demonstrations and a shooting workshop. Course meeting time will also be set aside for individual conferences with the instructor to address project development and completion. Students should expect to budget between 120.00-500.00 for their filmstock and processing costs, depending on the project. This course is made possible by the Charles Roven Fund for Cinema and Media Studies. Instructor permission required.

Instructor(s): T. Comerford Terms Offered: Spring

Prerequisite(s): Permission from instructor is required for registration. Students will bid for entry to the class by emailing tcomerford@uchicago.edu, listing their year, major and previous production experience. Priority will be given to students who have previously completed the Intro to 16mm course, followed by CMS and DOVA majors, from graduate students to first-years. Students whose bids are accepted will be registered officially by the instructor at the first class meeting.

Equivalent Course(s): ARTV 28001, ARTV 38001, CMST 38922

CMST 28933. Developing Your Film. 100 Units.

This seminar is intended to take ideas for a film - be they documentary, narrative, or experimental - and develop those ideas into a concrete film treatment. We will focus on researching the subject, plotting the story arc and filmic structure, character development, establishing a sense of place, and timeline. We will also explore the visual, audio, and editorial styles that best tell the story. Students will be expected to screen assigned films before each class, which address different modes of production and filmmaking issues. There will be class visits by working filmmakers who will share their experiences.

Instructor(s): Judy Hoffman Terms Offered: Autumn

Note(s): Priority registration will be given to students majoring or minoring in Cinema and Media Studies.

CMST 28999. Intensive Track - Production Thesis Workshop. 100 Units.

This series of workshops-comprised of approximately 10 meetings-will provide support for students working on production theses across the entire academic year. It is taught by a production faculty member and supplemented by regular meetings with a designated preceptor. The workshops are intended to systematically guide students through the necessary steps in the realization of a film project from pre-production to production to post-production.

Instructor(s): J. Hoffman Terms Offered: Autumn. Enrollment takes place only in Autumn Quarter, but workshop is held throughout the academic year

Prerequisite(s): Approval to complete a Production Thesis Project.

Note(s): Course is only open to students completing a Production Thesis Project in their final year in the College. This course takes the place of CMST 23907 and CMST 23908, and counts towards major coursework requirements for Intensive Track majors.

CMST 29201. Advanced Seminar - Autumn. 100 Units.

Open only to upper-year students who have declared a major in Cinema and Media Studies, the 'Advanced Seminar' functions as a capstone course. It will allow students the opportunity to explore in more depth key disciplinary and methodological questions related to the study of cinema and media. Particular topics will be determined by the individual faculty instructor, and will vary from the Autumn to Spring Quarters and from instructor to instructor.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Only open to students in year 3 and year 4 majoring in CMST.

Note(s): The Advanced Seminar will be offered twice during each academic year - as CMST 29201 in Autumn and CMST 29202 in Spring. Students majoring in CMST are required to enroll in one section (preferably during Spring Quarter of Year 3) but are welcome to use the second as an elective for their major requirements if the subject-matter is of interest.

CMST 29202. Advanced Seminar - Spring. 100 Units.

Open only to upper-year students who have declared a major in Cinema and Media Studies, the 'Advanced Seminar' functions as a capstone course. It will allow students the opportunity to explore in more depth key disciplinary and methodological questions related to the study of cinema and media. Particular topics will be determined by the individual faculty instructor, and will vary from the Autumn to Spring Quarters and from instructor to instructor.

Instructor(s): J. Wild Terms Offered: Spring

Prerequisite(s): Only open to students in year 3 and year 4 majoring in CMST.

Note(s): The Advanced Seminar will be offered twice during each academic year - as CMST 29201 in Autumn and CMST 29202 in Spring. Students majoring in CMST are required who wish to enroll in one section (preferably during Spring Quarter of Year 3) but are welcome to use the second as an elective for their major requirements if the subject-matter is of interest.

CMST 29700. Reading and Research CMST. 100 Units.

This course is primarily intended for students who are majoring in Cinema and Media Studies and who can best meet program requirements by studying under a faculty member's individual supervision. The subject matter, course of study, and requirements are arranged with the instructor prior to registration.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of faculty adviser and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Form. This course may be counted toward distribution requirements for the major.

CMST 29900. Senior Thesis. 000 Units.

Students in the CMS Intensive Track - both Written and Production streams - must enroll in CMST 29900 during the quarter they intend to graduate. Students enroll in 29900 using the section number of their BA thesis adviser which can be obtained from the department staff in CMS or the student's College advisor. This course can not be counted toward requirements for the Intensive Track major.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor. Required of students in the Intensive Track majors in Cinema and Media Studies (Written Thesis and Production Thesis)



Classical Studies

Department Website: <http://classics.uchicago.edu>
Programs of Study

The BA degree in Classical Studies allows students to explore Greek and Roman antiquity in a variety of ways and provides excellent preparation for careers that require strong skills in interpretation and writing, such as teaching, scholarly research, law, and publishing, and in the humanities in general. Students may choose from the following three variants based on their preparation, interests, and goals:

- 1. The Language and Literature Variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science.
- 2. The Language Intensive Variant focuses on languages with the aim of reading a larger selection of texts in the original languages; it is designed especially for those who wish to pursue graduate studies in classics.
- 3. The Greek and Roman Cultures Variant emphasizes courses in art and archaeology, history, material culture, and texts in translation.

Students in other fields of study may also complete a minor in Classical Studies. Information follows the description of the major.

Language and Literature Variant

The Language and Literature variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science. It allows students to focus their language study exclusively on Greek or on Latin, or they may study both languages with an emphasis on one or the other.

- 1. Six courses (or the equivalent) in Greek and/or Latin, including the intermediate level (20100-20200-20300) or above in at least one of those languages. The program assumes that, in addition to the requirements for the major, students have completed or have credit for an initial year of language study in either Latin or Greek. Examples of ways to satisfy the language requirement include: LATN 20100-20200-20300 Intermediate Latin I-II-III AND LATN 21100 Roman Elegy-LATN 21219 Philosophical Prose: Cicero, Tusculan Disputations'-LATN 21300 Vergil; OR LATN 20100-20200-20300 Intermediate Latin I-II-III AND GREK 10100-10200-10300 Introduction to Attic Greek I-II-III.
- 2. Six courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two of those fields and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
- 3. By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10–12 pages as a Word or PDF file in an email attachment. The paper, which will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course, is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.
- 4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over Autumn and Winter Quarters. See BA Paper Seminar and BA Paper for more information.

Summary of Requirements: Language and Literature Variant

Six courses in Greek or Latin *	600
Six courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation +	600
CLCV 29800 BA Paper Seminar	100
Total Units	1300

* Must include the intermediate level (20100-20200-20300) or above in at least one of those two languages.
+ Courses must be divided between at least two of those fields.

Language Intensive Variant

The Language Intensive Variant is designed for students who expect to continue Classical Studies at the graduate level. It aims to provide the level of linguistic proficiency in both Greek and Latin that is commonly expected of applicants to rigorous graduate programs. The program assumes that, in addition to the requirements for the major, students have

completed, or have credit for, a year of language study in either Greek or Latin. Students must also use some of their general electives to meet the language requirements of this program variant.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

- Six courses (or the equivalent) in one classical language (Greek or Latin) at the 20000 level or above.
- Six courses (or the equivalent) in the other classical language, three of which may be at the introductory level.
- Four courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two of those fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
- By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10–12 pages as a Word or PDF file in an email attachment. The paper, which will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course, is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.
- CLCV 29800 BA Paper Seminar, a one-quarter course spread over Autumn and Winter Quarters. See BA Paper Seminar and BA Paper for more information.

Summary of Requirements: Language Intensive Variant

Six courses in Greek *	600	
Six courses in Latin *	600	
4 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation +	400	
CLCV 29800	BA Paper Seminar	100
Total Units		1700

* Six courses in one classical language (Greek or Latin) at the 20000 level or above, and six courses in the other language, three of which may be at the introductory level.

+ Courses must be divided between at least two of those fields.

Greek and Roman Cultures Variant

This variant is designed for students who are interested in ancient Greece and Rome but wish to focus more on history (political, intellectual, religious, social) and material culture than on language and literature. Because the program allows many courses taught in other departments to count toward the major, it is especially suited to students who declare their major late or who wish to complete two majors.

The program assumes that, in addition to requirements for the major, students have met the general education requirement in civilization studies by taking two or three courses in a sequence related to the Ancient Mediterranean World: HIST 16700-16800-16900 Ancient Mediterranean World I-II-III; Rome: Antiquity to the Baroque sequence (taught in Rome); or Athens: Greek Antiquity and Its Legacy sequence (taught in Athens). Students who have met the general education requirement in civilization studies with a different sequence should complete one of these three sequences, which may then count toward the nine courses in classical civilization required for the major.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

- Three courses in Greek or Latin (or the equivalent) at a level appropriate to the student’s prior competency, including at least one course at or above the 10300 level.
- Nine courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least four of those fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Any course that carries a Classical Civilization listing or a Classics listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
- By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10-12 pages as a Word or PDF file in an email

attachment. The paper, which will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course, is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.

4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over Autumn and Winter Quarters. See BA Paper Seminar and BA Paper for more information.

Summary of Requirements: Greek and Roman Cultures Variant

3 courses in Greek or Latin	300
9 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation ⁺	900
CLCV 29800 BA Paper Seminar	100
Total Units	1300

⁺ Courses must be divided between at least four of those fields.

BA Paper Seminar and BA Paper

Candidates for the BA degree in all variants of the Classical Studies major are required to write a substantial BA paper. The purpose of the BA paper is to enable students to improve their research and writing skills and to give them an opportunity to focus their knowledge of the field upon an issue of their own choosing.

In their *third* year, by Monday of eighth week of Spring Quarter, students must submit to the director of undergraduate studies a short statement proposing an area of research. The statement should include an abstract of a paragraph or more, outlining the problem that you wish to tackle and sketching the argument you hope to elaborate in response. You can, if you wish, discuss questions of method or earlier scholarship. You should make reference here with as much specificity as possible to the primary sources on which you will draw to substantiate your claim.

The statement must be approved in writing by a member of the Classics faculty who agrees to be the director of the BA paper. In certain cases, students may have two co-chairs, including one member of the Classics faculty and one faculty member from another department. Classics faculty at the level of associate professor and above may advise up to three BA papers, while assistant professors may advise as many as two papers. Students needing assistance in finding a faculty member with whom to work should consult with the director of undergraduate studies.

Students may register for CLCV 29800 BA Paper Seminar in either Autumn or Winter Quarter of their fourth year, but they are expected to participate in seminar meetings throughout both quarters. The focus of the seminar is to discuss research problems and compose preliminary drafts of their BA papers. Participants in the regular seminar meetings are expected to exchange criticism and ideas with each other and with the preceptor, as well as to take account of comments from their faculty readers. The grade for the BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported to the Registrar until the paper has been submitted in Spring Quarter. The grade for the BA paper depends on participation in the seminar as well as on the quality of the paper. At the end of Autumn Quarter, a provisional grade will be assigned by the preceptor and communicated to the student via the director of undergraduate studies. Once the BA paper has been submitted, the final grade will be determined jointly by the preceptor and faculty director.

The deadline for submitting the BA paper in final form is *Friday of third week of Spring Quarter*. This deadline represents the formal submission, which is final; students should expect to submit and defend substantial drafts much earlier. Both hard copies and digital copies are to be submitted to the faculty director, seminar preceptor, and director of undergraduate studies, unless otherwise indicated. Students who fail to meet the deadline may not be able to graduate in that quarter and will not be eligible for honors consideration.

Students who undertake a *double major* may meet the requirement for a BA paper in Classical Studies by making it part of a single BA paper that is designed to meet the requirements of both majors. This combined paper must have a substantial focus on texts or issues of the classical period, and must have a Classics faculty member as a reader. CLCV 29800 BA Paper Seminar (the two-quarter BA Paper Seminar) is required of all students majoring in Classical Studies, whether as a double major or as a single major. The use of a single essay to meet the requirement for a BA paper in two majors requires approval from directors of undergraduate studies in both majors. A consent form, to be signed by the directors of undergraduate studies, is available from the College advisers. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Grading

All courses taken to meet requirements in the major or minor must be taken for quality grades.

The first-year sequences in Greek and Latin (GREK 10100-10200-10300 Introduction to Attic Greek I-II-III and LATN 10100-10200-10300 Introduction to Classical Latin I-II-III) and the courses in Greek and Latin composition (GREK 34400 Greek Prose Composition and LATN 34400 Latin Prose Composition) are open for P/F grading for students not using these courses to meet language requirements for the major or minor.

Honors

To be recommended for honors, a student (1) must maintain an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in the major and (2) must also demonstrate superior ability in the BA paper to interpret Greek or Latin source material and to develop a coherent argument. For a student to be recommended for honors, the BA paper must be judged worthy of honors by the faculty director, preceptor, and an additional faculty committee. Before the end of the Winter Quarter, the director of undergraduate studies will consult with both the faculty director and the BA preceptor to ascertain which students in the BA Seminar are likely to be nominated for honors and which papers will be forwarded to the faculty committee.

Minor Program in Classical Studies

The minor in Classical Studies requires a total of seven courses in Greek, Latin, or classical civilization. Students may choose one of two variants: a language variant that includes three courses at the 20000 level or higher in one language, or a classical civilization variant.

Students must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

CLCV courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements.

Courses in the minor must be taken for quality grades and more than half of the requirements for the minor must be courses completed at the University of Chicago.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Greek (or Latin) Sample Variant

GREK 10100-10200-10300	Introduction to Attic Greek I-II-III *	300
GREK 20100-20200-20300	Intermediate Greek I-II-III *	300
CLCV 26419	Magic in the Ancient Mediterranean	100
Total Units		700

* Language variant of the minor requires three courses at the 20000 level or higher in Greek or Latin.

Greek (or Latin) Sample Variant

One of the following sequences:		300
GREK 20100-20200-20300	Intermediate Greek I-II-III	
LATN 20100-20200-20300	Intermediate Latin I-II-III	
CLCV 20700-20800-20900	Ancient Mediterranean World I-II-III	300
CLCV 26419	Magic in the Ancient Mediterranean	100
Total Units		700

Classical Civilization Sample Variant

CLCV 20700-20800-20900	Ancient Mediterranean World I-II-III **	300
CLCV 22000	Greek Tragedy and Its Influences	100
CLCV 22100	Epictetus/Marcus Aurelius	100
CLCV 24200	Invention Of Love Poem	100
CLCV 23400	Boethius: Consolation of Philosophy	100
Total Units		700

** or, for example, GREK 10100-10200-10300 Introduction to Attic Greek I-II-III or LATN 10100-10200-10300 Introduction to Classical Latin I-II-III

Credit will not be granted by examination to meet the language requirement for the minor program.

Prizes and Grants

The **Arthur Adkins Summer Research Fellowship** is expected to be worth \$5,000 this year. The fellowship is targeted to third-year undergraduates who are bound for graduate school, and it provides means and opportunity for the writing of a superior research paper on any aspect of the ancient world from the Bronze Age through Late Antiquity. It may be used for travel to classical sites and collections or to other research centers, and/or for living expenses during a summer devoted to research between the third and fourth year. Applicants must submit to the Classics Secretary (**by Monday, April 5, 2021**) a transcript, a statement (2–3 pages) outlining their project and its relationship to existing knowledge in the field, a

plan of research together with a provisional budget for the summer, and a letter from a faculty supervisor. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is not limited to Classical Studies majors and minors, or even to students of Greek and Latin, and although it may be used for research abroad, it does not require such research. But it does require that a student have a well-developed research project by the time of application.

The David Grene Fellowship is expected to be worth \$5,000 this year. The fellowship is targeted to undergraduates whose intellectual interests in the classical world have led them to an area of knowledge which they are unable to pursue during the regular academic year, and it allows them an opportunity to explore that interest through independent study during the summer before graduation. The independent study may involve training in a new discipline such as paleography or numismatics, first-hand experience of ancient sites and artifacts, or ancillary language study. It may be carried out under the auspices of an organized program like the American School of Classical Studies at Athens or the American Academy in Rome, or it may be tailored entirely according to the student's own plan. Applicants must submit to the Classics Secretary (**by Monday, April 5, 2021**) a transcript, project statement (2–3 pages), a provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is not limited to Classical Studies majors and minors, or even to students of Greek and Latin, and it need not directly involve the study of classics, but applicants must be able to demonstrate a background of interest in the classical world.

The Pausanias Summer Research Fellowship is expected to be worth \$5,000 this year. The fellowship provides support to an undergraduate student in Classical Studies for research abroad in sites of interest for classical studies. It may be used to pursue a project of the student's own design or to participate in appropriate institutional programs abroad. Applicants must submit to the Classics Secretary (**by Monday, April 5, 2021**) a transcript, project statement (2–3 pages), provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is limited to Classical Studies majors and minors.

The John G. Hawthorne Travel Prize is expected to be worth \$5,000 this year. The prize is given to an outstanding undergraduate student of classical languages, literature, or civilization for travel to Greece or Italy or for study of classical materials in other countries. It may be used to pursue a project of the student's own design or to participate in appropriate programs conducted in Greece or Italy. Applicants must submit to the Classics Secretary (**by Monday, April 5, 2021**) a transcript, project statement (2–3 pages), provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the prize must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This prize is open to any student who has taken a GREK, LATN, or CLCV course in the College, and may be used for travel in Greece and/or Italy, or for classics-related study there or in other appropriate locations.

The Leon Golden Undergraduate Research Fellowship is expected to be worth \$5,000 this year. The fellowship is intended to enable undergraduates majoring in Classical Studies to develop an original research project in the field or to pursue training in ancillary studies that will enrich their work in classics. Applicants must submit to the Classics Secretary (**by Monday, April 5, 2021**) a transcript, a statement (2–3 pages) outlining their project together with a provisional budget, and a letter from a faculty supervisor. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is limited to Classical Studies majors, and it requires that a student have a well-developed project by the time of application.

The Nancy P. Helmbold Travel Award is expected to be worth \$5,000 this year. It is awarded to an outstanding undergraduate student of Greek and/or Latin for travel to Greece or Italy. Applicants must submit to the Classics Secretary (**by Monday, April 5, 2021**) a transcript, an itinerary or project statement (2–3 pages), proposed budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the award must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This award requires a student to have taken a GREK or LATN course (not merely a CLCV course) in the College. It may or may not be used for study or research, but it must be used in Greece and/or Italy.

The Paul Shorey Foreign Travel Grant is expected to be worth \$3,000 this year. The grant is given to a student of Greek or Latin who has been accepted to participate in the Athens Program or the Rome Program of the College, and it is to be used to defray costs incurred in the program. The terms of the grant stipulate that it is to be awarded to a 'needy and deserving' student. Students who have been accepted into one of the programs and who wish to be considered for the Shorey grant are invited to submit statements explaining their need in the first week of Spring Quarter.

The Classics Prize is a cash award of \$500 made annually to the student who graduates with the best record of achievement in the Classical Studies major.

Examples of past successful application statements for the summer awards are available from the undergraduate prize coordinator, Peter White, (<https://classics.uchicago.edu/faculty/white/>) or the director of undergraduate studies, David Wray (<http://classics.uchicago.edu/faculty/wray/>).

Offered through the Society for Classical Studies (SCS):

The **Lionel Pearson Fellowship** seeks to contribute to the training of American and Canadian classicists by providing for a period of study at an English or Scottish university. The competition is open to students majoring in Classics, or closely related fields. Fellows must undertake a course of study that broadens and develops their knowledge of Greek and Latin literature in the original languages; candidates should therefore have a strong background in the classical languages. Normally, the recipient will hold the fellowship in the academic year immediately after graduating with a bachelor's degree. The term of the fellowship is one year. The recipient may use the fellowship for part of a longer program of study, but under no circumstances will support from the fellowship extend beyond one year. Fellows are responsible for seeking and obtaining admission to the English or Scottish university where they intend to study.

The maximum amount of the fellowship will be \$24,000, which may be used to offset academic fees, travel expenses, housing and subsistence costs, and book purchases. The fellowship amount (\$24,000) is the maximum that the SCS can award, but the Faculties of Classics of both Oxford and Cambridge Universities have generously offered to support the tuition expenses of any Pearson Fellow enrolled at their institution. In these instances funds provided by the SCS should be adequate to offset the fellow's other expenses, and the SCS will attempt (but it cannot guarantee) to obtain a similar accommodation from another institution in the UK should the fellow attend a university other than Oxford or Cambridge. **Note:** The SCS cannot guarantee tuition support from other Faculties at Oxford and Cambridge (such as Philosophy or History). Students should be aware that if they can pursue their preferred course of study under the rubric of Classics, it would be to their advantage.

Candidates for the fellowship require nomination by the director of undergraduate studies by the end of the Spring Quarter for a rising fourth-year student. The Department of Classics may only nominate one student, and therefore requests that interested students submit the following materials by **Friday of eighth week** in the Spring Quarter of their third year:

- A current copy of your transcript
- One paragraph on why you would like to be nominated for the Pearson Fellowship, briefly suggesting what you might like to do with it. This should include which university or universities you are interested in attending, with whom you would like to work, and what kind of topic you would like to research and/or why you think a year doing so in the UK would be especially beneficial for you.

See more information at <https://classicalstudies.org/awards-and-fellowships/lionel-pearson-fellowship>.

Classical Civilization Courses

CLCV 14119. Greek Art and Archaeology. 100 Units.

This course examines the art and archaeology of ancient Greece from ca. 1000 BCE - ca. 200 BCE. Participants will learn a lot of facts about the Greek world; they will see the Greeks emerge from poverty and anarchy to form a distinctive political and social system based on city-states, and they will see that system grow unstable and collapse. They will see the emergence of distinctive forms of sculpture, architecture, pottery, and urban design - many of which are still in use today. Along with these facts, they will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life.

Instructor(s): S. Estrin Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 14107

CLCV 17319. The Body in Ancient Greek Art and Culture. 100 Units.

This course provides an introduction to the role of the human body in ancient Greek art. We will examine, on the one hand, the various ways in which Greek artists represented the body, and consider how forms of bodily identity such as gender and sexuality were constructed and articulated through artistic practice. But we will also consider the ways in which works of art themselves - statues, paintings, vessels - could function like bodies or in place of bodies, expanding the notion of what it means to be a living being. Readings will range from primary texts - ancient literature in translation - to more theoretical writing on embodiment, gender, and sexuality.

Instructor(s): S. Estrin Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): GNSE 17303, ARTH 37303, ARTH 17303

CLCV 20100. Ancient Sparta. 100 Units.

From Herodotos to Hitler, ancient Sparta has continued to fascinate for its supposedly balanced constitution, its military superiority, its totalitarian ideology, and its brutality. Yet the image we possess of the most important state of the Peloponnese is largely the projection of outside observers for whom the objectification of Sparta could serve either as a model for emulation or as a paradigm of "otherness." This course will examine the extant evidence for Sparta from its origins through to its repackaging in Roman times and will serve as a case study in discussing the writing of history and in attempting to gauge the viability of a non-Athenocentric Greek history.

Instructor(s): J. Hall Terms Offered: Autumn

Equivalent Course(s): HIST 20302, CLAS 30100, HIST 30302, ANCM 33600

CLCV 20404. Troy and Its Legacy. 100 Units.

This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the "Trojan War" at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer's Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.

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

Equivalent Course(s): HIST 30404, CLAS 30404, HIST 20404, ARCH 20404, ANTH 26120, ANTH 36120

CLCV 20700-20800-20900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

CLCV 20700. Ancient Mediterranean World I: Greece. 100 Units.

This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.

Instructor(s): C. Kearns Terms Offered: Autumn

Equivalent Course(s): HIST 16700

CLCV 20800. Ancient Mediterranean World II: Rome. 100 Units.

Part II surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus will be upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire. The course will also cover the questions of social organization (free and unfree people, foreigners), gender relations, religion, and specific forms of the way of life of the Romans. It will be based both on lectures and on discussions of textual or archaeological documents in smaller discussion groups.

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

Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.

Part III examines late antiquity, a period of paradox. The later Roman emperors established the most intensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims. Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.

Instructor(s): R. Payne Terms Offered: Spring

Equivalent Course(s): HIST 16900, MDVL 16900

CLCV 21019. Ancient Stones in Modern Hands. 100 Units.

Objects from classical antiquity that have survived into the modern era have enticed, inspired, and haunted those who encountered or possessed them. Collectors, in turn, have charged ancient objects with emotional, spiritual, and temporal power, enrolling them in all aspects of their lives, from questions of politics and religion to those of race and sexuality. This course explores intimate histories of private ownership of antiquities as they appear within literature, visual art, theater, aesthetics, and collecting practices. Focusing on the sensorial, material, and affective dimensions of collecting, we will survey histories of modern classicism that span from the eighteenth century to the present, from the Mediterranean to the Pacific. Historical sources will include the writings of Johann Gottfried Herder, Johann Joachim Winckelmann, Emma Hamilton, Vernon Lee, and Sigmund Freud, among others; secondary source scholarship will draw from the fields of gender studies, the history of race, art history, and the history of emotions. We will supplement our readings with occasional museum visits and film screenings. Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): S. Estrin & A. Goff Terms Offered: Winter

Prerequisite(s): Prerequisite: instructor consent required. Email both instructors describing your interest in the course, how it fits into your broader studies, and any relevant background (sestrin@uchicago.edu and agoff@uchicago.edu). This is a traveling seminar that includes a 4-day trip to visit California museum collections.

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. A team-taught and interdisciplinary course; we welcome students from all backgrounds, with no previous experience in ancient art or modern history required.

Equivalent Course(s): HIST 29422, HIST 39422, ARTH 30304, ARTH 20304, CLAS 31019

CLCV 21718. Socrates, Plato and Aristotle on Courage. 100 Units.

What is courage? Is it: doing what you should do, even when you are afraid? Can you be courageous without being afraid? Can you be courageous and know that you are doing the right thing? Can you be courageous if you are not in fact doing the right thing? Can you have precisely the correct amount of fear and still fail to be courageous? Could you be courageous if you weren't afraid to die? Courage is, arguably, the queen of the virtues. In this class, we will use some Socratic dialogues (Laches, Protagoras, Republic, Phaedo) and some Aristotelian treatises (Nicomachean Ethics, Eudemian Ethics) as partners in inquiry into the answers to the questions listed above. (A)

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

Prerequisite(s): Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.

Equivalent Course(s): CLAS 31718, PHIL 31717, PHIL 21717

CLCV 22216. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.

Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy's entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). This is a History Department Gateway course. First-year students and non-History majors welcome.

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

Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 (sect 53) Reading and Research: History.

Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): MDVL 12203, SIGN 26034, FNDL 22204, ITAL 16000, HIST 12203, KNOW 12203, RLST 22203

CLCV 22514. Markets and Moral Economies. 100 Units.

This course examines the ways in which economic behavior in the Roman Empire was informed by, and itself came to inform, social and religious mores and practices. We will explore the interrelationship between culture and economy from the accession of Augustus to late antiquity and the conversion of the empire to Christianity. Particular attention will be given to Roman attitudes towards labor, the ethical issues surrounding buying and selling, and alternative allocative mechanisms to the market. Of constant concern will be the tension between the perspectives and prejudices of elites, which stand behind so much surviving literary evidence, and the realities of everyday commerce and economic life as they can be glimpsed in the archaeological and epigraphic record.

Instructor(s): L. Gardner Terms Offered: Autumn

Equivalent Course(s): CLAS 32514

CLCV 22700. History of Philosophy I: Ancient Philosophy. 100 Units.

An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.

Instructor(s): G. Richardson Lear Terms Offered: Autumn Spring

Prerequisite(s): Completion of the general education requirement in humanities.

Equivalent Course(s): PHIL 25000

CLCV 22914. The Italian Renaissance. 100 Units.

Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Dante and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature and primary sources, the recovery of lost texts and technologies of the ancient world, and the role of the Church in Renaissance culture and politics. Humanism, patronage, translation, cultural immersion, dynastic and papal politics, corruption, assassination, art, music, magic, censorship, religion, education, science, heresy, and the roots of the Reformation. Assignments include creative writing, reproducing historical artifacts, and a live reenactment of a papal election. First-year students and non-history majors welcome.

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

Equivalent Course(s): MDVL 22900, HIST 32900, HIST 22900, RLST 22900, ITAL 22914, ITAL 32914, CLAS 32914, HCHR 32900, KNOW 21405, KNOW 31405

CLCV 22917. How to Build a Global Empire. 100 Units.

Empire is arguably the oldest, most durable, and most diffused form of governance in human history that reached its zenith with the global empires of Spain, Portugal and Britain. But how do you build a global empire? What political, social, economic, and cultural factors contribute to their formation and longevity? What effects do they have on the colonizer and the colonized? What is the difference between a state, an empire, and a "global" empire? We will consider these questions and more in case studies that will treat the global empires of Rome, Portugal, and Britain, concluding with a discussion of the modern resonances of this first "Age of Empires."

Equivalent Course(s): HIST 26128, KNOW 23002, LACS 26128

CLCV 23520. Pity: What's the good of it. 100 Units.

Andromache famously appealed to her husband Hector to take pity on herself and her infant son, and not go out to fight the Greeks; Hector took pity, but said no. What happened to pity since Homer? Aristotle recognized as an essential feature of tragedy, along with fear. Surprisingly, however, it did not enter Greco-Roman political theory except for one short, little noticed mention: Lucretius placed pity for the weak at the foundation of the Epicurean view of justice. This course will

delve into the notion of pity from antiquity to Schopenhauer, with attention to Greeks, Romans, Christians, the period of the Enlightenment, and the Romantics. We will ask: can pity serve as the foundation of morality, as Schopenhauer proposed; or is it shameful, or self-serving?

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

Equivalent Course(s): RLST 23520, CLAS 33520, BIBL 33520, ANCM 43520

CLCV 23608. Aristophanes's Athens. 100 Units.

The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes's extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.

Instructor(s): J. Hall Terms Offered: Winter

Equivalent Course(s): HIST 30803, LLSO 20803, CLAS 33608, FNDL 23608, HIST 20803, ANCM 33900

CLCV 23712. Aquinas: On God, Being and Evil. 100 Units.

This course considers sections from Saint Thomas Aquinas's *Summa Theologica*. Among the topics considered are God's existence; the relationship between God and Being; and human nature.

Instructor(s): S. Meredith Terms Offered: Spring

Equivalent Course(s): RLST 23605, MDVL 20700, FNDL 20700

CLCV 23820. Debating Christians and Other Adversaries: Greek and Syriac Dialogues in Late Antiquity. 100 Units.

This course will examine the composition and significance of dialogues for Christian polemic and identity formation. The quarter will begin with an overview of dialogues from Classical Antiquity before examining the new directions Christian writers followed as they staged debates with pagans, Jews, Manichaeans, and alleged "heretical" Christians. Reading these works in light of modern scholarship and with an eye to late antique rhetoric, students will gain insights into the ways theological development took place in the crucible of debate.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn

Equivalent Course(s): RLST 20360, BIBL 40360, HCHR 40360, CLAS 33820

CLCV 24119. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 16603, ARCH 16603, ENST 16603, ANTH 26115

CLCV 25019. Classical Reception Studies: Key Texts and Ideas. 100 Units.

Classical Reception Studies: Key Texts and Ideas Antiquity never really ended. Ancient texts, images, and ideas have continued traveling widely - from Baghdad to Toledo, from Rome to Tokyo - and they are still with us today in our daily lives, not just in literature and art but also in politics and propaganda. How can we study and understand the continued presence of ancient Greece and Rome? One of the still dominant approaches, which has emerged since the 1990s, is 'classical reception studies'. While this label might suggest a homogenous field of study, the field's methods and theoretical positions are quite diverse. This seminar works towards a better understanding of the different theoretical orientations in classical reception scholarship. We will discuss a selection of key texts of classical reception studies by, among others, Charles Martindale, Simon Goldhill, and Edith Hall. How do they conceptualize 'reception'? What is understood by 'the classical'? What traditions of research and thought do they respond to? And how do different approaches to reception relate to ideas about classical 'influence', 'tradition', and 'legacy'? The course is open to graduate students from various humanities disciplines interested in the many ways in which ancient texts, images, and ideas have been transmitted, interpreted, and reused in later periods. All texts will be made available.

Instructor(s): Han Lamers Terms Offered: Spring

Equivalent Course(s): KNOW 44519, CLAS 44519

CLCV 25319. Gender and Sexuality in Late Antiquity: Precursors and Legacies. 100 Units.

In this course students will trace how gender was theorized and normative behavior was prescribed and enforced in the ancient world. We will begin with materials from the Greco-Roman world, Hebrew Bible, and the Second Temple Period. As the quarter progresses, we will turn our attention to early and late ancient Christian authors, focusing on the way asceticism and emergent ecclesial institutions shaped the lives of women and gender non-conforming individuals. Throughout the course students will learn to navigate the pitfalls and opportunities the study of gender affords for understanding the development of biblical interpretation, the transformation of classical Graeco-Roman culture, and the

formation of Christian doctrine. How did Christianity challenge and preserve norms for female behavior? How did Rabbinic and early Christian authors approach questions of sexuality differently? Along the way we will bring 20th-century theorists of sexuality and gender into our conversations to illuminate pre-modern discourses of virginity, sexual experience, and identity. Primarily we will approach texts through a historical lens while paying attention to the theological and ethical issues involved. At the end of the course we will examine the legacy of late ancient debates, tracing how earlier teaching about gender and sexuality co-exists with, challenges, and informs modern secular worldviews.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn

Prerequisite(s): No languages are required, but there will be ample opportunity for students with skills in Greek, Latin, Syriac, and Hebrew to use them.

Equivalent Course(s): RLST 22910, BIBL 42910, GNSE 42910, CLAS 35319, GNSE 22910

CLCV 25700-25800-25900. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

CLCV 25700. Ancient Empires I. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20011, HIST 15602

CLCV 25800. Ancient Empires II. 100 Units.

The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Equivalent Course(s): HIST 15603, NEHC 20012, MDVL 20012

CLCV 25900. Ancient Empires III. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): HIST 15604, NEHC 20013

CLCV 26119. Muses and Saints: Poetry and the Christian Imagination. 100 Units.

This course provides an introduction to the poetic traditions of early Christians and the intersection between poetic literature, theology, and biblical interpretation. Students will gain familiarity with the literary context of the formative centuries of Christianity with a special emphasis on Greek and Syriac Christians in the Eastern Mediterranean from the fourth through the sixth centuries. While theology is often taught through analytical prose, theological reflection in late antiquity and early Byzantium was frequently done in poetic genres. This course introduces students to the major composers and genres of these works as well as the various recurrent themes that occur within this literature. Through reading poetry from liturgical and monastic contexts, students will explore how the biblical imaginations of Christians were formed beyond the confines of canonical scripture. How is poetry a mode of "doing" theology? What habits of biblical interpretation and narration does one encounter in this poetry? This course exposes students to a variety of disciplinary frameworks for studying early Christian texts including history, religious studies, feminist and literary critique, as well as theology. Students will also analyze medieval and modern poetry with religious themes in light of earlier traditions to reflect on the poetry and the religious imagination more broadly.

Instructor(s): Erin Galgay Walsh Terms Offered: Spring

Note(s): Open to undergraduate and graduate students; Graduate students may choose to attend weekly translation group

Equivalent Course(s): HCHR 33000, ENGL 33809, GNSE 24104, MDVL 23000, RLST 23000, RLVC 33000, BIBL 33000, GNSE 34104, CLAS 36119

CLCV 26518. Introduction to Women and Gender in the Ancient World. 100 Units.

This course provides an introduction to aspects of women's lives in the cultures of the ancient Mediterranean: primarily Greece and Rome, but drawing occasionally on examples also from the Near East and Egypt. We will examine not only what women actually did and did not do in these societies, but also how they were perceived by their male contemporaries and what value to society they were believed to have. The course will focus on how women are reflected in the material and visual cultures, but it will also incorporate historical and literary evidence, as well. Through such a comparative and interdisciplinary approach, we will examine the complexities and ambiguities of women's lives in the ancient Mediterranean and begin to understand the roots of modern conceptions and perceptions of women in the Western world today.

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

Equivalent Course(s): GNSE 17001, HIST 17001

CLCV 26618. Cities and Urban Space in the Ancient World. 100 Units.

Cities have been features in human landscapes for nearly six thousand years. This course will explore how cities became such a dominant feature of settlement patterns in the ancient Mediterranean and Near East, ca. 4,000 BCE-350 CE. Was there an "Urban Revolution," and how did it start? What various physical forms did cities assume, and why did cities physically differ (or not) from each other? What functions did cities have in different cultures of the past, and what cultural value did "urban" life have? How do past perspectives on cities compare with contemporary ones? Working thematically and using theoretical and comparative approaches, this course will address various aspects of ancient urban space and its occupation, with each topic backed up by in-depth analysis of concrete case studies.

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

Equivalent Course(s): ENST 20805, HIST 20805, HIST 30805, CLAS 36618, ANCM 36618, ARCH 20805

CLCV 26620. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery-at different times in different places-resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne Terms Offered: Spring

Equivalent Course(s): NEHC 36614, CLAS 36620, HIST 36614, SALC 36614, NEHC 26614, SALC 26614, MDVL 26614, HIST 26614

CLCV 27320. Greek Archaeology in 20 Objects. 100 Units.

This course centers the objects of the ancient Greek world, from prehistory to the Hellenistic period, as avenues for exploring the practice, history, and motivations of the discipline of Greek archaeology. From the mundane to the spectacular, we will closely consider twenty things - pots, statues, coins, knives, bones, inscriptions, among others - whose compelling if fragmentary biographies reveal how archaeologists reconstruct and explain ancient social lives. Discussions will interrogate histories of object analysis, identification, and interpretation; schemes of periodization and categorization; theories of gender, class, economy, politics, and religion; developments in technologies and aesthetics; the intersections of artifact discovery and museum or market acquisitions; and the making of Greek archaeology within the wider discipline.

Instructor(s): C. Kearns Terms Offered: Winter

Equivalent Course(s): CLAS 37320

CLCV 27520. Plutarch's Lives in the History of Political Philosophy. 100 Units.

This course will examine the application of ancient Greek political philosophy to particular cases through the study of a number of Plutarch's Parallel Lives of the Noble Grecians and Romans, along with a selection of Plutarch's sources from philosophy, oratory, and historiography. Discussions will consider Plutarch's treatment of questions such as "what is justice?", "do the means justify the ends?" and "what kind of knowledge is required for political virtue?" Readings will fall into three main segments: first, Plutarch's analysis of the good and the truth with an eye to his reading of Plato and its application to practical politics; second, his account of virtue, especially in relation to Aristotle; and third, his assessment of the Athenian and Spartan regimes, with comparisons of his thought and the writings of Xenophon and Thucydides. In writing assignments, students will engage in the careful interpretation of Plutarch's text, and reflect on the possibilities and shortcomings of his methods. Interested students may attend translation sessions on selections from course readings in Greek or Latin.

Instructor(s): Konrad Weeda Terms Offered: Autumn. Course will be taught autumn quarter 2020

Equivalent Course(s): SETH 20673, FNDL 20673

CLCV 27716. Exemplary Leaders: Livy, Plutarch, and Machiavelli. 100 Units.

Cicero famously called history the "schoolmistress of life." This course explores how ancient and early modern authors-in particular, Livy, Plutarch, and Machiavelli-used the lives and actions of great individuals from the Greek and Roman past to establish models of political behavior for their own day and for posterity. Such figures include Solon, Lycurgus, Alexander, Romulus, Brutus, Camillus, Fabius Maximus, Scipio Africanus, Julius Caesar, and Augustus. We will consider how their actions are submitted to praise or blame, presented as examples for imitation or avoidance, and examine how the comparisons and contrasts established among the different historical individuals allow new models and norms to emerge. No one figure can provide a definitive model. Illustrious individuals help define values even when we mere mortals cannot aspire to reach their level of virtue or depravity. Course open to undergraduates and graduate students. Readings will be in English. Students wishing to read Latin, Greek, or Italian will receive support from the professors.

Instructor(s): J. McCormick, M. Lowrie Terms Offered: Winter
 Equivalent Course(s): PLSC 27703, CLAS 37716, PLSC 47703, FNDL 27716

CLCV 29500. Title Senior Seminar. 100 Units.

This is a capstone course in Classics limited to, and required for, fourth-year students majoring in any variant of the Classics major.

CLCV 29700. Reading Course: Classical Civ. 100 Units.

No description available. Prerequisite(s): Consent of faculty sponsor and director of undergraduate studies Note(s): Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty sponsor and director of undergraduate studies

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

CLCV 29800. BA Paper Seminar. 100 Units.

This seminar is designed to teach students the research and writing skills necessary for writing their BA paper. Lectures cover classical bibliography, research tools, and electronic databases. Students discuss research problems and compose preliminary drafts of their BA papers. They are expected to exchange criticism and ideas in regular seminar meetings with the preceptor and with other students who are writing papers, as well as to take account of comments from their faculty readers. The grade for the BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported until the BA paper has been submitted in Spring Quarter. The grade for the BA paper depends on participation in the seminar as well as on the quality of the paper. Students may register for this seminar in either Autumn or Winter Quarter, but they are expected to participate in meetings throughout both quarters.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Fourth-year standing

Greek Courses

GREK 10100-10200-10300. Introduction to Attic Greek I-II-III.

This sequence offers a comprehensive introduction to reading Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the sequence, students will encounter authentic Ancient Greek text. Students who complete this sequence will be ready to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 10100. Introduction to Attic Greek I. 100 Units.

This course introduces the basic rules of Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the course, students will encounter authentic Ancient Greek text. Students who complete this course will be able to understand simple sentences, and often to combine them into larger units of meaning.

Instructor(s): Staff Terms Offered: Autumn

Note(s): Knowledge of Greek not required.

GREK 10200. Introduction To Attic Greek II. 100 Units.

This course continues the study of basic Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the course, students will encounter authentic Ancient Greek text. Students who complete this course will be able to understand complex sentences, and often to combine them into larger units of meaning.

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

Prerequisite(s): GREK 10100

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.

This course continues the study of basic Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the course, students will encounter authentic Ancient Greek text. Students who complete this course will be able to track ideas across at least a paragraph of text, and will be ready to move into the intermediate sequence (GREK 20100-20200-20300).

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): GREK 10200

GREK 10123. Summer Intensive Introductory Ancient Greek. 300 Units.

Summer Introductory Ancient Greek comprises a thorough introduction to the Classical Greek language in eight weeks, using the Joint Association of Classical Teachers' Reading Greek (2nd ed.), and supplements from online resources. Through a daily mixture of synchronous and asynchronous activities students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Greek texts, and complete exercises in Greek to gain an active command of the language. In the latter half of the course, students will also read unadapted Greek from classical prose authors, including Plato and Xenophon. By the end of the 8 weeks, students will be thoroughly familiar with Classical Greek idiom and sentence structure, and will be able to proceed to reading courses in the language.

Instructor(s): Staff Terms Offered: Summer

GREK 20100-20200-20300. Intermediate Greek I-II-III.

This sequence is aimed at students who have completed one of the introductory sequences and at students entering university with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.

GREK 20100. Intermediate Greek I: Plato. 100 Units.

We read Plato's text with a view to understanding both the grammatical constructions and the artistry of the language. We also give attention to the dramatic qualities of the dialogue. Grammatical exercises reinforce the learning of syntax.

Instructor(s): H. Dik Terms Offered: Autumn

Prerequisite(s): GREK 10300, 11300 or equivalent

GREK 20200. Intermediate Greek II: Sophocles. 100 Units.

This course includes analysis and translation of the Greek text, discussion of Sophoclean language and dramatic technique, and relevant trends in fifth-century Athenian intellectual history.

Terms Offered: Winter

Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III. 100 Units.

This course is a close reading of selections from Homer, with an emphasis on language, meter, and literary tropes.

Terms Offered: Spring

Prerequisite(s): GREK 20200 or equivalent

GREK 20123. Summer Intensive Intermediate Ancient Greek. 300 Units.

Summer Intensive Intermediate Greek combines extensive reading of texts with a comprehensive review of Classical grammar and syntax; it prepares students for advanced courses in Greek and for the use of Greek texts in their research. Texts studied are taken from a variety of representative and important Classical authors, and typically include Plato and Herodotus, Demosthenes or Thucydides. The backbone of the review sessions is Mastronarde's Introduction to Ancient Greek combined with sight reading skill practice. The program combines daily synchronous and asynchronous activities. Students are responsible for considerable amounts of class preparation in the evenings, requiring a full-time commitment for the duration of the course. This course equips students to continue with advanced coursework or independent reading in Ancient Greek in all its varieties. Summer Intermediate Greek corresponds to a full year's worth of instruction at the University of Chicago.

Instructor(s): Staff Terms Offered: Summer

Prerequisite(s): Successful completion of GREK 10300 or the equivalent placement.

GREK 21700. Lyric and Epinician Poetry. 100 Units.

This course will examine instances of Greek lyric genres throughout the archaic and classical periods, focusing on the structure, themes and sounds of the poetry and investigating their performative and historical contexts. Readings will include Alcman, Sappho, Alcaeus, Anacreon, Ibycus, Alcaeus, Simonides, Bacchylides, Pindar and Timotheus. In Greek.

Terms Offered: Autumn TBD. Not offered 2020-21. Will be offered 2021-22.

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31700

GREK 21800. Greek Epic. 100 Units.

This course is a reading of sections from Homer's Iliad. We will focus on character, emotions, and relationality in the poem, with an eye to evaluating the poem's many perspectives on mortality, relations with the divine, conceptions of the polis, and the nature of excellence.

Terms Offered: TBD Not offered 2020-21, will be offered 2021-22

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 31800

GREK 21900. Greek Oratory. 100 Units.

With Isocrates, Greek artistic prose reached its technical perfection," says L. R. Palmer in *The Greek Language*. Yet Isocrates has not found nearly so prominent a place in the university curriculum as have Demosthenes and Lysias. This course will attempt to give the great orator his due. We will start with his speech on Helen, comparing it with Gorgias' famous Encomium. We will also read the ad Demonium, which became something of a handbook in later Hellenistic and Roman-period schools, and the Panegyricus. We will consider carefully Isocratean language and diction, and why it has merited such sustained praise among connoisseurs of Greek prose style, ancient and modern. We will also emphasize the centrality of Isocrates' contribution to Greek paideia.

Terms Offered: TBD Not offered 2020-21 will be offered 2021-22

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 31900

GREK 22300. Greek Tragedy: Hellenistic/Imperial Literature. 100 Units.

This class will read selections from the poetry of the Hellenistic period, especially the hymns of Callimachus, the pastoral poetry of Theocritus, and the epic parody "The Battle of the Frogs and Mice." Alongside these Hellenistic texts we will read some of their poetic predecessors (Homer, Hesiod, the Homeric Hymns, choral and monadic lyric), with an eye to the Hellenistic poets' interest in poetic form, self-positioning, and play.

Instructor(s): E. Asmis Terms Offered: Autumn

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 32300

GREK 22515. Greek Historians: Thucydides. 100 Units.

In this course we will read book 1 of Thucydides, his description of the run-up to the Peloponnesian War, in Greek. We will pay attention to Thucydides' style and approach to historiography, sinking our teeth into this difficult but endlessly fascinating text.

Instructor(s): Helma Dik Terms Offered: Winter. Will be offered 2020-21

Prerequisite(s): At least two years of Greek.

Equivalent Course(s): GREK 32515, FNDL 22517

GREK 23220. Hellenistic Imperial Literature. 100 Units.

This class will read selections from the poetry and or prose of the Hellenistic period, especially the hymns of Callimachus, the pastoral poetry of Theocritus, and the epic parody "The Battle of the Frogs and Mice." Alongside these Hellenistic texts we will read some of the poetic predecessors (Homer, Hesiod, the Homeric Hymns, choral and monadic lyric), with an eye to the Hellenistic poets; interest in poetic form, self-positioning, and play.

Instructor(s): E. Austin. Terms Offered: Autumn

Prerequisite(s): PQ: GREK 20300 or equivalent

Equivalent Course(s): GREK 32320

GREK 29700. Reading Course: Greek. 100 Units.

No description available. Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

Instructor(s): Staff Terms Offered: Autumn Winter

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

Latin Courses

LATN 10100-10200-10300. Introduction to Classical Latin I-II-III.

This sequence offers a comprehensive introduction to reading Latin. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the sequence, students will encounter authentic Latin text. Students who complete this sequence will be ready to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 10100. Introduction to Classical Latin I. 100 Units.

This course is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading.

Instructor(s): Staff Terms Offered: Autumn

LATN 10200. Introduction to Classical Latin II. 100 Units.

This course continues the study of basic Latin. Course work involves reading Latin, translating from Latin into English and vice versa, and study of grammar and vocabulary. Throughout the course, students will encounter authentic Latin text. Students who complete this course will be able to understand complex sentences, and often to combine them into larger units of meaning.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.

This course continues the study of basic Latin. Course work involves reading Latin, translating from Latin into English and vice versa, and study of grammar and vocabulary. Throughout the course, students will encounter authentic Latin text. Students who complete this course will be able to track ideas across at least a paragraph of text, and will be ready to move into the intermediate sequence (LATN 20100-20200-20300).

Terms Offered: Spring

Prerequisite(s): LATN 10200

LATN 10123. Summer Intensive Introductory Latin. 300 Units.

Summer Intensive Introductory Latin offers a comprehensive introduction to Classical Latin language in eight weeks.

In daily classes, students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Latin texts, and complete exercises in Latin to gain an active command of the language. Students will also read unadapted Latin from classical authors, including Caesar, Sallust, and Cicero. By the end of the summer Latin course, students will be thoroughly familiar with Latin idiom and sentence structure and will be able to proceed to reading courses in the language. Summer Introductory Latin is an intensive course that requires a full-time commitment on the part of the student, meeting approximately five hours per day and demanding independent review and memorization in the evenings.

Instructor(s): Staff Terms Offered: Summer

LATN 11400-11500. Latin for Post-Beginners I-II.

This sequence is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading. Students who complete this sequence will be ready for the intermediate sequence (LATN 20100-20200-20300).

LATN 11400. Latin for Post Beginners I. 100 Units.

This course is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading.

Instructor(s): C. Shelton Terms Offered: Summer Winter

LATN 11500. Latin for Post Beginners II. 100 Units.

This course is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading.

Instructor(s): C. Shelton Terms Offered: Autumn

LATN 20100-20200-20300. Intermediate Latin I-II-III.

This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.

LATN 20100. Intermediate Latin I. 100 Units.

Readings concentrate on works of Roman prose (e.g. Cicero), with an aim to improve reading skills, discuss key concepts in Roman history and culture, and study problems of grammar as necessary.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): LATN 10300 or 11300, or equivalent

LATN 20200. Intermediate Latin II. 100 Units.

Readings concentrate on Cicero's Catilinarian Orations, the famous group of speeches he delivered in 63 BC against L. Sergius Catilina, who was plotting to overthrow the Roman government. Some discussion of the history and culture of the period; study of problems of grammar as necessary.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): LATN 11500, LATN 20100 or equivalent

LATN 20300. Intermediate Latin III. 100 Units.

This course is a reading of selections from a major monument of Roman literature, such as Vergil's Aeneid. There will be discussion of the relationship between language and literary art, and the legacy of the work or works studied.

Terms Offered: Spring

Prerequisite(s): LATN 20200 or equivalent

LATN 20123. Summer Intensive Intermediate Latin. 300 Units.

Summer Intermediate Latin combines extensive reading of texts with a comprehensive review of classical grammar and syntax; it prepares students for advanced courses in Latin and for the use of Latin texts in the course of their research. Texts studied are taken from one or more representative and important authors, which may include Cicero, Seneca, Pliny, and others. The backbone of the review sessions is Wheelock's Latin, with supplementary exercises in composition. The program includes synchronous meetings five days a week as well as daily asynchronous assignments. Students are responsible for considerable amounts of class preparation during the evenings, requiring a full-time commitment for the duration of the course. Summer Intermediate Latin equips students to continue with advanced coursework or independent reading in Latin in all its varieties. Summer Intermediate Latin corresponds to a full year's worth of instruction at the University of Chicago.

Terms Offered: Summer

Prerequisite(s): Successful completion of LATN 10300 or equivalent placement.

LATN 21100. Roman Elegy. 100 Units.

This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.

Instructor(s): D. Wray Terms Offered: Autumn. Not offered 2020–21; will be offered 2022–23

Equivalent Course(s): CMLT 21101, LATN 31100, CMLT 31101

LATN 21219. Philosophical Prose: Cicero, Tusculan Disputations' 100 Units.

Several months after the death of his beloved daughter and just two years before his own death, Cicero composed a dialog with an imaginary interlocutor arguing that death, pain, grief, and other perturbations were an unimportant part of the big picture. A reading of this famous contribution—all of it in English, selections in Latin—to the genre of consolation literature affords an opportunity to weigh his many examples and his arguments for ourselves.

Instructor(s): P. White. Terms Offered: Spring. Not offered 2020–21; will be offered 2022–23

Note(s): Latin 203 or equivalent.

Equivalent Course(s): FNDL 21219, LATN 31219

LATN 21300. Vergil. 100 Units.

Vergil's ten Eclogues are some of Latin literature's most enigmatic poems. In addition to reading this collection carefully in Latin, we will sample some of Theocritus' pastoral in translation, Calpurnius Siculus' Eclogues in Latin, and Milton's Lycidas. Class time will focus on translation, interpretation, and discussion of secondary readings.

Instructor(s): M. Lowrie Terms Offered: Spring. Not offered 2020–21; will be offered 2022–23

Note(s): Topic: Eclogues

Equivalent Course(s): LATN 31300

LATN 21500. Roman Satire. 100 Units.

We shall read extensively in Latin from the Satires of Juvenal. We shall focus on language, poetic technique, and understanding the text (also with the help of early Latin-language commentaries).

Instructor(s): Michael Allen Terms Offered: Autumn

Equivalent Course(s): LATN 31500

LATN 21600. Roman Oratory. 100 Units.

Marcus Tullius Cicero (106-44BC) was the most accomplished orator of the Roman Republic. Among the most fascinating of his speeches are the three "Caesarian" speeches delivered to Julius Caesar on behalf of persons who had opposed Caesar in the civil war. In the speeches Cicero, in many different ways, uses his hard-won rhetorical and literary skills, practiced over a lifetime in lawsuits, political debates, and philosophizing, not merely to on behalf of the immediate subjects of the speeches, but also to suggest social and political roles for Caesar himself. Caesar's place in the Roman World is as much a topic of the three speeches as immediate issues of each class. The chief purpose of the class is to reach an understanding of the basic issues of speech and the roles that Cicero scripts for Caesar in them.

Instructor(s): Brian Krostenko Terms Offered: Autumn. Topic Cicero's Caesarian Speeches

Prerequisite(s): Latin 20300

Note(s): Topic: Cicero's Caesarian Speeches

Equivalent Course(s): LATN 31600

LATN 21800. Roman Historian. 100 Units.

Primary readings are drawn from the Tiberian books of the Annals, in which Tacitus describes the consolidation of the imperial regime after the death of Augustus. Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative.

Terms Offered: Spring. This course will be offered 2021-22.

Prerequisite(s): LATN 20300 or equivalent

Note(s): Topic: Tacitus.

Equivalent Course(s): LATN 31800

LATN 21900. Roman Comedy. 100 Units.

Plautus' *Pseudolus* is read in Latin, along with secondary readings that explain the social context and the theatrical conventions of Roman comedy. Class meetings are devoted less to translation than to study of the language, plot construction, and stage techniques at work in the *Pseudolus*.

Terms Offered: Spring. This course will be offered 2021-22.

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): ANCM 41919, LATN 31900

LATN 22100. Lucretius. 100 Units.

We will read selections of Lucretius' magisterial account of a universe composed of atoms. The focus of our inquiry is: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.

Terms Offered: Autumn. This course will be offered 2020-21.

Equivalent Course(s): LATN 32100

LATN 22120. Vergil: Aeneid. 100 Units.

In this course we will read as much as possible of Vergil's *Aeneid* in the original, and the rest in translation. Our focus will be on the way the poem interrogates some of its most basic claims about empire, piety, heroism, and history, but we will try to avoid falling into the binary trap of "positive" and "negative" readings of the epic's relationship to its Roman imperial context. Requirements: Class presentation; 10 page paper; final.

Instructor(s): Shadi Bartsch-Zimmer Terms Offered: Winter

Prerequisite(s): LATN 20200 or equivalent.

Equivalent Course(s): LATN 32120

LATN 26100. History of Latin. 100 Units.

This course examines the phonological and morphological development of the Latin language from Indo-European to Vulgar Latin. That development is studied both of its own sake and as a point of departure for introducing linguistics concepts useful for the analysis of other layers of language and aspects of literary texts. Discussion of major topics in phonology and morphology will alternate with close examination of sample or otherwise relevant texts and lexical families. Major topics are: the principles of historical and comparative linguistics, the development of the Latin sound inventory; Latin and its sister languages; the creation of the Latin nominal and verbal systems; (some of) the varieties of classical Latin; and the influence of Greek on Latin.

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

Equivalent Course(s): LATN 36100

LATN 29700. Reading Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

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



Comparative Human Development

Department Website: <http://humdev.uchicago.edu>

Program of Study

The program in Comparative Human Development (CHDV) focuses on the study of persons over the course of life; on the social, cultural, biological, and psychological processes that jointly influence development; and on growth over time in different social and cultural settings. The study of human development also offers a unique lens through which we consider broad questions of the social sciences, like the processes and impacts of social change, and the interactions of biology and culture. Faculty members in Comparative Human Development with diverse backgrounds in anthropology, biology, psychology, and sociology conduct research on topics that include (but are not limited to): the social and phenomenological experience of mental illness; comparative education; the impact of socioeconomic context on growth and development; the influence of social interaction on biological functioning; the tensions inherent in living in multicultural societies; the experience and development of psychotherapists in Western and non-Western countries; and the ways in which youth in developing countries are forging new conceptions of adulthood. Given this interdisciplinary scope, the program in Comparative Human Development provides an excellent preparation for students interested in advanced postgraduate study at the frontiers of several social science disciplines, or in careers and professions that require a broad and integrated understanding of human experience and behavior—e.g., mental health, education, social work, health care, or human resource and organizational work in community or corporate settings.

Advising

The first point of contact for undergraduates is the preceptor. Preceptors can be emailed at humdev-preceptors@lists.uchicago.edu. Additional contact information for the year-specific preceptor can be found in Contacts at the bottom of this page, along with the undergraduate chair and administrator contact information.

Electronic Communication

Upon declaring a Comparative Human Development major, undergraduates should promptly join the department undergraduate email listserv to receive important announcements. Students request to join the listserv by logging in with their CNet ID at <https://lists.uchicago.edu> and subscribing to humdev-undergrad@listhost.uchicago.edu (humdev-undergrad@uchicago.edu).

Program Requirements

The requirements below are in effect as of Autumn 2017.

The undergraduate program in Comparative Human Development has the following components:

Core Courses

CHDV 20000 Introduction to Human Development and CHDV 20100 Human Development Research Design, a two-quarter introductory sequence in Comparative Human Development, should be completed prior to the Spring Quarter of a student's third year. CHDV 20000 Introduction to Human Development focuses on theories of development, with particular reference to the development of the self in a social and cultural context. CHDV 20100 Human Development Research Design focuses on modes of research and inquiry in human development, including basic concepts of research design and different methods used in studying human development (e.g., ethnography, experiments, surveys, discourse analysis, narrative inquiry, and animal models). Consideration is given to the advantages and limitations of each approach in answering particular questions concerning person and culture.

Methods

Students must complete one Methods course. It may focus on qualitative or quantitative methods or may be a research methods course from a related department, such as Statistics.

The following are courses since 2012 that have fulfilled the Methods requirement **without a petition**. (Please note courses in this list **may not** be offered this academic year.)

Courses that are not on the following list may be petitioned to count for Methods (see Petitions).

ANTH 21420	Ethnographic Methods	100
BIOS 20151	Introduction to Quantitative Modeling in Biology (Basic)	100
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	100
BIOS 20172	Mathematical Modeling for Pre-Med Students	100
BIOS 25419	Infectious Disease Epidemiology; Networks and Modeling.	100
CHDV 20101	Applied Statistics in Human Development Research	100
CHDV 26228	Ethnographic Methods	100
CHDV 30102	Introduction to Causal Inference	100
CHDV 32411	Mediation, Moderation, and Spillover Effects	100
CHDV 37802	Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum	100
CHDV 39301	Qualitative Research Methods	100

MATH 19520	Mathematical Methods for Social Sciences	100
PBPL 24800	Urban Policy Analysis	100
PBPL 26301	Field Research Project in Public Policy	100
PLSC 22913	The Practice of Social Science Research	100
PSYC 20100	Psychological Statistics	100
PSYC 20200	Psychological Research Methods	100
PSYC 20250	Introduction to Statistical Concepts and Methods	100
SOCI 20001	Sociological Methods	100
SOCI 20004	Statistical Methods of Research	100
SOCI 20140	Qualitative Field Methods	100
STAT 20000	Elementary Statistics	100
STAT 22000	Statistical Methods and Applications	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100

Electives

All CHDV majors are required to take nine CHDV elective courses. We encourage students to take their elective courses across the four areas of Comparative Human Development, given the department's commitment to transdisciplinary scholarship. All CHDV course numbers are labeled to describe the areas in which they are most closely aligned. The four areas are the following:

1. *Comparative Behavioral Biology*: includes courses on the biopsychology of attachment; evolutionary social psychology; evolution of parenting; biological psychology; primate behavior and ecology; behavioral endocrinology.
2. *Life Course Development*: includes courses on social and psychological development through the life course, including courses on childhood, adolescence, adulthood, and aging; education and development; introduction to language development; the role of early experience in development; sexual and gender identity; the study of lives and families in social and cultural context.
3. *Culture and Community*: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; education in ethnic and cultural context; psychiatric and psychodynamic anthropology; memory and culture.
4. *Mental Health and Personality*: includes courses on personality theory and research; social and cultural foundations of mental and physical health; modern psychotherapies and their supporting institutions; psychology of well-being; conflict understanding and resolution; core concepts and current directions in psychopathology; emotion, mind, and rationality; body image in health and disorder; advanced concepts in psychoanalysis.

Petitions

Student petitions will be accepted only in very limited circumstances to request that courses not taught or cross-listed in CHDV count toward CHDV major requirements. These limited circumstances may include a relevant course offered during study abroad if a CHDV course is not available. Students may petition for one relevant course per quarter of study abroad to count toward the CHD major, but only one, barring unusual circumstances. Only university-level courses credited by the University of Chicago or study abroad may be petitioned for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Petitions should be completed using the CHDV petition form found at humdev.uchicago.edu/content/requirements-and-forms (<https://humdev.uchicago.edu/content/requirements-and-forms/>). Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition.

BA Honors Guidelines

Students with qualifying GPAs may seek to graduate with honors by successfully completing a BA honors paper that reflects scholarly proficiency in an area of study within Comparative Human Development and successfully completing two required accompanying courses: the CHDV 29800 BA Honors Seminar in the Spring Quarter of their third year and CHDV 29900 Honors Paper Preparation in the Autumn Quarter of their fourth year. CHDV 29800 BA Honors Seminar can count as one of the nine elective courses required for the major. CHDV 29900 Honors Paper Preparation may not count toward major requirements; it may be used for general elective credit only. Qualified students who wish to seek CHDV honors and who plan to study abroad should plan their travel in order to ensure they are in residence at the University of Chicago during the Spring Quarter of their third year and the Autumn Quarter of their fourth year in order to take the two courses required for BA honors. Students will also be required to present their Honors Paper in the Trial Research Conference in the Spring Quarter of their fourth year.

The honors paper should reflect original research of an empirical, scholarly, or theoretical nature and must be rated as worthy of honors by the student's BA Honors Committee. This committee shall consist of two University faculty members: a supervisor (who must be a CHDV faculty member or associate faculty member) and a second reader (who must be a University of Chicago faculty member or associate faculty member). The paper should be about 30 to 40 pages in length. The grade given for it will become the grade of record for the Honors Paper Preparation course (CHDV 29900 Honors Paper Preparation). To receive departmental honors upon graduation, students (1) must have attained a cumulative overall GPA

of 3.25 or higher and a major GPA higher than 3.5 by the end of the quarter prior to the quarter of graduation, and (2) must have completed a meritorious BA honors paper under the supervision of a CHDV faculty member and received a high grade on their BA honors paper.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed CHDV 29800 BA Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental Student Affairs Administrator no later than tenth week of Spring Quarter of the third year.

BA Honors Seminar

The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 BA Honors Seminar during Spring Quarter of their third year. Permission to register for CHDV 29800 BA Honors Seminar will be granted to students with a GPA that, at the end of Autumn Quarter of the third year, shows promise of meeting the standards set for honors (see above). This course must be taken for a quality grade and may be counted as one of the required major electives. This course is a pre-field course where students develop a ten-page research proposal and find both a CHDV supervisor and a second reader (who may be outside of the department). As part of the proposal, they learn to develop an academic “problem” while reviewing the necessary academic literature. They also decide on the discipline and methods (interviewing, ethnography, experimental design) they will use to tackle their research question.

Honors Paper Preparation Course

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must also register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year. This course is required but does not count as one of the 12 courses in the major; it may be used for general elective credit only. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by the thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.

BA Honors Paper for Dual Majors

In very special circumstances, students may be able to write a longer BA honors paper that meets the requirements for a dual major (with prior approval from the undergraduate program chairs in both departments). Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, available from the student’s College adviser, must be signed by both chairs and returned to the College adviser, with copies filed in both departmental offices, by the end of Autumn Quarter of the student’s graduation year.

Honors Paper Due Date

Honors papers are due by the end of fifth week of the quarter in which a student plans to graduate (typically in Spring Quarter).

Summary of Requirements

CHDV 20000	Introduction to Human Development	100
CHDV 20100	Human Development Research Design	100
One Methods Course		100
Nine Elective Courses *		900
Total Units		1200

* Students applying for CHDV honors must register for CHDV 29800 BA Honors Seminar and CHDV 29900 Honors Paper Preparation. CHDV 29800 may be counted as one of the nine required program electives; however, CHDV 29900 does *not* count toward the major and is used for general elective credit only.

Grading

All courses required for the major in Comparative Human Development must be taken for quality grades.

Earl R. Franklin Fellowship

The Earl R. Franklin Research Fellowship is awarded to select third-year students who are writing a BA thesis in Comparative Human Development. It provides financial support during the summer before the fourth year to carry out research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, budget, CV, and a letter of recommendation. Details can be found at our website at humdev.uchicago.edu (<https://humdev.uchicago.edu>).

The courses below are a guide. For up-to-date course plans, please visit Class Search (<http://registrar.uchicago.edu/classes/>) or the Anticipated Courses List at humdev.uchicago.edu/content/courses (<http://humdev.uchicago.edu/content/courses/>).

Comparative Human Development Courses

CHDV 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans- theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like 'material bodies' and 'objective science'. Primary course questions include: 1.

Instructor(s): Paula Martin Terms Offered: Spring

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

Equivalent Course(s): HLTH 12103, HIPS 12103, ANTH 25212, GNSE 12103

CHDV 20000. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Autumn

Prerequisite(s): CHDV majors or intended majors.

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): HLTH 20000, PSYC 20850

CHDV 20100. Human Development Research Design. 100 Units.

The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

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

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): HLTH 20100, EDSO 20100, PSYC 21100

CHDV 20122. Introduction to Population. 100 Units.

This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.

Instructor(s): L. Waite Terms Offered: Winter

Equivalent Course(s): SOCI 20122, ENST 20500, GNSE 20120

CHDV 20209. Adolescent Development. 100 Units.

Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development.

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

Prerequisite(s): Students will have previously taken one other course in CHDV

Note(s): CHDV Distribution: B

Equivalent Course(s): PSYC 20209, EDSO 20209

CHDV 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CRES 20305, EDSO 20305, EDSO 40315, PBPL 20305

CHDV 20310. Exploring the Self, Vulnerability, and Resiliency: A Seminar. 100 Units.

This seminar will explore the application of Phenomenological Variant of Ecological Systems Theory (PVEST) as applied to individuals and programming efforts.

Instructor(s): M. Beale Spencer Terms Offered: Spring

Note(s): CHDV Distribution: B

CHDV 20320. Interrogating Self-Processes, Vulnerability, and Resiliency: A Seminar. 100 Units.

This seminar will explore the application of Phenomenological Variant of Ecological Systems Theory (PVEST) as applied to individuals and programming efforts.

Instructor(s): Spencer, Margaret Beale Terms Offered: Winter

CHDV 20440. Inequality, Health and the Life Course. 100 Units.

By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual's physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual's health and well-being.

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

Note(s): CHDV Distribution: B, C; 2*, 4*

Equivalent Course(s): HLTH 20440, CHDV 30440, SOCI 30248, SOCI 20248

CHDV 20450. Educational Inequality: Theory, Policy and Practice. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

Instructor(s): M. Keels Terms Offered: Autumn. CHDV Distribution: B

CHDV 20702. Child Language: Socialization, Development and Acquisition. 100 Units.

Child Language: Socialization, Development, and Acquisition. (=LING, PSYC) This course will provide a broad cross-disciplinary introduction to the study of how children learn language. This question is of interest to many fields, in particular: developmental psychology, linguistic anthropology and linguistics, but each of these fields have markedly different perspectives on the nature of the process and outcomes of language learning. This class will use background lectures and seminar discussions to explore theoretical claims and methodological strategies across disciplines. The topics will include case studies from a variety of languages and cultures and students will be encouraged to think critically about the benefits and drawbacks of each of the three disciplinary perspectives to better understand what it means to 'know' a language in a cognitive, cultural and structural sense. Finally, we will consider the implications of linguistic fluency for cognition, in terms of 'semantic accent' as well as the specific kinds of linguistic competence, like literacy, that are the result of specialized training and education.

Instructor(s): L. Horton Terms Offered: Winter

Equivalent Course(s): LING 20702

CHDV 20704. Language and Cognition Across the Lifespan. 100 Units.

In this course, we will explore the relationship between language and cognition, at both the beginning and end of the lifespan, as well as in cases of language disorders. We will cover topics including linguistic relativity, bilingualism and aging, multimodal language and cognition and atypical circumstances of language learning and language attrition.

Instructor(s): L. Horton Terms Offered: Spring

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C

Equivalent Course(s): LING 26530

CHDV 20774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.

This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1.

Instructor(s): Numanbayraktaroglu, S. Terms Offered: Winter

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C; 3*, 5*

Equivalent Course(s): EDSO 30774, EDSO 20774, CHDV 30774

CHDV 21000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of 'normal' psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of 'culture' and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 31000, PSYC 33000, GNSE 21001, AMER 33000, ANTH 35110, EDSO 21100, PSYC 23000, CRES 21100, ANTH 24320, CHDV 31000

CHDV 21500. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

Instructor(s): K. Pagel Terms Offered: Winter

Prerequisite(s): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor.

Note(s): CHDV Distribution: A

Equivalent Course(s): GNSE 21500, HLTH 21500, HIPS 22401, BIOS 23405

CHDV 23003. Schooling and Identity. 100 Units.

This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement and achievement. We will consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.

Instructor(s): Lisa Rosen Terms Offered: Winter. Offered 2020-21

Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.

Equivalent Course(s): EDSO 33002, EDSO 23002

CHDV 23007. Language, Culture, and Education. 100 Units.

In this course, we will examine current theories and research about differential educational achievement in US schools, including: (1) theories that focus on the characteristics of people (e. g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e. g., ethnic group culture, school culture) and (3) theories that examine how cultural processes mediate political-economic constraints and human action. We will discuss the educational consequences of these positions, especially for low income and ethnic and linguistic minority students in the US.

Instructor(s): Lisa Rosen Terms Offered: Spring. Offered 2020-21

Equivalent Course(s): EDSO 23007

CHDV 23010. Blooming, Buzzing Confusion: Making Sense of Language in the First Few Years of Life. 100 Units.

In just a few short years, children are able to master the basics of their home language(s), despite the fact that they are not directly taught by their caregivers. How do they manage to extract relevant language information from their environments? This course considers the diverse contexts and sources of language use children encounter, linking them to major theories about the mechanisms underlying early language learning. We will consider findings from both observational and experimental research on first language development to better understand the potential and limits of different kinds of early language experience.

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

Note(s): Distribution requirements: B

Equivalent Course(s): CHDV 33510

CHDV 23204. Medical Anthropology. 100 Units.

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

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

Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.

Note(s): CHDV Distribution: C, D; 3, 4

Equivalent Course(s): HIPS 27301, ANTH 40330, KNOW 43204, CHDV 43204, ANTH 24330, HLTH 23204

CHDV 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Note(s): CHDV Distribution: A

Equivalent Course(s): PSYC 23249, BIOS 23249

CHDV 23370. Bright and Dark Sides of Empathy. 100 Units.

This course invites students to critically explore the science of empathy by examining its scope and its limits. It delves into cutting-edge research from evolutionary theory, neurobiology, developmental and social psychology, social neuroscience, clinical neuroscience, and behavioral economics to illuminate the mechanisms behind feeling for and with others. Questions explored in this course include: What are the evolutionary roots of empathy? What are the neural and neuro-endocrinological mechanisms that facilitate empathy? How does empathy develop in young children? Is empathy a limited-capacity resource? How is empathy modulated by unconscious processing and implicit attitudes (e.g., group dynamics, social status)? Is empathy necessarily a good thing for social decision-making? Why empathy can make us act unfairly? Why do some individuals (i.e., psychopaths) lack empathy and concern for the well-being of others? How does empathy improve the overall effectiveness of medical care? This course introduces undergraduate students to current research and theories of empathy. The study of empathy serves as the basis for integrating a variety of perspectives including evolutionary biology, behavioral economics, affective neuroscience, developmental psychology, social psychology, behavioral neurology and psychiatry.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): PSYC 23370

CHDV 23900. Introduction to Language Development. 100 Units.

This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): EDSO 23200, CHDV 31600, LING 21600, PSYC 23200, LING 31600, PSYC 33200

CHDV 24105. Animals, Health and Society. 100 Units.

This course will introduce students to core concepts in medical anthropology through the lens of animal studies. The course is divided into four sections, each of which draws from a broad range of social scientific resources, including historical accounts, contemporary ethnographies, medical journals, media reports and films. We begin the first unit by considering the idea that we cannot understand the topics of health and illness without also examining the role of nonhuman animals. In each of the following three units, we will use a variety of ethnographic contexts and theoretical approaches to explore how animals operate as vectors of pathogens, biotechnologies, and therapeutic tools. Students will emerge from this class able to: 1) think in comparative, cross-cultural terms about biomedicine, 2) analyze how social processes influence health and illness; and 3) interrogate their own beliefs about nonhuman animals, medical knowledge and scientific authority.

Instructor(s): Drake, Ashley Elizabeth Terms Offered: Winter

Note(s): Undergrad distribution: 3, 4

Equivalent Course(s): HLTH 24105

CHDV 24341. Topics in Medical Anthropology. 100 Units.

This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how 'disease' and 'health' in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.

Instructor(s): P. Sean Brotherton Terms Offered: Winter, Winter 2021

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

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

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

CHDV 25002. Feminism, Race, Culture, and Liberation. 100 Units.

Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the 'oppressed' are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?

Instructor(s): T. Mandviwala Terms Offered: Winter

Note(s): Request AV room

Equivalent Course(s): CRES 25002, GNSE 25602

CHDV 25250. Disability in Local and Global Contexts. 100 Units.

This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion- or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in 'concept work' by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today's world?

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

Equivalent Course(s): HLTH 24302, MAPS 46460, ANTH 24302

CHDV 26000. Social Psychology. 100 Units.

This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.

Instructor(s): K. Meidenbauer Terms Offered: Autumn

Equivalent Course(s): PSYC 20600

CHDV 26206. Self in Contexts: Being and becoming in social interaction. 100 Units.

This course critically engages the differential relations of self to the sociohistorical, cultural and interactional contexts in a neoliberal, rapidly globalizing and increasingly diverse world.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Winter

CHDV 26901. Psychology for Citizens. 100 Units.

This course will examine aspects of the psychology of judgment and decision making that are relevant to public life and citizenship. Judgment and decision making are involved when people evaluate information about electoral candidates or policy options, when they vote, and when they choose to behave in ways that affect the collective good. Topics considered in the course will include the following: (1) What is good for people? What do we know about happiness? Can/should happiness be a goal of public policy? (2) How do people evaluate information and make decisions? Why does public opinion remain so divided on so many issues? (3) How can people influence others and be influenced (e.g., by policy makers)? Beyond persuasion and coercion, what are more subtle means of influence? (4) How do individuals' behaviors affect the collective good? What do we know about pro-social behavior (e.g., altruism/charitable giving) and anti-social behavior (e.g., cheating)? (5) How do people perceive and get along with each other? What affects tolerance and intolerance?

Instructor(s): W. Goldstein Terms Offered: Winter

Equivalent Course(s): PSYC 25901

CHDV 27250. Psychological Anthropology. 100 Units.

This course provides a thorough introduction to psychological anthropology, a subdiscipline of anthropology that examines the relationship between culture and mind. The course begins by exploring what is meant by key terms like 'culture' and 'persons' before embarking on an exploration of lives in context. We will critically examine questions relating to the interactions of mind and body. The role of language in thought and development, the role of intuition in human cognition, the feeling and expression of emotions, and reasoning about morality and ethics. The final section of the course examines the interplay between culture and mental health and visits key moments in the life course. Lectures will use the course readings as a basis for presenting concepts, methods, and theories that psychological anthropologists employ in the field. Classes will also include group discussions, activities and films.

Instructor(s): Drake, Ashley Elizabeth Terms Offered: Spring

Note(s): Grad distribution: 4*; Undergrad Distribution: 3, 4

Equivalent Course(s): HLTH 27250

CHDV 27802. Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum. 100 Units.

This seminar is an experiment in honoring the skeptical intellectual tradition. That intellectual tradition, which has its home in the great universities of the world, aims to achieve accuracy and impartiality in human understanding through a principled commitment to explore the other side, even when that requires the articulation of an unpopular, politically incorrect, or against the current point of view. While it may be a matter for debate whether the intellectual virtues we associate with skepticism are at risk of being sacrificed in the academy these days, this seminar engages a social science and public policy literature that raises skeptical doubts about 'received wisdom' on a variety of consequential fronts. Warning to prospective seminar participants: '... a good university, like Socrates, will be upsetting' (The University of Chicago 'Kalven Committee Report,' November 11, 1967).

Instructor(s): R. Shweder Terms Offered: Winter

Prerequisite(s): Open to graduate students and to 3rd and 4th year College students.

Note(s): CHDV Distribution: M, M

Equivalent Course(s): CHDV 37802

CHDV 28301. Disability and Design. 100 Units.

Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the 'new normal.' In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.

Instructor(s): M. Friedner, J. Iverson Terms Offered: Not offered in 2020-2021; May be offered in 2021-2022

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): MUSI 25719, HLTH 28301, MAAD 28300, BPRO 28300

CHDV 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female 'hysteria,' evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

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

Equivalent Course(s): HIPS 29318, HIST 29318, HMRT 29318, GNSE 23106, HLTH 29318, CRES 29318

CHDV 29700. Undergraduate Reading and Research. 100 Units.

Select section from faculty list on web.

Terms Offered: Autumn, Winter, Spring

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

Note(s): Must be taken for a quality grade.

CHDV 29800. BA Honors Seminar. 100 Units.

Required for students seeking departmental honors, this seminar is designed to help develop an honors paper project that will be approved and supervised by a HD faculty member. A course preceptor will guide students through the process of research design and proposal writing.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Consent of the undergraduate program chair.

Note(s): Eligible students should plan to take the BA Honors Seminar in the Spring Quarter of their third year.

CHDV 29900. Honors Paper Preparation. 100 Units.

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year, as a 13th required course. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by their thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.



Comparative Literature

Department Website: <http://complit.uchicago.edu>

The major in Comparative Literature leads to a BA degree and is designed to attract students who wish to pursue an interdisciplinary plan of course work focused on the study of literature as written in various languages and in various parts of the world.

One student might come to the University of Chicago with a strong background in languages other than English and want to work in two or more literatures (one of which can be English). Another student might have a strong interest in literary study and wish to address general, generic, and/or transnational questions that go beyond the boundaries of national literature offered in other literature departments. Or, a student might wish to pursue an in-depth study of the interrelationship of literature and culture, as well as issues that transcend the traditional demarcations of national literary history and area studies.

These descriptions of academic interest are not mutually exclusive. Each student will work with the Director of Undergraduate Studies to design a plan of course work that will suit his or her individual goals and that will take advantage of the rich offerings of the University.

Program Requirements

The requirements outlined below are in effect as of Autumn Quarter 2018 and will apply to all students in the Class of 2020 and beyond.

Students interested in applying to the major in Comparative Literature should review the following guidelines and consult with the Director of Undergraduate Studies in Comparative Literature. These guidelines are to assist students in developing a balanced and cohesive interdisciplinary plan of study.

The major is comprised of seven literature courses selected in consultation with the Director of Undergraduate Studies, one foundational course in comparative literary theory and methodology, two courses in literary theory, methods, or special topics in Comparative Literature, and a BA thesis workshop that serves as a capstone to the major.

A student works with the Director of Undergraduate Studies to identify a primary field (four courses) and secondary field (three courses). A student wishing to work in two literatures might choose two literatures as the primary and secondary fields (note: the second literature can be English). The secondary field might be a particular national literature or a portion of such a literature (e.g., poetry, drama, novel); another discipline (e.g., mathematics, history, film, performance studies, music); or literary theory.

Study abroad offers an attractive means of fulfilling various aims of this program. More than half of the major requirements must be satisfied by courses bearing University of Chicago numbers.

Summary of Requirements

Three language courses in a single language at the intermediate level or above	300
Four courses in a literature other than English, one of which can be in a closely related field	400
Three courses in a secondary field, which can be literature in another language (including English), another discipline (e.g., mathematics, performance studies, music), or literary theory	300
CMLT 20109 Comparative Methods in the Humanities	100
Two 20000-level courses in literary theory, methods, or special topics in Comparative Literature	200
CMLT 29801 BA Project and Workshop: Comparative Literature (See BA Project for details)	100
Total Units	1400

Foreign Language Requirement

The Comparative Literature major requires three language courses in a single language at the intermediate level or above. Students who come in with high proficiency in a language other than English may instead substitute three courses in a second language (other than English) at any level.

A student can provide proof of high language proficiency in two ways:

1. A student may pass one of the College's Practical Language Proficiency Assessments in a foreign language, if available for the relevant language; for more information, see languageassessment.uchicago.edu/flpc/ (<https://languageassessment.uchicago.edu/flpc/>)
2. A student can demonstrate high proficiency on the basis of the student's formal schooling experience in a country outside the United States at the high school (secondary) level. Students should write a brief description of their schooling and submit it, along with a transcript showing at least two years of high school study in the relevant language, to the Director of Undergraduate Studies in Comparative Literature.

Though **all majors** must demonstrate proficiency in a single language through at least the second-year sequence in a foreign language (**or by providing proof that they enter the program with high proficiency in either of the two ways noted above**), they are encouraged to continue their language study beyond the minimum required for the major. The Department of Comparative Literature works closely with the University of Chicago Language Center and will help students

achieve their individual goals in language acquisition by suggesting programs of study that will add to their language expertise as appropriate.

BA Project

The BA capstone project is to be completed in the student's last year of study. The project should be approved by the Director of Undergraduate Studies and is supervised by a faculty member of the student's choice in Comparative Literature. It may be co-advised by a faculty member from another department. Students must complete their formal application to the major by spring of third year and should identify a faculty advisor at that time.

One obvious choice for a BA project is a substantial essay in comparative literary study. This option should not, however, rule out other possibilities. Alternative examples are a translation from a foreign literature with accompanying commentary or a written project based on research done abroad in another language and culture relating to comparative interests. Students are urged to base their project on comparative concepts and to make use of the language proficiency that they will develop as they meet the program's requirements.

NB: This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with approval from both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Participation in the Program

Students should express their interest in the major as early as possible. The first step is to meet with the Director of Undergraduate Studies to consult about a program of study. Applicants must submit an application form which consists of a list of completed courses and a list of courses in which they are currently registered. Special mention should be made of language courses or other language training that affirms a student's level of language proficiency. Each proposal will be evaluated on the basis of the interest of the student and his or her achievement in the languages needed to meet the goals of the intended course of study. Students will be notified by email of their acceptance to the program. Finally, students will need to formalize their declaration through my.uchicago.edu (<http://my.uchicago.edu>) with the assistance of the College adviser.

Grading

All courses to be used in the major must be taken for a quality grade of B- or higher, except for the BA Workshop course, CMLT 29801, which is graded on a Pass/Fail basis.

Honors

To be eligible for honors in Comparative Literature, students must earn an overall cumulative GPA of 3.25 or higher, and a GPA of 3.5 or higher in the major. They must also complete a BA essay or project that is judged exceptional in intellectual and/or creative merit by the first and second readers.

Advising

Students must consult on an ongoing basis with the Director of Undergraduate Studies for selection and approval of course work for the major. Students will need to regularly provide documentation of any approvals for the major to their College adviser for the necessary processing. Further advice and counseling will be available from the preceptor for the program and from the faculty member who supervises the student's BA project.

Comparative Literature Courses

CMLT 11008. Introduction to Latinx Literature. 100 Units.

From the activist literature of the Chicano Civil Rights Movement to contemporary fiction and poetry, this course explores the forms, aesthetics, and political engagements of U.S. Latinx literature in the 20th and 21st centuries. Theoretical readings are drawn from Chicana Studies, Latinx Studies, American Studies, Latin American Studies, Hemispheric Studies, Indigenous Studies, and Postcolonial Studies, as we explore Latinx literature in the context of current debates about globalization, neoliberalism, and U.S. foreign policy; Latinx literature's response to technological and socio-political changes and its engagement with race, gender, sexuality, class, and labor; and its dialogues with indigenous, Latin American, North American, and European literatures. (Poetry, 1830-1940, Theory)
Instructor(s): Rachel Galvin Terms Offered: Winter
Equivalent Course(s): LACS 11008, ENGL 11008, SPAN 21008

CMLT 20109. Comparative Methods in the Humanities. 100 Units.

This course introduces models of comparative analysis across national literatures, genres, and media. The readings pair primary texts with theoretical texts, each pair addressing issues of interdisciplinary comparison. They include Orson Welles's 'Citizen Kane' and Coleridge's poem 'Kubla Khan'; Benjamin's 'The Storyteller,' Kafka's 'Josephine the Mouse Singer,' Deleuze and Guattari, Kafka: Toward a Minor Literature, and Mario Vargas Llosa's The Storyteller; Victor Segalen's *Stèles*; Fenollosa and Pound's 'The Chinese Character as a Medium of Poetry' and Eliot Weinberger's *Nineteen Ways of Looking at Wang Wei*; Mérimée, 'Carmen,' Bizet, *Carmen*, and the film adaptation *U-Carmen e-Khayelitsha* (South Africa, 2005); Gorky's and Kurosawa's *The Lower Depths*; Molière, *Tartuffe*, Dostoevsky, *The Village Stepanchikovo and its Inhabitants*, and Bakhtin, 'Discourse in the Novel'; Gogol, *The Overcoat*, and Boris Eikhenbaum, 'How Gogol's Overcoat Is Made.'
Instructor(s): Olga Solovieva Terms Offered: Winter

Prerequisite(s): Prerequisite: Completed Humanities, or Civilization Core requirement. The course is designed for the second-year students and above.

Equivalent Course(s): ENGL 28918

CMLT 21200. Literature and Technology: Machines, Humans, and Posthumans from Frankenstein to the Futurists. 100 Units.

Everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it,' wrote Heidegger. In the year 2020, the year of COVID-19 and mass physical lockdown, this statement is more valid than ever. Keeping current events in mind, in this course we will pose anew the question concerning technology and go back to the First and Second Industrial Revolutions when humans first came into intense contact with machines and restructured life and literature around them. We will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras) in major European literary works from Shelley's *Frankenstein* (1818), Zola's *La bête humaine* (1890) to Luigi Pirandello's *The Notebooks of Serafino Gubbio, Cinematograph Operator* (1925), while inquiring into the nature of technology and what it means to be human through key philosophical texts from Plato to N. Katherine Hayles.

Instructor(s): Ana Ilievska Terms Offered: Autumn

Equivalent Course(s): ITAL 28818, PORT 28818, MAAD 25277, ENGL 21277

CMLT 21206. Realms of Uncertainty: Buddhism & Chinese Literature. 100 Units.

During these uncertain times, this course explores the uncertain boundaries between illusion and reality, dream and waking, form and emptiness, and self and other. We will traverse these paired themes of Buddhist significance as they arise in Chinese literary works from another epoch of uncertainty: the twilight of the Ming dynasty (1368-1644). Our starting point will be the Heart Sutra's famous assertion that 'Form is emptiness; emptiness is form.' Accepting the uncertainty this statement inspires, we will investigate this and other distinctive indistinctions through works of fiction, drama, autobiography, and poetry. Along the way, we will examine (and call into question) the distinction between Buddhist and literary concerns: What makes literature suitable for reflecting on Buddhist ideas about being? What insights does Buddhist philosophy grant into how we engage with literature and other forms of mediated experience? No prior knowledge of Chinese language or history is necessary. All materials will be provided by the instructor and read in translation (with Chinese available upon request). A Chinese reading section is available to students who wish to take the course for language credit. ding section is available to students who wish to take the course for language cre

Instructor(s): Alia Breitwieser Terms Offered: Autumn

Equivalent Course(s): EALC 21207

CMLT 21224. Against Interpretation: Philology at the Crossroads. 100 Units.

Susan Sontag closed her essay 'Against Interpretation' calling for 'an erotics of art.' Such an 'erotics' would avoid doing anything to tame the work of art-allowing its hold on the imagination to grow, without trimming down its excrescences. Eros here stands for the irreducibility of the presence of art-the finite or even infinitesimal presence that imposes itself as irrepressibly fractal in its growth. Sontag was challenging us to make a certain kind of intellectual and affective space available-and this challenge has been reprised in recent scholarship that attempts to trace the state of the Humanities and some of its more eminent toolkits. Both philology and close-reading have been exposed as disciplinary 'disciplines' of the Humanities-long having abandoned the 'erotic' power reading as a strategy of unfolding in favor of what might be termed strategies of containment. But this was not always the case. This course seeks to recover what then remains, peeking into the backgrounds of these disciplines as they stand at the crossroads of relevance and retreat-hovering just short of the intimate space of textual experience described by Sontag.

Instructor(s): Claudio Sansone Terms Offered: Winter

Equivalent Course(s): ENGL 21224, KNOW 21224, SALC 21224

CMLT 21233. Black Speculative Fiction. 100 Units.

This course familiarizes students with Black literary speculative fiction, sci-fi, and fantasy. The objective of this course is to read Black speculative fiction alongside the historical contexts the assigned works speak to, as well as orient students to the radical re/imaginings of Black pasts, presents, and futures in the novels and short films at the center of the course. This class will pay particular attention to Black diasporic/international contributions to the genre. (Fiction, Theory)

Instructor(s): Sophia Azeb Terms Offered: Winter

Equivalent Course(s): ENGL 21223, CRES 21233

CMLT 21648. Languages of Migration: Literature, Law, and Language Justice. 100 Units.

For decades, human rights activists and lawmakers in the United States have been fighting for a person's right to speak their native language before the law, implying that language justice could be achieved through the use of interpreters. At the same time, a new generation of poets and fiction writers has been exercising alternative approaches to language justice, shifting the focus from speakers to listeners, and from the legal to the personal. This course brings these seemingly separate discourses into conversation in an attempt to trace the assumptions that undergird different formulations of language justice in the late 20th century and 21st century. Drawing on Edward Said's *The Public Role of Writers and Intellectuals*, we will examine NGO statements and immigration court hearings side by side with poetry and fiction by Monica de la Torre, Antonio Ruiz Camacho, Irena Klepfisz, Joseph Brodsky and others. As we analyze theories of identity, desire, language and responsibility and engage with thinkers such as Andrea Long Chu, Hannah Arendt and Aamir Mufti, we will consider the potential implications of bringing literature and law into conversation with one another.

Instructor(s): Yael Flusser Terms Offered: Spring

Equivalent Course(s): ENGL 21648, HMRT 21648

CMLT 21667. Poetics of Space in Travel: Performance and Place in Japan and Beyond. 100 Units.

How is space imagined and evoked across different media? How might attention to this question lead us to rethink the way that space mediates our experiences of our surroundings? In examining how spatial imaginings travel across time and medium, we will explore questions of space as they are bound up with problems of gender, exile, aesthetics, and performativity. While Japan will be our primary geographic topos, we will interrogate an understanding of these spatialities as 'Japanese' by surveying the role they come to play in discourses of both 'Japanese-ness' and Western modernism. We will pay special attention to performance (namely, noh drama); however, we will also take up short stories, novels, film and more. Centering our investigations on modern and contemporary cultural production, we will also deal with premodern texts to trace the multiple axes along which our diverse array of objects circulate. Figures considered include: Murata Sayaka, Hori Tatsuo, Miyazawa Kenji, Mishima Yukio, Ôe Kenzaburô, Virginia Woolf, and Zeami. No prior background required.

Instructor(s): Anthony Stott Terms Offered: Spring

Equivalent Course(s): EALC 21667, TAPS 21667

CMLT 21748. Global Human Rights Literature. 100 Units.

This course surveys key human rights texts (philosophical texts, literary works, and legal documents) of the 20th and 21st centuries. By reading global literatures alongside international human rights instruments, and by treating literature as an archive of ideas that circulate among a literary public invested in human rights, this course explores the importance of art and literature to legal and political projects and provides students with the opportunity to conceptualize the role of narrative for human rights advocacy and human rights imaginaries. We will chart the rise of the global human rights movement, beginning with the 1940s up to our contemporary moment, paying close attention to key human rights issues such as genocide, citizenship, enforced disappearance, detention, apartheid, refugee crises, and mass incarceration. Readings will include works by Anna Seghers, Primo Levi, Hannah Arendt, Jacobo Timerman, Aleksandr Solzhenitsyn, Rigoberta Menchú, Ng#g# wa Thiong#o, Antje Krog, Dave Eggers, and Albert Woodfox.

Instructor(s): Nory Peters Terms Offered: Winter

Equivalent Course(s): CREC 21748, HMRT 21748

CMLT 21984. Humans and their Predators. 100 Units.

Animals that sometimes prey on humans occupy critical niches in individual imaginations, global culture, and natural ecosystems. While our interactions with these creatures have shifted drastically over the millennia, only recently—thanks to factors such as ecological collapse and urbanization—has the majority of the world's population come to live without the threat of predation. This class draws on a variety of disciplines to interrogate the relationship between people and the mammals, birds, reptiles, and fish that sometimes eat us. We will read epic literature from the Middle East and Europe; examine news reports from 18th-century France and 21st-century Florida; explore the colonial and postcolonial dimensions of tiger-hunting in India; and navigate ways in which ecology, paleontology, and other scientific disciplines can inform humanistic inquiry.

Instructor(s): Sam Lasman Terms Offered: Spring

CMLT 22687. Persian Epic. 100 Units.

TBD

Instructor(s): Sam Lasman Terms Offered: Spring

CMLT 23401. The Burden of History: The Nation and Its Lost Paradise. 100 Units.

What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson's question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek's theory of the subject as constituted by trauma and Kant's notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.

Instructor(s): A. Ilieva Terms Offered: Autumn

Equivalent Course(s): NEHC 30573, HIST 24005, REES 39013, REES 29013, CMLT 33401, HIST 34005, NEHC 20573

CMLT 23301. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, 'Balkan Dance.'

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

Equivalent Course(s): REES 39009, ANTH 25908, REES 29009, NEHC 30568, NEHC 20568, ANTH 35908, CMLT 33301

CMLT 23412. (Posthuman) Metamorphoses: Body, Identity and the Modernist Novel. 100 Units.

TBD

Instructor(s): Ana Ilievska Terms Offered: Spring

CMLT 24410. Kurosawa and His Sources. 100 Units.

This interdisciplinary graduate course focuses on ten films of Akira Kurosawa which were based on literary sources, raging from Ryunosuke Akutagawa, Jules Dassin, Georges Simenon, and Shakespeare to Dostoevsky, Tolstoy, Gorky, and Arseniev. The course will not only introduce to some theoretical and intermedial problems of adaptation of literature to film but also address cultural and political implications of Kurosawa's adaptation of classic and foreign sources. We will study how Kurosawa's turn to literary adaptation provided a vehicle for circumventing social taboos of his time and offered a screen for addressing politically sensitive and sometimes censored topics of Japan's militarist past, war crimes, defeat

in the Second World War, and ideological conflicts of reconstruction. The course will combine film analysis with close reading of relevant literary sources, contextualized by current work of political, economic, and cultural historians of postwar Japan. The course is meant to provide a hands-on training in the interdisciplinary methodology of Comparative Literature. Undergraduate students can be admitted only with the permission of the instructor.

Instructor(s): Olga Solovieva Terms Offered: Spring

Equivalent Course(s): SIGN 24410, EALC 34410, EALC 24410

CMLT 24202. Philosophy and Literature in India. 100 Units.

Is philosophy literature? Is literature philosophy? What constitutes either of these seemingly disparate enterprises, formally and thematically, and what kinds of conjunctions can we imagine between them (philosophy in/of/as literature)? Can one translate these terms across cultures? Are they the sole prerogative of leisured elites, or can they harbor and cultivate voices of dissent? Above all, what does it mean to reflect on these categories outside the parochial context of the Western world?

This course explores these questions by introducing some of the literary cultures, philosophical traditions, religious poetry, and aesthetic theories of the South Asian subcontinent. Students will encounter a variety of genres including scriptural commentary, drama and courtly poetry, and the autobiography. Readings, all in translation, will range from Sanskrit literature to Sufi romances and more.

Instructor(s): Anand Venkatkrishnan Terms Offered: Winter

Equivalent Course(s): SALC 20903, SIGN 26073, RLST 24200

CMLT 25640. Trauma and Narrative. 100 Units.

TBD

Instructor(s): Nisha Kommattam Terms Offered: Autumn

Equivalent Course(s): CMLT 35640

CMLT 26111. Queer Asia(s) 100 Units.

This course explores representations of queerness, same-sex love and sexualities and debates around them by introducing students to a variety of literary texts translated from Asian languages as well as Asian films, geographically ranging from India, Pakistan and Sri Lanka to China, Japan, Thailand, Indonesia, Korea and Singapore. We will also read scholarship that will help us place the production and reception of these primary sources in historical, political, cultural and religious contexts. In particular, we will examine questions of history and continuity (recurrent themes and images); form and genre (differences of representation in mythological narratives, poetry, biography, fiction, erotic/legal/medical treatises); the relationship of gender to sexuality (differences and similarities between representations of male-male and female-female relations); queerness as a site for exploring other differences, such as caste or religious difference; and questions of cross-cultural and transnational dialogue and cultural specificity. This course is part one of a two-quarter sequence, with the second part offered in Winter Quarter 2021. Each quarter can also be taken separately. Students need to be available for 2 synchronous online meetings per week.

Instructor(s): Nisha Kommattam Terms Offered: Autumn

Equivalent Course(s): SALC 26111, GNSE 26111, HMRT 26111

CMLT 26211. The World in Ruins. 100 Units.

In this course we will not limit ourselves to the traditional view of 'ruins' as remains of ancient or modern buildings. Our course will involve a variety of different artifacts (literary texts, paintings, films, philosophical tracts, etc.) from different cultural moments, in order to attain a clearer understanding of our notion of ruins, decay, and decadence. We will first examine 'ruins' in classical cultures, focusing on Plutarch's short treatise *On the Obsolescence of Oracles*. We will investigate the 'discovery' of ruins in the Renaissance through Petrarch's *Letters on Familiar Matters*, his *canzoniere*, and his epic poem *Africa*, Francesco Colonna's verbal/visual *Hypnerotomachia Poliphili* (*The Strife of Love in a Dream*), and Joaquim De Bellay's *The Antiquities of Rome*. 17th-century approach to ruins and decay will focus on Benjamin's texts (*Origins of the German Tragic Drama* among others), Agamben's response to Benjamin in *Man Without Content*, and European poetry and paintings. After an analysis of Piranesi's famous etchings *Vedute di Roma*, we will approach Romanticism through Leopardi's and Hölderlin's works. There will be a screening of Pasolini's *The Walls of Sana'a* (1970), which will open our discussion of the concepts of decay and annihilation in modern times. We will read Curzio Malaparte's novel *The Skin* and W. G. Sebald's *On the Natural History of Destruction*, César Aira's *Episode in the Life of a Landscape Painter*, and the recent *Anthropocene: The Human Epoch*.

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

Note(s): Taught in English.

Equivalent Course(s): CMLT 42311, ITAL 26210, ITAL 36210

CMLT 26856. Queer Theory: Futures. 100 Units.

TBD

Instructor(s): Kris Trujillo Terms Offered: Winter

Equivalent Course(s): CMLT 36856, GNSE 26856, CRES 26856, GNSE 36856, RLST 26856, RLVC 36856, ENGL 36856, ENGL 26856

CMLT 26912. Strangers to Ourselves: Emigre Literature and Film from Russia and Southeast Europe. 100 Units.

Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking,' writes Julia Kristeva in 'Strangers to Ourselves,' the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath-speech, language, voice, the very stuff of their craft

resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.

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

Equivalent Course(s): CMLT 36912, REES 29010, REES 39010

CMLT 27522. Experimental Futures. 100 Units.

In this class students will get an outline of an emerging area of interdisciplinary research that reframes the category of the 'human' in face of contemporary environmental challenges such as climate change and scarcity of resources. Students will become familiar with concepts and theories associated with post-humanism, new materialisms, and environmental humanities and use them to reflect on examples from architecture, design, and the arts. Assignments involve the reading and preparing of selected literature, written reflections on projects from architecture, design, and the arts, small lectures, and active participation in the class.

CMLT 27701. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.

In this course, we will ask what constitutes the fantastic and magic realism as literary genres while reading some of the most interesting writings to have come out of Russia and Southeastern Europe. While considering the stylistic and narrative specificities of this narrative mode, we also think about its political functions -from subversive to escapist, to supportive of a nationalist imaginary-in different contexts and at different historic moments in the two regions.

Instructor(s): Angelina Ilieva Terms Offered: Spring

Equivalent Course(s): REES 29018, CMLT 37701, REES 39018

CMLT 28446. Apocalypse Now: Scripts of Eschatological Imagination. 100 Units.

Apocalyptic fantasies are alive and well today - in beach reads and blue chip fiction; in comic books and YA novels; in streaming TV shows, Hollywood blockbusters, and ironic arthouse cinema. These apocalyptic fantasies follow well-established scripts that often date back millennia. Apocalypse scripts allow their users to make sense of the current crisis and prepare for an uncertain future. The course will be divided into two parts. The first half will be devoted to texts, art, and movies that dwell on the expectation of the end and narratively measure out the time that remains. We will begin with examining the biblical ur-scripts of an apocalyptic imaginary, the Book of Daniel in the Old and the Book of Revelation in the New Testament, as well as Saint Paul's messianism in the Letter to the Romans; and then move on to medieval apocalyptic fantasies of the Joachim of Fiore and others; and end with the apocalypticism underlying the religious reforms of Girolamo Savonarola and Martin Luther. The second half will focus on life after the apocalypse - the new freedoms, and new forms of political life and sociality that the apocalyptic event affords its survivors. Readings will include the political theory of maroonage, capabilities, and neoprimitivism; literary theory of speculative fiction; and post-apocalyptic narratives by Octavia Butler, Jean Hegland, Richard Jefferies, Cormac McCarthy, and Colson Whitehead. Readings and discussions in English.

Instructor(s): Chris Wild Mark Payne Terms Offered: Winter

Equivalent Course(s): RLST 28446, GRMN 28446, RLVC 38446, CMLT 38446, GRMN 38446

CMLT 28775. Racial Melancholia. 100 Units.

This course provides students with an opportunity to think race both within a psychoanalytic framework and alongside rituals of loss, grief, and mourning. In particular, we will interrogate how psychoanalytic formulations of mourning and melancholia have shaped theories of racial melancholia that emerged at the turn of the twenty-first century. Turning to Asian American, African American, and Latinx theoretical and literary archives, we will interrogate the intersections of race, gender, and sexuality and ask: How do literatures of loss enable us to understand the relationship between histories of racial trauma, injury, and grief, on the one hand, and the formation of racial identity, on the other? What might it mean to imagine literary histories of race as grounded fundamentally in the experience of loss? What forms of reparations, redress, and resistance are called for by such literatures of racial grief, mourning, and melancholia? And, finally, how, if understood as themselves rituals of grief, might psychoanalysis and the writing of literature assume the role of religious devotion in the face of loss and trauma?

Instructor(s): Kris Trujillo Terms Offered: Autumn

Equivalent Course(s): ENGL 38775, CMLT 38775, ENGL 28775, RLVC 38775, GNSE 28775, RLST 28775, GNSE 38775, CRES 22775

CMLT 29023. Returning the Gaze: The West and the Rest. 100 Units.

Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the 'West,' as the center of economic power and self-proclaimed normative humanity, and the 'Rest,' as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other's standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself-self-consciousness, defiance, arrogance, self-exoticization and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.

Instructor(s): Angelina Ilieva Terms Offered: Winter

Equivalent Course(s): HIST 23609, NEHC 39023, REES 39023, NEHC 29023, HIST 33609, REES 29023, CMLT 39023

CMLT 29024. States of Surveillance. 100 Units.

What does it feel to be watched and listened to all the time? Literary and cinematic works give us a glimpse into the experience of living under surveillance and explore the human effects of surveillance - the fraying of intimacy, fracturing sense of self, testing the limits of what it means to be human. Works from the former Soviet Union (Solzhenitsyn, Abram

Tertz, Andrey Zvyagintsev), former Yugoslavia (Ivo Andrić, Danilo Kiš, Dušan Kovačević), Romania (Norman Manea, Cristian Mungiu), Bulgaria (Valeri Petrov), and Albania (Ismail Kadare).

Instructor(s): Angelina Ilieva Terms Offered: Spring

Equivalent Course(s): REES 29024, CMLT 39024, REES 39024

CMLT 29416. Freud. 100 Units.

This course will involve reading Freud's major texts, including, e.g., parts of *The Interpretation of Dreams*, 'Beyond the Pleasure Principle,' and his later work on feminine sexuality. We will consider Freud's views on bisexuality as well. We will also read case studies and consider theoretical responses to Freud's work, by Derrida, Lacan, and other important theorists. Course requirements will be one in-class presentation, based on the reading(s) for that day, and one final paper.

Instructor(s): Françoise Meltzer Terms Offered: Autumn

Equivalent Course(s): CMLT 39416, ENGL 29416, DVPR 39416, ENGL 39416, RLST 29416

CMLT 29801. BA Project and Workshop: Comparative Literature. 100 Units.

This workshop begins in Autumn Quarter and continues through the middle of Spring Quarter. While the BA workshop meets in all three quarters, it counts as a one-quarter course credit. Students may register for the course in any of the three quarters of their fourth year. A grade for the course is assigned in the Spring Quarter, based partly on participation in the workshop and partly on the quality of the BA paper. Attendance at each class section required.

Instructor(s): Alia Breitwieser Terms Offered: Autumn Spring Winter

Note(s): Required of fourth-year students who are majoring in CMLT. Students should register for this course in the term where it best fits in their schedule.

CMLT 31600. Marxism and Modern Culture. 100 Units.

Designed for graduate students in the humanities, this course begins with fundamental texts on ideology and the critique of capitalist culture by Marx, Engels, Lenin, Gramsci, Althusser, Wilhelm Reich and Raymond Williams, before moving to Marxist aesthetics, from the orthodox Lukács to the Frankfurt School (Adorno, Benjamin) to the heterodox (Brecht), and concludes with contemporary debates around Marxism and imperialism (Lenin, Fanon, and others), and Marxism and media, including the internet. This course will have a particular focus on guiding students through the conventions of academic writing in the Humanities.

Instructor(s): Loren Kruger Terms Offered: Winter

Prerequisite(s): MA and PhD students in humanities disciplines only. Not suitable for the MAPSS program or for Social Science PhDs

Equivalent Course(s): ENGL 32300, MAPH 31600



Computational and Applied Mathematics

Program of Study

The Departments of Computer Science, Mathematics, and Statistics offer a BS in Computational and Applied Mathematics. The program is designed for students who intend to specialize in computational and/or applied mathematics, as well as students who want to acquire a strong quantitative background to be applied in such varied areas as physics, biological sciences, engineering, operations research, economics, and finance.

Summary of Requirements

GENERAL EDUCATION

One of the following sequences:	200
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II (or higher)
OR	
PHYS 13100-13200	Mechanics; Electricity and Magnetism (or higher) *
One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II § ⁺
OR	
MATH 15100-15200	Calculus I-II § ⁺
OR	
MATH 16100-16200	Honors Calculus I-II ⁺
Total Units	400

MAJOR

One of the following: ⁺	100	
MATH 16300	Honors Calculus III	
MATH 15910	Introduction to Proofs in Analysis	
One of the following sequences:	300	
MATH 20300-20400-20500	Analysis in Rn I-II-III	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III	
One of the following:	100	
STAT 24300	Numerical Linear Algebra	
or MATH 20250	Abstract Linear Algebra	
One of the following sequences:	200	
CMSC 12100-12200	Computer Science with Applications I-II	
CMSC 15100-15200	Introduction to Computer Science I-II	
CMSC 16100-16200	Honors Introduction to Computer Science I-II	
CMSC 27100	Discrete Mathematics ^{**}	100
CMSC 27200	Theory of Algorithms	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
One of the following:	100	
MATH 21100	Basic Numerical Analysis	
MATH 21200	Advanced Numerical Analysis	
STAT 24400-24500	Statistical Theory and Methods I-II	200
One of the following: ^{***}	100	
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
MATH 23500	Markov Chains, Martingales, and Brownian Motion	
STAT 28000	Optimization	100
Three approved electives (see Elective Courses below)	300	
Total Units	1800	

- * Students with AP credit for PHYS 12100-12200 may substitute quantitative courses in other scientific departments with permission of the director of undergraduate studies; whether these other courses count as electives within the major or as general electives will be determined by the director of undergraduate studies.
- + Credit may be granted by examination.
- § Students who take MATH 13100-13200 or MATH 15100-15200 must also take the third quarter of the sequence as a prerequisite for MATH 15910; however, neither MATH 13300 nor MATH 15300 will be counted toward the major.
- ** Students may substitute a higher-level Computer Science course in discrete mathematics or algorithms with approval of the director of undergraduate studies.
- *** Students who take STAT 25100 or STAT 25150 may take MATH 23500 as one of their electives with approval of the director of undergraduate studies. STAT 31200 may be substituted for MATH 23500.

Elective Courses

Students will propose a coherent set of three courses to complete the major program. These will be chosen to complete a specialization. Possibilities include: preparation for PhD programs in applied mathematics, scientific computing, machine learning, operations research, economics and finance, physical sciences, or biological sciences. These are intended to be mathematical and computational courses that complement the program and at least at the mathematical level of the advanced classes in the required courses. The program must be approved by the undergraduate adviser, who will also serve as a resource for suggested mentors and programs in different areas.

Grading

Students must receive quality grades in all courses required in the degree program. To qualify for the BS degree, students must complete the 18 courses above with (1) a GPA of 2.0 or higher and (2) no grade lower than C-.

Honors

A BS with honors in Computational and Applied Mathematics requires an overall GPA of at least 3.0, a GPA in the required courses for the major of at least 3.25, and the completion of an honors paper written under the supervision of a faculty member and approved by the undergraduate adviser for the major. Students planning to complete an honors paper should submit a short proposal to the undergraduate adviser for approval by the Computational and Applied Mathematics board by the end of the student's third year. The proposal must be approved by the board no later than the end of fifth week of the Autumn Quarter of the student's fourth year.



Computer Science

Department Website: <https://www.cs.uchicago.edu>

Program of Study

The computer science program offers BA and BS degrees, as well as combined BA/MS and BS/MS degrees. Students who earn the BA are prepared either for graduate study in computer science or a career in industry. Students who earn the BS degree build strength in an additional field by following an approved course of study in a related area. The department also offers a minor.

Where to Start

The Department of Computer Science offers several different introductory pathways into the program. In consultation with their College adviser and the Computer Science Department advisers, students should choose their introductory courses carefully. Some guidelines follow.

For students intending to pursue further study in computer science, we recommend CMSC 15100 Introduction to Computer Science I or CMSC 16100 Honors Introduction to Computer Science I as the first course. CMSC 15100 does not assume prior experience or unusually strong preparation in mathematics. Students with programming experience and strong preparation in mathematics should consider CMSC 16100 Honors Introduction to Computer Science I. First-year students considering a computer science major are strongly advised to register for an introductory sequence in the Winter or Spring Quarter of their first year, and it is all but essential that they start the introductory sequence no later than the second quarter of their second year.

Students who are not intending to major in computer science, but are interested in getting a rigorous introduction to computational thinking with a focus on applications are encouraged to start with CMSC 12100 Computer Science with Applications I. Incoming students should note that while CMSC 12100 can be used as the first course in the major, it is not open to first-year students, and it is not intended as an entry point for students who plan to major in computer science.

Students who are interested in data analysis should consider starting with CMSC 11800 Introduction to Data Science I.

Students who are interested in the visual arts or design should consider a new course, CMSC 11111 Creative Coding.

Program Requirements

Both the BA and BS in computer science require fulfillment of the general education requirement in the mathematical sciences by completing an approved two-quarter calculus sequence. To earn a BA in computer science any sequence or pair of courses approved by the Physical Sciences Collegiate Division may be used to complete the general education requirement in the physical sciences. To earn a BS in computer science, the general education requirement in the physical sciences must be satisfied by completing a two-quarter sequence chosen from the General Education Sequences for Science Majors. These regulations regarding physical sciences courses apply to all computer science majors who have yet to fulfill their general education requirement. Students are encouraged, but not required, to fulfill this requirement with a physics sequence. Students may petition to take more advanced courses to fulfill this requirement. Both BA and BS students take at least fourteen computer science courses chosen from an approved program. BS students also take three courses in an approved related field outside computer science.

Approved Programs

The Computer Science departmental counselor is responsible for approval of specific courses and sequences, and responds as needed to changing course offerings in our program and other programs. Students should consult the departmental counselor with questions about specific courses they are considering taking to meet the requirements. The departmental counselor maintains a website with up-to-date program details at major-advising.cs.uchicago.edu (<http://major-advising.cs.uchicago.edu>).

Approved Computer Science Program

There is one approved general program for both the BA and BS degrees, comprised of introductory courses, a sequence in Theory, and a sequence in Programming Languages and Systems, followed by advanced electives. Students may substitute upper-level or graduate courses in similar topics for those on the list that follows with the approval of the departmental counselor.

The course information in this catalog, with respect to who is teaching which course and in which quarter(s), is subject to change during the academic year. For up-to-date information on our course offerings, please consult course-info.cs.uchicago.edu (<http://course-info.cs.uchicago.edu>).

1. Introductory Sequence (three courses required, one course each from areas A, B, and C):

Area A

CMSC 15100	Introduction to Computer Science I
CMSC 16100	Honors Introduction to Computer Science I
CMSC 12100	Computer Science with Applications I

Area B

CMSC 15200	Introduction to Computer Science II
CMSC 16200	Honors Introduction to Computer Science II

Area C	
CMSC 15400	Introduction to Computer Systems

The standard paths through the required introductory sequence for computer science majors are:

- CMSC 15100 Introduction to Computer Science I - CMSC 15200 Introduction to Computer Science II - CMSC 15400 Introduction to Computer Systems
- CMSC 16100 Honors Introduction to Computer Science I - CMSC 16200 Honors Introduction to Computer Science II - CMSC 15400 Introduction to Computer Systems
- CMSC 16100 Honors Introduction to Computer Science I - CMSC 15200 Introduction to Computer Science II - CMSC 15400 Introduction to Computer Systems

Students may take CMSC 16200 Honors Introduction to Computer Science II (and then CMSC 15400 Introduction to Computer Systems) after completing CMSC 15100 Introduction to Computer Science I with permission of the instructor.

Students who decide to pursue a computer science major or minor after completing CMSC 12100 Computer Science with Applications I or CMSC 12200 Computer Science with Applications II may continue with CMSC 15200 Introduction to Computer Science II followed by 15400. Specifically, these paths are allowed:

- CMSC 12100 Computer Science with Applications I - CMSC 15200 Introduction to Computer Science II - CMSC 15400 Introduction to Computer Systems
- CMSC 12100 Computer Science with Applications I - CMSC 12200 Computer Science with Applications II - CMSC 15200 Introduction to Computer Science II - CMSC 15400 Introduction to Computer Systems

Students may receive credit towards the 4200 units required for graduation for only one of CMSC 12100 Computer Science with Applications I, CMSC 15100 Introduction to Computer Science I, or CMSC 16100 Honors Introduction to Computer Science I. Students who have completed CMSC 15200 Introduction to Computer Science II or CMSC 16200 Honors Introduction to Computer Science II may not register for either CMSC 12100 Computer Science with Applications I or CMSC 12200 Computer Science with Applications II. Students may not register concurrently for CMSC 12200 Computer Science with Applications II and CMSC 15200 Introduction to Computer Science II.

2. Programming Languages and Systems Sequence (three courses required):

Three of the following:

CMSC 22001	Software Construction
CMSC 22100	Programming Languages
CMSC 22200	Computer Architecture
CMSC 22240	Computer Architecture for Scientists
CMSC 22300	Functional Programming
CMSC 22600	Compilers for Computer Languages
CMSC 23000	Operating Systems
CMSC 23010	Parallel Computing
CMSC 23200	Introduction to Computer Security
CMSC 23300	Networks and Distributed Systems
CMSC 23310	Advanced Distributed Systems
CMSC 23320	Foundations of Computer Networks
CMSC 23360	Advanced Networks
CMSC 23400	Mobile Computing
CMSC 23500	Introduction to Database Systems
CMSC 23700	Introduction to Computer Graphics
CMSC 23710	Scientific Visualization

3. Theory Sequence (three courses required):

Students must choose three courses from the following (one course each from areas A, B, and C).

Area A	
CMSC 27100	Discrete Mathematics
CMSC 27130	Honors Discrete Mathematics
Area B	
CMSC 27200	Theory of Algorithms

CMSC 27230	Honors Theory of Algorithms
Area C	
CMSC 27410	Honors Combinatorics
CMSC 27500	Graph Theory
CMSC 27502	Advanced Algorithms
CMSC 27530	Honors Graph Theory
CMSC 27700	Mathematical Logic I
CMSC 27800	Mathematical Logic II
CMSC 28000	Introduction to Formal Languages
CMSC 28100	Introduction to Complexity Theory
CMSC 28130	Honors Introduction to Complexity Theory
CMSC 28400	Introduction to Cryptography

The graduate versions of Discrete Mathematics and/or Theory of Algorithms can be substituted for their undergraduate counterparts. We strongly encourage all computer science majors to complete their theory courses by the end of their third year.

4. Electives (five courses required):

The major requires five additional elective computer science courses numbered 20000 or above. Students may enroll in CMSC 29700 Reading and Research in Computer Science and CMSC 29900 Bachelor's Thesis for multiple quarters, but only one of each may be counted as a major elective.

A small number of courses, such as CMSC 29512 Entrepreneurship in Technology, may be used as College electives, but not as major electives. Courses that fall into this category will be marked as such.

Specializations

Students who major in computer science have the option to complete one specialization. To do so, students must take three courses from an approved list in lieu of three major electives.

Please refer to the Computer Science Department's website (<https://course-info.cs.uchicago.edu/static/specializations.html>) for an up-to-date list of courses that fulfill each specialization, including graduate courses. Students may petition to have graduate courses count towards their specialization via this same page.

The following specializations are currently available:

- Computer Security: CMSC 23200 Introduction to Computer Security and two other courses from this list
 - a. CMSC 23210 Usable Security and Privacy
 - b. CMSC 23280 Cryptocurrencies
 - c. CMSC 28400 Introduction to Cryptography
 - d. Bachelor's thesis in computer security, approved as such
- Computer Systems: three courses from this list, over and above those taken to fulfill the programming languages and systems requirement
 - a. CMSC 22200 Computer Architecture
 - b. CMSC 22240 Computer Architecture for Scientists
 - c. CMSC 23000 Operating Systems
 - d. CMSC 23010 Parallel Computing
 - e. CMSC 23300 Networks and Distributed Systems
 - f. CMSC 23310 Advanced Distributed Systems
 - g. CMSC 23500 Introduction to Database Systems
 - h. Bachelor's thesis in computer systems, approved as such
- Data Science: CMSC 21800 Data Science for Computer Scientists and two other courses from this list
 - a. CMSC 23900 Data Visualization
 - b. CMSC 25025 Machine Learning and Large-Scale Data Analysis
 - c. CMSC 25300 Mathematical Foundations of Machine Learning

- d. CMSC 25400 Machine Learning
 - e. Bachelor’s thesis in data science, approved as such
- Human Computer Interaction: CMSC 20300 Introduction to Human-Computer Interaction and two other courses from this list
 - a. CMSC 20370 Inclusive Technology: Designing for Underserved and Marginalized Populations
 - b. CMSC 20900 Computers for Learning
 - c. CMSC 23210 Usable Security and Privacy
 - d. CMSC 23220 Inventing, Engineering and Understanding Interactive Devices
 - e. CMSC 23240 Emergent Interface Technologies
 - f. CMSC 23400 Mobile Computing
 - g. CMSC 23900 Data Visualization
 - h. Bachelor’s thesis in human computer interaction, approved as such
- Machine Learning: three courses from this list
 - a. CMSC 25025 Machine Learning and Large-Scale Data Analysis
 - b. CMSC 25040 Introduction to Computer Vision
 - c. CMSC 25300 Mathematical Foundations of Machine Learning
 - d. CMSC 25400 Machine Learning
 - e. CMSC 25440 Machine Learning in Medicine
 - f. Bachelor’s thesis in machine learning, approved as such
- Programming Languages: three courses from this list, over and above those courses taken to fulfill the programming languages and systems requirements
 - a. CMSC 22100 Programming Languages
 - b. CMSC 22300 Functional Programming
 - c. CMSC 22500 Type Theory
 - d. CMSC 22600 Compilers for Computer Languages
 - e. Bachelor’s thesis in programming languages, approved as such
- Theory: three courses from this list, over and above those taken to fulfill the theory requirements
 - a. CMSC 27410 Honors Combinatorics
 - b. CMSC 27500 Graph Theory
 - c. CMSC 27502 Advanced Algorithms
 - d. CMSC 27530 Honors Graph Theory
 - e. CMSC 27700 Mathematical Logic I
 - f. CMSC 27800 Mathematical Logic II
 - g. CMSC 28000 Introduction to Formal Languages
 - h. CMSC 28100 Introduction to Complexity Theory
 - i. CMSC 28130 Honors Introduction to Complexity Theory
 - j. CMSC 28400 Introduction to Cryptography
 - k. Bachelor’s thesis in theory, approved as such

Summary of Requirements

GENERAL EDUCATION

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *	200
One of the following:		200

BA: Any sequence or pair of courses that fulfills the general education requirement in the physical sciences	
BS: Any two-quarter sequence that fulfills the general education requirement in the physical sciences for science majors	
Total Units	400
MAJOR	
Introductory Sequence (see above)	300
Programming Languages and Systems Sequence (three courses from the list above)	300
Theory Sequence (three courses from the list above)	300
Five electives numbered CMSC 20000 or above [§]	500
Plus the following requirements:	0-300
BA (no other courses required)	
BS (three courses in an approved program in a related field)	
Total Units	1400-1700

* Credit may be granted by examination.

§ While a student may enroll in CMSC 29700 or CMSC 29900 for multiple quarters, only one instance of each may be counted toward the major. A small number of courses, such as CMSC 29512 Entrepreneurship in Technology, may be used as College electives, but not as major electives. Courses that fall into this category will be marked as such.

Grading

Computer science majors must take courses in the major for quality grades. A grade of C- or higher must be received in each course counted towards the major. Any 20000-level computer science course taken as an elective beyond requirements for the major may, with consent of instructor, be taken for P/F grading.

Non-majors may take courses either for quality grades or, subject to College regulations and with consent of instructor, for P/F grading. A Pass grade is given only for work of C- quality or higher. Courses fulfilling general education requirements must be taken for quality grades.

Honors

Students can earn a BA or BS degree with honors by attaining a grade of B or higher in all courses in the major and a grade of B or higher in three approved graduate computer science courses (30000-level and above). These courses may be courses taken for the major or as electives.

Students may also earn a BA or BS degree with honors by attaining the same minimum B grade in all courses in the major and by writing a successful bachelor's thesis as part of CMSC 29900 Bachelor's Thesis. This thesis must be based on an approved research project that is directed by a faculty member and approved by the department counselor.

Minor Program in Computer Science

The Department of Computer Science offers a seven-course minor: an introductory sequence of three courses followed by four approved upper-level courses. Courses in the minor must be taken for quality grades, with a grade of C- or higher in each course.

No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Students may not use AP credit for computer science to meet minor requirements. Prospective minors should arrange to meet the departmental counselor for the minor no later than May 1 of their third year. The minor advisor must approve the student's minor consent form and the student must submit that form to the student's College adviser by the end of Spring Quarter of the student's third year.

Introductory Courses

Students must choose three courses from the following (one course each from areas A, B, and C). Please note that not all possible pathways through these courses are valid: for example, CMSC 15200 is not a prerequisite for CMSC 12300. Please consult the prerequisite information below and/or talk to the minor advisor to discuss viable plans.

Area A:		100
CMSC 12100	Computer Science with Applications I	
CMSC 15100	Introduction to Computer Science I	
CMSC 16100	Honors Introduction to Computer Science I	
Area B:		100
CMSC 12200	Computer Science with Applications II	
CMSC 15200	Introduction to Computer Science II	
CMSC 16200	Honors Introduction to Computer Science II	
Area C:		100

CMSC 12300	Computer Science with Applications III
CMSC 15400	Introduction to Computer Systems

Upper-Level Courses

The computer science minor must include four courses chosen from among all 20000-level CMSC courses and above. CMSC 12300 may be used as an elective if a student has used CMSC 15400 as the Area C introductory course. A 20000-level course must replace each 10000-level course in the list above that was used to meet general education requirements. CMSC 29512 may not be used for minor credit.

Joint BA/MS or BS/MS Program

Outstanding undergraduates may apply to complete an MS in computer science along with a BA or BS (generalized to 'Bx') during their four years at the College. Students must be admitted to the joint MS program. There are three different paths to a Bx/MS (<https://www.cs.uchicago.edu/undergraduate/ba-ms-or-bs-ms-program/>): a research-oriented program for computer science majors, a professionally oriented program for computer science majors, and a professionally oriented program for non-majors.

Graduate Courses

Graduate courses and seminars offered by the Department of Computer Science are open to College students with consent of the instructor and department counselor. For more information, consult the department counselor.

Schedule Changes

Please be aware that course information is subject to change, and the catalog does not necessarily reflect the most recent information. Students should consult course-info.cs.uchicago.edu (<http://course-info.cs.uchicago.edu>) for up-to-date information.

Computer Science Courses

CMSC 11000-11100. Multimedia Programming as an Interdisciplinary Art I-II.

Either course in this sequence meets the general education requirement in the mathematical sciences. Like other classic Chicago general education courses, this sequence provides students with both practical programming skills and core ideas in computer science in interdisciplinary applications. Students learn how to perform in a multi-platform (Mac/Linux/Windows) environment using a high-level prototyping language (revTalk) that allows for the quick creation of useful multimedia applications. As a classic Core course in the Chicago tradition, the course presents introductory techniques of problem solving, algorithm construction, program coding, and debugging as interdisciplinary arts adaptable to a wide range of disciplines with their specialized problems.

CMSC 11000. Multimedia Programming as an Interdisciplinary Art I. 100 Units.

This course presented introductory techniques of problem solving, algorithm construction, program coding, and debugging, as interdisciplinary arts adaptable to a wide range of disciplines.
Instructor(s): W. Sterner Terms Offered: Spring
Prerequisite(s): Placement into MATH 13100 or higher, or by consent.
Note(s): This course meets the general education requirement in the mathematical sciences. This course will not be offered again.

CMSC 11100. Multimedia Programming as an Interdisciplinary Art II. 100 Units.

The second course consists of several scientific and humanistic projects such as Turing Machines, biological modeling, and language manipulation with another final project.
Prerequisite(s): Placement into MATH 13100 or higher, or by consent.
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11111. Creative Coding. 100 Units.

This course is an introduction to programming, using exercises in graphic design and digital art to motivate and employ basic tools of computation (such as variables, conditional logic, and procedural abstraction). We will write code in JavaScript or related technologies, and we will work with a variety of digital media, including vector graphics, raster images, animations, and web applications. Throughout the course, we will reflect on how graphical user interfaces of the future might unleash the fundamental building blocks of programming for everyday computer use.
Instructor(s): Professor Ravi Chugh Terms Offered: Spring

CMSC 11710. Networks. 100 Units.

Networks help explain phenomena in such technological, social, and biological domains as the spread of opinions, knowledge, and infectious diseases. Networks also help us understand properties of financial markets, food webs, and web technologies. At the same time, the structure and evolution of networks is determined by the set of interactions in the domain. Our study of networks will employ formalisms such as graph theory, game theory, information networks, and network dynamics, with the goal of building formal models and translating their observed properties into qualitative explanations.
Instructor(s): J. Simon Terms Offered: TBD
Prerequisite(s): Completion of the general education requirement in the mathematical sciences, and familiarity with basic concepts of probability at the high school level.
Note(s): Necessary mathematical concepts will be presented in class.

CMSC 11800. Introduction to Data Science I. 100 Units.

Data science provides tools for gaining insight into specific problems using data, through computation, statistics and visualization. This course introduces students to all aspects of a data analysis process, from posing questions, designing data collection strategies, management+storing and processing of data, exploratory tools and visualization, statistical inference, prediction, interpretation and communication of results. Simple techniques for data analysis are used to illustrate both effective and fallacious uses of data science tools. Although this course is designed to be at the level of mathematical sciences courses in the Core, with little background required, we expect the students to develop computational skills that will allow them to analyze data. Computation will be done using Python and Jupyter Notebook.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Autumn

Prerequisite(s): None

Equivalent Course(s): STAT 11800

CMSC 11900. Introduction to Data Science II. 100 Units.

This course is the second quarter of a two-quarter systematic introduction to the foundations of data science, as well as to practical considerations in data analysis. A broad background on probability and statistical methodology as well as a basic proficiency in RStudio will be provided. More advanced topics on data privacy and ethics, reproducibility in science, data encryption, and basic machine learning will be introduced. We will explore these concepts with real-world problems from different domains.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Winter

Prerequisite(s): STAT 11800/CMSC 11800 or consent of instructor.

Equivalent Course(s): STAT 11900

CMSC 12100-12200-12300. Computer Science with Applications I-II-III.

This three-quarter sequence teaches computational thinking and skills to students who are majoring in the sciences, mathematics, and economics, etc. Lectures cover topics in (1) programming, such as recursion, abstract data types, and processing data; (2) computer science, such as clustering methods, event-driven simulation, and theory of computation; and to a lesser extent (3) numerical computation, such as approximating functions and their derivatives and integrals, solving systems of linear equations, and simple Monte Carlo techniques.

CMSC 12100. Computer Science with Applications I. 100 Units.

This course is the first in a three-quarter sequence that teaches computational thinking and skills to students in the sciences, mathematics, economics, etc. The course will cover abstraction and decomposition, simple modeling, basic algorithms, and programming in Python. Applications from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written programs to simulate a model of housing segregation, determine the number of machines needed at a polling place, and analyze tweets from presidential debates. Students can find more information about this course at <http://bit.ly/cmssc12100-aut-20>.

Instructor(s): B. Sotomayor, B. Ur Terms Offered: Autumn

Prerequisite(s): First year students are not allowed to register for CMSC 12100. Placement into MATH 15100 or completion of MATH 13100.

Note(s): First year students are not allowed to register for CMSC 12100. This course meets the general education requirement in the mathematical sciences.

CMSC 12200. Computer Science with Applications II. 100 Units.

This course is the second in a three-quarter sequence that teaches computational thinking and skills to students in the sciences, mathematics, economics, etc. Lectures cover topics in (1) data representation, (2) basics of relational databases, (3) shell scripting, (4) data analysis algorithms, such as clustering and decision trees, and (5) data structures, such as hash tables and heaps. Applications and datasets from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written a course search engine and a system to do speaker identification. Students will program in Python and do a quarter-long programming project.

Instructor(s): A. Rogers, M. Wachs Terms Offered: Winter

Prerequisite(s): CMSC 12100.

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12300. Computer Science with Applications III. 100 Units.

The course revolves around core ideas behind the management and computation of large volumes of data ("Big Data"). Topics include (1) Statistical methods for large data analysis, (2) Parallelism and concurrency, including models of parallelism and synchronization primitives, and (3) Distributed computing, including distributed architectures and the algorithms and techniques that enable these architectures to be fault-tolerant, reliable, and scalable. Students will continue to use Python, and will also learn C and distributed computing tools and platforms, including Amazon AWS and Hadoop. This course includes a project where students will have to formulate hypotheses about a large dataset, develop statistical models to test those hypotheses, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.

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

Prerequisite(s): CMSC 12200.

CMSC 13600. Introduction to Data Engineering. 100 Units.

Data-driven models are revolutionizing science and industry. Scalable systems are needed to collect, stream, process, and validate data at scale. This course is an introduction to "big" data engineering where students will receive hands-on experience building and deploying realistic data-intensive systems. It will cover streaming, data cleaning, relational data modeling and SQL, and Machine Learning model training. A core theme of the course is "scale," and we will discuss the

theory and the practice of programming with large external datasets that cannot fit in main memory on a single machine. The course will consist of bi-weekly programming assignments, a midterm examination, and a final.

Terms Offered: Spring

Prerequisite(s): CMSC 11900, CMSC 12200, CMSC 15200, or CMSC 16200

CMSC 15100-15200. Introduction to Computer Science I-II.

This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15100. Introduction to Computer Science I. 100 Units.

This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

Instructor(s): A. Shaw (Aut), M. Wachs (Aut), J. Reppy (Win) Terms Offered: Autumn Summer Winter

Prerequisite(s): Placement into MATH 15100 or completion of MATH 13100.

Note(s): This course meets the general education requirement in the mathematical sciences. Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15200. Introduction to Computer Science II. 100 Units.

This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

Instructor(s): A. Feldman, A. Shaw Terms Offered: Spring Summer Winter

Prerequisite(s): CMSC 15100, CMSC 16100, CMSC 12100, or CMSC 10500.

Note(s): This course meets the general education requirement in the mathematical sciences. Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15400. Introduction to Computer Systems. 100 Units.

This course covers the basics of computer systems from a programmer's perspective. Topics include data representation, machine language programming, exceptions, code optimization, performance measurement, memory systems, and system-level I/O. Extensive programming required.

Instructor(s): H. Gunawi (Spring), H. Hoffmann (Spring), M. Wachs (Autumn, Spring) Terms Offered: Autumn, Spring

Prerequisite(s): CMSC 12100, 15100, or 16100, and CMSC 15200, 16200, or 12300.

Note(s): Required of students who are majoring in Computer Science.

CMSC 16100-16200. Honors Introduction to Computer Science I-II.

Both courses in this sequence meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15200 or 16200 to meet requirements for the major.

CMSC 16100. Honors Introduction to Computer Science I. 100 Units.

Programming in a functional language (currently Haskell), including higher-order functions, type definition, algebraic data types, modules, parsing, I/O, and monads. Basic data structures, including lists, binary search trees, and tree balancing. Basic mathematics for reasoning about programs, including induction, inductive definition, propositional logic, and proofs.

Instructor(s): R. Chugh, S. Kurtz Terms Offered: Autumn

Prerequisite(s): Placement into MATH 16100 or equivalent and programming experience, or by consent.

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 16200. Honors Introduction to Computer Science II. 100 Units.

This course emphasizes the C Programming Language, but not in isolation. Instead, C is developed as a part of a larger programming toolkit that includes the shell (specifically ksh), shell programming, and standard Unix utilities (including awk). Nonshell scripting languages, in particular perl and python, are introduced, as well as interpreter (!) files that use the command-line version of DrScheme. We cover various standard data structures, both abstractly, and in terms

of concrete implementations—primarily in C, but also from time to time in other contexts like scheme and ksh. The course uses a team programming approach. There is a mixture of individual programming assignments that focus on current lecture material, together with team programming assignments that can be tackled using any Unix technology. Team projects are assessed based on correctness, elegance, and quality of documentation. We teach the "Unix way" of breaking a complex computational problem into smaller pieces, most or all of which can be solved using pre-existing, well-debugged, and documented components, and then composed in a variety of ways.

Instructor(s): F. Chong Terms Offered: Winter

Prerequisite(s): CMSC 16100, or CMSC 15100 and by consent.

Note(s): Students who have taken CMSC 15100 may take 16200 with consent of instructor. This course meets the general education requirement in the mathematical sciences.

CMSC 20300. Introduction to Human-Computer Interaction. 100 Units.

An introduction to the field of Human-Computer Interaction (HCI), with a particular emphasis in understanding and designing user-facing software and hardware systems. This class covers the core concepts of HCI: affordances and mental models, selection techniques (pointing, touch, menus, text entry, widgets, etc), and conducting user studies and interviews. It also includes a project in which students program a simple interactive system.

Instructor(s): Pedro Lopes Terms Offered: TBD

Prerequisite(s): CMSC 15400

CMSC 20370. Inclusive Technology: Designing for Underserved and Marginalized Populations. 100 Units.

Creating technologies that are inclusive of people in marginalized communities involves more than having technically sophisticated algorithms, systems, and infrastructure. It involves deeply understanding various community needs and using this understanding coupled with our knowledge of how people think and behave to design user-facing interfaces that can enhance and augment human capabilities. When dealing with under-served and marginalized communities, achieving these goals requires us to think through how different constraints such as costs, access to resources, and various cognitive and physical capabilities shape what socio-technical systems can best address a particular issue. This course leverages human-computer interaction and the tools, techniques, and principles that guide research on people to introduce you to the concepts of inclusive technology design. You will learn about different underserved and marginalized communities such as children, the elderly, those needing assistive technology, and users in developing countries, and their particular needs. In addition, you will learn how to be mindful of working with populations that can easily be exploited and how to think creatively of inclusive technology solutions. You will also put your skills into practice in a semester long group project involving the creation of an interactive system for one of the user populations we study.

Terms Offered: Winter

Prerequisite(s): CMSC 20300

CMSC 20900. Computers for Learning. 100 Units.

Over time, technology has occupied an increasing role in education, with mixed results. Massive Open Online Courses (MOOCs) were created to bring education to those without access to universities, yet most of the students who succeed in them are those who are already successful in the current educational model. This course focuses on one intersection of technology and learning: computer games. This course covers education theory, psychology (e.g., motivation, engagement), and game design so that students can design and build an educational learning application. Labs focus on developing expertise in technology, and readings supplement lecture discussions on the human components of education.

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

Prerequisite(s): CMSC 15400

Equivalent Course(s): MAAD 20900

CMSC 21010. Mathematical Foundations. 100 Units.

This course is an introduction to formal tools and techniques which can be used to better understand linguistic phenomena. A major goal of this course is to enable students to formalize and evaluate theoretical claims.

Equivalent Course(s): CMSC 31010, LING 31010, LING 21010

CMSC 21800. Data Science for Computer Scientists. 100 Units.

Data-driven models are revolutionizing science and industry. This course covers computational methods for structuring and analyzing data to facilitate decision-making. We will cover algorithms for transforming and matching data; hypothesis testing and statistical validation; and bias and error in real-world datasets. A core theme of the course is "generalization"; ensuring that the insights gleaned from data are predictive of future phenomena. The course will include bi-weekly programming assignments, a midterm examination, and a final.

Terms Offered: Autumn

Prerequisite(s): CMSC 15400 or CMSC 22000

CMSC 22000. Introduction to Software Development. 100 Units.

Besides providing an introduction to the software development process and the lifecycle of a software project, this course focuses on imparting a number of skills and industry best practices that are valuable in the development of large software projects, such as source control techniques and workflows, issue tracking, code reviews, testing, continuous integration, working with existing codebases, integrating APIs and frameworks, generating documentation, deployment, and logging and monitoring. The course also emphasizes the importance of collaboration in real-world software development, including interpersonal collaboration and team management. The course will be organized primarily around the development of a class-wide software project, with students organized into teams. Collaboration both within and across teams will be essential to the success of the project.

Instructor(s): B. Sotomayor Terms Offered: Spring

Prerequisite(s): CMSC 15200 or CMSC 16200

CMSC 22001. Software Construction. 100 Units.

Large software systems are difficult to build. The course discusses both the empirical aspects of software engineering and the underlying theory. Topics will include, among others, software specifications, software design, software architecture, software testing, software reliability, and software maintenance. Students will be expected to actively participate in team projects in this course.

Instructor(s): S. Lu Terms Offered: Autumn

Prerequisite(s): CMSC 15400.

CMSC 22010. Digital Fabrication. 100 Units.

Digital fabrication involves translation of a digital design into a physical object. While digital fabrication has been around for decades, only now has it become possible for individuals to take advantage of this technology through low cost 3D printers and open source tools for 3D design and modeling. In this course we will cover the foundations of 3D object design including computational geometry, the type of models that can and can't be fabricated, the uses and applications of digital fabrication, the algorithms, methods and tools for conversion of 3D models to representations that can be directly manufactured using computer controlled machines, the concepts and technology used in additive manufacturing (aka 3D printing) and the research and practical challenges of developing self-replicating machines. We will have several 3D printers available for use during the class and students will design and fabricate several parts during the course.

Instructor(s): R. Stevens Terms Offered: TBD

Prerequisite(s): CMSC 15400 and some experience with 3D modeling concepts.

CMSC 22100. Programming Languages. 100 Units.

This course is an introduction to scientific programming language design, whereby design choices are made according to rigorous and well-founded lines of reasoning. The curriculum includes the lambda calculus, type systems, formal semantics, logic and proof, and, time permitting, a light introduction to machine assisted formal reasoning. Practical exercises in writing language transformers reinforce the theory. While this course is not a survey of different programming languages, we do examine the design decisions embodied by various popular languages in light of their underlying formal systems.

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

Prerequisite(s): CMSC 15400. To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

CMSC 22200. Computer Architecture. 100 Units.

This course is a survey of contemporary computer organization covering CPU design, instruction sets, control, processors, busses, ALU, memory, pipelined computers, multiprocessors, networking, and case studies. We focus on the techniques of quantitative analysis and evaluation of modern computing systems, such as the selection of appropriate benchmarks to reveal and compare the performance of alternative design choices in system design. We emphasize major component subsystems of high-performance computers: pipelining, instruction-level parallelism, memory hierarchies, input/output, and network-oriented interconnections.

Instructor(s): F. Chong (Spring), Y. Li (Autumn) Terms Offered: Autumn, Spring

Prerequisite(s): CMSC 15400.

CMSC 22240. Computer Architecture for Scientists. 100 Units.

Designed to provide an understanding of the key scientific ideas that underpin the extraordinary capabilities of today's computers, including speed (gigahertz), illusion of sequential order (relativity), dynamic locality (warping space), parallelism, keeping it cheap - and low-energy (e-field scaling), and of course their ability as universal information processing engines. These scientific "miracles" are robust, and provide a valuable longer-term understanding of computer capabilities, performance, and limits to the wealth of computer scientists practicing data science, software development, or machine learning. This course can be used towards fulfilling the Programming Languages and Systems requirement for the CS major.

Terms Offered: Winter

Prerequisite(s): CMSC 15400

CMSC 22300. Functional Programming. 100 Units.

We will explore various aspects of advanced functional programming in this course. Topics will vary from quarter to quarter and may include: untyped and typed programming; pure and impure programming; eager and lazy semantics; "object-functional programming"; functional reactive programming; and concurrent functional programming.

Instructor(s): R. Chugh Terms Offered: Spring Winter

Prerequisite(s): CMSC 15400 required, CMSC 15100 or CMSC 16100 recommended. To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

CMSC 22500. Type Theory. 100 Units.

Church's λ -calculus, β -reduction, the Church-Rosser theorem. Simple type theory, strong normalization. The Barendregt cube of type theories. Dependent types. The Curry-Howard Isomorphism. Formal constructive mathematics.

Instructor(s): Stuart Kurtz Terms Offered: TBD

Prerequisite(s): CMSC 15100 or CMSC 16100, and CMSC 27100 or CMSC 27700 or MATH 27700, or by consent.

CMSC 22600. Compilers for Computer Languages. 100 Units.

This course covers principles of modern compiler design and implementation. Topics include lexical analysis, parsing, type checking, optimization, and code generation. This is a project oriented course in which students will construct a fully working compiler, using Standard ML as the implementation language.

Instructor(s): J. Reppy Terms Offered: Autumn. Alternate years. Not offered in 2019-2020.

Prerequisite(s): CMSC 15400 required; CMSC 22100 recommended. (Note: Prior experience with ML programming not required.)

Note(s): This course is offered in alternate years.

CMSC 23000. Operating Systems. 100 Units.

This course provides an introduction to basic Operating System principles and concepts that form as fundamental building blocks for many modern systems from personal devices to Internet-scale services. Basic topics include processes, threads, concurrency, synchronization, memory management, virtual memory, segmentation, paging, caching, process and I/O scheduling, file systems, storage devices. The course will also cover special topics such as journaling/transactions, SSD, RAID, virtual machines, and data-center operating systems. The course project will revolve around the implementation of a mini x86 operating system kernel.

Instructor(s): H. Gunawi Terms Offered: Autumn

Prerequisite(s): CMSC 15400 and one of CMSC 22200, CMSC 22600, CMSC 22610, CMSC 23300, CMSC 23400, CMSC 23500, CMSC 23700, CMSC 27310, or CMSC 23800 strongly recommended.

CMSC 23010. Parallel Computing. 100 Units.

This course provides an introduction to the concepts of parallel programming, with an emphasis on programming multicore processors. Topics include: Processes and threads, shared memory, message passing, direct-memory access (DMA), hardware mechanisms for parallel computing, synchronization and communication, patterns of parallel programming. The course will involve a substantial programming project implementing a parallel computations.

Instructor(s): H. Hoffmann Terms Offered: Winter

Prerequisite(s): CMSC 15400 and one of the following: CMSC 22200, CMSC 23000, CMSC 23300; or by consent.

CMSC 23200. Introduction to Computer Security. 100 Units.

This course introduces the principles and practice of computer security. It aims to teach how to model threats to computer systems and how to think like a potential attacker. It presents standard cryptographic functions and protocols and gives an overview of threats and defenses for software, host systems, networks, and the Web. It also touches on some of the legal, policy, and ethical issues surrounding computer security in areas such as privacy, surveillance, and the disclosure of security vulnerabilities. The goal of this course is to provide a foundation for further study in computer security and to help better understand how to design, build, and use computer systems more securely.

Instructor(s): A. Feldman Terms Offered: Autumn

Prerequisite(s): CMSC 15400.

CMSC 23210. Usable Security and Privacy. 100 Units.

Regardless of how secure a system is in theory, failing to consider how humans actually use the system leads to disaster in practice. This course will examine how to design for security and privacy from a user-centered perspective by combining insights from computer systems, human-computer interaction (HCI), and public policy. We will introduce core security and privacy technologies, as well as HCI techniques for conducting robust user studies. Topics will include usable authentication, user-centered web security, anonymity software, privacy notices, security warnings, and data-driven privacy tools in domains ranging from social media to the Internet of Things. Students will complete weekly problem sets, as well as conduct novel research in a group capstone project. No prior experience in security, privacy, or HCI is required.

Instructor(s): B. Ur Terms Offered: Spring

Prerequisite(s): CMSC 12300 or CMSC 15400.

CMSC 23220. Inventing, Engineering and Understanding Interactive Devices. 100 Units.

A physical computing class, dedicated to micro-controllers, sensors, actuators and fabrication techniques. The objective is that everyone creates their own, custom-made, functional I/O device.

Terms Offered: Spring

Prerequisite(s): CMSC 15400

Equivalent Course(s): MAAD 23220

CMSC 23240. Emergent Interface Technologies. 100 Units.

In this class, we critically examine emergent technologies that might impact the future generations of computing interfaces, these include: physiological I/O (e.g., brain and muscle computer interfaces), tangible computing (giving shape and form to interfaces), wearable computing (I/O devices closer to the user's body), rendering new realities (e.g., virtual and augmented reality), haptics (giving computers the ability to generate touch and forces) and unusual auditory interfaces (e.g., silent speech and microphones as sensors). In this class you will: (1) learn about these new developments during the lectures, (2) read HCI papers and summarize these in short weekly assignments, and lastly, (3) start inventing the future of computing interfaces by proposing a new idea in the form of a paper abstract, which you will present at the end of the semester and have it peer-reviewed in class by your classmates.

Terms Offered: Winter

Prerequisite(s): CMSC 15400

CMSC 23300. Networks and Distributed Systems. 100 Units.

This course focuses on the principles and techniques used in the development of networked and distributed software.

Topics include programming with sockets; concurrent programming; data link layer (Ethernet, packet switching, etc.);

internet and routing protocols (IP, IPv6, ARP, etc.); end-to-end protocols (UDP, TCP); and other commonly used network protocols and techniques. This is a project-oriented course in which students are required to develop software in C on a UNIX environment.

Instructor(s): B. Sotomayor Terms Offered: Winter

Prerequisite(s): CMSC 15400.

CMSC 23310. Advanced Distributed Systems. 100 Units.

In recent years, large distributed systems have taken a prominent role not just in scientific inquiry, but also in our daily lives. When we perform a search on Google, stream content from Netflix, place an order on Amazon, or catch up on the latest comings-and-goings on Facebook, our seemingly minute requests are processed by complex systems that sometimes include hundreds of thousands of computers, connected by both local and wide area networks. Recent papers in the field of Distributed Systems have described several solutions (such as MapReduce, BigTable, Dynamo, Cassandra, etc.) for managing large-scale data and computation. However, building and using these systems pose a number of more fundamental challenges: How do we keep the system operating correctly even when individual machines fail? How do we ensure that all the machines have a consistent view of the system's state? (And how do we ensure this in the presence of failures?) How can we determine the order of events in a system where we can't assume a single global clock? Many of these fundamental problems were identified and solved over the course of several decades, starting in the 1970s. To better appreciate the challenges of recent developments in the field of Distributed Systems, this course will guide students through seminal work in Distributed Systems from the 1970s, '80s, and '90s, leading up to a discussion of recent work in the field.

Instructor(s): I. Foster Terms Offered: Spring

Prerequisite(s): CMSC 23300 with at least a B+, or by consent. To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

CMSC 23320. Foundations of Computer Networks. 100 Units.

This course focuses on the principles and techniques used in the development of networked and distributed software. Topics include programming with sockets; concurrent programming; data link layer (Ethernet, packet switching, etc.); internet and routing protocols (IP, IPv6, ARP, etc.); end-to-end protocols (UDP, TCP); and other commonly used network protocols and techniques. This is a project-oriented course in which students are required to develop software in C on a UNIX environment. This course can be used towards fulfilling the Programming Languages and Systems requirement for the CS major.

Terms Offered: Winter

Prerequisite(s): CMSC 15400

Note(s): This course can be used towards fulfilling the Programming Languages and Systems requirement for the CS major.

Students who have taken CMSC 23300 may not take CMSC 23320.

CMSC 23360. Advanced Networks. 100 Units.

Advanced networks

Terms Offered: Spring

Prerequisite(s): CMSC 23300 or CMSC 23320

Note(s): A more detailed course description should be available later.

CMSC 23400. Mobile Computing. 100 Units.

Mobile computing is pervasive and changing nearly every aspect of society. Sensing, actuation, and mediation capabilities of mobile devices are transforming all aspects of computing: uses, networking, interface, form, etc. This course explores new technologies driving mobile computing and their implications for systems and society. Current focus areas include new techniques to capture 3d models (depth sensors, stereo vision), drones that enable targeted, adaptive, focused sensing, and new 3d interactive applications (augmented reality, cyberphysical, and virtual reality). Labs expose students to software and hardware capabilities of mobile computing systems, and develop the capability to envision radical new applications for a large-scale course project.

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

Prerequisite(s): CMSC 15400. CMSC 23000 or 23300 recommended. Knowledge of Java required.

CMSC 23500. Introduction to Database Systems. 100 Units.

This course is an introduction to database design and implementation. Topics include DBMS architecture, entity-relationship and relational models, relational algebra, concurrency control, recovery, indexing, physical data organization, and modern database systems. The lab section guides students through the implementation of a relational database management system, allowing students to see topics such as physical data organization and DBMS architecture in practice, and exercise general skills such as software systems development.

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

Prerequisite(s): CMSC 15400.

CMSC 23700. Introduction to Computer Graphics. 100 Units.

This course introduces the basic concepts and techniques used in three-dimensional computer graphics. The course covers both the foundations of 3D graphics (coordinate systems and transformations, lighting, texture mapping, and basic geometric algorithms and data structures), and the practice of real-time rendering using programmable shaders. Students are required to complete both written assignments and programming projects using OpenGL.

Instructor(s): J. Reppy Terms Offered: Autumn

Prerequisite(s): CMSC 15400.

Note(s): This course is offered in alternate years.

CMSC 23710. Scientific Visualization. 100 Units.

Scientific visualization combines computer graphics, numerical methods, and mathematical models of the physical world to create a visual framework for understanding and solving scientific problems. The mathematical and algorithmic foundations of scientific visualization (for example, scalar, vector, and tensor fields) will be explained in the context of real-world data from scientific and biomedical domains. The course is also intended for students outside computer science who are experienced with programming and computing with scientific data. Programming projects will be in C and C++.

Instructor(s): G. Kindlmann Terms Offered: Winter

Prerequisite(s): CMSC 15400 and knowledge of linear algebra, or by consent.

CMSC 23900. Data Visualization. 100 Units.

Data visualizations provide a visual setting in which to explore, understand, and explain datasets. This class describes mathematical and perceptual principles, methods, and applications of "data visualization" (as it is popularly understood to refer primarily to tabulated data). A range of data types and visual encodings will be presented and evaluated. Visualizations will be primarily web-based, using D3.js, and possibly other higher-level languages and libraries.

Instructor(s): G. Kindlmann Terms Offered: Spring

Prerequisite(s): CMSC 12200, CMSC 15200 or CMSC 16200.

CMSC 25025. Machine Learning and Large-Scale Data Analysis. 100 Units.

This course is an introduction to machine learning and the analysis of large data sets using distributed computation and storage infrastructure. Basic machine learning methodology and relevant statistical theory will be presented in lectures. Homework exercises will give students hands-on experience with the methods on different types of data. Methods include algorithms for clustering, binary classification, and hierarchical Bayesian modeling. Data types include images, archives of scientific articles, online ad clickthrough logs, and public records of the City of Chicago. Programming will be based on Python and R, but previous exposure to these languages is not assumed.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CMSC 15400 or CMSC 12200 and STAT 22000 or STAT 23400, or by consent. To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

Note(s): The prerequisites are under review and may change.

Equivalent Course(s): STAT 37601

CMSC 25040. Introduction to Computer Vision. 100 Units.

This course covers the fundamentals of digital image formation; image processing, detection and analysis of visual features; representation shape and recovery of 3D information from images and video; analysis of motion. We also study some prominent applications of modern computer vision such as face recognition and object and scene classification. Our emphasis is on basic principles, mathematical models, and efficient algorithms established in modern computer vision.

Instructor(s): Michael Maire Terms Offered: Winter

Prerequisite(s): CMSC 25300 or CMSC 25400. Linear algebra strongly recommended; a 200-level Statistics course recommended.

CMSC 25300. Mathematical Foundations of Machine Learning. 100 Units.

This course is an introduction to the mathematical foundations of machine learning that focuses on matrix methods and features real-world applications ranging from classification and clustering to denoising and data analysis. Mathematical topics covered include linear equations, regression, regularization, the singular value decomposition, and iterative algorithms. Machine learning topics include the lasso, support vector machines, kernel methods, clustering, dictionary learning, neural networks, and deep learning. Students are expected to have taken calculus and have exposure to numerical computing (e.g. Matlab, Python, Julia, R).

Instructor(s): Rebecca Willett Terms Offered: Autumn

Prerequisite(s): CMSC 12200 or CMSC 15200 or CMSC 16200, and the equivalent of two quarters of calculus (MATH 13200 or higher).

Equivalent Course(s): STAT 27700

CMSC 25400. Machine Learning. 100 Units.

This course offers a practical, problem-centered introduction to machine learning. Topics covered include the Perceptron and other online algorithms; boosting; graphical models and message passing; dimensionality reduction and manifold learning; SVMs and other kernel methods; artificial neural networks; and a short introduction to statistical learning theory. Weekly programming assignments give students the opportunity to try out each learning algorithm on real world datasets.

Instructor(s): R. Kondor Terms Offered: Winter

Prerequisite(s): CMSC 15400 or CMSC 12300. STAT 22000 or STAT 23400 strongly recommended.

Equivalent Course(s): STAT 27725

CMSC 25440. Machine Learning in Medicine. 100 Units.

In this course we will study the how machine learning is used in biomedical research and in healthcare delivery. We will build and explore a range of models in areas such as infectious disease and drug resistance, cancer diagnosis and treatment, drug design, genomics analysis, patient outcome prediction, medical records interpretation and medical imaging. Students will become familiar with the types and scale of data used to train and validate models and with the approaches to build, tune and deploy machine learned models. We will use traditional machine learning methods as well as deep learning depending on the problem. The course will be fast moving and will involve weekly program assignments. We will introduce

the machine learning methods as we go, but previous familiarity with machine learning will be helpful. Programming assignments will be in python and we will use Google Collaboratory and Amazon AWS for compute intensive training.

Instructor(s): Rick Stevens Terms Offered: Autumn

Prerequisite(s): CMSC 12200 or CMSC 15200 or CMSC 16200. Proficiency in Python is expected.

CMSC 25460. Introduction to Optimization. 100 Units.

Introduction to Optimization

Instructor(s): Lorenzo Orecchia Terms Offered: Spring

Prerequisite(s): (CMSC 27100 or CMSC 27130 or CMSC 37000) and CMSC 25300

CMSC 25610. Computational Linguistics I. 100 Units.

This course is an introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models.

Instructor(s): Allyson Ettinger Terms Offered: Autumn

Prerequisite(s): At least two courses in linguistics or other cognitive science field (or permission of instructor)

Equivalent Course(s): LING 28610

CMSC 25620. Computational Linguistics II. 100 Units.

This is the second in a two-course sequence providing an introduction to topics at the intersection of computation and language, oriented toward linguists and cognitive scientists. In this quarter we will cover more advanced topics in cognitive/linguistic modeling and natural language processing (NLP), applying more complex programming and mathematical foundations. Our goal in this quarter is for students to leave the course able to implement advanced models and conduct novel research in cognitive/linguistic modeling and NLP.

Instructor(s): Allyson Ettinger Terms Offered: Winter

Prerequisite(s): Computational Linguistics I or permission of instructor

Equivalent Course(s): CMSC 35620, LING 38620, LING 28620

CMSC 25900. Ethics, Fairness, Responsibility, and Privacy in Data Science. 100 Units.

Ethics, fairness, responsibility, and privacy in Data Science.

Instructor(s): R. Castro Fernandez, B. Ur Terms Offered: Spring

Prerequisite(s): CMSC 11900 or CMSC 12300 or CMSC 21800 or CMSC 23710 or CMSC 23900 or CMSC 25025 or CMSC 25300 To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

CMSC 27100. Discrete Mathematics. 100 Units.

This course emphasizes mathematical discovery and rigorous proof, which are illustrated on a refreshing variety of accessible and useful topics. Basic counting is a recurring theme and provides the most important source for sequences, which is another recurring theme. Further topics include proof by induction; recurrences and Fibonacci numbers; graph theory and trees; number theory, congruences, and Fermat's little theorem; counting, factorials, and binomial coefficients; combinatorial probability; random variables, expected value, and variance; and limits of sequences, asymptotic equality, and rates of growth.

Instructor(s): S. Kurtz (Winter), J. Simon (Autumn) Terms Offered: Autumn Winter

Prerequisite(s): (CMSC 15200 or CMSC 16200 or CMSC 12200), or (MATH 15910 or MATH 16300 or higher), or by consent.

Note(s): This is a directed course in mathematical topics and techniques that is a prerequisite for courses such as CMSC 27200 and 27400.

CMSC 27130. Honors Discrete Mathematics. 100 Units.

We emphasize mathematical discovery and rigorous proof, which are illustrated on a refreshing variety of accessible and useful topics. Basic counting is a recurring theme. Further topics include proof by induction; number theory, congruences, and Fermat's little theorem; relations; factorials, binomial coefficients and advanced counting; combinatorial probability; random variables, expected value, and variance; graph theory and trees. Time permitting, material on recurrences, asymptotic equality, rates of growth and Markov chains may be included as well. The honors version of Discrete Mathematics covers topics at a deeper level.

Instructor(s): A. Razborov Terms Offered: Autumn

Prerequisite(s): (CMSC 12300 or CMSC 15400), or MATH 16300 or higher, or by consent.

Equivalent Course(s): MATH 28130

CMSC 27200. Theory of Algorithms. 100 Units.

This course covers design and analysis of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, graph algorithms, elementary algorithmic number theory, combinatorial optimization, randomized algorithms, as well as techniques to deal with intractability, like approximation algorithms. Design techniques include "divide-and-conquer" methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation,

evaluation of recurrent inequalities, amortized analysis, analysis of probabilistic algorithms, the concepts of polynomial-time algorithms, and of NP-completeness.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): CMSC 27100 or CMSC 27130 or CMSC 37110, or by consent. To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

CMSC 27230. Honors Theory of Algorithms. 100 Units.

This course covers design and analysis of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, discrete optimization, algorithmic graph theory, algorithmic number theory, and cryptography. Design techniques include divide-and-conquer methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, the concepts of polynomial-time algorithms, and NP-completeness. The honors version of Theory of Algorithms covers topics at a deeper level.

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

Prerequisite(s): CMSC 27100 or CMSC 27130 or CMSC 37110 or consent of the instructor.

CMSC 27410. Honors Combinatorics. 100 Units.

Methods of enumeration, construction, and proof of existence of discrete structures are discussed in conjunction with the basic concepts of probability theory over a finite sample space. Enumeration techniques are applied to the calculation of probabilities, and, conversely, probabilistic arguments are used in the analysis of combinatorial structures. Other topics include basic counting, linear recurrences, generating functions, Latin squares, finite projective planes, graph theory, Ramsey theory, coloring graphs and set systems, random variables, independence, expected value, standard deviation, and Chebyshev's and Chernoff's inequalities.

Instructor(s): L. Babai Terms Offered: Spring

Prerequisite(s): MATH 15900 or MATH 25400, or CMSC 27100, or by consent. Experience with mathematical proofs.

To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

Note(s): This course is offered in alternate years.

Equivalent Course(s): MATH 28410

CMSC 27500. Graph Theory. 100 Units.

This course covers the basics of the theory of finite graphs. Topics include shortest paths, spanning trees, counting techniques, matchings, Hamiltonian cycles, chromatic number, extremal graph theory, Turan's theorem, planarity, Menger's theorem, the max-flow/min-cut theorem, Ramsey theory, directed graphs, strongly connected components, directed acyclic graphs, and tournaments. Techniques studied include the probabilistic method.

Instructor(s): K. Mulmuley

Prerequisite(s): CMSC 27100, or MATH 20400 or higher.

CMSC 27530. Honors Graph Theory. 100 Units.

This course covers the basics of the theory of finite graphs. Topics include shortest paths, spanning trees, counting techniques, matchings, Hamiltonian cycles, chromatic number, extremal graph theory, Turan's theorem, planarity, Menger's theorem, the max-flow/min-cut theorem, Ramsey theory, directed graphs, strongly connected components, directed acyclic graphs, and tournaments. Techniques studied include the probabilistic method.

Instructor(s): Laszlo Babai Terms Offered: Spring

Prerequisite(s): CMSC 27100, CMSC 27130, or CMSC 37110, or MATH 20400 or MATH 20800.

CMSC 27600. Computational Biology. 100 Units.

This course serves as a general introduction to the basic algorithms used to understand current problems in biology.

Topics may include sequence alignment algorithms to study DNA and protein sequences, algorithms and experiments for protein structure prediction, dynamics, and folding, clustering and machine learning methods for gene expression analysis, computational models of RNA structure, and DNA computing and self-assembly.

Terms Offered: Winter. Generally offered alternate years.

Prerequisite(s): Familiarity with basic discrete mathematics/statistics/algorithms and biology recommended but not required.

CMSC 27700-27800. Mathematical Logic I-II.

Mathematical Logic I-II

CMSC 27700. Mathematical Logic I. 100 Units.

This course introduces mathematical logic. Topics include propositional and predicate logic and the syntactic notion of proof versus the semantic notion of truth (e.g., soundness, completeness). We also discuss the Gödel completeness theorem, the compactness theorem, and applications of compactness to algebraic problems. Prerequisite(s): MATH 25400 or MATH 25700 or (CMSC 15400 and (MATH 15910 or MATH 15900 or MATH 19900 or MATH 16300))

Equivalent Course(s): CMSC 27700

Terms Offered: Autumn

Prerequisite(s): MATH 25400 or 25700; open to students who are majoring in computer science who have taken CMSC 15400 along with MATH 16300 or MATH 16310 or Math 15910 or MATH 15900 or MATH 19900

Equivalent Course(s): MATH 27700

CMSC 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): MATH 27800

CMSC 27900. Chaos, Complexity And Computers. 100 Units.

This course presents the mathematical bases for the complex, scale-independent behavior seen in chaotic dynamics and fractal patterns. It illustrates these principles from physical and biological phenomena. It explores these behaviors concretely using extensive computer simulation exercises, thus developing simulation and data analysis skills. L.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 13300 or 14300; PHYS 25000 or prior programming experience.

Equivalent Course(s): MATH 29200, PHYS 25100

CMSC 28000. Introduction to Formal Languages. 100 Units.

This course is a basic introduction to computability theory and formal languages. Topics include automata theory, regular languages, context-free languages, and Turing machines.

Instructor(s): S. Kurtz Terms Offered: Spring

Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 15900 or MATH 25500.

Equivalent Course(s): MATH 28000

CMSC 28100. Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s-m-n theorem and the recursion theorem, resource-bounded computation).

This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Instructor(s): K. Mulmuley Terms Offered: Autumn

Prerequisite(s): CMSC 27100, or MATH 15900 or MATH 25500; experience with mathematical proofs.

Equivalent Course(s): MATH 28100

CMSC 28130. Honors Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s-m-n theorem and the recursion theorem, resource-bounded computation).

This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Instructor(s): Ketan Mulmuley Terms Offered: Autumn

Prerequisite(s): CMSC 27100 or CMSC 27130, or MATH 15900 or MATH 19900 or MATH 25500; experience with mathematical proofs.

CMSC 28400. Introduction to Cryptography. 100 Units.

Cryptography is the use of algorithms to protect information from adversaries. Though its origins are ancient, cryptography now underlies everyday technologies including the Internet, wifi, cell phones, payment systems, and more. This course is an introduction to the design and analysis of cryptography, including how "security" is defined, how practical cryptographic algorithms work, and how to exploit flaws in cryptography. The course will cover algorithms for symmetric-key and public-key encryption, authentication, digital signatures, hash functions, and other primitives. Weekly problem sets will include both theoretical problems and programming tasks. No experience in security is required.

Instructor(s): David Cash Terms Offered: Autumn

Prerequisite(s): CMSC 15400 and (CMSC 27100 or CMSC 27130 or CMSC 37110)

CMSC 28510. Introduction to Scientific Computing. 100 Units.

Basic processes of numerical computation are examined from both an experimental and theoretical point of view. This

course deals with numerical linear algebra, approximation of functions, approximate integration and differentiation, Fourier transformation, solution of nonlinear equations, and the approximate solution of initial value problems for ordinary differential equations. We concentrate on a few widely used methods in each area covered.

Instructor(s): T. Dupont Terms Offered: Autumn. Generally offered alternate years.

Prerequisite(s): A year of calculus (MATH 15300 or higher), a quarter of linear algebra (MATH 19620 or higher), and CMSC 10600 or higher; or consent of instructor

CMSC 28515. Introduction to Numerical Partial Differential Equations. 100 Units.

This course deals with finite element and finite difference methods for second-order elliptic equations (diffusion) and the associated parabolic and hyperbolic equations. Some methods for solving linear algebraic systems will be used. Scalar first-order hyperbolic equations will be considered.

CMSC 28540. Numerical Methods. 100 Units.

This is a practical programming course focused on the basic theory and efficient implementation of a broad sampling of common numerical methods. Each topic will be introduced conceptually followed by detailed exercises focused on both prototyping (using matlab) and programming the key foundational algorithms efficiently on modern (serial and multicore) architectures. The ideal student in this course would have a strong interest in the use of computer modeling as predictive tool in a range of disciplines -- for example risk management, optimized engineering design, safety analysis, etc. The numerical methods studied in this course underlie the modeling and simulation of a huge range of physical and social phenomena, and are being put to increasing use to an increasing extent in industrial applications. After successfully completing this

course, a student should have the necessary foundation to quickly gain expertise in any application-specific area of computer modeling.

Terms Offered: Spring

Prerequisite(s): CMSC 15200 or CMSC 16200. Basic apprehension of calculus and linear algebra is essential

CMSC 29512. Entrepreneurship in Technology. 100 Units.

The core theme for the Entrepreneurship in Technology course is that computer science students need exposure to the broad challenges of capturing opportunities and creating companies. Most of the skills required for this process have nothing to do with one's technical capacity. We'll explore creating a story, pitching the idea, raising money, hiring, marketing, selling, and more. Real-world examples, case-studies, and lessons-learned will be blended with fundamental concepts and principles. The course will involve a business plan, case-studies, and supplemental reading to provide students with significant insights into the resolve required to take an idea to market. Class discussion will also be a key part of the student experience.

Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100

Note(s): If an undergraduate takes this course as CMSC 29512, it may not be used for CS major or minor credit.

Non-MPCS students must receive approval from program prior to registering. Request form available online <https://masters.cs.uchicago.edu>

Equivalent Course(s): MPCS 51250

CMSC 29700. Reading and Research in Computer Science. 100 Units.

Students do reading and research in an area of computer science under the guidance of a faculty member. A written report is typically required.

Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): By consent of instructor and approval of department counselor.

Note(s): Open both to students who are majoring in Computer Science and to nonmajors. Students are required to submit the College Reading and Research Course Form.

CMSC 29900. Bachelor's Thesis. 100 Units.

Open to fourth-year students who are candidates for honors in Computer Science.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): By consent of instructor and approval of department counselor.



Creative Writing

Department Website: <http://creativewriting.uchicago.edu>

The Program in Creative Writing takes a comprehensive approach to the study of contemporary literature, criticism, and theory from a writer's perspective. In our courses, students work with established poets and prose writers to explore the fundamental practices of creative writing. The program's commitment to interdisciplinary work and academic rigor, coupled with an emphasis on teaching the elements of creative writing that underlie all genres, accounts for the program's vitality and explains why Creative Writing at the University of Chicago is currently the largest initiative in the humanities for the College.

The Program in Creative Writing offers workshops and seminars in poetry, fiction, and nonfiction, as well as an increasing number of translation workshops. The major seminars—including the Technical Seminars and Fundamentals in Creative Writing—are designed to build a critical and aesthetic foundation for students working in each genre. Students can pursue their creative writing interests within the formal requirements of the major or through a joint minor in English and Creative Writing, which is open to students outside those two major programs. Students who do not wish to pursue a formal program in Creative Writing will have access to courses that satisfy the general education requirement in the arts and open-entry 'beginning' workshops. They may also apply for advanced workshop courses. Our workshops and technical seminars are cross-listed with a graduate number and open to students in the graduate and professional schools.

Major in Creative Writing

Students who graduate with a bachelor of arts in Creative Writing will be skilled writers in a major literary genre and have a theoretically informed understanding of the aesthetic, historical, social, and political context of a range of contemporary writing. Students in the major will focus their studies on a primary genre chosen from fiction, poetry, and nonfiction.

The organization of the major recognizes the value of workshop courses, but incorporates that model into a broader education that furthers students' knowledge of historical and contemporary literary practice, introduces them to aesthetic and literary theory, sharpens their critical attention, and fosters their creative enthusiasm. Valuable experience with peer criticism, which comes from the skills central to creative writing pedagogy, will prepare students for success in a range of fields in the public and private sectors.

Program Requirements

The Program in Creative Writing requires a total of 13 courses and the completion of a BA thesis, as described below. Students planning to complete the major must meet with the Director of Undergraduate Studies or the Student Affairs Administrator to file a major worksheet by the end of Autumn Quarter of their third year.

Students contemplating a major or minor in Creative Writing may choose to take one or two Creative Writing courses toward the general education requirement in the arts. These courses will not count towards major requirements, but they offer an opportunity for students to test out the program while satisfying a general education requirement. See Enrolling in Creative Writing Courses for additional details.

One (1) Fundamentals in Creative Writing Course

CRWR 17000 to CRWR 17999

The Fundamentals in Creative Writing course is a cross-genre, one-quarter seminar taken by all students in the major. Every section of the course focuses on a current debate relevant to all forms of literary practice, such as mimesis, empathy, and testimony. This course introduces students to a group of core texts from each major literary genre. Fundamentals in Creative Writing is restricted to students who have declared the major, as it aims to develop cohort solidarity, promote a culture of articulate exchange, and induct students into a reflection on practice that will serve their artistic and professional development. Majors should take either a Fundamentals in Creative Writing or Technical Seminar course before applying to Advanced Workshops. This prerequisite does not apply to minors applying to workshops.

Two (2) Technical Seminars

Fiction: CRWR 20200 to CRWR 20299; Poetry: CRWR 20301 to CRWR 20399; Nonfiction: CRWR 20400 to CRWR 20499

Students in the major must take two technical seminars in their primary genre of fiction, poetry, or nonfiction. The aim of the seminars is to expand students' technical resources through analysis of contemporary literature and practice-based training in elements of craft. Students submit papers that address technical questions, chiefly with reference to contemporary texts. For example, poetry students may write on "the line," where fiction students write on "point of view." In some cases, a student can count a technical seminar in a genre outside of the student's primary genre towards the major requirements. These courses may also count as electives in the minor. Majors should take either a Fundamentals in Creative Writing or Technical Seminar course before applying to Advanced Workshops. This prerequisite does not apply to minors applying to workshops.

Three (3) Advanced Workshops

Fiction: CRWR 22100 to CRWR 22299; Poetry: CRWR 23100 to CRWR 23299; Nonfiction: CRWR 24001 to CRWR 24199

Students in the major must complete three Advanced Workshops, at least two of which must be in the student's primary genre. The Advanced Workshop is the characteristic pedagogical instrument of creative writing as an academic discipline. Workshop practice relies on an understanding of support that is dedicated to improving students' writing, not unconditional approval. Critique is the core value and activity of the workshop, and students will practice it under the guidance of the workshop instructor. Although Advanced Workshops begin with attention to exemplary texts, they typically focus on original student work.

Credit for a Beginning Workshop: Students who have completed a Beginning Workshop in their primary genre with a grade of B+ or above may count this course as one of the required Advanced Workshops. Because students must take at least two Advanced Workshops in their primary genre, those students choosing to count a Beginning Workshop towards the major will not be able to count an Advanced Workshop from a non-primary genre towards the degree. Beginning Workshops offered by other institutions will not count towards the major. Beginning Workshops are open to all students during pre-registration.

Four (4) Literature Requirements

Creative Writing majors are required to take four literature courses offered by other departments. These courses can be focused on the literature of any language, but one must focus on the student's primary genre; one must center on literary theory; one must involve the study of literature written before the twentieth century; and the final one can be any general literature course.

The literary genre course should serve as an introduction to key texts and debates in the history of the student's chosen genre. This requirement can be met by an English course or a comparable course in another department. Courses such as ENGL 10403 (<http://collegecatalog.uchicago.edu/search/?P=ENGL%2010403>) Genre Fundamentals: Poetry: Rhythm and Myth, CMST 27207 Film Criticism, or ENGL 11004 (<http://collegecatalog.uchicago.edu/search/?P=ENGL%2011004>) History of the Novel may be eligible.

The Director of Undergraduate Studies will offer guidance and approve all qualifying courses. Specific courses that satisfy the distribution element of this requirement will be listed at creativewriting.uchicago.edu (<http://creativewriting.uchicago.edu/>). A literature course can potentially satisfy more than one requirement, e.g. both theory and literary genre, but a student can only use the course to fulfill one of the requirements.

Two (2) Research Background Electives

Students should take two courses outside of the Program in Creative Writing to support their thesis projects. Depending on a student's interests, elective courses can be offered by programs ranging from Cinema and Media Studies to Biological Sciences. In cases where a Creative Writing translation workshop relates to a student's thesis, one of these workshops may also be approved as a Research Background Elective. Research Background Electives courses must be approved by the Director of Undergraduate Studies, and the student must provide documentation of these approvals to the College adviser. Students may not use the same course to fulfill a Research Background Elective and a Literature Requirement at the same time.

BA Thesis and Workshop

Students work on their BA Projects throughout their fourth year. In Spring Quarter of the third year, students will submit a signed BA proposal form to the Student Affairs Administrator. During Summer Quarter, students are responsible for completing independent reading and research related to their proposed project. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor, who will lead a series of mandatory colloquia over the course of the quarter. In Winter Quarter, students will continue meeting with the graduate preceptor and must also enroll in the appropriate Thesis/Major Projects Workshop in their genre (CRWR 29200 Thesis/Major Projects: Fiction, CRWR 29300 Thesis/Major Projects: Poetry, or CRWR 29400 Thesis/Major Projects: Nonfiction). The Thesis/Major Projects Workshop is **mandatory**.

Students are not automatically enrolled in a workshop; they must receive the consent of the workshop instructor, who will also serve as the faculty advisor for their BA Project. Students should be aware that because of the high number of students writing fiction for their BA Projects, students will not necessarily get their first choice of workshop instructor and faculty advisor.

Students will work closely with their faculty advisor and peers in the workshops, and will receive course credit as well as a final grade for the workshop. In consultation with their faculty advisor and graduate preceptor, students will revise and submit a near-final draft of the BA Project by the end of the second week of Spring Quarter. Students will submit the final version of their BA Project to their preceptor, faculty advisor, Student Affairs Administrator, and the Director of Undergraduate Studies by the beginning of the fifth week of Spring Quarter.

Students graduating in other quarters must consult with the Director of Undergraduate Studies about an appropriate timeline before the end of Autumn Quarter of their third year.

Program Honors

The faculty in the Program in Creative Writing will award program honors based on their assessment of the BA theses, with input from graduate student preceptors. To be eligible, students must have a major GPA of at least 3.6 and overall GPA of 3.25. Honors will be awarded only to exceptional projects from a given cohort.

Summary of Requirements

One (1) Fundamentals in Creative Writing Course *	100
Two (2) Technical Seminars (in the student's primary genre) **	200
Three (3) Advanced Workshops (at least two in the student's primary genre) ***	300
Four (4) Literature Requirements	400
Two (2) Research Background Electives	200
One (1) BA Workshop, chosen from:	100
CRWR 29200 Thesis/Major Projects: Fiction	
CRWR 29300 Thesis/Major Projects: Poetry	
CRWR 29400 Thesis/Major Projects: Nonfiction	
Total Units	1300

- * CRWR 17000 to CRWR 17999. Majors should plan to take either a Fundamentals in Creative Writing or Technical Seminar course before applying to Advanced Workshops.
- ** Technical Seminars in Fiction: CRWR 20200 to CRWR 20299; Poetry: CRWR 20301 to CRWR 20399; Nonfiction: CRWR 20400 to CRWR 20499
- *** Advanced Workshops in Fiction: CRWR 22100 to CRWR 22299; Poetry: CRWR 23100 to CRWR 23299; Nonfiction: 24001 to CRWR 24199. Beginning Workshops may count as the third workshop if they meet the stipulations listed under the Program Requirements.

Advising

Students considering the major should meet with the Director of Undergraduate Studies or Student Affairs Administrator as early as possible to discuss program requirements and individual plans of study. Declaration of the major must be formalized through my.uchicago.edu (<http://my.uchicago.edu/>), but students must have also started a major worksheet with the Director of Undergraduate Studies in order to receive priority in application-based CRWR courses.

The student's final major program must be approved by the Director of Undergraduate Studies or Student Affairs Administrator by Autumn Quarter of the third year. Students will need to regularly provide documentation of any approvals for the major to their College advisers.

Graduate student preceptor support will be available to students while they write BA theses and minor portfolios during their final year of study, and faculty instructors will serve as thesis advisors for the students in their winter workshops.

Courses Outside the Department Taken for Program Credit

Students double majoring in Creative Writing and another major (with the exception of English Language and Literature) can count a maximum of three courses towards both majors (pending approval from both departments). Ordinarily, two of these courses will be Research Background Electives. Substitutions for a further course will be subject to approval, but students may not substitute non-literature courses for the Literature Requirement.

Double Majors in English Language and Literature and Creative Writing

When students choose a double major in Creative Writing and English Language and Literature, they may count only up to four courses towards both majors. These four courses will typically include the four Literature requirements, but in some cases one of the slots might be filled by a Creative Writing course (with Director of Undergraduate Studies approval). However, the two Research Background Electives required for the Creative Writing major should be taken outside of the Department of English Language and Literature.

Students who are pursuing only the English Language and Literature major may count up to four Creative Writing courses towards the major in English as electives without a petition. However, when students are pursuing a double major in English Language and Literature and Creative Writing, they must observe the shared four-course maximum, so any eligible Creative Writing courses beyond this cap must be counted towards English only.

Grading

Students in the program must receive quality grades (not Pass/Fail) in all courses counting toward the major or minor. Non-majors and non-minors may take Creative Writing courses for P/F grading with consent of instructor. Students must request this consent by the end of week three of the quarter; otherwise Pass/Fail must be approved by the Program Director.

Sample Plan of Study for the Major

Fundamentals in Creative Writing	100
CRWR 17000 Fundamentals in Creative Writing: Literary Empathy	
Technical Seminars	200
CRWR 20302 Technical Seminar in Poetry: Units of Composition	
CRWR 20301 Technical Seminar in Poetry: Manifestos, Movements, Modes	
Advanced Workshops	300
CRWR 23113 Advanced Poetry Workshop: Waste, Surplus, Reuse	

CRWR 23100	Advanced Poetry Workshop	
CRWR 10306	Beginning Poetry Workshop ⁺	
Literature Requirements		400
ENGL 10403	Genre Fundamentals: Poetry: Rhythm and Myth [*]	
ENGL 17515	Seventeenth-Century Verse ^{**}	
ENGL 22903	Literature of the City: Between Utopia and Dystopia, Design and Occupation ^{***}	
ENGL 28614	Contemporary Latina/o Poetry	
Research Electives		200
CMST 14503	Cinema in Theory and Practice	
ARTV 22502	Data and Algorithm in Art	
BA Workshop		100
CRWR 29300	Thesis/Major Projects: Poetry	
Total Units		1300

⁺ Beginning Workshop is eligible because it met the conditions outlined in the Program Requirements (above).

^{*} Satisfies literary genre requirement

^{**} Satisfies period requirement (pre-20th century)

^{***} Satisfies theory requirement

Minor in English and Creative Writing

Students who are not English Language and Literature or Creative Writing majors may complete a minor in English and Creative Writing. The minor requires six courses plus a portfolio of creative work. At least two of the required courses must be Creative Writing workshop courses, with at least one being an Advanced Workshop. Three of the remaining required courses may be taken in either the Department of English Language and Literature or the Program in Creative Writing. This may include Technical Seminars or general education courses, as long as they are not already counted toward the general education requirement in the arts. In some cases, literature courses outside of English and Creative Writing may count towards the minor, subject to the Director of Undergraduate Studies' approval.

Students who elect the minor program in English and Creative Writing must meet with the Student Affairs Administrator for Creative Writing before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the administrator. The administrator's approval for the minor program should be submitted to a student's College adviser by the deadline above.

In addition, students must enroll in one of the following workshops offered during the Winter Quarter: CRWR 29200 Thesis/Major Projects: Fiction; CRWR 29300 Thesis/Major Projects: Poetry; CRWR 29400 Thesis/Major Projects: Nonfiction.

Finally, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, two or three nonfiction pieces) to the Student Affairs Administrator by the end of fifth week in their graduating quarter. Students will work with a graduate student preceptor to compile and refine their final portfolios.

Students completing the minor will be given enrollment preference for Advanced Workshops and Thesis/Major Projects Workshops, and some priority for technical seminars. They must follow all relevant admission procedures described at the Creative Writing (<https://creativewriting.uchicago.edu/>) website. For details, see Enrolling in Creative Writing Courses.

Courses in the minor (1) may not be doubly counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor Program in English and Creative Writing

Two CRWR workshop courses [*]	200
Three CRWR or ENGL electives ^{**}	300
One Thesis/Major Projects Workshop ^{***}	100
A portfolio of the student's work	
Total Units	600

^{*} At least one must be an Advanced Workshop.

^{**} Exceptions are subject to the Director of Undergraduate Studies' approval.

^{***} CRWR 29200 Thesis/Major Projects: Fiction, CRWR 29300 Thesis/Major Projects: Poetry, or CRWR 29400 Thesis/Major Projects: Nonfiction

Minor to Major and Major to Minor

Student circumstances change, and a transfer between the major and minor programs may be desirable to students who begin a course of study in either program. Workshop courses (including Beginning Workshops) and one Technical Seminar may count towards the minor, and in exceptional circumstances Fundamentals in Creative Writing may count as well. The Thesis/Major Projects Workshop is mandatory for both minors and majors. Students should consult with their College adviser if considering such a transfer and must update their planned program of study with the Student Affairs Administrator or Director of Undergraduate Studies in Creative Writing.

Sample Plan of Study for the Minor

CRWR 10200	Beginning Fiction Workshop	100
CRWR 22110	Advanced Fiction Workshop: Exploring Your Boundaries	100
ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 10706	Introduction to Fiction	100
ENGL 24526	Forms of Autobiography in the Twentieth and Twenty-First Centuries	100
CRWR 29200	Thesis/Major Projects: Fiction	100
A portfolio of the student's work (two short stories)		
Total Units		600

Enrolling in Creative Writing Courses

General education courses and Beginning Workshops are open to all students via the standard pre-registration process. Other courses require consent, and some may require submission of work for evaluation. Our consent-based courses prioritize students in the major, minor, and the Creative Writing Option of the Master of Arts Program in the Humanities (MAPH). Note: Students who have not yet met with the Director of Undergraduate Studies or Student Affairs Administrator to begin a worksheet are not considered formally declared and therefore are not guaranteed priority in course enrollment.

With the exception of Autumn Quarter, applications for consent-only courses must be received by the Friday of seventh week of each quarter. Below are the dates for the 2020-2021 academic year:

- Applications for Autumn Quarter: September 9, 2020
- Winter Quarter: November 13, 2020
- Spring Quarter: February 19, 2021

For more information on Creative Writing courses and opportunities, visit the Creative Writing (<https://creativewriting.uchicago.edu/>) website.

Creative Writing courses for the general education requirement in the arts

These multi-genre courses are introductions to topics in creative writing and satisfy the general education requirement in the arts in the College. General education courses are generally taught under two headings—'Reading as a Writer' and 'Intro to Genres'—and will feature class critiques of students' creative work. Open to all undergraduate students during pre-registration. These courses do not count towards the major in Creative Writing, but students may use these courses to satisfy their general education requirement in the arts.

Beginning Workshops

These courses are intended for students who may or may not have writing experience, but are interested in gaining experience in a particular genre. Courses will focus on the fundamentals of craft and feature workshops of student writing. Open to all undergraduate students during pre-registration.

Fundamentals of Creative Writing Courses

These courses focus on a current debate relevant to all forms of literary practice and aim to develop cohort solidarity, promote a culture of exchange, and induct students into a reflection on practice that will service their artistic and professional development. Open to declared majors only, except in circumstances approved by the Director of Undergraduate Studies. Majors should take either a Fundamentals course or a Technical Seminar before applying to Advanced Workshops. Students apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu (<http://creativewriting.uchicago.edu/>).

Technical Seminars

The aim of the seminars is to expand students' technical resources through analysis of contemporary literature and practice-based training in elements of craft. Priority is given to declared majors first, then minors and students in the MAPH Creative Writing Option. Majors should take either a Fundamentals course or a Technical Seminar course before applying to Advanced Workshops. Students apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu (<http://creativewriting.uchicago.edu/>).

Advanced Workshops

These workshops are intended for students with substantive writing experience in a particular genre. Advanced workshops will focus on class critiques of student writing with accompanying readings from exemplary literary texts. Priority is given to students in the major, minor, or the MAPH Creative Writing Option. Students apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu (<http://creativewriting.uchicago.edu/>). A writing sample in the genre of the relevant course is required for faculty review. Specific submission requirements appear in the course descriptions.

Thesis/Major Projects

This course will revolve around workshops of student writing and concentrate on the larger form students have chosen for their creative thesis. Priority is given to students in the major, minor, or the MAPH Creative Writing Option. Students apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu (<http://creativewriting.uchicago.edu/>). A writing sample in the genre of the relevant course is required for faculty review. Specific submission requirements appear in the course descriptions.

Faculty and Visiting Lecturers

For a current listing of Creative Writing faculty, visit the Creative Writing (<https://creativewriting.uchicago.edu/people/>) website.

Creative Writing Courses

CRWR 10206. Beginning Fiction Workshop. 100 Units.

NOTE: This is a sample course description; section descriptions vary. Please visit creativewriting.uchicago.edu for current quarter descriptions by section. Fiction writing is part magic and part mechanics. This course will pay homage to the magic but concentrate on how a story is built: the architecture of structure, the mechanisms of character development, the fluid dynamics of dialogue. We'll take a close look at some of the building blocks that make up fiction writing: character, dialogue, plot, point of view, and setting. We'll also read and discuss a variety of short stories, always with an eye to craft and to what you, as writers, can steal for your own work. That's right, steal. Much of this course is devoted to learning how to steal the tools of great fiction writing, then to using those tools to realize your own vision. You'll write extensively in and out of class, from weekly reading responses to writing exercises that build toward a polished piece of work. Finally, you will write a complete draft and one extensive revision of a short story or novel chapter. The last third of the course will be devoted to student workshops, where each student will turn in a draft of a story or chapter to be read and critiqued by the whole class.

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

Prerequisite(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 30206

CRWR 10306. Beginning Poetry Workshop. 100 Units.

At its root, the verb compose means to 'put together,' so in this course we will explore poetic composition as the practice of putting words together in ways that help us compose, decompose, and recompose parts of our lives. Our basic premise will be that poetry offers useful forms of attention and construction, so that to write is to observe the world and to fashion ways of living in it. We will pay particular attention to some fundamental elements of poetic composition- sound, diction, syntax, line, stanza, image- and to the skills of observation, memory, and revision. To guide our own writing practices, we will study intensively the work of four poets from last hundred years- William Carlos Williams, Lorine Niedecker, Gwendolyn Brooks, and James Schuyler- as well as a supplemental selection of contemporary poetry. Regular reading assignments will be paired with regular exploratory writing exercises; remote learning activities will include live Zoom discussions and writing workshops, Canvas discussions, and collaborative online writing and editing exercises.

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

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is necessary.

Equivalent Course(s): CRWR 30306

CRWR 10406. Beginning Nonfiction Workshop. 100 Units.

NOTE: This is a sample course description; section descriptions vary. Please visit creativewriting.uchicago.edu for current quarter descriptions by section. A personal essay can employ a chain of events, but it's essentially a train of thought. Like thought, it's protean, able to take any shape and yet remain an essay. In this workshop you'll write two drafts of your own essay, or attempt, at the form, while line editing and critiquing your classmates' attempts. You'll also do close readings, starting with 'Why I Write,' by George Orwell, and 'Why I Write,' by Joan Didion. Then James Baldwin's 'Autobiographical Notes.' Once we've had a taste of the present we'll go back four thousand years to the essay's beginnings in Babylon, following its evolution in Greece and Rome-Heraclitus, Plutarch, Seneca-then Europe: Montaigne, Max Beerbohm, Walter Benjamin, and Natalia Ginzburg, returning to contemporary English-language writers, including Adrienne Rich and Margaret Atwood, ending with Didion's 'Goodbye to All That,' paired with Eula Biss's contemporary cover version, also titled 'Goodbye to All That.'

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

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 30406

CRWR 12106. Intro to Genres: Science Fiction. 100 Units.

A monolith manifests in orbit around Jupiter, emitting a signal. A beacon? A man spontaneously discovers the ability to teleport. An evolutionary accident? The origin of human life proves to be malicious. Divine fate? Space travel is enabled by the ingestion of enormous quantities of a geriatric spice a messianic figure auspiciously learns to manipulate. A drug trip?! Among popular genres, science fiction is the riskiest conceptually and among the trickiest to master. The difference between

an amazing idea and a rotten story is often slim. What makes good sci-fi work? And how best to write it? Let's put on our gravity boots and solar visors and see what we can discover. In this course, you'll read some novels (by Frank Herbert, Alfred Bester, and Ursula K. LeGuin), poetry (by Andrew Joron), a graphic novel (by Chris Ware), and screenplays (by Damon Lindelof, and Stanley Kubrick & Arthur C. Clarke). And all the while, you'll try your hand at bending each other's minds with your own science fiction.

Instructor(s): Peter O'Leary Terms Offered: Spring

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Note(s): This course meets the general education requirement in the arts.

CRWR 12107. Reading as a Writer: Crime and Story. 100 Units.

If prostitution is the earliest profession, then crime is probably the earliest narrative engine. Crime has forever been a driving force behind story, a vehicle not only of plot but of human psychology, social exploration, philosophical investigation, and just plain old suspense. There's something about the darker side of human nature that invites explorations of characters pushed to their extremes. Through analyzing the writing techniques and processes—such as point of view, scene, setting, voice, detail, irony, perspective, narrative structure and research methodologies—of such writers and poets as Raymond Chandler, Patricia Highsmith, Walter Mosley, Joyce Carol Oats, Denis Johnson, Carolyn Forché, CK Williams, Ai, Jo Ann Beard, Joan Didion, and Richard Price among others, students will examine how elements of crime in story can be transformed beyond simple genre. By examining writers' choices, students will explore how they may use these techniques to develop such mechanics of writing as point of view, poetics, dramatic movement, and narrative structure in their own work. Students will turn in weekly reading responses and a final paper.

Instructor(s): Augustus Rose Terms Offered: Spring

Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory.

Note(s): This course meets the general education requirement in the arts.

CRWR 12109. Introduction to Genres: Wizards. 100 Units.

Do you believe in wizards? Are you a wizard? Then pack up your talismans, fetishes, and gamelans into the mysterious little satchel you carry at your side and get ready for some incantatory magic. We will investigate the figure of the wizard as an archetype, a literary symbol, a vehicle for fantasy, and as a commanding reality, while considering such things as A Wizard of Earthsea, the figure of Merlin, The Teachings of Don Juan, The Teachings of Ogotemmeli, Harry Potter, Aleister Crowley, the poetry of W. B. Yeats, Nathaniel Mackey, Jay Wright, and Ronald Johnson, as well as some other things too secret to reveal at present, including the nature of esotericism.

Instructor(s): Peter O'Leary Terms Offered: Winter

Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory.

Note(s): This course meets the general education requirement in the arts.

CRWR 12112. Reading as a Writer: Chicago 'City on the Remake' 100 Units.

This course invites writers to reconsider the influence of Chicago's public spaces on genre and artistic form. How does one tell a 'Chicago story'? Is the 'City on the Re-Make' best told in prose or poem? Is there a clear boundary between the city's South and North Sides? Is there a 'Chicago epic'? Working through these questions, students will analyze and explore Chicago writers' work in fiction, poetry, and creative nonfiction. Students will then develop their own creative responses, building connections to adopted critical approaches. To these ends, we will examine work by writers including Nelson Algren, Elizabeth Hatmaker, Aleksandar Hemon, and Margo Jefferson, as well as the city's rich legacies in documentary film, the visual arts, and music.

Instructor(s): Garin Cycholl Terms Offered: Autumn

Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory. This course meets the general education requirement in the arts.

CRWR 12117. Intro to Genres: Division and Western. 100 Units.

This course explores literary responses to Chicago's boundaries and sites of contention through fiction, drama, poetry, and literary journalism. We'll examine work by writers and artists including Saul Bellow, Lorraine Hansberry, Nate Marshall, Bruce Norris, and Studs Terkel. How does one map the city's conflicts along zoning ordinances, street corners, playgrounds, and rumors? What histories undergird the city's racelines? In exploring these aspects of the city, where does a writer draw the boundary between fiction and nonfiction, between verse and prose? Engaging these larger questions, participants will develop their own individual and collaborative creative responses to 'the city in a garden.'

Instructor(s): Garin Cycholl Terms Offered: Spring

Prerequisite(s): Open bid through my.UChicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12121. Intro to Genres: Writing the Visual Arts. 100 Units.

How might language render visual experience? How do verbal representations diverge from visual representations? How might writing help us see art in new ways? How might art objects compel our writing into new forms? With these questions in mind, we will read poems and essays by a variety of writers, visit several of Chicago's excellent museums, and conduct regular writing experiments. Writers studied may include Berger, Williams, Auden, Barthes, Schuyler, Guest, O'Hara, Waldrop, Swensen, Gander, Young, and Cole. Artists studied may include Breughel, Magritte, Cornell, Twombly, Mann, Kentridge, and Basquiat.

Instructor(s): Patrick Morrissey Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Note(s): This course meets the general education requirement in the arts.

Equivalent Course(s): ARTV 20500

CRWR 12123. Reading as a Writer: Ecopoetics: Literature & Ecology. 100 Units.

This course will introduce students to recent debates in the environmental humanities while exposing them to a range of works spanning fiction, documentary prose, poetry, and film that engage what has come to be called the Anthropocene era (despite substantive challenges to the term that we will address). We will read foundational texts in environmental perception and activism (John Ruskin's 'Storm-Cloud of the Nineteenth Century' and Rachel Carson's *Silent Spring*) in dialogue with modernist work surrounding urban landscapes (William Carlos Williams's *Paterson*). We will then open onto a wide range of contemporary texts that engage the natural and constructed environment in crisis. Students will be asked to conduct fieldwork on an environmental theme of their choosing (climate change, petrol economies, watershed issues, air quality, pandemics and the management of wild animals, species extinction, etc.) and to produce a portfolio of short creative pieces in response to an issue or debate that interests them.

Instructor(s): Jennifer Scappettone Terms Offered: Autumn

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins; contact the instructor for a spot in the class or on the waiting list.

CRWR 12127. Reading as a Writer: Hallucinations. 100 Units.

In this course we ask: How is historical material made--figured/disfigured by loss, desire, violence, suffering, exhaustion, death; by restlessness and the unbearable, abyssal, vertigo of living inside time? Where is the aperture of experience? The apparitions, which partition night, its many voices, bodies which are forgotten, and then remembered, why? What is the time of writing, of reading? This course goes a little back and a little forward between the two world wars, hoping to track an itinerary of history material, its incandescence, between situations of mourning and mystical experience. Students will be asked to keep a reading notebook as well as to produce weekly creative responses for class discussion.

Instructor(s): Lynn Xu Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12128. Reading as a Writer: The Sea. 100 Units.

What is the temporality of the sea? Its consciousness? Where does it begin? Or end? In this course, we will consider the sea both as a figure in our literary, critical, visual, political, historical, and ecological imaginations, as well as a body in itself, iridescent and gleaming at the end of the world. We will look at practices of burial at sea, the infamous 'wine dark sea' of Homer, the Middle Passage, the hold and wake of the ship, necropolitics, the concept of sovereignty and bare life, stowaway and asylum seekers, piracy and floating armories, eco-materialism, the post-human and alien worlds of our oceanic origins, the moon . . . and so on. Students will be asked to keep a reading notebook as well as to produce weekly creative responses for class discussion. 'And as you read /the sea is turning /its dark pages /turning /its dark pages' (Denise Levertov, from *#To The Reader*).

Instructor(s): Lynn Xu Terms Offered: Autumn Spring

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12129. Reading as a Writer: Questions of Travel. 100 Units.

Travel narratives remain a perennial tool for looking outward and understanding places and cultures unlike our own. We'll look at both historical and contemporary accounts of time abroad and explore how technological advances in communication and increasingly cheap and easy travel may be changing this most enduring of forms. Travel writing has often gone hand in hand with imperial and neo-imperial projects, but more and more the global 'south' visits the global 'north.' We'll read poetry, fiction, and nonfiction by writers like Graham Greene, Elizabeth Bishop, George Orwell, Tayeb Salih, George Saunders, James Baldwin, and Natalia Ginzburg. We'll also consider journalistic accounts by Ted Conover, Katherine Boo, and Evan Osnos, as well as documentary films by Ai Weiwei and Joshua Oppenheimer. Students will write short responses over the quarter and synthesize our texts, along with a text of their choosing, into a culminating critical paper.

Instructor(s): William Boast Terms Offered: Autumn

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12136. Reading as a Writer: Adaptation as Form. 100 Units.

The main goal of this course will be to understand the reasons, traditions and methods behind the practice of literary adaptations. From Joyce Carol Oates's 'Blue Bearded Lover,' to Anne Sexton's 'Cinderella', to Angela Carter's 'Wolf-Alice' and Marina Carr's 'By the Bog of Cats,' there are stories that continue to resonate through the centuries, and others that are made to resonate through the labor of new story tellers. Each text will be explored both independently and within the context of its adaptive genealogy. Students will be expected to read each text carefully, come prepared to actively participate in class discussion and respond to both academic and creative writing prompts based on assigned texts and class lecture.

Instructor(s): Lina Ferreira Cabeza-Vanegas Terms Offered: Autumn

Prerequisite(s): Open bid through my.UChicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12138. Intro to Genres: Evil Incarnate. 100 Units.

Some of the most compelling pieces of writing across all genre deal with, and often feature, deeply problematic central adversarial characters without which the poem, story, or essay would have no forward motion, and no cause to exist. From Capote's *In Cold Blood* to Milton's *Paradise Lost*, from Bulgakov's *Master and Margarita* to Arendt's *Eichmann in Jerusalem* and Sabato's *The Tunnel*, literature returns again and again to the question of evil and the concept of opposition. This course is designed to explore this question alongside authors who have devoted their lives to understanding the role of evil in literature, its necessity, its appeal, its frivolity and its betrayal. The course will be divided into three sections, each section

devoted to a specific genre during which two to three texts will be explored, discussed and analyzed in class, and at the end of which one brief analysis paper will be due. One creative piece, in any of the three major genres, exploring the said topic will be due at the end of the course.

Instructor(s): Lina Ferreira Cabeza-Vanegas Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins; contact the instructor for a spot in the class or on the waiting list.

Note(s): Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12139. Reading as a Writer: The Love Story and Its Tropes. 100 Units.

In this course, we will embark on a contemporary survey of the dazzling assortment of stories about love (or its mirages), from its indoctrinations, blindings, and inevitable misgivings. We will read works on this subject by fiction writers, memoirists, and poets, including Kristen Dombek, Lisa Carver, and Garth Greenwell. Of course, no contemporary survey would be complete without considering Candace Bushnell's original 'Sex and the City' columns, the surprisingly nihilistic vignettes that inadvertently spawned the consumerist fantasia of single-life romance. Expect to engage with creative assignments, and to participate in workshop sessions.

Instructor(s): Ling Ma Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins; contact the instructor for a spot in the class or on the waiting list.

Note(s): Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12140. Reading as a Writer: Writing War. 100 Units.

In the aftermath of war, we attempt to make sense of the senseless. We grapple with the pieces, we organize, we mold, and we give shape to the shapeless. In this course, using the Nigeria-Biafra War as a case study, we'll investigate the practices that constitute authorship of war. We'll read works by writers of the war generation, like Ken Saro-wiwa, as well as those who have inherited it, like Chimamanda Ngozi Adichie. We'll identify and study their methods for reconstructing the past-lived experiences, research, and the imagination. We'll consider the ethics of leaps of the imagination as we read works of realism alongside the speculative, like Nnedi Okorafor's AfricanFuturist comic book take LaGuardia. We'll study narratives like Chinelo Okparanta's queer coming-of-age story *Under the Udala Trees* to consider what it means to depart from the national narrative in order to recover silenced or erased voices. In critical papers, we'll analyze how genre, form, and media inform these works. Using the questions, techniques, and practices we identify, you'll be asked to write and research narratives using a real war as its basis.

Instructor(s): Julie Iromuanya Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins; contact the instructor for a spot in the class or on the waiting list.

Note(s): Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12141. Intro to Genres: Drawing on Graphic Novels. 100 Units.

Like film, comics are a language, and there's much to be learned from studying them, even if we have no intention of 'writing' them. Comics tell two or more stories simultaneously, one via image, the other via text, and these parallel stories can not only complement but also contradict one another, creating subtexts and effects that words alone can't. Or can they? Our goal will be to draw, both literally and metaphorically, on the structures and techniques of the form. While it's aimed at the aspiring graphic novelist (or graphic essayist, or poet), it's equally appropriate for those of us who work strictly with words. What comics techniques can any artist emulate, approximate, or otherwise aspire to, and how can these lead us to a deeper understanding of the possibilities of point of view, tone, structure and style? We'll learn the basics of the medium via Ivan Brunetti's book *Cartooning: Philosophy and Practice*, as well as Syllabus, by Lynda Barry. Readings include the scholar David Kunzle on the origins of the form, the first avant-garde of George Herriman, Frank King, and Lyonel Feininger, finishing with contemporaries like Joe Sacco, Chris Ware, and Alison Bechdel. Assignments include weekly creative and critical assignments, culminating in a final portfolio and paper.

Instructor(s): Dan Raeburn Terms Offered: Spring

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Course requires consent after add/drop begins; contact the instructor for a spot in the class or on the waiting list.

CRWR 12142. Reading as a Writer: Voices From the Edge. 100 Units.

When we think of groups that are othered, who and what do we mean? Is the other always defined against hegemonic ideas of race, gender, sexuality, and class? Can we understand American othering outside of post-colonialism? In this seminar, we will read work that investigates othering—which is to say, who and what constitutes an othered literary voice, the ways writers contend with that othering in their work, and the cultural and political forces that push an othered voice to 'the edge' of the mainstream. To give a sense of the breadth of othering in literature, we will take a multi-ethnic/cultural/gender and multi-genre approach to our study, examining texts of fiction, nonfiction, and poetry from Black, Asian, Native American, Latinx, and queer writers. That list will include Natalie Diaz, Nana Kwame Adjei-Brenyah, Ocean Vuong, Audre Lorde. We will work to deepen our facility with the skills needed to critique the ideas in the texts and also situate them in their cultural context. In addition, we will discuss how othering has produced eloquent literary voices and the particular aspects of a given writer's eloquence. During the semester, you will engage in rigorous inquiry, prompted informal writing, and formal writing in the form of response-papers and short creative assignment accompanied by a critical reflection.

Instructor(s): Mitchell Jackson Terms Offered: Spring

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Course requires consent after add/drop begins; contact the instructor for a spot in the class or on the waiting list.

Note(s): Satisfies the College Arts/Music/Drama Core requirement.

CRWR 17000. Fundamentals in Creative Writing: Literary Empathy. 100 Units.

In this fundamentals course, students will investigate the complicated relationship between writers, fictional characters, and readers, toward determining what place literary empathy has in our conversation about contemporary literature. James Baldwin once observed that, "You think your pain and your heartbreak are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive." We will use weekly reading assignments including fiction, poetry, and creative non-fiction to ask questions about what Virginia Woolf described as the 'elimination of the ego' and 'perpetual union with another mind' that take place when we read. Students will write critical responses, creative exercises, and a final paper on a topic to be approved by the instructor. Readings include Baldwin, Bishop, Beard, Carson, Walcott, and Woolf.

Instructor(s): Rachel DeWoskin Terms Offered: Autumn

Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu.

Students must meet the course application deadline specified on the website. This course is open only to students who have declared the Major in Creative Writing. Attendance on the first day is mandatory.

CRWR 17001. Fundamentals in Creative Writing: Testimony. 100 Units.

To give testimony is to bear witness and to provide evidence. To give testimony is also to draw the reader or listener into an individual point of view. In this course, we will study the first-person voice in various forms of personal testimony. Drawing from a mix of memoirs, personal essays, letters, fiction, and other first-person narratives, we will analyze the techniques and rhetorical devices used by writers, standup comedians, memoirists in transporting the listener or reader into unknowable, unfamiliar experiences. Expect to engage with texts by authors such as Franz Kafka, Patricia Lockwood, Richard Pryor, and William Maxwell. We will compose our own personal writings through creative exercises. A critical paper is also due.

Instructor(s): Ling Ma Terms Offered: Spring

Prerequisite(s): Students apply for consent by filling out the application form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website. This course is open only to students who have declared the Major in Creative Writing. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 37001

CRWR 17006. Fundamentals in Creative Writing: The Fantastical Element. 100 Units.

From the short stories of Karen Russell to the conjectures of Danny Glover's TV show *Atlanta*, many contemporary writers of speculative craft often introduce fantastical elements into otherwise ordinary narratives set in everyday reality. In this course, we will examine the fantastical element, its typical characteristics, and what it's trying to do by puncturing the veil of the realism. As a craft course, we will look at how the fantastical element is often implemented, and how the narrative absorbs it or attempts to resolve it. In the process, we will try our hand at writing speculative narratives, along with critical papers on technique. Readings will include poetry, fiction, and nonfiction by authors such as Rachel Ingalls, Carmen Maria Machado, Nana Kwame Adjei-Brenyah, and more.

Instructor(s): Ling Ma Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory. This is class is restricted to students who have declared a major in Creative Writing.

CRWR 17007. Fundamentals in Creative Writing: The Grammar of Narrative. 100 Units.

Storytelling goes nearly as far back as human consciousness, while the ways in which we tell stories has been expanding ever since. This class will look at several different forms of narrative-fiction, creative non-fiction, narrative poetry, and film-and explore the 'grammar' of these different genres, what they share and where they differ and how their particular strengths influence the ways in which they most effectively communicate. How does film (a visual medium) tell a story differently than does fiction (which asks us to project our own imagined version of the story), differently than creative non-fiction, (which must always rely on facts), differently than poetry (which condenses the story to its essences)? How do these different genres and mediums influence the stories they tell and the effects they achieve? Readings will include primary texts as well as critical and fundamentals texts in each genre. Students will complete weekly reading responses, as well as creative exercises. A paper focusing on a specific element derived from the class will be due at the end of the course.

Instructor(s): Augustus Rose Terms Offered: Winter

Prerequisite(s): Students must be a declared Creative Writing major to enroll. Apply via creativewriting.uchicago.edu.

Attendance on the first day is mandatory.

CRWR 17008. Fundamentals in Creative Writing: The Art of Dialogue. 100 Units.

How do you write silence? What is subtext? What is the structure of a joke? Dialogue is one of the most important elements of fiction because of its dynamism. It can, among other effects, reveal character, advance plot, and escalate tension. In this seminar, we will read work that inspires, informs, and expands our understanding of the definition and usages of dialogue. We will read exemplars of fiction, nonfiction, drama, poetry, as well as watch film-all with the objective of discovering the aspects that make the dialogue (or written speech) in each text effective. The class will include work by Grace Paley, Ernest Hemingway, August Wilson, Toni Cade Bambara, Junot Diaz, Joan Didion, Tyehimba Jess, and Sally Rooney. We will discuss stylistic elements of the work, its ideas, and attempt to situate it in its cultural context. Class sessions will consist of informal writing, discussion, and lecture. Coursework includes two short creative assignments (with a critical component), questions for discussion, and informal writing.

Instructor(s): Mitchell Jackson Terms Offered: Winter

Prerequisite(s): Students must be a declared Creative Writing major to enroll. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

CRWR 17009. Fundamentals in Creative Writing: Speaking Silence. 100 Units.

Silence is pouring into the play like water into a sinking ship,' wrote Beckett of the role of silence in his elegiac masterpiece, *Waiting for Godot*. There is the silence of speechlessness, the silence of reticence, the silence of listening, the many silences of history - both personal and geopolitical - and beneath them all there is the silence we break when we're born and to which we return when we die. This class will make a study of silence across a range of literary genres and styles, with the aim of amplifying what silence contains. From stage directions to erasure, from lineation to fragmentation to use of white space, typography, and images, we will examine an assortment of strategies writers like John Cage, Samuel Beckett, Anne Carson, Charles Reznikoff, M Nourbese Philips, W.G. Sebald, and John Keene have deployed in their engagement with silence. Class time will consist of discussions, in-class exercises, and occasional sharing of new work. A final critical paper of 15-20 pages will allow for creativity.

Instructor(s): Suzanne Buffam Terms Offered: Winter

Prerequisite(s): Students must be a declared Creative Writing major to enroll. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

CRWR 17010. Fundamentals in Creative Writing: What is Character? 100 Units.

What is character? And what is a character? How we answer these two questions depends not only on the genre we're writing in, but also on the kind of writer and person we are. Which is also to say that tackling these questions requires a look within ourselves, a confrontation with who we think we are and how we think we see the world around us, even when our characters are nothing like us. In this Fundamentals course, we'll look at the range of ways that 'character' can be seen and constructed—the different technical, aesthetic, and even philosophical approaches to characterization. How does characterization in a poem differ from characterization in a story, or in an essay, play, or memoir? What ultimately makes for a compelling and memorable character? Beyond actual human beings, what does it mean for an idea to be a character, or a city to be one, or the very work itself? Our reading material will include poetry, fiction, and essays, and our assignments will include reading responses, creative writing exercises, short essays, and presentations.

Instructor(s): Vu Tran Terms Offered: Spring

Prerequisite(s): Students must be a declared Creative Writing major to enroll. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

CRWR 18200. Poetry and the Human III. 100 Units.

This spring-quarter Arts course is related to the Humanities course 'Poetry and the Human' and is intended as a potential sequel to its first two quarters, but can also be taken as a freestanding course. Through a combination of seminar discussions and creative writing workshop sessions, it focuses upon creative practice (form, flow, and voice) as way of approaching many of the questions raised over the Autumn and Winter terms. It considers the role of poetry in different traditions (Japanese, English, Persian, etc.) from aesthetic, philosophical, and performative angles. Students in the Poetry and the Human sequence (HUMA) will have priority registration for this course; other students may register for any remaining seats.

Instructor(s): Staff Terms Offered: Spring

Note(s): This course meets the general education requirement in the arts.

CRWR 20200. Technical Seminar in Fiction: Characterization. 100 Units.

This reading and writing seminar will acquaint students with one of the essential tools of fiction writers: characterization. We will read primary texts by authors including Baldwin, Flaubert, Munro, and Wharton, as well as critical work by Danticat, Forester, and Vargas Llosa, toward exploring how some of literature's most famous characters are rendered. How do writers of fiction create contexts in which characters must struggle, and how does each character's conflicts reveal his or her nature? Students will complete both creative and analytical writing exercises, reading responses, and a paper that focuses on characterization in a work of fiction.

Instructor(s): Rachel DeWoskin Terms Offered: Autumn

Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu.

Students must meet the course application deadline specified on the website.

Equivalent Course(s): CRWR 40200

CRWR 20201. Technical Seminar in Fiction: Auto Fiction, Essayism, Truth. 100 Units.

This inter-genre readings course will be of special interest to student writers interested in both fiction and creative nonfiction. We'll look at hybrid works by W.G. Sebald, Teju Cole, Rachel Cusk, and Shelia Heti and also consider writers like Kathryn Harrison, Tobias Wolff, and Gregor von Rezzori, who have addressed the same subjects in both fiction and nonfiction. Finally, we'll dip into Robert Musil's notion of 'essayism' as a modern mode of thought and the recent debate over the 'lyric essay.' We'll also look at journalistic and/or documentary works by Werner Herzog, Truman Capote, Tom Bissell, Katherine Boo, and Ryszard Kapuściński. By exploring the interestingly smudged line between factual and fictional texts, we'll interrogate both genre categories and ways of perceiving and presenting what's true.

Instructor(s): Will Boast Terms Offered: Spring

Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu.

Students must meet the course application deadline specified on the website. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40201

CRWR 20203. Technical Seminar in Fiction: Research and World-Building. 100 Units.

Writing fiction is in large part a matter of convincing world-building, no matter what genre you write in. And convincing world-building is about creating a seamless reality within the elements of that world: from character dynamics, to setting, to social systems, and even the story or novel's conceptual conceit. And whether it be within a genre of realism, historical

fiction, or science fiction, building a convincing world takes a good deal of research. So while we look closely at the tools and methods of successful world-building, we will also dig into the process of research. From how and where to mine the right details, to what to look for. We will also focus on how research can make a fertile ground for harvesting ideas and even story. Students will read various works of long and short fiction with an eye to its world-building, as well as critical and craft texts. They will write short weekly reading responses and some creative exercises as well. Each student will also be expected to make a brief presentation and turn in a final paper for the class.

Instructor(s): Augustus Rose Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40203

CRWR 20206. Technical Seminar in Fiction: Setting (Beyond) the Stage. 100 Units.

This technical seminar course will look at fiction and some film to explore the use and function of setting in narrative works. We will consider its uses beyond simply as a tool in world-building or backdrop creation, looking into how it informs character, defines perspective, affects mood, pushes plot, and even makes us see the world differently. Students will read various works of long and short fiction with an eye to their use of setting, as well as critical and craft texts. They will write short weekly reading responses and some creative exercises as well. Each student will also be expected to make a brief presentation and turn in a final paper for the class.

Instructor(s): Augustus Rose Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu (include writing sample). Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40206

CRWR 20210. Technical Seminar in Fiction: Understanding Point-of-View. 100 Units.

TBD

Instructor(s): Will Boast Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40210

CRWR 20211. Technical Seminar in Fiction: The Dilemma. 100 Units.

Some of the most compelling works of fiction are built around moral, social, and psychological dilemmas. Characters are set loose in a dark woods of ambiguity and conflicting values, where they reveal themselves (and their/our humanity) through the decisions they make, the actions they undertake. Such stories present a dramatized prism of arguments and resist easy 'lessons.' Rather, they end with a question mark that invites conversation between reader and narrative long after the story has ended. The challenge for writers, of course, is to avoid polemic, instead exploring this moral, social, and psychological terrain in a way that is even-handed and flows organically out of character. In this technical seminar, we will read fiction (by writers like James Alan McPherson, Graham Greene, Tayari Jones, and Cynthia Ozick, among others) that centers on an uneasy choice between moral positions. We will examine how the dilemma shapes conflict and plot, and, perhaps most important, how the writer invites the reader to get lost in a dark woods alongside the story's characters. The emphasis of this course will be on critical writing, but students will also have opportunities to write creative responses to the readings and experiment with the craft techniques we discuss.

Instructor(s): Stephanie Soileau Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40211

CRWR 20212. Technical Seminar in Fiction: Literary Digressions. 100 Units.

In this technical seminar, we will set about exploding the traditional 'rules' of fiction craft in order to broaden our grasp of intention and technique. Each week, using Charles Baxter's *Burning Down the House* as our textbook, we will focus on a nontraditional approach to a craft element (e.g., anti-epiphanic endings, counterpointed characters, rhyming action, etc.). We will analyze the fictional element in an assigned short story and write a short craft analysis, meditating on both the risk and payoff of these literary digressions. Then we'll experiment with the technique in a short writing exercise. Although this is not a formal workshop, we will share and receive feedback in brief '10 Minute Workshops.' The end of the semester will culminate in a portfolio of exercises and techniques.

Instructor(s): Julie Iromuanya Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40212

CRWR 20213. Technical Seminar in Fiction: Writing Autobiographically. 100 Units.

Many if not most writers draw on their own lives. Transforming the raw stuff of experience, personal and/or family history, and intimate expertise is not, of course, as straightforward as it might seem. Does writing autobiographically necessarily equal 'confession'? Or are there other ways of writing the self? Where exactly is the line between personal essay/memoir and autobiographical fiction? What pact do we form with the reader when the material is explicitly close to our own lives? What pact do we have with ourselves and the real people we write about? Readings will include works by Sylvia Plath, Leslie Feinberg, Kathryn Harrison, Akhil Sharma, Michael Cunningham, Ralph Ellison, and St. Augustine. Critical responses and creative exercises alike will help you understand the nuances, challenges, and pleasures of writing autobiographically.

Instructor(s): Will Boast Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40213

CRWR 20214. Technical Seminar in Fiction: Writers in Conversation. 100 Units.

Whenever we write stories, we are in conversation with other writers, living or dead. Sometimes that conversation is quiet and intimate—a matter of subtle influence, much as we take on unconsciously the diction and cadences of admired mentors and beloved friends. Other times, the conversation is boisterous, a meeting of minds, a deepening of our collective discourse. Still other times, the conversation gets heated. We feel the need to set the record straight, give voice to a neglected or misrepresented character, vindicate a monster or indict a hero. In this technical seminar, we will read writers responding to other writers—Victor Lavalle & H.P. Lovecraft, Haruki Murakami & Franz Kafka, Doris Lessing & Charlotte Perkins Gilman, Joyce Carol Oates & James Joyce, among others—and examine how these writers retell, modernize, and comment upon influential stories, making the stories their own while incorporating familiar elements. The emphasis of this course will be on critical writing, but students will also have opportunities to write creative responses to the readings and experiment with the craft techniques we discuss.

Instructor(s): Stephanie Soileau Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40214

CRWR 20215. Technical Seminar in Fiction: The Mechanics and Aesthetics of Plot. 100 Units.

What is plot—beyond the dramatic events that take place in a work of fiction? Why is it important—beyond engaging us in what happens to a story's characters? Can plot be just as consequential to character-driven, aesthetic-driven, or idea-driven fiction as it is to fiction that privileges incident and action? And what exactly do we mean when we label stories in this fashion? This technical seminar will examine these questions and the many others that concern this crucial but often underrated element of craft. We will begin with the basic mechanics of plot and work towards a deeper understanding of all its effects on a narrative, whether they be dramatic, formal, characterological, even philosophical. Most importantly, we will try to apply these lessons to our own work, no matter the label we assign to our narrative and aesthetic interests. The course will include writing exercises, weekly reading responses, presentations, and a final essay.

Instructor(s): Vu Tran Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40215

CRWR 20302. Technical Seminar in Poetry: Units of Composition. 100 Units.

This course aims to investigate, through a range of readings and writing exercises, various units of composition and the ways that they interact with each other in poems. We will study and imitate traditional formal approaches, such as the poetic foot, meter, caesuras, sprung rhythm, rhymed stanzas, and refrains. We also will study and imitate modernist and contemporary 'units,' such as the word (approached, for example, etymologically or connotatively), the free verse line, the variable foot, vers libre, serial form, the sentence (the 'new' sentence, but also modulations of basic syntax), the paragraph, the page, and forms of call and response. This reading intensive course will draw from a selection of mostly modern and contemporary poetry, poetics, and criticism. Students will be expected to submit weekly technical exercises, complete several short critical responses, write a longer essay, and submit a final portfolio of revised material.

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40302

CRWR 20305. Technical Seminar in Poetry: Imagery and Description. 100 Units.

This technical seminar explores different theoretical and practical approaches to imagery and description in poetry. To begin with, we'll try to distinguish between the two terms, to the extent necessary and possible. Then we will examine and practice writing radically different approaches to image making and description (e.g. synesthetic, collaged, surrealist, eco-poetic, abstract, juxtapositional, haiku, etc.). Along the way, we'll consider theories about the rhetorical functions of imagery and description in the poetic text. Although this course focuses on poetry, it is certainly relevant to prose writers interested in the role of descriptive detail in literary writing, and for comparison we will examine famous examples of description in works of fiction. Students should plan to submit a weekly exercises, write a critical essay, and give a class presentation.

Instructor(s): Nathan Hoks Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40305

CRWR 20307. Technical Seminar in Poetry: Line, Stanza, Syntax, Form. 100 Units.

From the fragmented to the recurrent, from the recurrent to the intricate, from the precise to the vernacular, from the vernacular to the artificial; we'll discuss the why, the how, and the effects of a few of the possible forms and devices of poetry.

Instructor(s): John Wilkinson Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40307

CRWR 20308. Technical Seminar in Poetry: Serious Goofballs, or Humor in Poetry. 100 Units.

Poetry writing is often undertaken with solemnity, but perhaps we've been approaching it all wrong. What if we read Prufrock as stand-up comedy? Dickinson as a dark humorist? Stein as a prankster? Along with rethinking the daring but subtle humor of a few classic poets, this course will trace specific kinds of comedic moves in contemporary poetry. We'll try to understand the maneuvers that make for varieties of humor, such as absurdity, irony, satire, parody, ridicule, and dark humor. Readings may include work by John Ashbery, Sylvia Plath, Russel Edson, Bernadette Mayer, Dortha Lasky, James Tate, Dean Young, Mary Ruefle, Wendy Xu, Anne Carson, and Kenneth Koch. Students should expect to complete a series of writing exercises, give a presentation, and write a final essay. All while smiling.

Instructor(s): Nathan Hoks Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40308

CRWR 20401. Technical Seminar in Nonfiction: The Synecdoche. 100 Units.

Every writer of personal nonfiction knows that ultimately the story isn't about them: it's about something larger, perhaps universal, and their personal story is merely a means to that end. The key to this paradox is the synecdoche, or the part that stands for the whole. It's the grain of sand that contains the universe, the one story that by implication tells other peoples' stories. When Anne Fadiman told the story of a Hmong immigrant to the United States, she told a larger story about immigration in general. So did Joan Didion, in *Where I Was From*; by telling the story of her family, she told the story of California, and by telling the story of California she told the story of the West and thus of America. Rian Malan did the same in *My Traitor's Heart*: by telling the story of his family he told the story of Apartheid, and thus of South Africa, and of our segregated world. Through weekly exercises and analytic essays you'll see how these and other writers locate the universal in their particulars, and you'll apply their examples to your own work.

Instructor(s): Dan Raeburn Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40401

CRWR 20404. Technical Seminar in Nonfiction: Forms of the Essay. 100 Units.

The essay, derived from the French term *essayer* meaning 'to try' or 'to attempt,' is not only a beloved sub-genre of creative nonfiction, but a form that yields many kinds of stories, thus many kinds of structures. Araceli Arroyo writes that the essay can 'reach its height in the form of a lyric, expand in digression, coil into a list, delve into memoir, or spring into the spire of the question itself all with grace and unexhausted energy.' In this course, we will analyze the essay's continuum, marked by traditional, linear narratives on one end, and at the other, everything else. In our class, we will investigate the relationship between content and form. What does it mean to be scene-driven? What happens when a narrative abandons chronology and event, propelled instead by language and image? What is gained through gaps and white space? You will leave this class with a strong grasp of content's relationship to form, prepared to participate effectively in creative writing workshops. You will also create a portfolio of short writings that can be expanded into longer pieces. Readings will include: *Nox* by Anne Carson; *A Bestiary* by Lily Hoang; *Tell Me How It Ends: An Essay in Forty Questions* by Valeria Luiselli; *Citizen: An American Lyric* by Claudia Rankine; *Essays on the Essay* edited by Ned Stuckey-French

Instructor(s): Kathleen Blackburn Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40404

CRWR 20405. Technical Seminar in Nonfiction: Narrative Pacing. 100 Units.

The goal of this course will be to understand the methods and mechanisms of effective narrative pacing in creative nonfiction by carefully dissecting a variety of texts, ranging from Woolf's 'The Death of the Moth,' to Solzhenitsyn's *The Gulag Archipelago*, and Bechdel's *Fun Home*. Students will be expected to actively participate in class discussion, read from a broad assortment of texts, and complete a series of corresponding creative writing prompts testing the principles discussed in class.

Instructor(s): Lina Ferreira Cabeza-Vanegas Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40405

CRWR 20406. Technical Seminar in Nonfiction: Autopsy of a Scene. 100 Units.

Few elements in literature are as effective in constructing both lyric and narrative arcs that capture the attention and imagination of a reader as well crafted scenes. The creation of the illusion of movement, time and rich sensory experiences is by no means an easy task, however, and it must take into consideration pacing, punctuation, spatial references and white space among a vicissitude of other components. In addition, each genre has a different tolerance for and use of the scene itself. Nonfiction brings the added difficulty of much needed research, and the distortion of memory, while poetry thrives on limitations that seem to counter the organic development of a scene, while fiction can be easily overwhelmed by the apparent limits of its limitlessness. This course is intended to address these questions through a series of readings, lectures and writing prompts designed to dissect the matter at hand and equip the writer with the necessary tools to build a well-paced and effective scene.

Instructor(s): Lina Maria Ferreira Cabeza-Vanegas Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40406

CRWR 20407. Technical Seminar in Nonfiction: Characters and Your Character. 100 Units.

The art of nonfiction is sometimes described as the art of leaving things out, and nowhere is this more pronounced and problematic than in capturing character. The way you characterize people, places, and things ultimately says as much about you, the author, as it does about what you're characterizing, and the goal of this class is to teach you to do so economically yet accurately, or at least fairly. Not reductively. We'll start with the surface: with the eccentricities, tics, and quirks that make someone who they are, or appear to be. How to capture these oddities without sliding into caricature? Writers often default to physical description, but we'll devote as much or more effort to the verbal, i.e., to exercises in dialogue, whose true power is not to convey information but character. We'll also practice writing in body language, which is equally revealing of mien, demeanor, and underlying motivation. Beneath it all lies what we call 'true character': the values, morals, and ideals evident in deeds, facts, and what we might call properties, the essential characteristics of a culture, city, or place. Our weekly reading and writing assignments and exercises will culminate in a creative portfolio and a final essay, as well as the skills you'll need to take workshops.

Instructor(s): Dan Raeburn Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40407

CRWR 21500. Advanced Translation Workshop: Prose Style. 100 Units.

Purple, lean, evocative, muscular, literary, exuberant, lucid, stilted, economical. These are all labels that critics and reviewers have used to characterize prose styles that call attention to themselves in distinct ways. Of course, what constitutes style not only changes over time, but also means different things in different literary traditions. How, then, do translators carry style over from one language and cultural milieu to another? And to what extent does style structure storytelling? We will explore these questions by reading a variety of modern and contemporary stylists who either write in English or translate into English, paying special attention to what stylistic devices are at work and what their implications are for narration, characterization, and world building. Further, we'll examine the range of choices that each writer and translator makes when constituting and reconstituting style, on a lexical, tonal, and syntactic scale. By pairing readings with generative exercises in stylistics and constrained writing, we will build toward the translation of a short work of contemporary fiction into English. To participate in this workshop, students should be able to comfortably read a literary text in a foreign language.

Instructor(s): Anne Janusch Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 41500

CRWR 21502. Advanced Translation Workshop. 100 Units.

All writing is revision, and this holds true for the practice of literary translation as well. We will critique each other's longer manuscripts-in-progress of prose, poetry, or drama, and examine various revision techniques-from the line-by-line approach of Lydia Davis, to the 'driving-in-the-dark' model of Peter Constantine, and several approaches in between. We will consider questions of different reading audiences while manuscripts for submission for publication, along with the contextualization of the work with a translator's preface or afterword. Our efforts will culminate in not only an advanced-stage manuscript, but also with various strategies in hand to use for future projects. Students who wish to take this workshop should have at least an intermediate proficiency in a foreign language and already be working on a longer translation project.

Instructor(s): Jason Grunebaum Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu (include writing sample). Attendance on the first day is mandatory. Students who wish to take this workshop should have at least an intermediate proficiency in a foreign language and already be working on a longer translation project.

Equivalent Course(s): CRWR 41502

CRWR 20204. Technical Seminar in Fiction: The First-Person Voice. 100 Units.

As readers, we can all sense when the narrator doesn't seem convincing. What makes a first-person voice seem 'real' to readers? How does this voice naturally move - whether in moments of boredom, of distress, of passion? Ultimately, what we're asking as writers is, How can interiority be achieved within this point-of-view? In this reading course, we will examine the first-person voice in contemporary fiction by authors such as Samantha Hunt, Ben Lerner, Carmen Maria Machado - always with a craft-specific eye on how we can fine-tune our own narrators' voices. Expect to write both critical papers and creative works.

Instructor(s): Ling Ma Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40204

CRWR 20216. Technical Seminar in Fiction: Perspective. 100 Units.

Who (or what) tells a story might be the most important decision a writer makes. The narrator of a work of fiction will tell the story from a particular point in time, will have particular biases, agendas, frames of reference, lexicon, insights, and history. And all of those factors contribute to their perspective-in fact, a story's narrative could be understood as the delivery of the narrator's perspective to the reader. In this seminar, we will examine perspective in works of fiction, with an eye towards discovering the elements that comprise a given perspective and also what we might learn as writers from the work. Along with the reading material, assignments will include reading responses, creative writing exercises, and presentations.

Instructor(s): Mitchell Jackson Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40216

CRWR 20217. Technical Seminar in Fiction: Elements of Style. 100 Units.

What we call style is more than literary flourish. Control of a story begins with a writer's characteristic approach to the line. Style dictates and shapes immersive and impactful worlds of our creation. It's also indicative of a work's larger themes, philosophies, and aesthetic sensibility. In this class, we'll examine fiction by wordsmiths such as James Baldwin, Gabriel García Márquez, Toni Morrison, and Marguerite Duras in order to contemplate the influence that elements such as diction, syntax, rhythm, and punctuation have on a writer's style.

Instructor(s): Julie Iromuanya Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40217

CRWR 22110. Advanced Fiction Workshop: Exploring Your Boundaries. 100 Units.

This advanced fiction workshop is for students who have taken Beginning or Intermediate Fiction Writing and produced a body of work, large or small, that reflects their developing aesthetic. Our workshops will focus on the fundamentals of craft like language, voice, and plot and character development, but with an eye also on expanding the formal possibilities in our storytelling. To that end, we'll examine the work of writers (Jorge Luis Borges, Julio Cortázar, Donald Barthelme, David Foster Wallace, Alice Munro, Tim O'Brien, et al.) who experiment with form, who unravel the rules of the 'well-made story' and reconfigure it in order to present their unique vision of the world—an encouragement for you not necessarily to be 'experimental' writers, but to explore more meaningful, memorable, and perhaps innovative ways of telling your own stories.

Instructor(s): Vu Tran Terms Offered: Autumn

Note(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42110

CRWR 22113. Advanced Fiction Workshop: The Love Story. 100 Units.

This advanced fiction workshop will examine the ways we write about love in fiction: romantic love, familial love, unconventional love, etc. Our basis will be the notion that love is ultimately self-knowledge, which lies at the core of all great fiction, and like self-knowledge it involves an endless and inexhaustible act of seeking. We will read and discuss stories centered on the topic of love, this act of seeking, and we will do writing exercises that help us write compellingly, convincingly, and unsentimentally about deeply sentimental things. Every student will also complete and workshop a full-length story that explores the idea of love on some level. They will additionally write a significant revision of this story, which they will either present for a second workshop or turn in at the end of the quarter. Please expect a rigorous but constructive workshop environment where being a critic and an editor is as essential as being a writer.

Instructor(s): Vu Tran Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42113

CRWR 22119. Advanced Fiction Workshop: Music in Fiction and Improvised Composition. 100 Units.

This workshop-based course is suitable for any student wishing to refine and expand their understanding of how fiction gets made, and will be of particular interest to those exploring new stylistic possibilities or working in both the disciplines of prose writing and music. We'll look at the Modernists' experiments with refrain, repetition, and pure verbal music, their attempts 'to find out what's behind things,' as Woolf put it. We'll consider literary improvisation as Ellison meant the term: the gathering of seemingly disparate materials to synthesize something wildly new. We'll explore how musicians are often allowed (or forced) to cross cultural boundaries through texts like Baldwin's 'This Evening, This Morning, So Soon' and interviews with Wendy Carlos and Fred Hersch. We'll also look at the burgeoning field of rhythmology, and use it as a bridge to examine how music also borrows from fiction, through storytelling in song and a guest lecture from a Pulitzer-Prize-nominated composer.

Instructor(s): Will Boast Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42119

CRWR 22121. Advanced Fiction Workshop: Young Adult Literature. 100 Units.

The books and stories we read as teenagers are often some of the most influential in developing our tastes as adult readers and writers of fiction. In this advanced workshop course, we'll discuss the genre of young adult literature through evaluation of your own writing: what are its defining characteristics, and what's the difference between writing for a young adult audience versus writing books and stories about teenagers but designed for adult readers? Students should be working on book-length projects involving teenaged protagonists, no matter the intended audience; please come to the first session with either work to submit or a sense of when you'd be able to sign up for a slot. We'll spend most of our time evaluating student work, learning how to become both generous and rigorous critics, and we'll also talk about the books that influenced us the most as young adult readers and the books we're reading today, from contemporary writers like John Green and Rainbow Rowell to classic authors like S. E. Hinton and Madeleine L'Engle. Students will read at least one or two novels during the quarter as well.

Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42121

CRWR 22131. Advanced Fiction Workshop: Migration Stories. 100 Units.

In this advanced fiction workshop, students will read and write stories of migration. We will use research and imagination to construct narratives about the ways in which human beings move across time and place, and to work on creating characters who are forged and reformed by their cultural, linguistic, and familial contexts (both familiar and unfamiliar). Historical research will be a key component. Half of each class meeting will be devoted to the careful consideration of student work. Readings include fiction by Edwidge Danticat, Gish Jen, Chang Rae Lee, Jamaica Kincaid, Akhil Sharma, and Gene Luen Yang.

Instructor(s): Rachel DeWoskin Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42131

CRWR 22132. Advanced Fiction Workshop: Strange Magic in Short Fiction. 100 Units.

This course aims to deepen your understanding of the craft of short fiction through intensive study of contemporary writers and through workshops of both your own work and that of your classmates. Together we will examine stories by Mary Gaitskill, Kevin Brockmeier, Charles Yu, and others, reading as writers, searching not for theme but for a sense of how the stories were created, what craft choices the authors made, and what their structures can teach us as we create our own narratives. In addition to these readings, you will complete several short writing exercises and one longer story, which you will workshop and substantially revise. You will also engage with the work of your peers, delivering thoughtful, encouraging, constructive critiques.

Instructor(s): Benjamin Hoffman Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42132

CRWR 22136. Advanced Fiction Workshop: Writing Social Change. 100 Units.

In this course, we will examine character-driven novels about worlds in the midst, on the brink, or during the aftermath of social change. We'll observe the strategies that authors deploy to construct a compelling and immersive world, and we'll catalog the methods they use to alter social systems and social order. Who has power and who doesn't? How is power maintained and how is it subverted? How does the human spirit engage with a world beyond its comprehension? And how do authors, using characters as the vehicle, illuminate larger thematic and moral questions? This class will concentrate on longer works (novels, novellas, and novels-in-stories), and we will workshop the first 30-40 pages of your manuscript, focusing in particular on its promises and possibilities. The end goal is for you to leave the class with the beginning of your novel, a synopsis, a chapter outline, and a plan for how to proceed with your project.

Instructor(s): Julie Iromuanya Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42136

CRWR 22137. Advanced Fiction Workshop: The College Novel (& Story) 100 Units.

In this advanced fiction workshop, we will examine and write narratives set at college, the so-called campus and varsity novels (and, in our case, short stories). We will try to capture the attendant promise and uncertainty of life on the cusp of adulthood, asking what it means to come of age, to age, to experiment, and possibly, to regress. We'll attempt to veer away from cultural cliché and caricature to portray the truth of life on campus and come to grips with the way you live right now, as we consider what it means to borrow the title of one novel to make our home among strangers. Students will read published works and submit two stories or novel excerpts for workshops. Please expect a rigorous but constructive workshop environment where being a critic and an editor is essential.

Instructor(s): Ben Hoffman Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42137

CRWR 22138. Advanced Fiction Workshop: The Short Story Collection. 100 Units.

In this course, we will not only explore how stories function individually, but also how they can come together in a collection to form a coherent and unified story or experience. Please come prepared to read and discuss published story collections, focusing in particular on the formal and thematic ties of discrete narratives. With this in mind, we will also workshop two to three of your own short stories. By the end of the course, you will have written the first three stories of your collection and developed a plan for how to proceed with the project.

Instructor(s): Julie Iromuanya Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44138

CRWR 22139. Advanced Fiction Workshop: Home. 100 Units.

Where's your home? Why is that home? The great Toni Morrison writes, 'Home is memory and companions and/or friends who share the same memory.' In this advanced fiction workshop, we will write and read work that explores aspects of home:

landscape, people, language, history, customs, memories, etc. The first few weeks we will read and discuss exemplary short stories and novel excerpts from writers including Edward P. Jones, Flannery O'Connor, Junot Diaz, and Jesmyn Ward. In later weeks, each workshop member will write and submit one full-length story or stand-alone chapter for workshop and either a second story or stand-alone chapter or significant revision of the first story. While each submission will receive holistic feedback, we will also pay particular attention to the aspects of home explored in each submission. Furthermore, will also work to deepen the skills necessary to revise your work and to critique the work of others. The course will include writing exercises to assist in exploring a range of strategies, impulses, and ideas.

Instructor(s): Mitchell S. Jackson Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42139

CRWR 22140. Advanced Fiction Workshop: Killing Cliché 100 Units.

It's long been said that there are no new stories, only new ways of telling old ones, but how do writers reengage familiar genres, plots, and themes without being redundant? This course will confront the literary cliché at all levels, from the trappings of genre to predictable turns of plot to the subtly undermining forces of mundane language. We will consider not only how stories can fall victim to cliché but also how they may benefit from calling on recognizable content for the sake of efficiency, familiarity, or homage. Through an array of readings that represent unique concepts and styles as well as more conventional narratives we will examine how published writers embrace or subvert cliché through story craft. Meanwhile, student fiction will be discussed throughout the term in a supportive workshop atmosphere that will aim not to expose clichés in peer work, but to consider how an author can find balance-between the familiar and the unfamiliar, between the predictable and the unpredictable-in order to maximize a story's effect. Students will submit two stories to workshop and will be asked to write critiques of all peer work.

Instructor(s): Baird Harper Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42140

CRWR 22141. Advanced Fiction Workshop: First-Generation Stories. 100 Units.

TBD

Instructor(s): Will Boast Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42141

CRWR 22142. Advanced Fiction Workshop: The Fantastical. 100 Units.

From the short stories of George Saunders to the TV show *Atlanta*, speculative fiction often introduces the fantastical into narratives seemingly set in everyday reality. This workshop will focus on the fantastical in contemporary literature, and the logistical issues and questions that commonly arise around it. We will look at the role of fantastical in puncturing the veil of 'realism.' What is the fantastical doing that can't be done through other narrative modes? How does the narrative metabolize this disruption? How should the fantastical be tempered by the mundane? Students for this course should not only have an interest in speculative fiction, but should have already made some efforts within this mode. Note that this course does not focus exclusively on fantasy or science fiction, though there may be some genre overlap. Readings will include works by Rachel Ingalls, Ted Chiang, Nana Kwame Adjei-Brenyah, and more.

Instructor(s): Ling Ma Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42142

CRWR 22143. Advanced Fiction Workshop: Plot. 100 Units.

Students will write and turn in two full-length stories or novel chapters for this workshop-based class. The class will pay special attention to plot: what it is, what the specific engines are that drive it, how it's connected to such other elements as character, setting, and dialogue. In addition to submitting and reading for workshop, expect to read and discuss at least one novel and a selection of short stories.

Instructor(s): Augustus Rose Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42143

CRWR 23110. Advanced Poetry Workshop: The Long Poem. 100 Units.

This advanced writing workshop will explore the many ways in which poets since antiquity have approached the idea of 'the long poem.' In a world of ever-decreasing attention spans, we'll begin by considering what might motivate such a work today, and will read a wide range of contemporary texts, from linked sequences, to 'middle-distance' or multi-part poems, to book- (or books-) length projects, that offer a rich variety of responses. Over the course of the quarter, students will conceive and develop a sustained poetic project that extends beyond the parameters of the conventional 'lyric' poem. In addition to students' original work, primary texts to be considered may include excerpts from Homer's *Illiad*, H.D.'s *Helen* in Egypt, Anne Carson's 'Glass Essay,' Robin Coste Lewis' 'Voyage of the Sable Venus,' Alice Oswald's *Memorial*, Inger Christenson's *Alphabet*, and A.R. Ammon's *Garbage*.

Instructor(s): Suzanne Buffam Terms Offered: Spring

Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 43110

CRWR 23119. Advanced Poetry Workshop: Poetry Of & Off the Page. 100 Units.

Is there a place for poetry in a society in which reading has been declared dead-where at the very least, reading threatens to be eclipsed by scanning? In this workshop/laboratory, we will explore material whose response is a delirious yes-poetry that revels in charging the confines of the page and book. Exposure to an archive of modernist and contemporary visual and sound poetry, artists' books, contemporary installation and performance works, and relevant theories of media dislodgment will help us compose our own answers to the (old) question: what forms are poems obliged or inspired to take as language goes viral, in the face of total information, digitization, and post-literary culture? Readings and viewings in 20th- and 21st-century poetry and poetics, visits to local writing-arts collections, and class visits by local artists will help us generate our own works, which will be workshopped together. Students will complete weekly assignments across media, and engage with the writing of their peers formally, while working toward a culminating piece in a medium of their choice: this final piece can take the form of a chapbook, performance, installation, or other pertinent channel.

Instructor(s): Jennifer Scappettone Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 43119

CRWR 23127. Advanced Poetry Workshop: Make It Old. 100 Units.

Poetry after Modernism has been shaped by Ezra Pound's directive to 'Make it new.' Yet Pound himself derived this slogan from the most ancient of sources—an inscription on the washbasin of the first Shang dynasty king Ch'eng T'ang (1766-1753 BC). In this advanced poetry workshop, we will study some of the ways that contemporary poets revisit ancient texts from various cultures in order to open up new aesthetic and historical dimensions in our own poetry. Students will enjoy considerable freedom in how they conceive of their own poetry's relationship to diverse histories; from one week to the next, they may choose to write in a historical genre or form (the Latin hexameter, the Japanese haibun), in response to some ancient work (the Sundiata epic of old Mali, the ancient Egyptian Book of the Dead), or they may invent their own ways to 'make it old.' Texts may include Armand Schwerner's *The Tablets*, Anne Carson's *Autobiography of Red*, Aga Shahid Ali's *Call Me Ishmael Tonight*, Christopher Logue's *War Music*, and Cecilia Vicuña's *New and Selected Poems*, to name only a few possibilities.

Instructor(s): Srikanth Reddy Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 43127

CRWR 23128. Advanced Poetry Workshop: Apocalyptic Poetry. 100 Units.

It's clear, increasingly, that we live in a time of imperiling crisis-political, ecological, even religious. Apocalypse is one of the genres poets use to make moral claims on the present, as well as to envision the nature of reality to come. Apocalypse also refers to vision, to a way of seeing that is both allegorical and incendiary. How, within the realms and forms of the contemporary poetic imagination, can you persuasively engage apocalypse? In this workshop, students will approach your own apocalyptic claims with those of some visionary masters in hand, including Emily Dickinson, Robert Lax, Fanny Howe, Pam Rehm, Adonis, Lawrence Joseph, Brian Teare, Autumn Richardson, Tim Lilburn, and Richard Skelton. Forms, language, and vision will absorb our study with a focus on visualizing and sharing your own apocalyptic poetry.

Instructor(s): Peter O'Leary Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 43128

CRWR 23129. Advanced Poetry Workshop: Radical Recycling. 100 Units.

In this advance poetry workshop we will turn from the Romantic notion of poetry as 'the spontaneous overflow of powerful feeling...recollected in tranquility' towards a postmodern practice of radical recycling in response to global crisis. We will resurrect, excavate, interrogate, pilfer from, and otherwise raid a variety of archives, as a means of artistic engagement with the circulating materials of civic life. We will study examples of literary works whose principal technique is one of scavenging among such nonliterary sources as court transcripts, weather reports, grammar lessons, a war criminal's memoirs, and the dictionary itself, to create fresh encounters with language. Texts to be studied will include Theresa Hak Kyung Cha's *Dictee*, Robin Coste Lewis' *Voyage of the Sable Venus*, Charles Reznikoff's *Testimony*, Lisa Robertson's *The Weather*, C.D. Wright's *One Big Self*, and M. Nourbese Philips' *Zong*, among others. Students will spend the quarter seeking out and assembling their own archives, and experimenting on the page with acts of salvage. Because this is a workshop, a large part of every class will be devoted to discussions of students' original work.

Instructor(s): Suzanne Buffam Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 43129

CRWR 23130. Advanced Poetry Workshop: Intertext. 100 Units.

Might there be a kind of poem that is a parasite latched on to a host body? This poetry workshop invites students to read and write poetry that, either overtly or subtly, engages with other texts. We'll examine ways that poems create these intertextual relationships (e.g. quoting, alluding, echoing, stealing, sampling, imitating, translating...) and test out these methods in our own writing. Students should expect to engage with the basic question of how their work relates to other texts. Expect to

read a substantial amount of work by modern and contemporary poets, submit new original poems for workshop, complete intertextual writing exercises, keep a reading journal, write critical responses to the readings and peers' work, and submit a final portfolio. A substantial amount of class time will be spent workshoping student work.

Instructor(s): Nathan Hoks Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 43130

CRWR 24004. Advanced Nonfiction Workshop: Writing in Crisis. 100 Units.

In the radically different environment we anticipate for this fall, this course will work creatively to build individual writing projects and collaborative ones. Students will keep observation notebooks and we'll develop an ongoing class publication online with reports from all the locations students are residing in (this might be a room, a neighborhood, a landscape, a city, or other kinds of places). The course will consider creative research methods in constrained times, with special attention to walking and other local kinds of investigation. We'll discuss observation, interviewing, historical research, keeping a notebook, supportive editorial relationships, and working from photography, video, and the internet. Some thematic clusters and possible reading: walking, local, and photographic investigation (Rebecca Solnit, Francisco Cantú, Teju Cole, Hervé Guibert); reckoning with history, ideas of reparations (Claudia Rankine, Layli Long Soldier, Ta-Nehisi Coates, Tommy Orange, Nikole Hannah-Jones) migration, testimony, interview, and borders (Valeria Luiselli, Liu Xiaobo, Edwidge Danticat), climate crisis and slow emergency (Winona LaDuke, Elizabeth Rush), notebook practices (H.D. Thoreau, Sharifa Rhodes-Pitts, Walter Benjamin). Students will write in an ongoing way for our shared publication, produce essays to be workshoped in class, and develop writing, researching, and editorial skills.

Instructor(s): Rachel Cohen Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44004

CRWR 24007. Advanced Nonfiction Workshop: Long-form Journalism. 100 Units.

This workshop-based nonfiction course is suitable for any student who wants to work on long-form (1500 words and up) journalistic projects. To supplement our workshop submissions, we'll look at a variety of texts touching on (and often combining) reporting on political, cultural, and environmental subjects. We'll consider interviewing techniques and profile writing, as well works concerned with travel (of the non-touristic kind), sports, crime, politics, and the arts. We'll read pieces by the likes of Katherine Boo, Eula Biss, Matthew Power, Ryszard Kapuchinski, Rivka Galchen, Jia Tolentino, Ted Conover, Alex Mar, and Ta-Nehisi Coates. The emphasis of the course will be on written narrative journalism, but other approaches and mediums will be welcomed. Ideally, students will come into the course with projects already in mind, but we will also work on developing stories and pitches and talk about navigating the print, online, and new media landscapes.

Instructor(s): Will Boast Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44007

CRWR 24013. Advanced Nonfiction Workshop: The Great American Essay. 100 Units.

This course aims to expand the writers' understanding of the genre and broaden their skillset by reading, discussing, responding to and challenging the notion of one cohesive and unquestionable nonfiction canon as we examine the birth and evolution of the cisatlantic essay in all its forms. From the Popol Vuh to the political mural, from the manifesto to the Facebook post, from Tecayehuatzin's elegy for the city that fell to the Spaniards in 1524 to Torrey Peters Facebook elegy for all the transgender people who fell prey to violence and indifference in 2016. Examining the development of the essay within the contained cisatlantic space will allow for, not merely, a focused dissection of what are sometimes termed the foundational elements of the genre, but also a close examination of the development of a literary identity throughout the Americas, and of the concept of Americanness throughout the cisatlantic canon. What did literary nonfiction mean to the earliest American literature? What does 'America' mean to essayists writing at the borders of countries, and the edges of society? What makes the great American essay great and what American? Students will be expected to read and discuss a broad array of cisatlantic nonfiction, respond to prompts crafted around these readings, and then to make their own contribution to this strange and defiant corner of the literary world.

Instructor(s): Lina Ferreira Cabeza-Vanegas Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44013

CRWR 24014. Advanced Nonfiction Workshop: The Performative Essay. 100 Units.

The advantage of working within a non-genre is best understood as a spatial metaphor: the house of fiction has kicked us out, but so what? That only means we are free to roam a limitless landscape, mingling with other genres and establishing new traditions. In recent years publishers have begun to recognize that nonfiction writers are necessarily hybrid creatures, and as a result we are witnessing an explosion of exciting books that challenge our impulse to categorize literature. To name a few pioneers: Claudia Rankine, Joe Wenderoth, Anne Carson, Solmaz Sharif, and Jenny Boully. In this course, students will close read a variety of works that dissolve the lines between poetry and prose and visual art, exploring what is becoming known as 'the performative essay.' Our aim will be simple: to playfully experiment with innovative sources of narrative momentum each week, and to share our original hybrid works for energetic workshop discussions. A revision of the workshop essay, along with a critical essay on a reading of your choosing, will be turned in at the end of the quarter.

Instructor(s): Dina Peone Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44014

CRWR 24015. Advanced Nonfiction Workshop: Inventing the Essay. 100 Units.

The essay is being radically invented, again, as new forms and technologies emerge day by day. In this workshop, students will help to build a curriculum of exciting new creations - podcasts, graphic essays, video essays, online formats following swipes or links, instagram essays, photoessays, and also conceptual timebound essays like experiences, walks, and installations. Students will be free to create and be workshoped in any of these forms as well as in works of print on paper. We'll explore these new forms side by side with some great inventors in the history of the form: Valeria Luiselli, James Baldwin, Virginia Woolf, Michel de Montaigne, and Shen Gua (sometimes rendered Shen Kuo). We'll be looking to see how new forms and new technologies grow up together, giving a historical background by looking at moveable type and encyclopedism in Shen Gua's thought, the printing press and Montaigne, the relationship of diaries, letters, and essays in Woolf, the long form magazine piece of the 1960s and James Baldwin, internet research and Luiselli's *Tell Me How It Ends*. Students will be workshoped twice, and revise their work of the quarter for a final project.

Instructor(s): Rachel Cohen Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44015

CRWR 24016. Advanced Nonfiction Workshop: Other People's Stories. 100 Units.

Between the autopsical facts of science writing and the adaptations, novelizations and based-on-true-story stories, lies a very specific type of writing. The creative nonfiction exploration of the recounted lives of others. From Solzhenitsyn's 'Gulag Archipelago,' to Brian Doyle's 'Thirsty for the Joy,' from John Hershey's 'Hiroshima' and Art Spiegelman's 'Mouse' to Rebecca Skloot's 'The Immortal Life of Henrietta Lacks,' the world of nonfiction writing is rife with second, third and fourth hand stories in which the essayist must learn to negotiate the researched history of people and places, with the imagined mind of these people moving across equally imaginary spaces. How do we believably and respectfully tell others' stories? How do we learn to find them? How do we draw these stories out, jot them down? How do we know when to make them our own and when to leave them in the liminal space of another's inaccessible and inimitable experience? Where is the line between imaginative nonfiction and imaginary tales? This course is designed to tackle these specific questions through workshops of student work, writing prompts and guided discussions of assigned texts that attempt to unravel this very matter through numerous and varied approaches.

Instructor(s): Lina Ferreira Cabeza-Vanegas Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44016

CRWR 24017. Advanced Nonfiction Workshop: Culpability & Accusation. 100 Units.

Fiction writers say 'If there's no trouble, there's no story' - an easier adage without the presumption of truth. This class will consider techniques for rendering 'trouble' in narrative nonfiction. How can we write about the wrongs of others and the wrongs we ourselves have committed in a way that makes for a compelling story and an ultimately likable narrator? What makes a rendering of hate, abuse, indifference, ingratitude, or jealously compelling or empathetic in the end? What techniques of persona, characterization, humor, pacing, or form might help us write honestly and generously at the same time? And when generosity is not our aim, what other vehicles of connection are available to us? Readings may include essays by Jo Ann Beard, Richard Rodriguez, Shalom Auslander, Jesmyn Ward, Bret Lott, Albert Goldbarth, and Ocean Vuong.

Instructor(s): Tina Post Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44017

CRWR 29200. Thesis/Major Projects: Fiction. 100 Units.

This advanced fiction course is for BA and MA students writing a creative thesis or any advanced student working on a major fiction project. It is primarily a workshop, so please come to our first class with your project in progress (a story collection, a novel, or a novella), ready for you to discuss and to submit some part of for critique. As in any writing workshop, we will stress the fundamentals of craft like language, voice, and plot and character development, with an eye also on how to shape your work for the longer form you have chosen. And as a supplement to our workshops, we will have brief student presentations on the writing life: our literary influences, potential avenues towards publication, etc.

Instructor(s): Vu Tran, Rachel DeWoskin, Ling Ma, Augustus Rose, Julie Iromuanya, Stephanie Soileau Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in fiction, as well as students completing a minor portfolio in fiction. Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49200

CRWR 29300. Thesis/Major Projects: Poetry. 100 Units.

This course is an advanced seminar intended primarily for students writing a Creative BA or MA thesis, as well as Creative Writing Minors completing the portfolio. Because it is a thesis seminar, the course will focus on various ways of organizing

larger poetic 'projects.' We will consider the poetic sequence, the chapbook, and the poetry collection as ways of extending the practice of poetry beyond the individual lyric text. We will also problematize the notion of broad poetic 'projects,' considering the consequences of imposing a predetermined conceptual framework on the elusive, spontaneous, and subversive act of lyric writing. Because this class is designed as a poetry workshop, your fellow students' work will be the primary text over the course of the quarter.

Instructor(s): Srikanth Reddy Terms Offered: Winter

Prerequisite(s): Required for students working on a BA or MA thesis in poetry, as well as students completing a minor portfolio in poetry.

Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49300

CRWR 29400. Thesis/Major Projects: Nonfiction. 100 Units.

This course is for students writing a creative BA or MA thesis in nonfiction, as well as Creative Writing Minors completing the portfolio. If space allows I'll also admit those who are working on a long piece of nonfiction on their own. It can be an extended essay, memoir, travelogue, literary journalism, or an interrelated collection thereof. It's a workshop, so come to the first day of class with your work underway and ready to submit. You'll edit your classmates' writing as diligently as you edit your own. I focus on editing because writing is, in essence, rewriting. Only by learning to edit other people's work will you gradually acquire the objectivity you need to skillfully edit your own. You'll profit not only from the advice you receive, but from the advice you learn to give. I will teach you to teach each other and thus yourselves, preparing you for the real life of the writer outside the academy.

Instructor(s): Dan Raeburn; Lina Ferreira Cabeza-Vanegas Terms Offered: Winter

Prerequisite(s): Required for students working on the BA/MA thesis in creative nonfiction, as well as Creative Writing Minors completing the portfolio in nonfiction. Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49400



Critical Race and Ethnic Studies

Department Website: <http://csrpc.uchicago.edu>

Program of Study

The BA program in Critical Race and Ethnic Studies (CRES) offers an interdisciplinary curriculum that leads students to examine both the processes through which members of the human population have been constructed as racial and ethnic groups, and the political, historical, social, and cultural effects of this constitution. It trains students to think critically and comparatively about the varying ways in which race and ethnicity have been constructed in different parts of the world and in different historical periods. Focusing on conquest, subjugation, genocide, slavery, segregation, migration, and diasporas, among other related topics, CRES prompts students to examine the political, social, and cultural practices and institutions of minority or marginalized populations in colonial and postcolonial settings. These populations include, for example, Indigenous peoples in the Americas, Australia, and elsewhere who have been subjugated to subaltern positions by colonizers in their own homelands, and populations in Anglophone North America who originated in Africa, Asia, Europe, and Latin America whose identities have been ethnicized or stigmatized.

The program enables students to understand not only the historical emergence of race and ethnicity but also the conditions that have contributed to the persistence of these ascriptions in various polities, especially as they affect access to education, to the job market, and to welfare services, as well as participation in politics, in power, in the national economy, and in the arts.

A degree in CRES offers training designed to develop fundamental skills in critical thinking, comparative analysis, social theory, reading practices, and research methods regarding social classifications and cultural expressions. A student who obtains a BA in CRES will be well prepared to pursue graduate studies in the humanities, the social sciences, law, medicine, public health, social work, business, or international affairs, as well as in education, journalism, politics, or creative writing.

Program Requirements

Students are encouraged to meet the general education requirements of the College before declaring CRES as their major. They also have the option of combining CRES with any major in the College. They must meet with the director of undergraduate studies to discuss a plan of study as soon as they declare CRES as their major, no later than the end of Spring Quarter of their third year. They should also consult with the director of undergraduate studies to chart their progression in their course of study. It will help them to write a prospectus of what they intend to accomplish and discuss this with the director.

The major requires 13 courses, which must include the following common core: two courses in theories of race and ethnicity; one advanced theory seminar on race and ethnicity; a senior methods/practicum in Critical Race and Ethnic Studies; and a BA thesis or capstone senior project. Students will meet the remaining requirements by selecting from the CRES course list eight other courses that are consistent with the guidelines articulated in the next paragraphs. Four (4) of these courses must help them develop a specialty area, such as Ethnicity on the American Stage, Race in the American Public Sphere, Racial Capitalism in the Caribbean, Race and Slavery, Native Americans in the Colonization of the Americas, and Asians in American History. The options are numerous and cannot be articulated exhaustively here. Students will meet with the director of undergraduate studies to customize the combination of available courses that can help them define a personalized specialty area. This can be topical or geographic, grounded in history. The remaining four (4) courses are free electives that students can take in any combination, based on their availability, bearing in mind that they are pursuing a degree in CRES. Since CRES is an interdisciplinary major, students should bridge divisions in selecting courses for their specialty areas and their electives. They should select courses from at least two different divisions or professional schools, viz., the Humanities, the Social Sciences, the School of Social Service Administration, the Biological Sciences, the Law School, etc. Students will complete their major by either working on a capstone senior project or writing a BA thesis under the supervision of a faculty member teaching in CRES or who is an affiliate of the Center for the Study of Race, Politics, and Culture.

Students will follow one of two options in their requirements for the major beyond the CRES core:

Option 1: Four courses in a specialty area, as explained above, and four other courses drawn from the remaining electives. For example, one may choose to take four courses focused on African Americans, two others dealing exclusively with Asian Americans, and two others on another ethnic or racial diaspora. Students can satisfy their intellectual interests in any combination they like, provided the courses have a CRES number and are consistent with the program requirements articulated above. A student may specialize on any geographic area where racialized or ethnicized groups have been oppressed in or marginalized from the dominant political or socioeconomic structures of their polities.

Option 2: Students who wish to graduate with a double major in CRES and some other traditional discipline will first have to meet the CRES common core course requirements. They can use some courses in the traditional major to meet the CRES four-course requirement to customize a specialty area, by approval of the director of undergraduate studies. They will also have the option of including courses they have taken to meet their traditional-major requirements in their selection of the four remaining electives, provided the courses have a CRES number.

Students have the option of completing one of two senior projects—a capstone senior project or a BA thesis—in their fourth year in the College under the supervision of a CRES adviser who is an affiliate of the Center for the Study of Race, Politics, and Culture.

All CRES majors must take the senior methods/practicum in Critical Race and Ethnic Studies in Spring Quarter of their third year, which is meant to help synthesize the vast knowledge they have gained and to prepare them to write their BA thesis/capstone senior project. Students planning a double major in CRES and a traditional discipline write the same thesis for both. They must thus select a topic that is acceptable to both academic units.

The BA Thesis/Capstone Senior Project

The capstone senior project offers a chance to apply training in the major to tackle issues of race and ethnicity in a variety of settings and media. It could include: planning and organizing an undergraduate conference; creating a performance, play, art installation, or photo-essay; or participating in civic engagement in Chicagoland, among many options. The project can be carried out individually or in collaboration with other graduating seniors. It does not require the completion of an essay. Students must identify a project adviser and submit a short proposal to the director of undergraduate studies by the end of their third year of study. The capstone senior project is to be completed by the fifth week of the student's graduation quarter and will be presented at the CRES Symposium during the week before graduation. A recommendation of the adviser is required for honors.

The BA thesis enables students to apply their CRES coursework toward the development of original, critical research on a topic of their choice. Students must choose a thesis adviser and submit a formal BA thesis proposal to the director of undergraduate studies by the end of their third year of study. BA theses are due on May 1 of the student's fourth year or by the fifth week of the student's quarter of graduation.

Students pursuing a double major should consult with the directors of undergraduate studies in both CRES and their other major before starting work related to the BA thesis. A consent form, to be signed by both directors of undergraduate studies, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Major in Critical Race and Ethnic Studies

The requirements listed here apply to students in the Classes of 2023 and beyond. Students in the Classes of 2021 and 2022 should consult Archived Catalogs (<http://collegecatalog.uchicago.edu/thecollege/archives/>) and meet with the director of undergraduate studies or the student affairs administrator.

Summary of Requirements: Major in Critical Race and Ethnic Studies

2 courses in theories of race and ethnicity		200
1 advanced theory seminar		100
4 courses in one specific area of specialization*		400
4 CRES electives *		400
CRES 29800	BA Colloquium: Theory and Methods in Critical Race and Ethnic Studies	100
CRES 29900	Preparation for the BA Essay	100
Total Units		1300

* Courses should come from at least two different divisions or professional schools, viz., the Humanities, the Social Sciences, the School of Social Service Administration, the Biological Sciences, the Law School, etc.

Theories of Race and Ethnicity

The two courses in theories of race and ethnicity may be selected from the following courses:

All 12xxx CRES courses

CRES 12100	Contentious Natures: Race, Nature, and Power	100
CRES 12200	Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives	100
CRES 12300	Discovering Anthropology: Reading Race	100

Advanced Theory Seminar

The advanced theory seminar may be selected from the following courses:

All 22xxx CRES courses

CRES 22000	Lethal Landscapes, Toxic Worlds: Geographies of Race, Risk, and Contingency	100
CRES 22775	Racial Melancholia	100

Grading

All courses must be taken for a quality grade unless a course only offers a P/F grading option.

Honors

The BA with honors is awarded to all students who meet the following requirements: a GPA of at least 3.25 overall and 3.5 in the major, and a grade of A- or above on the BA thesis/capstone senior project.

Advising

Each student must choose an adviser who is a member of the Critical Race and Ethnic Studies core faculty (<https://csrpe.uchicago.edu/people/faculty/>) by the time the BA thesis proposal is turned in at the end of the third year. Students are expected to have consulted with the student affairs administrator to identify a faculty adviser and to design their program of study by the beginning of their third year (after the declaration of the major). Students may continue to seek advice from both the student affairs administrator and their faculty adviser while completing their programs of study.

Minor in Critical Race and Ethnic Studies

The minor in Critical Race and Ethnic Studies (CRES) consists of five courses. Credit toward the minor for courses taken at any other institution must be discussed with the director of undergraduate studies in advance of registration. Language courses may not be used to fulfill the CRES minor requirements. Students must receive the approval of the minor program by the director of undergraduate studies or student affairs administrator on a form obtained from their College adviser. This form must then be returned to the College adviser by the end of Spring Quarter of the student's third year.

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades unless a course only offers a P/F grading option, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements: Minor in Critical Race and Ethnic Studies

2 courses in theories of race and ethnicity	200
3 additional CRES courses	300
Total Units	500

Critical Race and Ethnic Studies Courses

The courses listed below were approved for use in the old specializations (see catalogs for years 2019–2020 and earlier) and will be phased out.

Courses: Africa Past and Present

CRES 18108. Culture and the Police. 100 Units.

How do cultural products facilitate, abet, and enable the form of social ordering that we call policing? This course will explore the policing function of what modernity calls 'culture' by exploring the parallel histories of policing, the emergence of modern police theory, and the rise of the novel. We will focus in particular on how both literature and the police emerge to navigate a series of linked epistemological and political problematics: the relation between particularity and abstraction, the relation between deviance and normalcy, and indeed that of authority as such. While we will focus on texts from the eighteenth- and nineteenth-century Atlantic world, students with a broader interest in policing are encouraged to enroll. Readings will include Daniel Defoe, Patrick Colquhoun, Henry Fielding, G.W.F. Hegel, Louis Althusser, Michel Foucault, Michael McKeon, Mary Poovey, and Mark Neocleous. (Fiction, 1650-1830, 1830-1940, Theory)
Instructor(s): Christopher Taylor Terms Offered: Spring
Prerequisite(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department's Genre Fundamentals (previously Gateway) requirement and taken at least two further English courses.
Equivalent Course(s): ENGL 18108

CRES 20701. Introduction to African Civilization I. 100 Units.

Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): ANTH 20701, MDVL 10101, HIST 10101

CRES 20802. Introduction to African Civilization II. 100 Units.

Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.
Instructor(s): K. Hickerson Terms Offered: Winter

Equivalent Course(s): HIST 10102, ANTH 20702

CRES 20303. Introduction to African Civilization III. 100 Units.

Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of person-hood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.

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

Equivalent Course(s): ANTH 20703, HIST 10103

CRES 24813. South African Fictions and Factions. 100 Units.

This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th-century decolonization. We begin with *Cry, the Beloved Country*, a best seller written by South African Alan Paton while in the US, and the original film version by a Hungarian-born, British-based director (Zoltan Korda) and an American screenwriter (John Howard Lawson), which together show both the international impact of South African stories and the important elements missed by overseas audiences. We will continue with fictional and nonfictional narrative responses to apartheid and decolonization in film and in print, and examine the power and the limits of what critic Louise Bethlehem has called the 'rhetoric of urgency' on local and international audiences. We will conclude with writing and film that grapples with the complexities of the post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid struggle era. (B)

Equivalent Course(s): ENGL 24813, CMST 24813, CMLT 24813

Courses: African American Studies

CRES 20050. Narrating Diaspora. 100 Units.

This course explores how Black writers in the twentieth century variously crafted and defined the African Diaspora while actively navigating this diaspora. Alongside scholarly works in African diaspora theory, readings will include essays and novels by Black writers from the Americas, Europe, and Africa. (Fiction, Theory)

Instructor(s): Sophia Azeb Terms Offered: Autumn

Equivalent Course(s): ENGL 20050

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

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

Equivalent Course(s): GEOG 22700, GEOG 32700, ARCH 20104, SOCI 20104, SOSC 25100, SOCI 30104, ENST 20104

CRES 22150. Contemporary African American Politics. 100 Units.

This course explores the issues, actions, and arguments that comprise black politics today. Our specific task is to explore the question of how do African Americans currently engage in politics and political struggles in the United States. This analysis is rooted in a discussion of contemporary issues, including the election of the first African American president, Barack Obama, the emergence of the Movement for Black Lives, the exponential incarceration of black people, and the intersection of identities and the role black feminism in shaping the radical freedom tradition in black politics. Throughout the course we attempt to situate the politics of African Americans into the larger design we call American politics. Is there such a thing as black politics? If there is, what does it tell us more generally about American politics?

Instructor(s): C. Cohen Terms Offered: Autumn

Equivalent Course(s): LLSO 25902, PLSC 22150

CRES 24601. Martin and Malcolm: Life and Belief. 100 Units.

This course examines the religious, social, cultural, political, and personal factors behind the two most prominent public leaders and public intellectuals emerging from the African American community in the 1950s and 1960s: Malcolm X and Martin Luther King Jr. We review their autobiographies, domestic trends within the United States, and larger international forces operating during their times. Their life stories provide the contexts for the sharp differences and surprising commonalities in their political thought and religious beliefs. The operative question is: What can Malcolm and Martin tell us about America during one of the most dynamic periods in the nation's personality metamorphosis? We use documentary videos of each man's speeches and of the social contexts in which they lived.

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

Equivalent Course(s): RLST 24601

CRES 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as 'turnaround' schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

Instructor(s): C. Broughton Terms Offered: Spring

Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): PBPL 25405, EDSO 25405

CRES 27502. Africans in the Early Americas. 100 Units.

During the era of the transatlantic slave trade, more than 350,000 Africans were forcibly trafficked to what is now the United States. The experiences of these men and women and their descendants-particularly their exploitation under a system of racialized slavery-profoundly shaped the course of US history up to and including the present day. These individuals were significant, but they were also only one part of the more than 12 million people who came from Africa to the Americas in the colonial period. Focusing on the diverse experiences of Africans and their descendants-as slaves, but also as colonizers, soldiers, revolutionaries, family members, and free men and women-this course surveys the history of Africans in the Americas from the late fifteenth through the late nineteenth century. Adopting a broad geographic and temporal perspective allows for an exploration of the evolving relationships between labor, gender, and race in North, Central, and South America, including the Spanish, French, and English Caribbean. In this course we will ask: How did the experiences of Africans in the colonial and early republican United States compare with those of Africans in other parts of early America? How might learning about and comparing the experiences of free and enslaved Africans and Afro-descended peoples in different parts of the Americas re-shape our understanding of the multiple origins, meanings, and possibilities of race and national belonging?

Instructor(s): T. Murphy Terms Offered: Winter

Equivalent Course(s): HIST 29004, LACS 27502

Courses: Asian American Studies

CRES 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

CRES 10800. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): HIST 15100, EALC 10800, SOSC 23500

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): J. Ketelaar Terms Offered: Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, HIST 15200, EALC 10900

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): J. Jeon Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, HIST 15300, SOSC 23700

CRES 20004. Introduction to Asian American Studies. 100 Units.

On May 6, 1882, the United States passed the Chinese Exclusion Act, the first major federal legislation of its kind to explicitly exclude an entire ethnic group. More than a century later, as the U.S. grappled with a deadly outbreak of COVID-19, President Donald Trump insisted upon referring to the virus as 'Chinese,' reigniting historical and racialized anxieties of 'Yellow Peril' and 'Asian invasion,' even as Asians across the country reported incidents of anti-Asian discrimination and violence. This course seeks to bridge these two moments by providing a critical examination of contemporary Asian American experience through the social, political, and historical contexts that come to bear upon it. Focusing on East and Southeast Asian communities, it will interrogate theories of race, class, and identity, alongside issues of immigration/migration, transnationalism, labor, citizenship, generational dissonance, and activism. Engaging a variety of historical events, social movements, racialized imaginaries, critical writings, and cultural representations, we will consider how Asian American history is vitally shaped by not only repression and assimilation, but also radicalism and innovation.

Instructor(s): Victoria Nguyen Terms Offered: Winter

Equivalent Course(s): ANTH 23608, GLST 20004

CRES 24255. Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.

The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, socialism was as much about material changes as about politics: about the two-story brick houses, electric lights and telephones (loushang lousia, diandeng dianhua) that the revolution had promised; about new work regimes and new consumption patterns-or, to the contrary, about the absence of such change. If we want to understand what socialism meant for different groups of people, we have to look at the 'new objects' of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people's daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people's life experiences out of material objects?

Instructor(s): J. Eyferth Terms Offered: Spring

Equivalent Course(s): HIST 34507, EALC 24255, EALC 34255, HIST 24507

CRES 24514. Colonial Power in East Asia. 100 Units.

This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.

Instructor(s): J. Dahl Terms Offered: Winter

Equivalent Course(s): GNSE 24514, GLST 24514, EALC 24514, HIST 24514

CRES 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.

This course will explore the cultural and cultural history of Edo/Tokyo from its origins in the early seventeenth century through circa 1945. Issues to be explored include the configuration of urban space and its transformation over time in relation to issues of status, class, and political authority; the formation of the 'city person' as a form of identity; and the tensions between the real city of lived experience and the imagined city of art and literature. We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include a final research paper of approximately 15 to 18 pages.

Instructor(s): S. Burns

Equivalent Course(s): EALC 24706, HIST 34706, HIST 24706, EALC 34706, CRES 34706

CRES 27900. Asian Wars of the Twentieth Century. 100 Units.

This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.

Instructor(s): B. Cumings Terms Offered: Spring

Equivalent Course(s): EALC 27907, EALC 37907, HIST 27900, CRES 37900, HIST 37900

Courses: Latina/o Studies

CRES 16101-16102-16103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

CRES 16101. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.

Instructor(s): Emilio Kouri Terms Offered: Autumn

Equivalent Course(s): LACS 16100, HIST 36101, SOSC 26100, ANTH 23101, HIST 16101, LACS 34600

CRES 16102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

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

Equivalent Course(s): PPHA 39770, HIST 16102, HIST 36102, ANTH 23102, LACS 34700, LACS 16200, SOSC 26200

CRES 16103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): B. Fischer Terms Offered: Spring

Equivalent Course(s): HIST 36103, PPHA 39780, LACS 34800, SOSC 26300, ANTH 23103, LACS 16300, HIST 16103

CRES 19880. Inhabiting the Borderlands: Latinx Embodiment in Literature, Art, and Popular Culture. 100 Units.

How does a Latinx cultural identity become legible? What are the conditions of its recognition? What kinds of embodied practices and performances serve to point to the particular intersections of race, ethnicity, class, sexuality, and gender that can be termed 'Latinx'? To approach these questions, this course will explore critical texts by Diana Taylor, Gloria Anzaldúa, Julia Alvarez, Coco Fusco, José Esteban Muñoz, and Tomás Ybarra-Frausto, among others, as well as performances, artwork, and literature by La Lupe, Walter Mercado, Yalitza Aparicio, Cherríe Moraga, Judith Baca, Carmen Maria Machado, and more. (Theory)

Instructor(s): Carmen Merport Terms Offered: Winter

Equivalent Course(s): GNSE 19880, ENGL 19880, LACS 19880

CRES 21748. Global Human Rights Literature. 100 Units.

This course surveys key human rights texts (philosophical texts, literary works, and legal documents) of the 20th and 21st centuries. By reading global literatures alongside international human rights instruments, and by treating literature as an archive of ideas that circulate among a literary public invested in human rights, this course explores the importance of art and literature to legal and political projects and provides students with the opportunity to conceptualize the role of narrative for human rights advocacy and human rights imaginaries. We will chart the rise of the global human rights movement, beginning with the 1940s up to our contemporary moment, paying close attention to key human rights issues such as genocide, citizenship, enforced disappearance, detention, apartheid, refugee crises, and mass incarceration. Readings will include works by Anna Seghers, Primo Levi, Hannah Arendt, Jacobo Timerman, Aleksandr Solzhenitsyn, Rigoberta Menchú, Ngũgĩ wa Thiong'o, Antje Krog, Dave Eggers, and Albert Woodfox.

Instructor(s): Nory Peters Terms Offered: Winter

Equivalent Course(s): CMLT 21748, HMRT 21748

CRES 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): L. Brewer-García Terms Offered: Spring

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 21903, SPAN 21903

CRES 25001. Queer and Trans Mutual Aid for Survival and Mobilization. 100 Units.

This course will examine contemporary and historical queer and trans-focused mutual aid projects, including support for migrants, prisoners, psychiatric survivors, people with HIV/AIDS, and violence survivors. We will look at why mutual aid projects are often under-celebrated in contemporary narratives of social change, when compared with media advocacy and law and policy reform work. Using materials created by activists engaged in building mutual aid projects, as well as scholarly analysis of such efforts, we will look at what principles and methods characterize politicized survival work and how it intentionally departs from charity frameworks.

Instructor(s): Dean Spade, Pozen Visiting Professor Terms Offered: Autumn

Equivalent Course(s): GNSE 25002, HMRT 35002, GNSE 35002, HMRT 25002

CRES 25004. Multicultural Development and Gender. 100 Units.

This course will focus on gender scripts and performance as they are developed within multicultural contexts. We will focus on the mainstream and sub-cultures of the contemporary U.S. as the nation is both famously and infamously a place where individuals from multiple cultural backgrounds coexist. Traditionally, patriarchal norms have shaped many cultures worldwide, including American, so women's and non-gender-conforming individuals' experiences have been relegated to sub-culture status even for culturally mainstream (i.e., White) individuals. The subculture dynamic becomes even more charged when conflicting scripts of gender must be grappled with between cultures an individual is a member of; for example, for immigrants or people of color. In this course, we will take an intersectional approach to examining the lived experiences of individuals from multicultural backgrounds, pulling apart the multiple racial, cultural, and gendered elements that comprise their realities, shape their decision-making and identity development, and ultimately craft their life trajectories. B,C

Instructor(s): T. Mandviwala Terms Offered: Spring

Equivalent Course(s): CHDV 25003, GNSE 25003

CRES 27101. Intro to Brazilian Culture: Essay, Fiction, Cinema and Music. 100 Units.

During the twentieth century, literature, social thought, music and cinema were completely intertwined in Brazil. This class is an introduction to Brazilian culture through these four types of cultural production and their interaction. We will read authors such as Euclides da Cunha, Gilberto Freyre, Mario de Andrade, Clarice Lispector, and listen to samba, bossa nova, and tropicalismo.

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

Equivalent Course(s): LACS 27105, PORT 37100, PORT 27100, LACS 37105

CRES 27303. Topics in US-Mexico Borderlands History. 100 Units.

This course explores the history of the U.S.-Mexican borderlands, from its native past to its present, as a geographical place and as a site of contested sovereignties. It is organized around major themes in the history of the region, including indigenous and European imperialism, settler colonialism, nationalism, migration, labor, and citizenship. Special attention will also be given to the themes of cultural hybridity, transculturation, and the fluidity of social identities defined by the categories of class, ethnicity, gender, nationality, and race. The structure of this course emphasizes the interaction of historical forces across imperial, national, and cultural boundaries, highlighting the dynamism of borderlands as historical phenomena and as a method of interpreting and understanding the past. Students enrolled in this course will gain critical thinking and analytical skills as well as a broader understanding of topics in U.S. and Mexican history that continue to influence contemporary political debates. They will be encouraged to look beyond the rigid dichotomies that often divide the borderlands and investigate the full spectrum of cultural, economic, and social relationships that bring people together as well as those that push them apart. Students will also learn to look for common patterns that emerge across time and space while remaining attentive to the nuances of local identities, cultures, and histories.

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

CRES 27504. Racism without Race. 100 Units.

In early 2010 a member of staff at the Regenstein library contacted the police to report an unruly student. The police arrived at the scene and charged the student with criminal trespass and resisting arrest. The student was put in a choke hold and handcuffed before being taken to the local police station where he was held in a cell overnight. According to witnesses, the library staff member's response was unwarranted and so too were the actions taken by the police officers. Individuals later interviewed for the Chicago Maroon described the student's treatment as an instance of 'racial profiling.' How are we to make sense of this incident and others similar to it? There is strong evidence to suggest that the reactions of the authority figures involved were shaped by their attitudes toward skin color. It would seem farfetched, however, to conclude that these reactions reflected an ideology of racial differentiation or what we might call 'traditional' race ideology: the view that human beings can be classified scientifically according to race and that some races are better than, or superior to, others. Theories of race and racial difference have largely been discredited and there are no longer any official institutions, respected academics or public individuals who espouse these. How then do we explain the continued salience of skin color, and what value is there in applying terms such as 'race' and 'racism' to describe it? The following course seeks to reframe the way we go about analyzing contemporary forms of social differentiation based on skin color. It looks at skin color as a culturally recognizable sign, which, like other signs, acquires significance only within the context of a broader set of semiotic ideologies and practices. This means directing our attention to the ways in which color-as-sign takes on meaning in the world we live. Such an approach offers a conceptual framework for a comparative study of past and present forms of discrimination based on skin color while also remaining sensitive to the particularities that define these.

Instructor(s): Y. Hilal

Equivalent Course(s): ANTH 22155

CRES 28000. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez Terms Offered: Autumn

Equivalent Course(s): HIST 38000, GNSE 38202, AMER 28001, HIST 28000, AMER 38001, LACS 38000, LACS 28000, GNSE 28202, CRES 38000

CRES 29000. Latin American Religions, New and Old. 100 Units.

This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; new and New Age religions.

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

Equivalent Course(s): MAPS 39200, HIST 39000, HIST 29000, RLST 21401, LACS 39000, LACS 29000, CRES 39000, HCHR 39200

CRES 36500. History of Mexico, 1876 to Present. 100 Units.

From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO's new government. Assignments: Class presentations, take-home midterm, and final essays.

Instructor(s): E. Kourfi Terms Offered: Autumn

Equivalent Course(s): LACS 26500, LACS 36500, LLSO 26500, CRES 26500, HIST 26500, HIST 36500

Courses: Native American Studies

CRES 27501. Urban Indians: Native Americans and the City. 100 Units.

The majority of Native Americans in the United States now live in urban areas and this has been the case for more than half a century, but discussions about cities rarely acknowledge their presence beyond (sometimes) lumping them in with catchall categories often labeled 'Other.' In this course, students will encounter and examine the distinct experiences and contributions of Native Americans in cities, large and small, past and present. We'll look, first, at the context in which the population shift away from rural and reservation spaces took place and discuss the ways in which being/becoming 'urban' and the process of 'urbanization' may not be as straightforward as expected. Students will then dive into studies of the daily struggles and successes of Native American city-dwellers, with an emphasis on mid-20th-century Chicago. Readings and in-class activities will explore issues related to: housing, work, stereotypes and discrimination, cultural survival and traditionalism, physical and mental health, the rise of pan-Indianism, activism, schooling, class divisions, multi/locality, generational differences, identity and intersectionality, representation and the arts, and the very recognition or lack thereof mentioned above. The knowledge and analytic skills developed in this course will therefore serve as an uncommon window into Native American studies and urban studies, as well as broader race- and place-conscious work in the social sciences and humanities.

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

Courses: Comparative/General Studies

CRES 10200. Introduction to World Music. 100 Units.

This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.

Terms Offered: Autumn Spring Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

Equivalent Course(s): MUSI 10200

CRES 12100. Contentious Natures: Race, Nature, and Power. 100 Units.

Drawing on anthropology, critical race theory, feminist studies, postcolonial studies, and STS, this course examines how race and nature work in tandem as domains of power. Tracking how race and nature are vitally intertwined, we interrogate the racial politics of climate, wilderness, local ecologies, biology, and space and place. Ultimately, the course considers how contested and essentialized notions of nature are crucial to environmental politics, as well as the formation of citizenship, territory, projects of development, and modern regimes of governance.

Instructor(s): Victoria Nguyen Terms Offered: Winter

Equivalent Course(s): ANTH 23609, GLST 22100

CRES 12200. Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives. 100 Units.

This course offers an introduction to the core theoretical foundations of critical race studies, with an emphasis on historical, global, and intersectional approaches to the study of race and ethnicity. Critical race studies, which posits that race is endemic to society, is an interdisciplinary study that calls us to address unequal relationships of power and domination by analyzing the historical and global construction, emergence, and consequences of race. Drawing on historical, global, and intersectional case studies, this course aims to establish a foundation of key terms, theories, and ideas in the field as well as familiarize students with a broad survey across time and world regions. It challenges us to question how race has informed ideas about power, oppression, and liberation in history and the modern world. Readings will draw on classic and contemporary texts from critical race theory, history, feminist studies, post-colonial studies, disability studies, and anthropology, as well as films, podcasts, and class excursions. Evaluation will be based on class participation, short papers, and an independent presentation.

Instructor(s): Deirdre Lyons Terms Offered: Autumn

Equivalent Course(s): LACS 13200, GLST 22200, HIST 19010, GNSE 15200

CRES 18804. America in the Nineteenth Century. 100 Units.

This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries' attempts to seize upon or challenge the nation's commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?

Instructor(s): N. Maor Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): AMER 18804, GNSE 18804, LLSO 22106, HIST 18804

CRES 18860. Black Shakespeare. 100 Units.

This course explores the role played by the Shakespearean canon in the shaping of Western ideas about blackness, in processes of racial formation, and racial struggle from the early modern period to the present. Students will read

Shakespearean plays portraying black characters (Othello, Titus Andronicus, The Tempest, Antony and Cleopatra) in conversation with African-American and post-colonial rewritings of those plays (by Toni Morrison, Amiri Baraka, Keith Hamilton Cobb, and Aimé Césaire, among others). (Drama, Pre-1650 ; Med/Ren)

Instructor(s): Noémie Ndiaye Terms Offered: Spring

Equivalent Course(s): TAPS 30040, TAPS 20040, ENGL 18860, ENGL 38860

CRES 19980. Trans* Forms: On Gender and Genre. 100 Units.

Gender and genre share the common root term, 'genus,' which refers to classification. In this class, students will engage how authors make use of decolonial, antiracist, feminist and queer theory and praxis to approach and refigure gender's colonial legacies. Reading across genres--memoir, poetry, and speculative fiction, to name a few --Trans* Forms attends to the remaking and proliferation of gender as matters of form. (Theory) This class counts as a Problems course for GNSE majors.

Instructor(s): Riley Snorton Terms Offered: Winter

Equivalent Course(s): GNSE 20110, ENGL 19980

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

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

Equivalent Course(s): GEOG 22700, GEOG 32700, ARCH 20104, SOCI 20104, SOSC 25100, SOCI 30104, ENST 20104

CRES 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

Instructor(s): O. McRoberts Terms Offered: Spring

Equivalent Course(s): CHDV 20140, SOCI 20140

CRES 20207. Race, Ethnicity, and Human Development. 100 Units.

Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the 'standard' against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture.

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

Prerequisite(s): Students should have one course in either Human Development or Psychology.

Note(s): CHDV Distribution, B*, C

Equivalent Course(s): CHDV 20207, EDSO 20207

CRES 20282. Immigrant America. 100 Units.

Nearly 60 million immigrants have arrived in the U.S. in the past 50 years, mostly from Latin America and Asia, but also from Africa and the Middle-East. Today, a near-record 14% of the country's population is foreign born compared with just 5% in 1965. These profound demographic changes raise critical questions: Why do immigrants come to the U.S.? What impact do they have on U.S. society? Are today's immigrants fundamentally different from previous waves of immigrants? Are these immigrants assimilating to the U.S. or retaining their culture? Why do some immigrant groups appear to fare better than others? This course will expose students to the latest social science research on contemporary immigration to the United States. We will explore its origins, adaptation patterns, and long-term effects on American society.

Instructor(s): R. Flores Terms Offered: Autumn

Equivalent Course(s): SOCI 20282

CRES 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): EDSO 20305, EDSO 40315, CHDV 20305, PBPL 20305

CRES 21206. Philosophy of Race and Racism. 100 Units.

The idea that there exist different 'races' of human beings is something that many--perhaps even most--people in the United States today take for granted. And yet modern notions of 'race' and 'racial difference' raise deep philosophical problems: What exactly is race? Is race a natural kind (like water) or a social kind (like citizenship)? If race is a social kind--i.e.

something human beings have constructed—are there any good reasons to keep using it? According to many philosophers, these questions cannot be properly analyzed in abstraction from the history of modern racism and the liberation struggles racial oppression has given rise to. Together, we'll read classic and contemporary texts on these themes by authors such as W.E.B. Du Bois, Frantz Fanon, Angela Davis, Charles Mills, Naomi Zack, Chike Jeffers, Kwame Anthony Appiah, and Lucius Outlaw. (A)

Instructor(s): T. Zimmer Terms Offered: Spring

Equivalent Course(s): PHIL 21206

CRES 21233. Black Speculative Fiction. 100 Units.

This course familiarizes students with Black literary speculative fiction, sci-fi, and fantasy. The objective of this course is to read Black speculative fiction alongside the historical contexts the assigned works speak to, as well as orient students to the radical re/imaginings of Black pasts, presents, and futures in the novels and short films at the center of the course. This class will pay particular attention to Black diasporic/international contributions to the genre. (Fiction, Theory)

Instructor(s): Sophia Azeb Terms Offered: Winter

Equivalent Course(s): ENGL 21223, CMLT 21233

CRES 21348. Anthropology, Criminality, and Transgression. 100 Units.

Alongside other disciplines in the social sciences, anthropology has a vexed and complicated history in the study of crime since the 19th-century. This course aims to consider this broader history of criminality within anthropology with specific attention to readings of transgressive criminal action, or the potential of 'illegality' to destabilize particular ways of life beyond the maintenance of an existing world. This attention is a departure from other anthropological foci on crime as - for instance - pathological, symptomatic, opportunistic, reactionary, constructed, or in collusion with 'legitimate' political and economic orders. While still attending to these themes through key texts in the anthropology of crime, this course reflects on how conceptualizations of 'change' (particularly political change) and criminality have been historically transformed and renewed within this literature. This course draws from anthropological studies alongside work in other disciplines and traditions of the social sciences such as political science, providing tools to identify the potentials and limits of studying crime as acts of resistance, insurgency, and/or political opposition.

Instructor(s): R. Noll Terms Offered: Winter, Winter 2020

Equivalent Course(s): HMRT 21348, ANTH 21348, PLSC 21348

CRES 21405. Inventing Race in the British Empire. 100 Units.

This course reveals how the British encounter with racial difference in the Caribbean, Australasia, and India could both validate and subvert the project of empire- building. We will begin by examining the ways in which ethnographical and anthropological societies in the metropole clashed over the question of racial differentiation in the nineteenth century. We will then determine how these 'scientific' theories of race were deployed in colonial settings; did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? By investigating how an array of actors instrumentally invoked race to accomplish specific objectives, we will further deconstruct the narrative of a unitary, overarching 'civilizing mission.' A host of primary sources, including anthropological treatises, missionary accounts, public speeches, and fictional works, will aid us in this pursuit.

Instructor(s): Z. Leonard Terms Offered: Spring

Equivalent Course(s): SALC 21405, HIST 21405, GLST 21405

CRES 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): L. Brewer-García Terms Offered: Spring

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 21903, SPAN 21903

CRES 22000. Lethal Landscapes, Toxic Worlds: Geographies of Race, Risk, and Contingency. 100 Units.

This advanced seminar critically examines environmental racism and injustice with an eye toward the social, historical, and political forces that create, sustain, and ultimately challenge environmental inequalities. We explore recent work at the intersection of anthropology, political ecology, and science studies that investigate unequal exposures and the politics of containment. Connecting local and international case studies with larger social and settler colonial logics, the seminar will investigate relations of power, segregation, contingency, and kinship in uneven terrains of vulnerability and risk.

Instructor(s): Victoria Nguyen Terms Offered: Spring

Prerequisite(s): CRES 12100, or CRES 12200, or consent of instructor

Equivalent Course(s): ANTH 23612

CRES 22755. The Idea of Africa. 100 Units.

The Idea of Africa, a new interdisciplinary course, offers undergraduates students an opportunity to engage critically with key philosophical and political debates about contemporary Africa on the continent and globally. The course takes its title from V.Y. Mudimbe's 1994 book which builds on his earlier work *The Invention of Africa*. It asks three questions: (1) How and to what purposes has Africa been conceived as metaphor and concept. (2) How might we locate Africa as a geographic site and conceptual space to think through contemporary debates about citizenship, migration and new structures of political economy? (3) What futures and modes of futurity are articulated from the space and metaphor of Africa? This lecture course co-thought in an interdisciplinary mode will include public guest lectures, field trips, and engagement with visual arts, and

film related to the themes of the course. The course will be divided into the following four sections: 1) Inventing Africa; 2) Political Trajectories; 3) Afro-Mobilities; 4) Afro-Futures.

Instructor(s): Natacha Nsibimana & Adom Getachew Terms Offered: Spring, Spring 2021

Equivalent Course(s): ANTH 22755, PLSC 22755

CRES 22845. Xenophobia and the Politics of Belonging. 100 Units.

What work does xenophobia do in the making and marking of nation-states? What does it mean to belong, in a world structured by migration? In this course, we will examine the practices and politics of exclusion, of othering and of unbelonging. Drawing on cases from North America and Sub-Saharan Africa, we will study xenophobia at different points along its spectrum of intensity - from mass atrocities to the seemingly banal ways in which othering and exclusion are baked into everyday life. We will study each case in depth in its own right, as well as how it sits within broader experiences of exclusion and violence around the world and across time. In the course, we will explore theoretical debates surrounding nativism, autochthony, and different forms of nationalism, and the ways they relate to xenophobia. Scholars of migration and belonging have long shown that collective identities are constructed in large part in relation to an external other. Does (one person's) belonging necessitate (another's) unbelonging? In this course we ask: how does the 'stranger' come to be seen as threatening or destabilizing? How does one come to be seen as a 'stranger'?

Instructor(s): Kathryn Takabvirwa Terms Offered: Autumn, Autumn 2020

Equivalent Course(s): ANTH 22845

CRES 23807. Toxic: Body Burdens and Environmental Exposures. 100 Units.

Toxicity is a pervasive and often elusive presence in our lives today. In this seminar class, we begin to address this condition by asking: what exactly is toxic? Who bears the burden of this classification? And, how then, are these understandings of toxicity defined and deployed in broader historical, political, and scientific contexts? From these preliminary questions, we explore the pathways through which toxic exposure, contamination, and fallout accumulates in disproportionate and uneven ways, especially for minoritized populations and upon Indigenous territories. Drawing upon a variety of social science literature and community-based research we trace these challenges through overlapping structures of race, class, gender, citizenship, and coloniality. This transnational and interdisciplinary orientation will acquaint students with case studies of exposure across different scales and geographies, from Chernobyl to Chicago. Through mixed approaches of ethnography and media curation, students will also have the opportunity to research and document their own cases studies of body burdens and environmental exposure.

Instructor(s): Teresa Montoya Terms Offered: Autumn, Autumn 2020

Equivalent Course(s): HLTH 23807, ENST 23807, ANTH 23807

CRES 24001-24002-24003. Colonizations I-II-III.

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

CRES 24001. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

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

Equivalent Course(s): SOSC 24001, ANTH 24001, HIST 18301

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): ANTH 24002, SOSC 24002, HIST 18302

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

Equivalent Course(s): ANTH 24003, SALC 20702, SOSC 24003, HIST 18303

CRES 24111. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal,

Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): REES 24110, REES 34110, CMLT 24111, CMLT 34111, CRES 34111, NEHC 24110, NEHC 34110

CRES 24341. Topics in Medical Anthropology. 100 Units.

This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how 'disease' and 'health' in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.

Instructor(s): P. Sean Brotherton Terms Offered: Winter. Winter 2021

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

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

Equivalent Course(s): CHDV 40301, HIPS 24341, ANTH 40310, ANTH 24341, CHDV 24341, CHSS 40310, HLTH 24341

CRES 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.

This course considers the often neglected presence of 'social outcasts' in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.

Instructor(s): C. Wang Terms Offered: Spring

Equivalent Course(s): GNSE 24515, HIST 24515, EALC 24515

CRES 25002. Feminism, Race, Culture, and Liberation. 100 Units.

Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the 'oppressed' are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?

Instructor(s): T. Mandviwala Terms Offered: Winter

Note(s): Request AV room

Equivalent Course(s): CHDV 25002, GNSE 25602

CRES 25021. TUT: The World's Columbian Exposition: Science, Race, Gender, & Music at the 1893 Chicago World Fair. 100 Units.

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

Instructor(s): A. Clark Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): GNSE 25021, HIPS 29639, HIST 25021

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

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

Instructor(s): C. Kindell Terms Offered: Winter

Equivalent Course(s): HIPS 25218, ENST 25218, GNSE 25210, GLST 25218, HLTH 25218, HIST 25218, AMER 25218

CRES 25320. Debate, Dissent, Deviate: Literary Modernities in South Asia. 100 Units.

This class introduces students to the modernist movement in post-independence South Asia. Modernism will be understood here as a radical experimental movement in literature, film, photography and other arts, primarily aimed at critiquing mainstream narratives of history and culture. Given its wide scope, we will analyze a variety of texts over the ten-week duration of the class. These include novels, short stories, manifestos, essays, photographs, and films. The chronological span of the class is from the 1930s to the 1970s. Our aim will be to understand the diverse meanings of modernism as we go through our weekly readings. Was it a global phenomenon that was adopted blindly by postcolonial artists? Or were there specifically South Asian innovations that enable us to think about the local story as formative of global modernism? What bearings do such speculations have on genre, gender, and medium, as well as on politics? I will help situate the readings of each week in their specific literary and political contexts. Students will be able to evaluate, experiment with, and analyze various forms of modernist literary expressions emerging out of South Asia. This class will provide them with critical tools to interpret, assess, compare, and contrast cultural histories of non-Western locations and peoples, with an eye for literary radicalism. No prior knowledge of any South Asian language is necessary.

Instructor(s): S. Dasgupta Terms Offered: Autumn

Equivalent Course(s): KNOW 25320, SALC 25320, GLST 25132, ENGL 25320, GNSE 25320

CRES 25323. Tolerance and Intolerance in South Asia. 100 Units.

Few places in the world are as embroiled in the problem of diversity as South Asia, where sectarian violence-fought mainly along religious lines, but also along caste, gender, and linguistic lines-is at the center of political maneuvering. South Asia offers important lessons in how people manage to live together despite histories of mutual strife and conflict about communities and castes. Focusing on the period of British colonial rule, this class explores different instances and ideologies of toleration and conflict. How were South Asian discourses of toleration by such leaders as Gandhi and Nehru different from their European counterparts (e.g., John Locke and John Rawls)? How did their ideologies differ from those articulated by their minority peers such as Ambedkar, Azad, and Madani? We will analyze constitutive precepts, namely secularism, syncretism, toleration. Our attention here will be on the universal connotations of these ideas and their South Asian expression. Fifth week onward, we will turn our attention to select thinkers: Gandhi, Ambedkar, Azad, Madani. Our focus here will be on the ways that each intellectual negotiated the thorny issues of toleration, difference, ethnicity, and belonging. All the thinkers covered in this class had an active presence in nationalist era politics. Finally, we will read historical accounts of some of the most frequent causes of intolerance, namely cow slaughter, music played before the mosque, and desecration of sacred objects.

Instructor(s): T. Reza Terms Offered: Spring

Note(s): All reading materials will be available in English. No prior knowledge of South Asian history or South Asian languages is required.

Equivalent Course(s): KNOW 25323, SALC 25323, HIST 26812, RLST 25323

CRES 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): SSAD 25630, LLSO 25630

CRES 25732. Prejudice and Discrimination: Individual Cost and Response. 100 Units.

This foundational diversity class explores the origins and practices of racial/ethnic prejudice, stereotypes, and discrimination, and how demographic factors such as class, gender, sexuality, and nationality intersect to solidify and perpetuate inequality. We will explore the resulting psychological, economic, and sociopolitical tolls on individuals, and also examine various individual responses that can mitigate the negative impacts of or engage in resistance towards such discrimination (such as

racial/ethnic identity development, deliberate retention of heritage culture, and social/political mobilization). Moreover, we will examine how these individual responses together with organized and collective efforts can bring about social changes. This class consciously expands a dominant binary discourse of race to develop a more inclusive and complex paradigm that accurately reflects the diversity of contemporary America.

Equivalent Course(s): SSAD 45732, CRES 45732, SSAD 25732

CRES 25790. Psychology of Race, Ethnicity, and Social Class: Perspectives and Impact. 100 Units.

This course will explore contemporary theories, findings, and social issues concerning the study of race, ethnicity, and social class as they relate to human behavior from the perspective of the individual in various social contexts. Drawing from disciplines such as cognitive, developmental, and social psychology, this course will also incorporate perspectives from social epidemiology, health disparities research, and critical race theory. Therefore, this course will be guided by a critical analysis lens that recognizes the intersection of gender, race/ethnicity, and social class, using the United States as a 'case study' to evaluate the complexities of social inequality. Learning will take place through a series of lectures, in-class activities, and weekly readings, and will emphasize interdisciplinary research, multilevel analysis, and critical evaluation of empirical research articles.

Instructor(s): C. Cardenas-Iniguez Terms Offered: Winter

Prerequisite(s): PSYC 20200. Third or fourth-year standing.

Equivalent Course(s): PSYC 25790

CRES 25990. Stereotype Effects on Cognition. 100 Units.

This course introduces the concept of stereotypes and how stereotypes about group difference affect members of stigmatized groups in terms of their physical and mental health, self-esteem, memory, and cognitive performance. We also discuss research methods for investigating stereotype effects and recent research findings, as well as consider several different kinds of models and theories of stereotype effect. We will cover different stereotypes, including race, gender, aging, mental illness, disabilities, sexual orientation, and social class.

Instructor(s): Y. Chen Terms Offered: Spring

Equivalent Course(s): GNSE 25990, PSYC 25990

CRES 26000. Race and Politics. 100 Units.

Fundamentally, this course is meant to explore how race, both historically and currently, influences politics in the United States. For example, is there something unique about the politics of African Americans? Does the idea and lived experience of whiteness shape one's political behavior? Throughout the quarter, students interrogate the way scholars, primarily in the field of American politics, have ignored, conceptualized, measured, modeled, and sometimes fully engaged the concept of race. We examine the multiple manifestations of race in the political domain, both as it functions alone and as it intersects with other identities such as gender, class, and sexuality.

Instructor(s): C. Cohen Terms Offered: Autumn

Equivalent Course(s): PLSC 26000

CRES 26856. Queer Theory: Futures. 100 Units.

TBD

Instructor(s): Kris Trujillo Terms Offered: Winter

Equivalent Course(s): CMLT 36856, GNSE 26856, GNSE 36856, RLST 26856, RLVC 36856, CMLT 26856, ENGL 36856, ENGL 26856

CRES 27302. Gender, Sexuality, Indigenous Women in the Colonial Encounter. 100 Units.

This course is premised on the belief that the history of gender and sexuality in colonial contexts is just as crucial and revealing as other more geopolitical, military, or diplomatic topics. In this sense, laws regulating marriage or Europeans exchanging of postcards of 'exotic women' are just as significant as land annexations or military technology. Through the quarter, we will think through not only what the history of imperialism tells us about gender and sexuality, but also what this type of analysis reveals about colonialism and empire. What was the relationship between the socio-political organization of European empires and ideologies of gender and sexuality in both colony and metropole? We will also consider intersectional questions, such as the connections between regulating intimacy and the creation of race-based imperial hierarchies. To gain historical precision in examining these more abstract or theoretical questions, we will anchor our readings and discussion around particular indigenous woman and their contexts. While the study of gender and sexuality in a colonial context has come a long way in recent years, the majority of sources for examining gender and colonialism are about white women. To push back against this absence, we will take a case study approach to consider the lives and narratives surrounding indigenous women in colonial cultures.

Instructor(s): E. Fransee Terms Offered: Autumn, TBD

CRES 27503. Reading the Border: Gender, Texts, and Performance. 100 Units.

Course description unavailable.

Terms Offered: Spring

Equivalent Course(s): LACS 27503, GNSE 27503

CRES 27529. Intoxication and Dispossession in Colonialism. 100 Units.

Manhattan, according to one folk etymology, means 'the place at which we were drunk.' Supposedly the Lenape (Delaware) people named the island after their 'general intoxication,' in 1609, on wine and aqua vitae offered by the English explorer Henry Hudson. That derivation, though false, nonetheless puts drunkenness intriguingly close to the center of an originary colonial encounter. In this course, students will examine how such scenes were reiterated, transformed, and exploited throughout the 19th century. As we move along these historical itineraries, we will ask how toxic ideology distills and reinforces logics of racial dispossession. But we will also ask how intoxication opens onto altered states, draws out chronic

conditions, and expands repertoires of conviviality. Our readings will weave between multiple genres in pursuit of these questions. Juxtaposing antiquarian files and execution sermons, medical inquiries and autobiographies, bureaucratic reports and romantic episodes, we will retrace scenes of intoxication through the texts, images, and institutions that configured them over time.

Instructor(s): Matthew Boulette Terms Offered: Spring
Equivalent Course(s): ENGL 27529

CRES 27535. Whose Hybridity?: 'Mixing' Language, Race, and Identity. 100 Units.

Throughout the modern world, members of racial, ethnic, and other groups perform their identities, in part, through the use of multiple languages or linguistic sub-varieties. It is a commonplace assumption that some of these performed identities—and their linguistic modes of expression—are 'hybrid' or 'mixed.' Whether viewed as a cause for celebration or alarm, such assumptions often rely on the idea of previously 'pure' things that were later made 'hybrid.' In various accounts in a range of media, 'hybridity' spells the end of desirable ways of life, even the 'natural order of things.' In other accounts, 'hybridity' is celebrated for producing novel relations between discrete categories, practices, and identifications. Yet upon closer inspection, even such supposedly 'pure' categories themselves frequently turn out to be anything but 'pure.' This course will critically explore how 'hybridity' is constructed as a matter of concern across a range of intellectual-, geopolitical-, cultural-, and media contexts. It focuses on language as a privileged marker of and resource in identity-construction, both self and other. This class uses theories and methods from anthropology, sociolinguistics, history, and sociology to explore how 'hybridity' can be—and has been—used to construct social boundaries, exclusions, and erasures as much as solidarities, inclusions, and recognitions. The class focuses also on the material media in which these inclusions and exclusions are produced.

Instructor(s): Joshua Babcock Terms Offered: TBD
Equivalent Course(s): ANTH 27445

CRES 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical 'genealogy of the present' by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring
Equivalent Course(s): HIST 29009, HMRT 27536, GNSE 27536, LACS 27536

CRES 27537. Poetry for the People': Global Black Politics and Culture in the Age of Marcus Garvey. 100 Units.

When Jamaican activist Marcus Garvey established the Universal Negro Improvement Association, he at once catalyzed a global mass movement for racial equality, projected a new Black diasporic identity, and redrew the fault-lines of modern racial politics. He also created the organizational and ideological framework for a global Black literature. Poets, workers, and political organizers from across the Black Diaspora sent both poetic and prosaic expressions of race-consciousness to the pages of Garvey's newspaper *Negro World*. These writers and activists challenged the legitimacy of world white supremacy, developed new modes of transnational racial affiliation, and enshrined Africa as the normative symbolic center of global Black politics. Despite its historical importance, however, Garveyism occupies an ambiguous place in African American studies. Controversies that trace back to the inception of UNIA, in addition to the loss of the organization's records, have impeded a full reckoning with the movement's global impact. Nonetheless, the great multivolume anthology of UNIA papers edited by Robert A. Hill, in addition to recent revisionist scholarship, suggest unexplored avenues of inquiry. The history of Garveyism, it seems, remains unfinished. 'Poetry for the People' will introduce students to the real and imagined worlds of Garveyist Pan-Africanism, and explore the legacies of Garvey's movement for contemporary debates on race, empire, nationalism, and the politics of culture.

Instructor(s): Noah Hansen Terms Offered: Spring
Equivalent Course(s): ENGL 27537

CRES 27538. Racial Universalisms. 100 Units.

This class will discuss the relationship between race and universalism. At first glance, one might think that both terms are opposed, with race as a particular and the universal that which transcends it. The universalism of equal rights, this view would suggest, stands against the divisions drawn along racial lines. But closer inspection reveals that the interplay between race and the discourse of universalism is more complex. In fact, their juxtaposition - as in the seemingly oxymoronic 'racial universalisms' in the plural - arguably leads to the heart of what both concepts are about, both in their theoretical contours and historical trajectories. Particular attention will be given to contemporary debates on race and 'epistemologies of ignorance,' which have provided theoretical tools to understand the systematic and racialized blinding effects that universalist discourse might entail.

Instructor(s): Niklas Plaetzer Terms Offered: Winter
Equivalent Course(s): PLSC 21538

CRES 27539. The Politics of Black Queer Feminist Praxis. 100 Units.

This course critically interrogates contemporary 'status quo' power dynamics through a lens of Black Queer Feminism. This course understands Black Queer Feminism as a political praxis that operationalizes intersectionality by seeking to deconstruct normative and hegemonic systems of power. While many of the attendees of the Women's March of 2017 were white, over 53% of white women had just voted for Donald Trump in the 2016 presidential election. This comes at a stark comparison with the 94% of Black women that voted for Hillary Clinton. As one journalist cleverly wrote, this highlights a '53 percent problem in American Feminism'. This seminar-style course, through critical engagement with Black Queer Feminist praxis (thought and action), attempts to reconcile this 53 percent problem. We will begin with a history of Black feminist thought and transition to its contemporary iterations, including trans politics and queer theory. Along with a diasporic and transnational analysis, we will investigate: how do contemporary iterations of radical Black feminism engage with and resist against the state? How does Black Queer Feminism shape politics and society? The syllabus will incorporate readings from various disciplines including political science, sociology, and Black studies and will focus on how the simultaneity of hegemony shapes access to and relationships with power.

Instructor(s): Laterricka Smith Terms Offered: Spring

Equivalent Course(s): PLSC 21539, GNSE 27539

CRES 27540. Slave Abolition and Its Afterlives. 100 Units.

In recent years scholars and activists have (re)turned to the abolitionist movement of the 19th century in order to gain critical traction on the interlocking operations of racism, capitalism, and patriarchy. The return of abolitionism reveals an aspiration to learn from the failures of the past in order to generate new strategies to overcome the structures of domination that pervade our social and political lives. This quarter we will read a series of texts produced before and after the formal end of slavery in the United States with particular attention paid to the revisions, retrospections, and reformulations made to conceptions of freedom. How did abolitionists understand the meaning of freedom before Emancipation? What political transformations did they endorse? Did formal emancipation actualize or reframe the abolitionist imaginary? We will also track two unfulfilled promises in the thought of black scholars and activists: the attempt to secure economic independence for freed slaves and critiques of patriarchal rule within the family. By tracking these political projects, we will raise questions about the re-emergence of abolitionist promises. How does the present trend to appropriate abolition occlude key political disagreements among early and mid-nineteenth century activists? Which strand of abolitionism are we inheriting in the twenty-first century? Why? These questions will anchor our course and help us think about the uses of history for our own political present.

Instructor(s): Larry Svabek Terms Offered: Winter

Equivalent Course(s): PLSC 21540, HIST 29008

CRES 27541. Race, Capitalism and the Atlantic World. 100 Units.

This course serves as an introduction to the long history of racial capitalism. While understandings of racial capitalism vary across disciplines and historical periods, this interdisciplinary course will focus on the construction of the Black Atlantic world as a way of understanding how race, capitalism and gender are constitutive elements of modernity. Taking the Black Atlantic as both a discursive formation and historical world-event, the course will explore the articulations of power made possible by the modern geography of the Atlantic world. The course will necessarily draw from sources both historically minded and theoretically rich, encouraging students to consider how the development of modern regimes of racialization and capitalism inform contemporary understandings of race, gender and power.

Instructor(s): Cameron Cook Terms Offered: Autumn

Equivalent Course(s): PLSC 27541

CRES 27542. Racial Consciousness and the Asian American Perspective. 100 Units.

What does it mean to be Asian American today? At once marginalized and woefully unspecific, Asian American identity seems to occupy a purgatorial status in the American racial imagination. How have Asian Americans been understood within, and how do they understand themselves within, White institutions, anti-Black hierarchies, and capitalist orders? And what are the cumulative psychic effects of their quotidian, uneventful, and often unspoken of racializations? This seminar examines how Asian American writers, artists, and thinkers reckon with in/visibility, ambiguity, and the 'minor intensities' of Asian American life through stories, poetry, films, and visual art. We will engage in close reading and analysis of these materials, with an eye toward their specific social, historical, and political contexts as we read them alongside a range of critical theory on the politics of identity and subjectivity.

Instructor(s): Victoria Nguyen Terms Offered: Spring

Equivalent Course(s): ANTH 23611

CRES 27605. United States Legal History. 100 Units.

This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

Instructor(s): A. Stanley Terms Offered: Autumn

Equivalent Course(s): GNSE 27605, HMRT 27061, AMER 27605, HIST 27605, GNSE 37605, CRES 37605, LLSO 28010, HIST 37605, HMRT 37605

CRES 27720. Race and Religion in Chicago. 100 Units.

This course is a chronological and thematic overview of a number of key themes and theoretical concerns in the study of race and religion in the U.S. from 1865 to the present. Taking Chicago as a case study, the course will introduce students to key topics in the study of race and religion in the U.S. Most of the course will focus on black-white racialization in Chicago

during this period-interrogating the construction of and contestation over whiteness among Catholics, Protestants, Jews, and new religious movements from the late nineteenth century and through much of the twentieth century, as well as tracing the 'spiritual afterlife of slavery' in Chicago's churches, synagogues, mosques, and other places of worship, and also in the everyday lives of Chicago's religious citizens. The readings and class discussions will also open out to consider other religio-racial issues and projects in Chicago (e.g., Latinx, Indian American, and Indigenous religious communities). Topics for class readings and discussions will be ordered by the week and will alternate between broader theoretical and historiographical issues pertaining to race and religion in the U.S. (first meeting of the week) and closer examinations of the same themes/questions in the context of the religious life of Chicago (second meeting of the week). In this way, Chicago provides a 'laboratory' for observing, testing, and refining historical and theoretical claims about race and religion in the United States.

Instructor(s): Joel Brown Terms Offered: Spring

Equivalent Course(s): HIST 27311, RLST 27720

CRES 28011. Religions of the African Diaspora. 100 Units.

This course is intended as an introduction to religions of the African Diaspora. We will engage a range of themes relevant to the history, beliefs and practices, world-views, and communities of African-derived religions around the globe, including issues of race and race-making, class, gender, sexuality, the body, and representations in the media. We will begin with a discussion of the central terms and major challenges of the field. With those concerns in mind, we will trace the historical movements of Africans across the globe, examining the spread and development of religions through key themes and case studies. We will address a large number traditions, including Santeria, Condemble, Vodoun, Palo, Obeah, Christianity, Islam, and Judaism.

Equivalent Course(s): RLST 28011

CRES 29007. Capitalism and Revolution in the Atlantic World. 100 Units.

What was the relationship between the 'Age of Revolutions' and the rise of capitalism? This course places the social and political upheavals in France, Haiti, and the Americas between 1776 and 1821 in the context of broader developments in the long eighteenth century, including innovations in finance (debt, credit, banks, corporations), the expansion of overseas commerce and colonial slavery, and the emergence of Enlightenment political economy. Above all, we will consider the extent to which the institutional and intellectual structures of the world economy determined both the causes and the outcomes of the revolutions. Readings will cover long-standing debates in the scholarship concerning social class and revolution; the imperial origins of national consciousness; humanitarian reform and the abolition of slavery; colonialism and industry; and the legacy of eighteenth-century revolutions in the twenty-first century.

Instructor(s): O. Cussen Terms Offered: Autumn

Equivalent Course(s): HIST 29007, LACS 29007, AMER 29007

CRES 29302. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern 'human rights' culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): TBA Terms Offered: Winter

Equivalent Course(s): HMRT 20200, HIST 39302, HIST 29302, LLSO 27100, INRE 31700, HMRT 30200

CRES 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.

How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children's rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children's own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.

Instructor(s): N. Maor Terms Offered: Spring

Equivalent Course(s): AMER 29313, HIST 29313, GNSE 29313, HMRT 29313, LLSO 20301

CRES 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female 'hysteria,' evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

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

Equivalent Course(s): HIPS 29318, CHDV 29318, HIST 29318, HMRT 29318, GNSE 23106, HLTH 29318

CRES 29800. BA Colloquium: Theory and Methods in Critical Race and Ethnic Studies. 100 Units.

Students are encouraged to register for the BA Colloquium in the Autumn Quarter of their fourth-year. Fourth-year CRES majors will meet weekly in Autumn Quarter and every other week in Winter Quarter, and will register for this course either of those quarters. This course is designed to introduce students to a range of qualitative research methods and to help determine which method would fit a research project of their own design in the field of race and ethnic studies. It functions as a research workshop in which students identify a research topic, develop a research question, and explore a range of methods that may or may not be appropriate for the research project. Students read each other's work and work through ideas that can serve as the proposal for a BA project.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to register for CRES 29800 in either Autumn or Winter of their fourth year. They must attend course meetings both quarters.

CRES 29900. Preparation for the BA Essay. 100 Units.

Students may register for Preparation for the BA Essay during any quarter of their fourth year. Students should consult the CRES entry in the Time Schedules to locate the section numbers for faculty advisers.

Terms Offered: Autumn,Winter, Spring

Prerequisite(s): CRES 29800; consent of the faculty supervisor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.



Data Science

The technological revolution has led to an explosion of data in domains of knowledge ranging from medicine to social science and from commerce to high energy physics. Data science is the study of extracting value from data. It combines insights, techniques, and tools from computer science, statistics, social science, and elsewhere. The minor program in data science is intended to equip students with computational and analytical comprehension and tools that will allow them to work on a variety of data-driven problems in any discipline. The program also emphasizes important issues in data privacy, ethics, and communication.

Minor in Data Science

The minor in data science targets students from all disciplines and consists of four required courses and two electives drawn from an approved list. Students may petition to take electives other than those listed below, if they can demonstrate substantial data science content in those courses. A successful petition requires students to obtain approval from the program director, who will contact College Advising on the student's behalf.

1. Introductory Sequence (four courses required):

CMSC 11800	Introduction to Data Science I	100
CMSC 11900	Introduction to Data Science II	100
CMSC 25300	Mathematical Foundations of Machine Learning	100
CMSC 25900	Ethics, Fairness, Responsibility, and Privacy in Data Science	100

2. Elective Sequence (two courses required):

Two of the following:		200
CMSC 13600	Introduction to Data Engineering	
CMSC 23900	Data Visualization	
CMSC 25025	Machine Learning and Large-Scale Data Analysis	
STAT 22200	Linear Models and Experimental Design	

Grading and Advising

Courses in the minor may not be double counted with the student's major(s) or with other minors. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Prospective minors must meet with the data science program director to discuss their course plans and to obtain advice and approval. Together the student and the program director will fill out a Consent to Complete a Minor Form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf). Students should submit completed, signed forms to their College adviser by the end of Spring Quarter of their third year.

Summary of Requirements for the Minor in Data Science

Introductory Sequence: Four courses	400
Electives: Two courses	200
Total Units	600



Digital Studies of Language, Culture, and History

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

The minor in Digital Studies of Language, Culture, and History introduces students to computer programming and the use of cutting-edge software tools for representing, exploring, analyzing, and publishing the products of human language and culture. These products range from everyday speech and writing to historical documents and literary texts, and they encompass music and art as well as mundane objects, places, and institutions. The courses in this minor will help students not just to understand and use digital tools but to see digital computing as a cultural activity in its own right—an activity to be studied with respect to its historical development, social setting, cultural impact, and aesthetic qualities, as well as the ethical problems it creates in our increasingly digitized and networked world. This minor does not require a background in mathematics or computing but is designed for students who are majoring in the humanities or humanistic social sciences. It will also be of interest to students majoring in the sciences who want to acquire programming skills in the context of linguistic, cultural, and historical studies.

Minor in Digital Studies of Language, Culture, and History

Students must take six courses to complete the minor in Digital Studies of Language, Culture, and History. They break down as follows:

1. One course in computer programming. Students are encouraged to take DIGS 20001 Introduction to Computer Programming, but the following are acceptable substitutes: CMSC 12100 Computer Science with Applications I, CMSC 15100 Introduction to Computer Science I, CMSC 16100 Honors Introduction to Computer Science I.
2. One course in statistics. Students are encouraged to take STAT 22000 Statistical Methods and Applications, which is offered every quarter. Alternatively, they may take DIGS 20002 Data Analysis for the Humanities I, which is offered in the Autumn Quarter.
3. One course in data analysis using the R programming environment: DIGS 20004 Data Analysis for the Humanities II. This course has the prerequisites of DIGS 20001 and DIGS 20002 (or equivalent courses in computer programming and statistics).
4. One of the following three courses:
 - DIGS 20003 Data Management for the Humanities (Autumn)
 - DIGS 20005 Data Publication for the Humanities (Winter)
 - DIGS 20006 Natural Language Processing (Spring)Note that each of these courses has a prerequisite of DIGS 20001 (or an equivalent introduction to computer programming), and DIGS 20006 also requires DIGS 20002 (or an equivalent introduction to statistics).
5. A required seminar course: DIGS 20007 Introduction to Digital Humanities
6. One elective course approved by the faculty director of the Digital Studies of Language, Culture, and History program. This will normally be a course in the humanities or social sciences that entails computational methods or explores the history and cultural significance of digital media or of computation in general. Suitable courses are offered in several different departments and programs.

Note that the particular courses on offer will vary from year to year and some courses may have prerequisites. Examples of potentially suitable courses include:

- CMST 25204 Media Ecology: Embodiment & Software
- CMST 27110 Digital Cinema
- CMST 27815 Introduction to Art, Technology, and Media
- CMST 27920 Virtual Reality Production
- ENGL 25980 Technorelations: Intimacy, Bodies, Machines
- ENGL 25990 Always Already New - Printed Books & Electronic Texts
- GEOG 20500 Introduction to Spatial Data Science
- GEOG 28201 Intro to Geographic Information Systems
- HIPS 25205 Computers, Minds, Intelligence & Data
- HIST 25415 History of Information
- HIST 25425 Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet
- HIST 29523 Data History: Information Overload from the Enlightenment to Google
- LING 28600 Computational Linguistics
- MUST 26618 Electronic Music I

Summary of Requirements for the Minor

DIGS 20001	Introduction to Computer Programming	100
or CMSC 12100	Computer Science with Applications I	
or CMSC 15100	Introduction to Computer Science I	

or CMSC 16100	Honors Introduction to Computer Science I	
DIGS 20002	Data Analysis for the Humanities I	100
or STAT 22000	Statistical Methods and Applications	
DIGS 20004	Data Analysis for the Humanities II	100
One of the following three courses:		100
DIGS 20003	Data Management for the Humanities	
or DIGS 20005	Data Publication for the Humanities	
or DIGS 20006	Natural Language Processing	
DIGS 20007	Introduction to Digital Humanities	100
One elective, approved by the faculty director		100
Total Units		600

Advising and Grading

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

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

Digital Studies of Language, Culture, and History Courses

DIGS 20001. Introduction to Computer Programming. 100 Units.

This course provides an introduction to computer programming and computational concepts using the Python programming language. It is a prerequisite for the other Digital Studies core courses (students who are already experts in Python may request an exemption from taking this course, subject to the approval of the Director of Digital Studies). The Spring Quarter version of this course is open to all undergraduate and graduate students; however, students doing the undergraduate Minor or the joint BA/MA in Digital Studies are given priority in enrollment. An equivalent but accelerated course (DIGS 30000) is offered in September for incoming students in the one-year Digital Studies MA program.

Terms Offered: Spring Summer. DIGS 20001/30001 is offered every Spring Quarter as a full-length course and in Summer as an intensive three-week course in the September term.

Equivalent Course(s): DIGS 30001

DIGS 20002. Data Analysis for the Humanities I. 100 Units.

This course provides an introduction to statistics and computational data analysis with emphasis on linguistic, cultural, and historical data. Programming exercises in Python will help students build on what they learned in DIGS 20001/30000/30001. Digital Studies MA students who have taken the University of Chicago course STAT 22000 or an equivalent statistics course may request an exemption from taking this course, subject to the approval of the Director of Digital Studies.

Terms Offered: Autumn

Prerequisite(s): DIGS 20001/30000/30001, "Introduction to Computer Programming" (or equivalent expertise in Python)

Equivalent Course(s): DIGS 30002

DIGS 20003. Data Management for the Humanities. 100 Units.

This course introduces concepts and techniques related to the representation and management of digital data, with emphasis on the forms of data encountered in linguistic, cultural, and historical research. Topics covered include: (1) digital text encoding using the Unicode and XML standards, with attention to the TEI-XML tagging scheme of the Text Encoding Initiative; (2) digital typefaces ('fonts') for displaying encoded characters; (3) digital encoding of 2D images, 3D models, sound, and video; (4) database models and querying languages, both relational and non-relational, with attention to methods for integrating and querying semi-structured and heterogeneous data; (5) ontologies, the Semantic Web, and related technical standards; and (6) cartographic concepts (e.g., coordinate systems and map projections) and the basics of geospatial data management using Geographic Information Systems.

Terms Offered: Autumn

Prerequisite(s): DIGS 20001/30000/30001, "Introduction to Computer Programming" (or an equivalent course in computer programming)

Equivalent Course(s): DIGS 30003

DIGS 20004. Data Analysis for the Humanities II. 100 Units.

This course builds on DIGS 20002/30002, "Data Analysis for the Humanities I," by introducing students to the R language and R packages for data analysis. Topics covered include data mining, data visualization, and high-performance computing techniques for analyzing large datasets. This course provides a high-level conceptual introduction to machine learning, social network analysis, and spatial data analysis. The goal is to make students familiar with these methods and aware of their role in linguistic, cultural, and historical studies, as a basis for further study of these methods.

Terms Offered: Winter

Prerequisite(s): DIGS 20001/30000/30001, "Introduction to Computer Programming" (or an equivalent course in computer programming) and DIGS 20002/30002, "Data Analysis for the Humanities I" (or an equivalent statistics course)

Equivalent Course(s): DIGS 30004

DIGS 20005. Data Publication for the Humanities. 100 Units.

This course introduces software techniques and tools for building Web browser apps written in HTML5, CSS, and JavaScript with emphasis on user interfaces for presenting information to researchers and students in the humanities. Topics covered include: (1) the use of application programming interfaces (APIs) to integrate into Web apps the various analysis, visualization, and database services provided by external systems; (2) the transformation of data into formats appropriate for publication on the Web; and (3) the use of persistent identifiers for reliable citation of published data and the problems of archiving and preserving scholarly data.

Terms Offered: Winter

Prerequisite(s): DIGS 20001/30000/30001, "Introduction to Computer Programming" (or an equivalent course in computer programming)

Equivalent Course(s): DIGS 30005

DIGS 20006. Natural Language Processing. 100 Units.

This course introduces software techniques and tools for natural language processing (NLP) using Python. Topics covered include a review of character-string processing and NLP methods for part-of-speech tagging, lemmatization, morphological segmentation, sentence splitting, named entity recognition, co-reference resolution, sentiment analysis, and topic modeling. This course also provides a high-level conceptual overview of recent work in machine translation via neural networks and deep learning.

Terms Offered: Spring

Prerequisite(s): DIGS 20001/30000/30001, "Introduction to Computer Programming" (or equivalent expertise in Python) and DIGS 20002/30002, "Data Analysis for the Humanities I" (or an equivalent statistics course)

Equivalent Course(s): DIGS 30006

DIGS 20007. Introduction to Digital Humanities. 100 Units.

This course is a discussion-oriented seminar that introduces students to theoretical debates in digital humanities, broadly defined, with attention to underlying philosophical issues. It touches upon the history and theory of digital computing within its social and institutional settings, as well as the history of the application of digital computing to texts, images, sound, geospatial data, and other information relevant to cultural and historical studies. Among other topics, this course introduces students to debates about the cultural impact of digital media and about ethical issues related to the ownership, accessibility, and legitimate uses of digital data.

Terms Offered: Autumn

Prerequisite(s): DIGS 20001/30000/30001, "Introduction to Computer Programming" (or an equivalent course in computer programming)

Equivalent Course(s): DIGS 30007

DIGS 20015. Musical Robotics. 100 Units.

Musical Robotics is a skills and discussion-based class for students interested in learning analog and digital electronics to build robotic musical instruments or sound art installations. Discussions will be organized around readings related to art and technology with a special focus on sound-based works. Students will learn to program Arduinos to control DC motors, solenoids, and servos with music applications like Logic Pro and Max/MSP. As a final project students will present a new instrument they've created or plans for an art installation featuring a kinetic sculpture element.

Instructor(s): Bryan Jacobs Terms Offered: Autumn

Prerequisite(s): For this advanced course, a background in low-level, functional, or graphical (Max/MSP, PD) computer programming is assumed. It is also assumed that students have done some work to develop musical ideas or worked towards developing an aesthetic perspective.

Equivalent Course(s): MAAD 26720, DIGS 30015, MUSI 26720, MUSI 36620



East Asian Languages and Civilizations

Department Website: <http://ealc.uchicago.edu>

Program of Study

The Department of East Asian Languages and Civilizations (EALC) offers a BA program in East Asian studies that introduces students to the traditional and modern civilizations of China, Japan, and Korea, and provides them with the opportunity to achieve a basic reading and speaking knowledge of Chinese, Japanese, and Korean. This program is interdisciplinary and students may take relevant courses in both the humanities and the social sciences.

Students in other fields of study may also complete a minor in EALC. Information follows the description of the major.

Before declaring their major in EALC, students must meet with the Director of Undergraduate Studies (typically before the end of their second year) to discuss their areas of interest.

Program Requirements

Students must complete 1300 units toward an EALC major. No courses may be double-counted toward general education requirements or minor requirements. Students who plan to major in EALC are strongly encouraged (but not required) to meet the general education requirement in civilization studies by taking EALC 10800-10900-11000 Introduction to the Civilizations of East Asia I-II-III. Students planning to major in EALC should meet with EALC's Director of Undergraduate Studies to discuss their program of study, ideally by the end of their second year.

Language Requirement

To graduate with an EALC major, students must demonstrate competency in a primary East Asian language that is equivalent to the intermediate (second-year) level of the language. Beginning with the Class of 2021, language credit toward the major will be awarded ONLY for courses taken and successfully completed either at the University of Chicago or through a study abroad or summer program pre-approved by the Director of Undergraduate Studies. To demonstrate extant competency, students have the following options: (1) place into and complete a higher-level language course (20300 or higher), including Literary Chinese or Literary Japanese; or (2) successfully complete an EALC content course that requires the use of texts in the original. For this second option, students are required to meet with the Director of Undergraduate Studies to find a suitable course and to get permission to count the course in advance.

Topics in East Asian Languages and Civilizations (EALC)

All students are required to take three Topics in EALC courses (EALC 10500-10799). These courses are meant to introduce students to issues in East Asian studies.

Electives in the Major

Students are required to complete an additional 1000 units. Up to 600 units of these may be language credit. Many students will take an additional year of their primary East Asian language or a year of a secondary East Asian language. A beginning language sequence in the primary East Asian language cannot be counted toward the major; beginning sequences are acceptable for secondary languages.

Up to three quarters (300 units) of Literary Chinese or Literary Japanese may count either as language or as content courses.

Students who complete their general education requirement in civilization studies with a sequence other than EALC 10800-10900-11000 (Introduction to the Civilizations of East Asia I-II-III) may take any of those courses as an elective in the major. Students may also take additional Topics in EALC courses as electives in the major.

A maximum of six approved courses taken while studying abroad may be counted toward program requirements by petition to the Director of Undergraduate Studies.

Summary of Requirements

Three courses in a second-year or more advanced level East Asian language *	300
Three Topics in EALC courses +	300
Seven elective courses related to East Asia §	700
Total Units	1300

* Students who have demonstrated competency through course work, placement, or extensive prior experience/exposure to a language may substitute these courses with additional electives as approved by the Director of Undergraduate Studies.

+ EALC 10500-10799

§ Up to three of which may be a further year of the same language or a year of a second East Asian language

Grading

Students must receive quality grades in all courses taken to meet requirements in the major. No P/F grades are offered in language courses.

Bachelor's Thesis and Honors

Students who have maintained an overall GPA of 3.5 or higher are eligible for honors, but only students who complete a bachelor's thesis that earns an "A" grade will be awarded honors in the department. Students who do not wish to be considered for honors are not required to submit a bachelor's thesis for graduation. To be eligible to write a bachelor's thesis, students must have maintained an overall GPA of 3.5 or higher and submit an acceptable proposal to the department. Students typically choose an adviser for their BA project in Spring Quarter of their third year. The project must be approved by both the adviser and the director of undergraduate studies early in the student's fourth year, typically no later than second week of Autumn Quarter. Interested students should consult the Director of Undergraduate Studies for details concerning the proposal.

Minor Program in East Asian Languages and Civilizations

Students in other fields of study may complete a minor in EALC. The minor in EALC requires a total of seven courses chosen in consultation with the director of undergraduate studies. No more than three of these courses may be in an East Asian language (credit by petition may not be used for this language option). Students who plan to pursue an EALC minor are encouraged to take EALC 10800-10900-11000 Introduction to the Civilizations of East Asia I-II-III to meet the general education requirement in civilization studies.

Students who elect the minor program in EALC must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor by submitting a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on a form obtained from the adviser.

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

Chinese Courses

CHIN 10100-10200-10300. Elementary Modern Chinese I-II-III.

This three-quarter sequence introduces the fundamentals of modern Chinese. By the end of Spring Quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. In Spring Quarter, students are required to submit a video project for the Chinese Video Project Award. The class meets for five one-hour sessions a week. A drill session with the TA is held one hour a week in addition to scheduled class time. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 10100. Elementary Modern Chinese I. 100 Units.

This three-quarter sequence introduces the fundamentals of modern Chinese. By the end of Spring Quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. In Spring Quarter, students are required to submit a video project for the Chinese Video Project Award. The class meets for five one-hour sessions a week. A drill session with the TA is held one hour a week in addition to scheduled class time. All courses in this sequence must be taken for a quality grade. No auditors permitted.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10200. Elementary Modern Chinese II. 100 Units.

Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 10100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 10300. Elementary Modern Chinese III. 100 Units.

Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 10200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

Equivalent Course(s): CHIN 33300

CHIN 10123. Summer Intensive Introductory Chinese. 300 Units.

This course provides 140 contact hours and participants may be eligible to receive a FLAS grant from their home institution or from UChicago to support their study. The SLI accepts the FLAS award as full tuition for summer Chinese. All students participating Summer CHIN 10123 will participate in a four skills proficiency assessment for the course. Students will receive University of Chicago certification describing their language skills in reading, writing, speaking and listening, based on the results of the proficiency assessment.

Instructor(s): Staff Terms Offered: Summer

CHIN 11100-11200-11300. First-Year Chinese for Bilingual Speakers I-II-III.

This three-quarter series is intended for bilingual speakers of Chinese. Our objectives include teaching students standard pronunciation and basic skills in reading and writing, while broadening their communication skills for a wider range of contexts and functions. The class meets for three one-hour sessions a week. Consultation with instructor encouraged prior to enrollment. All courses in this sequence must be taken for a quality grade.

CHIN 11100. First-Year Chinese for Heritage Students I. 100 Units.

Part 1 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF. Must be taken for a letter grade. No auditors permitted.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Consent of Director of Chinese Language Program

CHIN 11200. First-Year Chinese for Heritage Students-II. 100 Units.

Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 11100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 11300. First-Year Chinese for Heritage Students-III. 100 Units.

Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 11200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 15000. Chinese in Beijing. 100 Units.**CHIN 15001. Elementary Chinese in Beijing. 100 Units.****CHIN 15002. Elementary Chinese in Beijing. 100 Units.****CHIN 15003. Intermediate Chinese in Beijing. 100 Units.****CHIN 15004. Intermediate Chinese in Beijing. 100 Units.****CHIN 15005. Advanced Chinese in Beijing. 100 Units.****CHIN 15006. Advanced Chinese in Beijing. 100 Units.****CHIN 15007. Elementary Chinese in Hong Kong. 100 Units.****CHIN 15008. Elementary Chinese in Hong Kong. 100 Units.****CHIN 15009. Intermediate Chinese in Hong Kong. 100 Units.****CHIN 15010. Intermediate Chinese in Hong Kong. 100 Units.****CHIN 15011. Advanced Chinese in Hong Kong. 100 Units.****CHIN 15012. Advanced Chinese in Hong Kong. 100 Units.****CHIN 15013. Elementary Chinese in London. 100 Units.**

N/A

Terms Offered: Spring, Spring 2020

CHIN 15014. Elementary Chinese in London. 100 Units.

N/A

Terms Offered: Spring, Spring 2020

CHIN 15015. Intermediate Chinese in London. 100 Units.

N/A

Terms Offered: Spring, Spring 2020

CHIN 15016. Intermediate Chinese in London. 100 Units.

N/A

Terms Offered: Spring, Spring 2020

CHIN 15017. Advanced Chinese in London. 100 Units.

N/A

Terms Offered: Spring, Spring 2020

CHIN 15018. Advanced Chinese in London. 100 Units.

N/A

Terms Offered: Spring, Spring 2020

CHIN 20100-20200-20300. Intermediate Modern Chinese I-II-III.

The goal of this sequence is to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. The class meets for five one-hour sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 20100. Intermediate Modern Chinese I. 100 Units.

Part 1 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): CHIN 10300, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20200. Intermediate Modern Chinese II. 100 Units.

Part 2 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 20100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20300. Intermediate Modern Chinese III. 100 Units.

Part 3 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 20200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

Equivalent Course(s): CHIN 34300

CHIN 20101. Intermediate Modern Chinese for CPS Students. 100 Units.

StarTalk Chinese-Year 2

CHIN 20123. Summer Intensive Intermediate Chinese. 300 Units.

Summer Intermediate Chinese is an 8-week course designed for students who have already completed one year of college-level study of Modern Chinese (Mandarin). Listening, speaking, reading, and writing are equally emphasized, and materials from Chinese culture will also be incorporated into the course. Class will meet for five three-hour periods a week, with additional speaking practice during the afternoon. This intensive summer Chinese course requires students to spend several additional hours per day preparing for class through drill sessions, independent study, and other activities. The curriculum for Intensive Intermediate Chinese is the equivalent of the CHIN 20100-20200-20300 sequence during the regular academic year at the University of Chicago.

Terms Offered: Summer

CHIN 20401-20402-20403. Advanced Modern Chinese I-II-III.

The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures. We begin with discussion in Chinese on topics relevant to modern China and then shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Discussion in Chinese required. The class meets for five one-hour sessions a week.

CHIN 20401. Advanced Modern Chinese I. 100 Units.

For both graduates and undergraduates. The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.

Instructor(s): X. Wang Terms Offered: Autumn

Prerequisite(s): CHIN 20300, or placement, or consent of instructor

Note(s): No auditors. Must be taken for a quality grade.

CHIN 20402. Advanced Modern Chinese II. 100 Units.

The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.

Instructor(s): Kuo, Wang Terms Offered: Winter

Prerequisite(s): CHIN 20401 or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20403. Advanced Modern Chinese III. 100 Units.

For both graduates and undergraduates. The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.

Instructor(s): Kuo, Wang Terms Offered: Spring

Prerequisite(s): CHIN 20402, or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20501-20502-20503. Fourth-Year Modern Chinese I-II-III.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.

CHIN 20501. Fourth-Year Modern Chinese I. 100 Units.

Open to both graduate and undergraduate students. This sequence introduces a range of essays by journalists and scholars on Chinese cultural and social issues after 2001. Students will not only expand their vocabulary and knowledge of grammatical structures, but also learn sophisticated speaking and writing skills through intensive readings and discussions. Class meets for three one-hour sessions each week. Additional two one-to-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects.

Instructor(s): Meng Li Terms Offered: Autumn

Prerequisite(s): CHIN 20403, or placement, or consent of instructor

Note(s): No auditors. Must be taken for a quality grade.

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.

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

Prerequisite(s): CHIN 20501, or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students will not only expand their vocabulary and knowledge of grammatical structures, but also learn sophisticated speaking and writing skills through intensive readings and discussions. Class meets for three one-hour sessions each week.

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

Prerequisite(s): CHIN 20502, or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20601-20602-20603. Fifth-Year Modern Chinese I-II-III.

This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one tutorial sessions to prepare for assigned language projects.

CHIN 20601. Fifth Year Modern Chinese, Fifth-Year Modern Chinese I. 100 Units.

This course is designed to prepare students for academic research and activities in Chinese language environment. Besides selected influential Chinese articles, TV and Radio broadcast will be also included among the teaching materials. Students will learn not only general skills of listening and reading but also speaking and writing skill in academic style through the teaching materials and instructor-guided language projects. Class meets for three one-hour sessions each week. Additional two one-to-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects. PQ: Chinese 20503 or placement. For both graduates and undergraduates. No auditors permitted. Open to both grads and undergrads. This course is designed to prepare students for academic research and activities in Chinese language environment. Besides selected influential Chinese articles, TV and Radio broadcast will be also included among the teaching materials. Students will learn not only general skills of listening and reading but also speaking and writing skill in academic style through the teaching materials and instructor-guided language projects. Class meets for three one-hour sessions each week. Additional two one-to-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects.

Instructor(s): Y. Wang Terms Offered: Autumn

Prerequisite(s): CHIN 20503 or placement, or consent of instructor

Note(s): note I have made the UG number primary and gotten rid of grad number. Please make this open to both grad/undergrad

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.

Open to both grads and undergrads. This course is designed to prepare students for academic research and activities in Chinese language environment. Besides selected influential Chinese articles, TV and Radio broadcast will be also included among the teaching materials. Students will learn not only general skills of listening and reading but also speaking and writing skill in academic style through the teaching materials and instructor-guided language projects. Class meets for three one-hour sessions each week. Additional two one-to-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects.

Terms Offered: Winter

Prerequisite(s): CHIN 51100, or CHIN 20601, or placement, or consent of instructor

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.

PQ: 51200 or placement. Both undergrad and grads can take this course. This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking, and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one sessions to prepare for assigned language projects. Open to both grads and undergrads. This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking, and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one sessions to prepare for assigned language projects.

Terms Offered: Winter

Prerequisite(s): CHIN 51200, or CHIN 20602, or placement, or consent of instructor

CHIN 20611. Sixth-Year Modern Chinese. 100 Units.

This course is designed to help students attain the proficiency level of a well-educated Chinese speaker. Teaching materials include TV programs, novels, movies, newspaper articles, WeChat conversations and research papers published in recent years. This course also teaches students how to use Chinese reference materials for their research. The class meets for two 90-minute sessions each week. Two additional one-on-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects and special research needs.

Instructor(s): Youqin Wang Terms Offered: Autumn

Prerequisite(s): CHIN 20603/51300, placement or consent of instructor

Equivalent Course(s): CHIN 61100

CHIN 20701-20702-20703. Business Chinese I-II-III.

This three-quarter sequence aims at improving overall language skills and introduces business terminology. Students learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce. The class meets for three ninety-minute sessions a week.

CHIN 20701. Business Chinese I. 100 Units.

Part one of this three-quarter sequence aims at improving overall language skills and introduces business terminology. Students will learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce. Class meets for five one-hour sessions each week.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300, or placement, or consent of instructor

Equivalent Course(s): CHIN 31100

CHIN 20702. Business Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20701, or CHIN 31100, or placement, or consent of instructor

Equivalent Course(s): CHIN 31200

CHIN 20703. Business Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20702, or CHIN 31200, or placement, or consent of instructor

Equivalent Course(s): CHIN 31300

CHIN 20800-20900-21000. Elementary Literary Chinese I-II-III.

This sequence introduces the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students will read original texts of genres that include philosophy, memorials, and historical narratives. Spring Quarter is devoted exclusively to reading poetry. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

CHIN 20800. Elementary Literary Chinese I. 100 Units.

Introduction to the Chinese literary language from the first millennium B.C.E. to the end of the imperial period. While surveying a variety of literary genres (such as, philosophical and historical texts, poetry, and essays), focus is on grammatical structures and translation methods.

Instructor(s): L. Skosey Terms Offered: Autumn

Prerequisite(s): CHIN 20300, or placement, or consent of instructor. Auditing is not permitted. Must be taken for a quality grade.

CHIN 20900. Elementary Literary Chinese II. 100 Units.

Introduction to the Chinese literary language from the first millennium B.C.E. to the end of the imperial period. While surveying a variety of literary genres (such as, philosophical and historical texts, poetry, and essays), focus is on grammatical structures and translation methods.

Instructor(s): L. Skosey Terms Offered: Winter

Prerequisite(s): CHIN 20800, or placement, or consent of instructor. Auditing is not permitted. Must be taken for a quality grade.

CHIN 21000. Elementary Literary Chinese III. 100 Units.

Introduction to the Chinese literary language from the first millennium B.C.E. to the end of the imperial period. While surveying a variety of literary genres (such as, philosophical and historical texts, poetry, and essays), focus is on grammatical structures and translation methods.

Instructor(s): L. Skosey Terms Offered: Spring

Prerequisite(s): CHIN 20900, or placement, or consent of instructor. Auditing is not permitted. Must be taken for a quality grade.

CHIN 21801. Introduction Classical Chinese Poetry. 100 Units.

This course introduces students to the fundamentals of Classical lyric poetry. The emphasis is on learning how to read poems in the original, but some critical writings in English on Chinese poetry and poetics will also be assigned to provide a context for interpretation.

Equivalent Course(s): EALC 31801, CHIN 31801

CHIN 22110. Second-Year Chinese for Heritage Students I. 100 Units.

This three-quarter sequence is intended for bilingual/heritage speakers of Mandarin Chinese. Paralleled with the Intermediate sequence for non-heritage speakers, the goal of this sequence is to further develop students' reading, speaking, and writing skills by dealing with topics in personal settings and some academic or professional settings. Upon completing this sequence, students are expected to pass the Practical Proficiency Test to earn a certificate on their transcript. The class meets for three one-hour sessions a week. PQ: Chin 11300 or placement of 20100. Students must take a quality grade. No auditors permitted.

Instructor(s): Meng Li Terms Offered: Autumn

Prerequisite(s): PQ: Chin 11300 or placement of 20100. Students must take a quality grade. No auditors.

CHIN 22120. Second-Year Chinese for Heritage Students-II. 100 Units.

This three-quarter sequence is intended for bilingual/heritage speakers of Mandarin Chinese. Paralleled with the Intermediate sequence for non-heritage speakers, the goal of this sequence is to further develop students' reading, speaking, and writing skills by dealing with topics in personal settings and some academic or professional settings. Upon completing this sequence, students are expected to pass the Practical Proficiency Test to earn a certificate on their transcript. The class meets for three one-hour sessions a week. PQ: Chin 22110 or placement. Students must take a quality grade. No auditors permitted.

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

Prerequisite(s): PQ: Chin 22110 or placement. Students must take a quality grade. No auditors permitted.

CHIN 22130. Second-Year Chinese for Heritage Students-III. 100 Units.

This three-quarter sequence is intended for bilingual/heritage speakers of Mandarin Chinese. Paralleled with the Intermediate sequence for non-heritage speakers, the goal of this sequence is to further develop students' reading, speaking, and writing skills by dealing with topics in personal settings and some academic or professional settings. Upon completing this sequence, students are expected to pass the Practical Proficiency Test to earn a certificate on their transcript. The class meets for three one-hour sessions a week. PQ: CHIN 22120 or placement. Students must take a quality grade. No auditors permitted.

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

Prerequisite(s): PQ: CHIN 22120 or placement. Students must take a quality grade. No auditors permitted.

CHIN 23110. Third-Year Chinese for Heritage Students I. 100 Units.

This three-quarter series are intended for bilingual speakers of Chinese who already have intermediate level ability to understand and speak mandarin Chinese in daily communication, although they may have some accent or some difficulty

using the language in formal settings. While all the communicative skills of listening, speaking, reading, and writing will be trained in CHIN23100, the emphasis will be on standard Mandarin pronunciation, discourse level discussion on topics about modern China, and advanced reading and writing. The class meets for three one-hour sessions a week.

Instructor(s): S. Xiang Terms Offered: Autumn

Prerequisite(s): CHIN 22130 Second-Year Chinese for Bilingual Speakers-3 or placement exam

CHIN 23120. Third-Year Chinese for Heritage Students-II. 100 Units.

Please see description for CHIN 23110

Instructor(s): S. Xiang Terms Offered: Winter

Prerequisite(s): CHIN 23110 or placement exam

CHIN 23130. Third-Year Chinese for Heritage Students-III. 100 Units.

Please see the description for CHIN 23110.

Instructor(s): S. Xiang Terms Offered: Spring

Prerequisite(s): CHIN 23120 or placement

Japanese Courses

JAPN 10100-10200-10300. Elementary Modern Japanese I-II-III.

This is the first year of a three-year program, which is intended to provide students with a thorough grounding in modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading, and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

JAPN 10100. Elementary Modern Japanese I. 100 Units.

This is the first year of a three-year program, which is intended to provide students with a thorough grounding in modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading, and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Placement, or consent of instructor

JAPN 10200. Elementary Modern Japanese II. 100 Units.

Must be taken for a letter grade. No auditors permitted. This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): JAPN 10100, or placement, or consent of instructor

JAPN 10300. Elementary Modern Japanese-III. 100 Units.

This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 10200, or placement, or consent of instructor

JAPN 10123. Summer Intensive Elementary Japanese. 300 Units.

This 8-week summer intensive course is the equivalent of three quarters of Elementary Japanese (10100-10300) in the regular academic year (30 weeks). Students will develop four skills-speaking writing, listening and reading. Students are expected to spend four to six hours outside of class every day for review and for preparation for the following day. The course is so intense that knowledge of ## (kanji) is very helpful to finish this course successfully. Please do the following as preparation before starting this course. 1) Access the Japanese site on Canvas and take a look at the syllabus and files under Module. 2) Order the textbook Communicating in Japanese. Please see instructions on Canvas for how to purchase online. 3) Memorize how to read and write Hiragana and Katakana, using the textbook

Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

JAPN 14405. Japan and the West: 19th Century. 100 Units.

This course explores the cultural interactions between Japanese and Westerners in the second half of the nineteenth century, the first period of sustained contact and the time in which enduring modes of perception and misperception were formed.

We will examine travelogues, memoirs, guidebooks, histories, and other works written about Japan by Americans and Europeans, as well as works by Japanese authored for Western readership. Requirements: one short midterm paper (5-6 pages) and a longer final paper (15-16 pages).

Instructor(s): S. Burns Terms Offered: Autumn

Equivalent Course(s): HIST 14400, EALC 14405, CRES 14400

JAPN 20100-20200-20300. Intermediate Modern Japanese I-II-III.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. Classes conducted mostly in Japanese. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

JAPN 20100. Intermediate Modern Japanese I. 100 Units.

JAPN20100 continues to work on building a solid foundation for basic Japanese language skills while preparing students to progress to an Intermediate level. The emphasis on the spoken language gradually shifts toward reading and writing in JAPN 20200 and 20300, but spoken Japanese continues to be enriched throughout the sequence. Students at this level will be able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. The class meets for five fifty-minute sessions each week, conducted mostly in Japanese. All courses in this sequence must be taken for a quality grade. No auditors permitted.

Terms Offered: Autumn

Prerequisite(s): JAPN 10300, or placement, or consent of instructor

JAPN 20200. Intermediate Modern Japanese II. 100 Units.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.

Terms Offered: Winter

Prerequisite(s): JAPN 20100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 20200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

JAPN 20401-20402-20403. Advanced Modern Japanese I-II-III.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

JAPN 20401. Advanced Modern Japanese I. 100 Units.

The goal is to help students learn to understand authentic written and spoken materials with reasonable ease and to solidify the grammar, vocabulary and kanji foundation built during the students' study at Elementary and Intermediate Modern Japanese levels. Students will expand their four language skills (speaking, listening, reading, and writing) as well as the socio-cultural knowledge they need for communication, thereby easing their transition into Advanced Japanese. The class meets for three eighty-minute sessions each week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

Terms Offered: Autumn

Prerequisite(s): JAPN 20300, or placement, or consent of instructor

JAPN 20402. Advanced Modern Japanese II. 100 Units.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Terms Offered: Winter

Prerequisite(s): JAPN 20401, or JAPN 30100, or placement, or consent of instructor

Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.

The third year marks the end of the basic modern language study. The purpose of the course is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. All work in Japanese. The class meets for three eighty-minute periods a week.

Terms Offered: Spring

Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor

JAPN 20500-20600-20700. Fourth-Year Modern Japanese I-II-III.

This sequence is intended to improve Japanese reading, speaking, writing, and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments include academic theses in psychology and anthropology, literary texts, and popular journalism. After each reading, students are encouraged to discuss the topic in class. Videos/DVDs are used to improve listening comprehension skills. There are also writing assignments. The class meets for two eighty-minute sessions a week.

JAPN 20500. Fourth-Year Japanese-1. 100 Units.

This course is intended to improve Japanese reading, speaking, writing, and listening ability to the advanced low level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes, reading assignments include academic theses, literary texts, and popular journalism. After each reading, students are encouraged to discuss the topic in class and are required to write their own thoughts on each reading along with a summary. The class meets for two eighty-minute sessions each week. All courses in this sequence must be taken for a quality grade.

Terms Offered: Autumn

Prerequisite(s): JAPN 20403, or JAPN 30300, or placement, or consent of instructor

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.

Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments will include academic theses in psychology and anthropology, literary texts, and popular journalism. After completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to improve listening comprehension skills. There will also be writing assignments.

Terms Offered: Winter

Prerequisite(s): JAPN 20500, or JAPN 40500, or placement, or consent of instructor

Equivalent Course(s): JAPN 40600

JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.

Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments will include academic theses in psychology and anthropology, literary texts, and popular journalism. After completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to improve listening comprehension skills. There will also be writing assignments.

Terms Offered: Spring

Prerequisite(s): JAPN 20600, or JAPN 40600, or placement, or consent of instructor

JAPN 20800. Reading Scholarly Japanese I. 100 Units.

This course focuses on reading of scholarly Japanese materials that will enable students to read academic Japanese. The materials are selected from a wide range of disciplines by the instructor and by students.

Terms Offered: Autumn

Prerequisite(s): JAPN 20300, or placement, or consent of instructor

Equivalent Course(s): JAPN 30800

JAPN 20900. Reading Scholarly Japanese II. 100 Units.

This course focuses on reading of scholarly Japanese materials that will enable students to read academic Japanese. The materials are selected from a wide range of disciplines by the instructor and by students.

Terms Offered: Winter

Prerequisite(s): JAPN 20300, or placement, or consent of instructor

Equivalent Course(s): JAPN 30900

JAPN 21200-21300. Intermediate Modern Japanese through Japanimation I-II.

This sequence focuses on learning spoken Japanese that is aimed at native speakers. Our goals are to get students accustomed to that sort of authentic Japanese and to enable them to speak with high fluency. To keep the balance, writing and reading materials are provided. Students are encouraged to watch videos and practice their speaking.

JAPN 21200. Intermediate Modern Japanese Through Japanimation I. 100 Units.

This course focuses on learning spoken Japanese through full-length Japanese animated films. To ensure balance in learning, writing and reading materials are also provided. Students at this level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. The class meets for five fifty-minute sessions each week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): JAPN 20100, or placement, or consent of instructor

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.

This course focuses on learning spoken Japanese that is aimed at native speakers. The goals are getting accustomed to that sort of authentic Japanese and being able to speak with a high degree of fluency. To keep a balance, writing and reading materials are provided. Watching videos and practicing speaking are the keys to success in this course.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 21200, or placement, or consent of instructor

JAPN 24900. Pre-Modern Japanese: Kindai Bungo I. 100 Units.

The course is a systematic introduction to pre-modern texts written in classical Japanese (bungo or kogo), the standard written language in Japan up to the early twentieth century. We will focus on the fundamentals of grammar as well as read original texts dating primarily to the medieval period. The goal is to acquire a firm foundation in bungo and to be able to read pre-modern texts with the help of a dictionary.

Instructor(s): O. Porath Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 34900

JAPN 24902. Pre-Modern Japanese: Kindai Bungo II. 100 Units.

TBD

Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 34902

JAPN 24903. Pre-Modern Japanese: Kindai Bungo III. 100 Units.

TBD

Equivalent Course(s): JAPN 34903

Korean Courses**KORE 10100-10200-10300. Introduction to the Korean Language I-II-III.**

This introductory sequence is designed to provide a basic foundation in modern Korean language and culture by focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Students in KORE 10100 begin by learning the complete Korean writing system (Hangul), which is followed by lessons focusing on basic conversational skills and grammatical structures. To provide sufficient opportunities to apply what has been learned in class, there are small group drill sessions, weekly Korean television drama screenings, and a number of other cultural activities (e.g., Korean New Year's game competitions). The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 10100. Introduction to the Korean Language I. 100 Units.

This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Placement, or consent of instructor

KORE 10200. Introduction to the Korean Language II. 100 Units.

Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): KORE 10100, or placement, or consent of instructor

KORE 10300. Introduction to the Korean Language III. 100 Units.

Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 10200, or placement, or consent of instructor

KORE 10123. Summer Intensive Introductory Korean. 300 Units.

This eight-week course will provide beginners with a solid basic foundation in modern Korean. In particular, this course offers a balanced emphasis on oral communication practice, listening, and reading comprehension, and also develops students' writing abilities and familiarity with formal speech situations. Students will thus gain the skills for interpersonal interactions and interpretation, as well as for delivering presentations. Korean culture will also be incorporated into the course by working with contemporary Korean media, among other material. The course will also include visits to the Korean-speaking communities in the Chicago area for more direct experience of the language in its local context. The curriculum for Intensive Introductory Korean is the equivalent of the KORE 10100-10200-10300 sequence during the regular academic year at the University of Chicago.

Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

KORE 20100-20200-20300. Intermediate Korean I-II-III.

As a continuation of KORE 10100-10200-10300, this sequence is intended to continue to build on students' language skills with an emphasis on enhancing the speaking ability, presentational skills, composition writing skills, and usage of more complex constructions. Approximately 150 Chinese characters are introduced for the achievement of basic literacy and

vocabulary expansion. The curriculum also includes media, authentic reading materials, and weekly Korean language table meetings to maximize cultural exposure and opportunities to apply Korean language skills in real life situations. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 20100. Intermediate Korean I. 100 Units.

As a continuation of KORE 10100-10200-10300, this sequence is intended to continue to build on students' language skills with an emphasis on enhancing the speaking ability, presentational skills, composition writing skills, and usage of more complex constructions. Approximately 150 Chinese characters are introduced for the achievement of basic literacy and vocabulary expansion. The curriculum also includes media, authentic reading materials, and weekly Korean language table meetings to maximize cultural exposure and opportunities to apply Korean language skills in real life situations. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): KORE 10300, or placement, or consent of instructor

KORE 20200. Intermediate Korean II. 100 Units.

As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): KORE 20100, or placement, or consent of instructor

KORE 20300. Intermediate Korean III. 100 Units.

As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 20200, or placement, or consent of instructor

KORE 21100-21200-21300. Fourth-Year Modern Korean I-II-III.

Fourth-Year Modern Korean I-II-III

KORE 21100. Fourth-Year Modern Korean I. 100 Units.

The first in a series of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

Equivalent Course(s): KORE 41100

KORE 21200. Fourth-Year Modern Korean II. 100 Units.

The second of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

Equivalent Course(s): KORE 41200

KORE 21300. Fourth-Year Modern Korean III. 100 Units.

The third of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 41200 or consent

Note(s): Must be taken for a letter grade. No auditors.

KORE 21400. Business Korean. 100 Units.

TBD

Equivalent Course(s): KORE 51400

KORE 22100. Korean Contemporary TV and Language. 100 Units.

This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We study and analyze genres of Korean TV programs on the internet (e.g., such dramas as soap operas and sitcoms, entertainment talk shows,

children's shows, news programs). Main discussion topics are sociolinguistics and socio-cultural issues (e.g., speech levels, honorifics and address terms, language and gender, pragmatics and speech acts, language and nationalism).

Terms Offered: Autumn

Prerequisite(s): KORE 20403 or KORE 30300, or placement, or consent of instructor

Equivalent Course(s): KORE 42100

KORE 22110. Understanding Contemporary Korean Society Through Media. 100 Units.

This content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. There are two main goals for the course. The first objective of the course is to foster speed, accuracy, and comprehension in advanced listening and reading of authentic contemporary texts as well as the refinement of writing skills in various styles. The second objective is for the students to acquire a deeper analytic knowledge of cultural and social issues in contemporary Korea. By examining various articles, TV shows, and films, we are going to discuss contemporary Korean culture, politics and society. The themes that will be dealt with in the class are "The Hell Chos#n discourse and Korean youth culture" "Pain and Sympathy: South Korean Society after the Sewol Ferry Disaster" and "Korea as Multi-Ethnic Society."

Equivalent Course(s): KORE 42110

KORE 22200. Contemporary Korean Society and History through Fiction and Film. 100 Units.

This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We analyze cultural and historical issues in contemporary Korea through four contemporary short novels and related film and media. Other goals are to foster fluency, accuracy, and comprehension in reading authentic contemporary texts, as well as advancing language skills for formal presentation, discussion, and writing.

Terms Offered: Winter

Prerequisite(s): KORE 20403 or KORE 30300, or placement, or consent of instructor

Equivalent Course(s): KORE 42200

KORE 22300. Changing Identity of Contemporary Korean Through Film and Literature. 100 Units.

KORE 42300 is a content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. In particular, we deal with how contemporary Korean society can be understood through the diverse perspectives of emergent minority groups. Topics include Korean language and identity, gender and sexuality, and Korea as a multi-ethnic society. Class activities include watching contemporary films featuring minorities in Korea. We also read essays written by minorities (e.g., Korean-Japanese, Russian-Korean) and Korean social activists. Student are encouraged to foster their own views on contemporary social issues through diverse activities of discussion, debate, presentation, and writing.

Terms Offered: Spring

Prerequisite(s): KORE 20403, or KORE 30300, or placement, or consent of instructor

Equivalent Course(s): KORE 42300

KORE 23001. Advanced Korean I. 100 Units.

This sequence introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): KORE 20300 or equivalent or consent of instructor. For graduates and advanced undergraduates. Must be taken for a letter grade.

KORE 23002. Advanced Korean II. 100 Units.

For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.

Terms Offered: Winter

Prerequisite(s): KORE 20401, or KORE 30100, or placement, or consent of instructor. Must be taken for a letter grade.

KORE 23003. Advanced Korean III. 100 Units.

This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.

Terms Offered: Spring

Prerequisite(s): KORE 20402, or KORE 30400, or placement, or consent of instructor

KORE 29000. Business Korean. 100 Units.

This course aims to help students build an advanced-level speaking, vocabulary, and communication skills needed for a variety of Korean business settings. Students will become familiar with Korean business language and culture through

classroom activities and homework assignments based on authentic materials. Topics will include searching for job opportunities related to Korea, composing CVs, preparing for job interviews and presentations, discussing business cases, and introducing current issues related to Korean economy and society.

Instructor(s): Won Kyung Na Terms Offered: Autumn

Prerequisite(s): Prerequisite: Successful completion of third year Korean or equivalent skills

Note(s): No auditors allowed. Must be taken for a letter grade.

East Asian Languages and Civilizations Courses

EALC 10503. Topics in EALC: Korean Diaspora and 'Homecomings' in East Asia. 100 Units.

The course examines a selection of cinematic and literary works that recount the personal and communal history of the Korean diaspora. It is a conceptual and thematic exploration of the Korean diaspora through the narratives that recount personal and communal history of Korean diaspora, from the Japanese colonial to the era of globalization in the recent decades. The objective of the course is to study the unusually complex and intricate relationships between the homeland and host countries as well as the vexed subjective belongings and longings that characterize narratives about Korean diasporic experiences. By analyzing the filmic and literary representations of and by Korean diasporic subjects in China and Japan, the class not only examines ethnic Koreans' pressing issues in their own terms but aims to generate inter-disciplinary and intra-regional discussions on the paths that different national groups and generations have crossed towards larger collective memories of twentieth-century East Asia. No knowledge of Korean is required.

Instructor(s): S. Kim Terms Offered: Spring

Equivalent Course(s): CRES 10503

EALC 10510. Topics in EALC: East Asian Popular Music. 100 Units.

This course surveys a variety of scholarly approaches to the study of popular music in East Asia since 1900, including questions of authenticity, gender, media technologies, circulation, and translation. The course will introduce a variety of musical genres from China, Japan, Korea, Hong Kong and Taiwan, ranging from forms considered 'traditional' to contemporary idol and hip-hop music. All readings will be available in English, and no background in music is required or expected.

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

EALC 10512. Topics in EALC: East Asian Cinema. 100 Units.

The course offers panoramic views as well as close-ups of cinematic landscapes of East Asia and Southeast Asia. We will cover a variety of films-including animation and documentary-from Japan, Korea, China, Taiwan, Hong Kong, Indonesia, and Malaysia, with a focus on site-specific works and trans-regional co-productions, circulations, and exchanges. Combining critical readings with truly close analyses of films, this course seeks to develop: (1) solid understandings of cinema's peculiar and intricate relations to space and time; (2) conversations between cinema and other art forms, such as photography, painting, and calligraphy; (3) methods and skills of conducting film analysis. Proficiency in East Asian languages is NOT required.

Instructor(s): P. Yang Terms Offered: Autumn

Equivalent Course(s): CMST 24605

EALC 10590. Topics in EALC: Introduction to East Asian Philosophy. 100 Units.

This course serves as an introduction to dominant trends and concepts in East Asian philosophy, including topics in Confucianism, Daoism, and Buddhism. Though the course overwhelmingly focuses on premodern traditions, topics in the final weeks extend to early modern and modern philosophical movements in East Asia, including texts from the Neo-Confucian canon and the Kyoto School. The course serves not only to acquaint students with significant moments in the history of Asian thought, but also to demonstrate the possibility for Asian philosophy to contribute to topics in Western philosophy, including issues in epistemology, phenomenology, ontology, and metaphysics.

Instructor(s): K. Peters Terms Offered: Winter

EALC 10600. Topics in EALC: Ghosts & the Fantastic in Literature and Film. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments and how do these change as stories travel between cultures? This course will explore the complex meanings, both literal and figurative, of ghosts and the fantastic in traditional Chinese, Japanese, and Korean tales, plays, and films. Issues to be explored include: 1) the relationship between the supernatural, gender, and sexuality; 2) the confrontation of death and mortality; 3) collective anxieties over the loss of the historical past 4) and the visualization (and exorcism) of ghosts through performance.

Instructor(s): J. Zeitlin Terms Offered: Spring

Note(s): This course can replace what used to be the Concentrators Seminar to fulfill a requirement as an EALC major.

Equivalent Course(s): SIGN 26006, CMST 24603

EALC 10602. Topics in EALC: Past, Present, & Future of the Novel. 100 Units.

This is an introductory course to the study of fiction in modern East Asia. In particular, it examines the evolution of the novel in Japan, China, and Korea as a form of imaginative writing. We will examine major canonical works from each country: three from the early 20th century; three from mid-century; and three from the early 21st century. How did the novel form develop in East Asia relative to creative writing elsewhere around the world? How did it respond to East Asia's shifting political and economic position? What is the cultural role of the novel in contemporary East Asian society? These are just a few of the questions that will animate our exploration of these texts. All works will be read in their English translation.

Instructor(s): Hoyt Long Terms Offered: Autumn

EALC 10603. Topics in EALC: The Chinese Classics. 100 Units.

In this course we will explore the Chinese classics (Classics of Changes, Documents, Poetry, Spring and Autumn Annals, and the three Ritual classics) at different moments in their traditions: at the time of their first creation, at the time of their canonization as classics, at different moments throughout China's imperial history, and today. Because the Chinese classics have also been regarded as classics in both Korea and Japan, we will also consider their adaptation within those contexts.

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

EALC 10701. Topics in EALC: Poets/Teachers/Fighters: Writing Women in China and Beyond. 100 Units.

A survey of essays, poetry, diaries and fiction by women writers from the 12th to the 21st century in China, Hong Kong, and Taiwan. No previous knowledge of Chinese is required.

Instructor(s): P. Iovene Terms Offered: Winter

Equivalent Course(s): GNSE 20700

EALC 10704. Topics in EALC: The Modern Short Story in East Asia. 100 Units.

Why does the short story emerge as a major literary form across East Asia in the early 20th century? Which institutional, social, and political factors contributed to its diffusion? What are the main characteristics of the short story, how does it organize time and space, and how does it differ from earlier forms of short fiction? What do various authors hope to achieve by writing short stories? Has their writing changed with the rise of new media? Informed by these questions, this course explores the variety of forms that the short story takes in modern East Asia. We will read a selection of influential Chinese, Japanese, and Korean works from the early 20th century to the present, including those by Lu Xun, Shiga Naoya, Hwang Sun-wŏn, Miyamoto Yuriko, Xiao Hong, Na Hye-sŏk, Akutagawa Ryŏnosuke, Hoshi Shin'ichi, Lin Bai, Han Shaogong, Yu Hua, and Murakami Haruki, along with theoretical and critical essays. Discussions will be organized around themes that allow for transregional comparisons. All readings in English translation.

Instructor(s): P. Iovene Terms Offered: Autumn

EALC 10705. Topics in EALC: Imagining Environment. 100 Units.

This course introduces students to the fiction of East Asia through the themes of nature and environment. How have writers imagined the relation between the human and the non-human in the modern era? How have they drawn on indigenous ideas and attitudes? How have they responded to global environmental change and destruction? The course surveys a variety of sources for environmental imaginings, including philosophical and religious attitudes; aesthetic practices; political ideas; and modern environmentalism. All readings are in English.

Instructor(s): H. Long Terms Offered: Spring

EALC 10707. Topics in EALC: Vernacular Poetics. 100 Units.

This course explores the formation of vernacular poetic writing in China, Japan, and Korea from the perspective of literary history. Poets from the late nineteenth and early twentieth century were confronted with the task of renewing poetry, which they met by adopting language closer to that of everyday life but also inspired by poetic production in the West. By reading poems from the period alongside contemporary scholarship, this course is a unique opportunity to examine how poets transitioned away from traditional modes of poetry and song in East Asia. Students will discuss fundamental questions about the nature and purpose of poetry that poets and theorists debated at the time and answered in the form of poems and criticism. Given the constraints of time, the course does not aim for comprehensiveness or equal coverage of the three major regions of East Asia. Instead, the reading list is organized around discrete issues designed to spur comparative thinking in the attempt to locate individual actors and their literary output within a specific historical moment. Topics covered include the break between poetry and song, translation as a creative process, the influence of print upon poetic composition, and the relationship between poetry and society. Major poets from China, Japan, and Korea will be read throughout the quarter. All material is provided in English. No knowledge of Chinese, Japanese or Korean is required.

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

EALC 10710. Topics in EALC: Intertwined Literatures of Postwar Asia. 100 Units.

This course explores literature that illustrates the interconnectedness of Asia in the decade following the conclusion of the Second World War. While the surrender of Japan and the onset of the Cold War contributed to the re-entrenchment of fiercely independent national literatures in Asia, national frameworks tend to obscure the ongoing links across Asia evoked in the works of many writers dealing with this period. Further, the notion of the "postwar" tends to disregard the ways in which war's effects continued to shape the Asian continent through Allied occupations and such widespread conflicts as the Chinese Civil War and the Korean War. By putting the postwar literatures of Asia in conversation with one another, we will aim to achieve a fuller understanding of these texts that have both depicted international circulation and spread through international communities themselves. Course materials include short stories, novels, plays, reportage, and autobiographical writings from Japan, China, Hong Kong, Tibet, Mongolia, Okinawa, and North and South Korea. All readings for this course are available in English; no knowledge of any Asian language is required.

Instructor(s): N. Lambrecht Terms Offered: Spring

EALC 10711. Topics in EALC: Mother tongues--Language in East Asian Literature and Film. 100 Units.

What does it mean to write as a native speaker? How do we hear in our mother tongue? It is often said that people have a natural affinity with their native language, one which allows creators to more freely and wholly express their thoughts and experiences, and which allows audiences to understand the full nuances of a work. But there are also many who do not have a straightforward relationship with a native language. For instance, colonized writers who are forced to write in a language that is not their own, films which depict people in multilingual environments, writers who can speak but not write in their first language. This course surveys literary and artistic works from China, Japan, and Korea that mourn, celebrate, and push the boundaries and potentials of language. Through the analysis of these works, we will explore the ways in which language

relates to larger social, political, and cultural contexts including ethnic minorities, diaspora, gender, technology, and more.

All works will be provided in English translation

Instructor(s): S. Su Terms Offered: Autumn

EALC 10780. Topics in EALC: Sonic Modernities in East Asia. 100 Units.

Whether heard in the radios and gramophones of Shanghai's roaring twenties, the military sound clashes and survivors' songs of postcolonial Korea and Taiwan, or the sound trucks, street bands and virtual idols of contemporary Japan, the modern transformations of East Asia form a vibrant, complex sonic field. This course asks: how can we grasp the diverse experiences and understandings of modernity in East Asia through a study of its sounds? How has sound been historically experienced, represented, and marshaled to construct or contest narratives of progress, difference, and sociality, and how have media technologies of sound and voice functioned therein? With these questions in mind, we will work to develop our skills in "close listening" through a range of sources comprised of sound recordings as well as literary texts, films, and videos. All materials will be accompanied by or provided in English translation. This course is open to MAPH students.

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

Note(s): Open to MAPH students but not PhD students.

Equivalent Course(s): EALC 30780

EALC 10799. Topics in EALC: The Family in East Asian Cinemas. 100 Units.

How would you describe your family? Who do you count as its members? Nuclear family, extended family, socialist commune, totemic kinship-the list goes on. Despite the etymological affinity, it turns out that little about the family is familiar. From its inception, cinema has participated in the project of imagining different ways of constructing family life. Sundry families have been rendered on screen, soliciting our physical departure from the confine of domiciles into the movie theater where they appear. This is particularly true and prominent in contemporary films produced across East Asian societies and diasporic communities-places that are often perceived to foreground familial connection as the primary source of identity. Indeed, while the ideological ordering of these regimes frequently presumes a standard model of the family life for which they can legislate, families on the ground hardly cohere to any single structure. All the films we will study in this class pivot around the negotiation between conformity and rebellion, predictability and strangeness, the urge to integrate and the force of diffusion behind family formation. We shall explore how the idea and ideal of the family have routinely been pursued, interrogated, destroyed, and, occasionally, rebuilt in films by such directors as Sylvia Chang, Hou Hsiao-hsien, Ann Hui, Kawase Naomi, Kore-eda Hirokazu, Clara Law, Tsai Ming-liang, Wang Shaudi, Wong Kar-wai, Edward Yang, Zhang Yimou, among others.

Instructor(s): P. Tang Terms Offered: Spring

Equivalent Course(s): CMST 24621

EALC 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

EALC 10800. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): HIST 15100, CRES 10800, SOSC 23500

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): J. Ketelaar Terms Offered: Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, HIST 15200, CRES 10900

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): J. Jeon Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 11000, HIST 15300, SOSC 23700

EALC 13010. Introduction to the History and Civilizations of Central Eurasia I: Pre-1500s. 100 Units.

This course will explore narrative and thematic histories of Central Asia up to the fifteenth century, starting from the development of pastoral nomadism and ending during the rule of the Timurids. We will discuss the everyday practices of the peoples in the area, the formation and influence of political, economic, and religious forces, and the region's wider interactions with other parts of the premodern world. While acknowledging the disparate peoples and cultures of the region, the course nevertheless assumes that Central Asia can be studied as a cohesive unit of historical inquiry. Throughout the course, we will also address the problems of historiography and methodology in the study of premodern Central Asian history and will explore possible solutions to these issues.

Instructor(s): H.S. Sum Cheuk Shing Terms Offered: Winter

Note(s): This course is open to MAPH students with consent of instructor.

Equivalent Course(s): NEHC 23010, CRES 13010, HIST 15404, EALC 33010

EALC 14302. Early Modern China: An Age of Global Transformation, 1500-1800. 100 Units.

The period between 1500 and 1800 was pivotal in the emergence of the modern world. We tend to focus on Europe and the Americas when we think of the changes that occurred in this period. However, this was also an age of dramatic transformation for China in ways that were connected and/or similar to changes unfolding elsewhere. After reviewing how the legacy of the Mongol conquests shaped early modern Eurasia, we will examine a series of intertwined developments that were characteristic of not only China but also global experiences in this period: population growth, expanded commercial activity, silver imports from the Americas, and the adoption of "New World" crops, such as maize and sweet potatoes. We will then look at how new intellectual currents and major shifts in government policies responded to these new social and economic realities. We will examine two developments—print culture and colonialism—that play important roles in narratives of early modern European history but are no less applicable to Chinese history. Our course will end with a consideration of how the growth of the early modern period generated not only tremendous wealth but also considerable political and ecological challenges that modern actors would struggle to overcome. For the final project, students will design a museum exhibit that focuses on one aspect of China's early modern history and underscores the global interconnectedness of this period.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): GLST 24302, HIST 14302, ENST 24302

EALC 14303. Modern Korean History. 100 Units.

This course focuses on the modern history of a country that is well known for shifting its course at dizzying speed.

Beginning with the last monarchic dynasty's "opening" to the world in the late nineteenth century, the course will move on to deal with radical transformations such as Japanese colonization and Korea's subsequent liberation in 1945; the civil war, national division, and dictatorship in the two Koreas; and the economic miracle and democratization in the South and nuclear development in the North. How do we understand recent events, such as the South Korean president's impeachment in 2017 and the North Korean leader's high-profile diplomatic *détentes* in 2018? Do they come out of nowhere, or can we find an underlying consistency based on an understanding of the long twentieth century? Through a careful study of Korea's modern history, this course is designed to reveal the longer trajectories of Korea's historical development, showing how the study of this contentious peninsula becomes a study of modern world history.

Instructor(s): J. Jeon Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 14303, GLST 24303

EALC 14405. Japan and the West: 19th Century. 100 Units.

This course explores the cultural interactions between Japanese and Westerners in the second half of the nineteenth century, the first period of sustained contact and the time in which enduring modes of perception and misperception were formed. We will examine travelogues, memoirs, guidebooks, histories, and other works written about Japan by Americans and Europeans, as well as works by Japanese authored for Western readership. Requirements: one short midterm paper (5-6 pages) and a longer final paper (15-16 pages).

Instructor(s): S. Burns Terms Offered: Autumn

Equivalent Course(s): HIST 14400, CRES 14400, JAPN 14405

EALC 15100. Beginning the Chinese Novel. 100 Units.

This course will look at the four great novels of sixteenth-century China: *Romance of the Three Kingdoms*, *Water Margin*, *Journey to the West*, and *Plum in the Golden Vase*. Deeply self-conscious about the process of their own creation and their place within the larger literary canon, these novels deploy multiple frames, philosophical disquisitions, invented histories, and false starts before the story can properly begin. By focusing on the first twelve chapters of each novel, this course will serve as both an introduction to the masterworks of Chinese vernacular literature and an exploration of the fraught beginnings of a new genre.

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

Note(s): Open to MAPH students.

Equivalent Course(s): FNDL 20301

EALC 16100. Art of the East: China. 100 Units.

This course is an introduction to the arts of China focusing on the bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of the Buddha image, and the evolution of landscape and figure painting traditions. This course considers objects in contexts (from the archaeological sites from which they were unearthed to the material culture that

surrounded them) to reconstruct the functions and the meanings of objects, and to better understand Chinese culture through the objects it produced.

Instructor(s): Wu Hung Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 16100

EALC 16806. Arts of Japan. 100 Units.

This course surveys the arts of the Japanese archipelago through the study of selected major sites and artifacts. We will consider objects in their original contexts and in the course of transmission and reinterpretation across space and time. How did Japanese visual culture develop in the interaction with objects and ideas from China, Korea, and the West? Prehistoric artifacts, the Buddhist temple, imperial court culture, the narrative handscroll, the tea ceremony, folding screens, and woodblock prints are among the topics covered.

Instructor(s): C. Foxwell Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 16800

EALC 16910. Chinese Archaeology and Approaches to China's Past. 100 Units.

Course description unavailable.

Terms Offered: Spring

EALC 16911. Modern Japanese Art and Architecture. 100 Units.

This course takes the long view of modern Japanese art and architecture with a focus on the changing relationships between object and viewer in the 19th and 20th centuries. Beginning in the late eighteenth century with the flowering of revivalist and individualist trends and the explosion of creativity in the woodblock prints of Hokusai and others, we will then turn to examine Western-style architecture and painting in the late nineteenth century; socialism, art criticism, and the emergence of the avant garde in the early twentieth century. Also covered are interwar architectural modernism, art during World War II, and postwar movements such as Gutai and Mono-ha. No familiarity with art history or Japan is required.

Instructor(s): C. Foxwell Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 16910

EALC 18803. Woodblock Prints Of Japan. 100 Units.

Despite the availability of moveable type, woodblock printing—in which each printed sheet was produced by an intricately hand-carved block—was the main reproductive technology in Japan from roughly 1600 to 1870 for both texts and images. In these years, Japan's high literacy rates and booming urban publishing industry supported an array of fascinating illustrated books and prints—from theater ephemera and guidebooks to "art" prints, landscape series, and supernatural tales—that offer interesting points of comparison with early modern printing in the West. This course will consider Japanese woodblock prints as artistic and social objects during the 17th through 19th centuries. We will discuss style and technique, class and gender representations, the world of the pleasure quarters, illustrated plays and fiction, urban growth and travel, censorship, and the supernatural.

Instructor(s): C. Foxwell Terms Offered: Spring

Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.

Equivalent Course(s): ARTH 18803

EALC 20450. Peking Opera. 100 Units.

Peking opera (jingju) is the one nationally prominent form of traditional performing arts in China. This course will introduce concepts and methods that can be applied to the study of Peking opera. Emphasis will be put on understanding artistic elements essential to the living tradition of performance—the visual aspects including stylized stage gesture and movement, sets and costumes, and colors; the music and oral transmission. Topics for discussion include "realism," alienation, time and space, connoisseurship, and film. Students will not only engage with scholarly literature that cuts across different disciplines, but also be introduced to a rich body of sources ranging from gramophone recordings to photographs, opera films, and documentaries. Motivated students will also learn some basics of singing and moves. Field trips to Chinese community

Peking opera troupes may be arranged.

Instructor(s): P. Xu Terms Offered: Spring

Note(s): Mandarin a plus but not a prerequisite.

Equivalent Course(s): TAPS 28490

EALC 20800. Elementary Literary Chinese-1. 100 Units.

Elementary Literary Chinese

Terms Offered: Autumn

Prerequisite(s): CHIN 20300 or consent of instructor

EALC 21010. Archaeology of Bronze Age in China. 100 Units.

Bronze Age" in China conventionally refers to the time period from ca. 2000 to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the

upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. "Bronze Age" in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China, and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.

Equivalent Course(s): EALC 31010

EALC 21207. Realms of Uncertainty: Buddhism & Chinese Literature. 100 Units.

During these uncertain times, this course explores the uncertain boundaries between illusion and reality, dream and waking, form and emptiness, and self and other. We will traverse these paired themes of Buddhist significance as they arise in Chinese literary works from another epoch of uncertainty: the twilight of the Ming dynasty (1368-1644). Our starting point will be the Heart Sutra's famous assertion that "Form is emptiness; emptiness is form." Accepting the uncertainty this statement inspires, we will investigate this and other distinctive indistinctions through works of fiction, drama, autobiography, and poetry. Along the way, we will examine (and call into question) the distinction between Buddhist and literary concerns: What makes literature suitable for reflecting on Buddhist ideas about being? What insights does Buddhist philosophy grant into how we engage with literature and other forms of mediated experience? No prior knowledge of Chinese language or history is necessary. All materials will be provided by the instructor and read in translation (with Chinese available upon request). A Chinese reading section is available to students who wish to take the course for language credit. ding section is available to students who wish to take the course for language cre

Instructor(s): Alia Breitwieser Terms Offered: Autumn

Equivalent Course(s): CMLT 21206

EALC 21667. Poetics of Space in Travel: Performance and Place in Japan and Beyond. 100 Units.

How is space imagined and evoked across different media? How might attention to this question lead us to rethink the way that space mediates our experiences of our surroundings? In examining how spatial imaginings travel across time and medium, we will explore questions of space as they are bound up with problems of gender, exile, aesthetics, and performativity. While Japan will be our primary geographic topos, we will interrogate an understanding of these spatialities as 'Japanese' by surveying the role they come to play in discourses of both 'Japaneseness' and Western modernism. We will pay special attention to performance (namely, noh drama); however, we will also take up short stories, novels, film and more. Centering our investigations on modern and contemporary cultural production, we will also deal with premodern texts to trace the multiple axes along which our diverse array of objects circulate. Figures considered include: Murata Sayaka, Hori Tatsuo, Miyazawa Kenji, Mishima Yukio, Ôe Kenzaburô, Virginia Woolf, and Zeami. No prior background required.

Instructor(s): Anthony Stott Terms Offered: Spring

Equivalent Course(s): TAPS 21667, CMLT 21667

EALC 21920. Mediating Japanese Gesture. 100 Units.

What is gesture and how should we understand the aesthetic and political work it performs? How does technological medium alter the shape and significance of bodily movements? This course takes up gesture as a concept through which to explore the relationship between Performance Studies and Japanese Studies. Through close readings of literary, cinematic, and theoretical texts, we will examine a range of issues related to embodiment in Japanese culture. The centerpiece of the course will be a two-week residency by award-winning choreographer and filmmaker Yasuko Yokoshi during which she will engage students as she develops her newest dance composition, which melds Kabuki and ballet. Students will develop skills of performance analysis and critical writing. Readings by Tanizaki, Sontag, Sedwick, Zeami, Lamarre, Berlant, J. Butler, A. Lippit, Kittler, Uchino.

Instructor(s): Reginald Jackson Terms Offered: Autumn 2012

Equivalent Course(s): TAPS 28456, EALC 41920

EALC 22031. Scholars and Society in Early Modern Japan. 100 Units.

In this course we will read a number of works by renowned Confucian, Shinto, and the Nativist scholars in Japan's early modern period, while concurrently reading the major historiographical debates about them. We will also study the social context of these thinkers in which they attempted to define the core of Japan's cultural identity. Prior knowledge of early modern Japanese history is recommended.

Instructor(s): N. Toyosawa Terms Offered: Spring

Prerequisite(s): Prior knowledge of early modern Japanese history is recommended.

Equivalent Course(s): HIST 24114, EALC 32031, HIST 34114

EALC 22235. Revolutionary Romance in Socialist China. 100 Units.

One of the goals of the socialist revolution was to transform social relations, not only those between classes but also family and romantic relations. One of the first laws that the Chinese Communist Party issued after the founding of the People's Republic was the New Marriage Law, which banned arranged marriages, concubinage, and arrangements involving minors. 1950s cinema and literature advertised romantic love as an important achievement of the new society. At the same time, loyalty to the Party and to the collectivity were also core values that the media emphasized. In this class, we will look at how literature and cinema instructed viewers on how to select one's object of love in Revolutionary China, and how love for a romantic partner, for the party, and for the people were differently foregrounded at specific historical moments. How did ideas of romantic love change from the 1940s to the 1980s, and how did cinema contribute to promoting them? What forms of intimacy and models of attachment characterized revolutionary romance? Which kind of person constituted an ideal romantic partner? Who was to be loved, how, and why? Should one orient one's passion toward one person, many, or none?

Instructor(s): P. Iovene Terms Offered: Winter

Equivalent Course(s): GNSE 22235, GNSE 32235, CMST 22235, CMST 32235, EALC 32235

EALC 22322. Society, Empire, and the Law in East Asia, c. 1700-1950s. 100 Units.

This course examines dynamic interactions between law and society in China, Japan, and Korea from 1700 through 1950s. The course deals with law as a realm of high politics especially in an age of nineteenth-century imperialism and colonialism, but it focuses on family and communal relations, gender and sexuality, and crime and punishment in relations to law because these topics can highlight not only theoretical discussions of law in domestic and international politics but also down-to-earth practices of law and societal implications that followed them. To consider the historically rich experiences of law in East Asian societies, we engage with a body of scholarly works on these topics, actual codes and cases, and novels and films. The aim of the course is to help us to understand how significantly East Asia has had its own local experiences of law that were simultaneously entangled with Western legal thoughts and practices in the nineteenth and twentieth centuries. All readings are available in English.

Instructor(s): Ishikawa Terms Offered: Spring

EALC 22451. Social and Economic Institutions of Chinese Socialism, 1949 to 1980. 100 Units.

The socialist period (for our purposes here, c. 1949-1990) fundamentally transformed the institutions of Chinese social and economic life. Marriage and family were redefined; rural communities were reorganized on a collective basis; private property in land and other means of production was abolished. Industrialization created a new urban working class, whose access to welfare, consumer goods, and political rights depended to a large extent on their membership in work units (danwei). Migration between city and countryside came to a halt, and rural and urban society developed in different directions. This course will focus on the concrete details of how this society functioned. How did state planning work? What was it like to work in a socialist factory? What role did money and consumption play in a planned economy? Our readings are in English, but speakers of Chinese are encouraged to use Chinese materials (first-hand sources, if they can be found) for their final papers.

Instructor(s): J. Eyferth Terms Offered: Winter

Equivalent Course(s): EALC 32451, HIST 34511, HIST 24511

EALC 22501. Political and Intellectual History of China, A.D. 100-700. 100 Units.

Dynastic failures to maintain both court and local control after about 150 AD: Local leading families during E. Han and Three Kingdoms periods, Political pressures from non-Chinese states to the north and northwest, Elite concerns that led to personal and factional power: management of political legitimation; reading, editing, and pedagogy; antiquarianism and collecting that led to reevaluations of history. Voices of interiority and selfhood: Poetic voices of entertainment and independence among leading personalities, Other voices of counter-culture and cultural hierarchies. Factions and dynastic turnover in the Jin and the South Dynasties (265-525 AD): Cultural and religious trends of this time: political implications, Social organization in northern China in this period. The nature of our sources: Collections and transmissions of texts, Texts from discovered tombs, Other sources. The Tang Dynasty as a New Military Type, 600-750 AD: Organization of the Tang state, Tang China and the wider world. Trends in Tang-era thought: Belles lettres as social and career process, statecraft, institutions. Overview of major changes from late-Han to Tang.

Instructor(s): Howard Goodman Terms Offered: Winter 2013

Equivalent Course(s): EALC 32501, HIST 24403

EALC 22612. Inequalities in Chinese Literature and Media. 100 Units.

In this class we will explore how the various forms and dimensions of inequality that characterize contemporary China are reflected in literature, cinema, and internet. We will engage with concepts of subalternity, peasant worker, and new working class, and investigate emerging spaces of self-representation. Readings in Chinese and English. Ample time will be devoted to students' research projects.

Instructor(s): P. Iovene Terms Offered: Autumn

Prerequisite(s): Knowledge of modern Chinese

Note(s): Open to undergraduates.

Equivalent Course(s): EALC 44612

EALC 23001. Censorship in East Asia: The Case of Colonial Korea. 100 Units.

This course examines the operation and consequences of censorship in the Japanese Empire, with focus on its effects in colonial Korea. It begins with two basic premises: first, both the Japanese colonial authorities' measures of repression, and the Korean responses to them, can be understood as noticeably more staunch and sophisticated when compared to any other region of the Empire; and second, the censorship practices in Korea offers itself as a case that is in itself an effective point of comparison to better understand other censorship operations in general and the impact of these operations across different regions. With a view to probing an inter- and intra-relationship between censorship practices among a variety of imperial/colonial regions, this course studies the institutions related to censorship, the human agents involved in censorship-both external and internal-and texts and translations that were produced in and outside of Korea, and were subject to censorship. Overall, the course stresses the importance of establishing a comparative understanding of the functions of censorship, and on the basis of this comparative thinking we will strive to conceptualize the characteristics of Japanese colonial censorship in Korea.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): MAAD 16001, CRES 33001, EALC 43000

EALC 23210. Spells, Talismans, Alchemy, Zen: Language and Religious Practice in China and Japan. 100 Units.

We will explore pictures of the efficacies of ritual language featured across a range of East Asian religious practices. Sources examined will include religious scriptures, commentaries, ritual manuals, and art; philosophical, alchemical, and magical

treatises; works of traditional poetics; Chan and Zen discourse records and essays; and a range of modern theorists of language, nonsense, and religion. All works will be in English. We will consider questions such as: why do some ritual utterances center passages in obscure foreign languages, or even simple nonsense? Why do some religious practices feature claims for the absolute accuracy, profundity, and magical potencies of scriptural language, while others are at least in part based on the idea that all language, in every way, always fails? Why are some religious texts written such that they seem not to mean what they say? Can a mere painting of a cake offer nourishment?

Instructor(s): P. Copp Terms Offered: Spring

Equivalent Course(s): HREL 23210, HREL 33210, RLST 28403

EALC 23901. Histories of Chinese Dance. 100 Units.

TBD

Equivalent Course(s): EALC 33901

EALC 23903. Ethics, Nature, Dao. 100 Units.

Some worldviews assert that human beings exist somehow apart from the natural world. Humans are to have dominion over it, for example, or to transcend it entirely. In many works of traditional Chinese religion, philosophy, and art, however, we find something quite different, a picture in which the human being is seamlessly of the world. The cosmos is at play within her, Daoist traditions teach; Chinese landscape paintings were at times understood to depict a world in which rivers, trees, and humans alike follow cosmic patterns; the great Song Dynasty poet Su Shi, in a line beloved of later Chan and Zen Buddhist writers, wrote that "the sounds of valleys are [the Buddha's] long broad tongue." These worldviews are not ecological, precisely-ecology is a modern science, not a traditional ethos-but works of Chinese philosophy and art that evince them offer profound resources for thinking in the mode known now as the environmental humanities. We will explore our works as resources for thinking in our age of climate crisis-at least in part. We will also read them, and stay true to them, as works of traditional Chinese art and thought.

Instructor(s): P. Copp Terms Offered: Autumn

Equivalent Course(s): RLST 23906

EALC 23970. Histories of Chinese Dance. 100 Units.

This class is an introduction to the forms, practices, and meanings of dance in China and the diaspora from ancient times to the present day. Through readings, videos, class demonstrations, and performances, we will explore the reconstruction of court dance in early China; Central Asian dance and dancers in the medieval imagination; the development of operatic movement in the late imperial period; the introduction and transformation of concert dance in the first half of the 20th century; socialist dance and the model ballets of the Cultural Revolution; folk dance and PRC ethno-nationalist discourse; the post-reform transnational avant-garde; ballroom dancing and everyday urban street life; Han revivalism, Shen Yun, and "classical Chinese dance" in the 21st century. Across these varied materials we will ask: what do we mean when we speak of dance, and what makes a dance Chinese? All materials in English; no background required.

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

Equivalent Course(s): EALC 33970, TAPS 36270, TAPS 26270

EALC 24001. Love and Eros: Japanese History. 100 Units.

An examination of cultural forms of affection and the erotic throughout history on the Japanese archipelago. Materials from ancient myth-historical, aristocratic-literary, Buddhistic-devout, Confucian-chaste, and commercialized-erotic imaginations (along with others) will be examined. Several film screenings required.

Instructor(s): J. Ketelaar Terms Offered: Winter

Note(s): Familiarity with Japanese history and language helpful but not required.

Equivalent Course(s): GNSE 34001, HIST 24001, EALC 34001, GNSE 24001, HIST 34001

EALC 24090. Japanese Woodblock Prints: From 1660 to the Present. 100 Units.

Despite the availability of moveable type, woodblock printing-in which each printed sheet was produced by an intricately hand-carved block-was the main reproductive technology in early modern Japan (roughly 1600 to 1850) for both texts and images. In these years, Japan's high literacy rates and booming urban publishing industry gave rise to an array of fascinating illustrated books and prints-from theater ephemera and guidebooks to "art" prints, landscape series, and supernatural tales-that offer interesting points of comparison with early modern printing in the West. Drawing on a recent exhibition at the Smart Museum, this course will consider Japanese woodblock prints as artistic and social objects during the seventeenth through nineteenth centuries. While viewing actual prints in area collections, we will discuss style and technique, the representation of class and gender, the world of the pleasure quarters, illustrated plays and fiction, urban growth and travel, censorship, and the supernatural.

Instructor(s): C. Foxwell Terms Offered: Spring

Equivalent Course(s): ARTH 24090, ARTH 34090, EALC 34090

EALC 24110. Buddhism and the West. 100 Units.

Buddhism is a transnational phenomenon and as such can be found in vast array of cultures and times. This course, focusing on East Asian Buddhism, looks at Buddhist history in China, Korea and Japan and the interpretation and reception of these traditions by and in "the West." Topics to be discussed include, but are not limited to, orientalism, occidentalism, esoteric and exoteric traditions, Chan/Son/Zen, problems of translation, the roles of culture, history, nation and nationalism in religion, etc.

Instructor(s): J. Ketelaar, P. Copp Terms Offered: Autumn

Equivalent Course(s): HIST 34110, EALC 34110, HREL 34110, HIST 24110, CRES 24110

EALC 24201. China's Eco-Environmental Challenges and Society's Responses. 100 Units.

In nearly four decades of reform and opening policies, China's economic achievements have come at a high cost for its ecological environment; air pollution, water pollution, and soil contamination, among other problems, are facts of life for most Chinese citizens. In addition, China is now the world's biggest emitter of carbon dioxide and has recently acknowledged its contributions to global warming and the need for drastic mitigation of greenhouse gases. Facing these tremendous challenges, remarkable shifts in the way that Chinese society communicates and tackles these problems are occurring. This seminar will look, in particular, at relevant public debates, crucial policies, as well as popular initiatives and protest, to approach this wide topic. How is the relationship between humans/society and nature/environment conceptualized and communicated? Can we detect shifts from traditional to modern, even contemporary 'Chinese approaches'? And to what extent and how do political authorities, media, the general population and scientists in China interact in the face of the acknowledged risks that environmental pollution poses to communities, to China's (economic) development and, not least, to individual health and well-being. Basic knowledge about modern Chinese society and politics as well as Chinese reading skills are helpful, but not a strict requirement for participation in this course.

Instructor(s): A.L. Ahlers Terms Offered: Autumn

Equivalent Course(s): EALC 34201, ENST 24201

EALC 24202. Citizenship in China: Concepts, Practices, Dynamics. 100 Units.

How are instances such as the arrest of Gui Minhai, a publisher and Hong Kong business owner who was born in China but has a Swedish passport, in Thailand - apparently by Chinese authorities -, and the large-scale eviction of migrant workers in Beijing due to the lack of residency permits in their own country, related? They raise questions as to how citizenship, i.e. in this case membership in a community, a country/nation state, or a social system is defined and which rights and duties it entails, as well as what are the prerequisites for obtaining and losing it. In this class we will discuss concepts of citizenship and analyze their representations in modern Chinese society. This includes historical and conceptual-history dimensions and encompasses notions of citizenship that are pertaining to the local, national (incl. empire/civilization), and the global level. Over the course of the semester we will touch upon topics such as forms of inclusion into (and exclusion from) the emerging Chinese 'welfare' model ("social citizenship"), political representation and participation ("political citizenship"), law and rights ("legal citizenship"), domestic and international (im)migration, nationalism, and many more. Basic knowledge about Chinese society and politics as well as Chinese reading skills are helpful, but not a strict requirement for participation in this course.

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

Note(s): Knowledge of Chinese helpful but not required.

Equivalent Course(s): EALC 34202

EALC 24210. Oral Hist & the Politics of Memory in Socialist China. 100 Units.

Perhaps more than most other national histories, the history of China has been shaped by selective remembering and forgetting. This course will look at how history was and is produced in China. We will look at official sites of memory (museums and memorials) and at official historiography. At the same time, we will ask to which extent local, unofficial memories can be recovered. We will look not only at the methodology of oral history interviewing but also at the interface of written and oral cultures: who wrote, and why? What was written down and what is not? How did transcription and ritualized retelling affect memory? We will look at the numerous collections and sound recordings of oral texts and memories produced in twentieth century China: recorded folk songs and folk stories in the Republican era; the Maoist "Four Histories" of families, villages, communes, and factories; the memoir literature of the 1980s; the systematic cataloging and appropriation of local "cultural heritage" in the last decade. The course should also provoke self-critical reflections about how our work as historians differs from state attempts to permanently fix memories for administrative and political purposes

Instructor(s): J. Eyferth Terms Offered: Spring

Prerequisite(s): undefined

Note(s): undefined

Equivalent Course(s): EALC 34210, HIST 24710, HIST 34710

EALC 24211. Family, State, & Community in China, 1750-present. 100 Units.

This course explores the history of Japan from the 1830s through the 1990s. Topics to be examined include Japan's transformation into a powerful nation-state and empire, the social and cultural developments that followed, the devastation of the war and its aftermath, and the era of remarkable economic rebuilding that followed. The emphasis will be on the interconnectedness of politics and culture, and we will seek to understand modern Japanese history in light of regional and global changes. Course requirements include an in-class midterm, a final, and a research paper of 10-12 pages.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 24211

EALC 24212. Family, State, and Community in China, 1750-Present. 100 Units.

Upper-level undergraduate course, combining lectures, discussions, and other formats (e.g., group projects) as appropriate. No previous background in Chinese history is required, but students who are complete novices in this area may find some additional reading helpful. Major themes include the breakdown of the Qing empire and the formation of a modern national state which had different expectations of its citizens than the Qing had had of their subjects; changes in kinship and family life; gender roles; notions of the individual; and changing bases of authority in local society.

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

Equivalent Course(s): HIST 24212

EALC 24214. Cities in Modern China: History and Historiography. 100 Units.

China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities

and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities "modern," but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of "China-centered" scholarship in the 1970s to the "global turn" of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

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

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): GLST 24214, ARCH 24214, HIST 24214, ENST 24214

EALC 24250. China in Revolution, 1927-1976. 100 Units.

Rather than starting with the customary date of 1949, this course looks at continuities and changes across the 1949 divide. We will compare China's rival revolutionary regimes—the Nationalist Guomindang and the CCP—with each other and with other "late modernizing" regimes. What were the similarities and differences in their attempts to modernize China's economy and transform its social structures? How did they extend their power into villages, factories, and families? How did they mobilize and organize the population? We will look at GMD social policies and industrialization strategies before moving on to CCP political campaigns in the 1950s and 1960s. We will also ask how far Maoist policies after 1958 represented a break with the top-down developmentalism that characterized earlier CCP and GMD approaches. All readings are in English and will be available on CHALK.

Instructor(s): J. Eyferth Terms Offered: Winter

Equivalent Course(s): EALC 34250, HIST 24205, HIST 34205

EALC 24255. Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.

The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, socialism was as much about material changes as about politics: about the two-story brick houses, electric lights and telephones (loushang lousia, diandeng dianhua) that the revolution had promised; about new work regimes and new consumption patterns—or, to the contrary, about the absence of such change. If we want to understand what socialism meant for different groups of people, we have to look at the "new objects" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people's daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people's life experiences out of material objects?

Instructor(s): J. Eyferth Terms Offered: Spring

Equivalent Course(s): CRES 24255, HIST 34507, EALC 34255, HIST 24507

EALC 24256. Everyday Maoism: Revolution, Daily Life, and Material Culture in Socialist China. 100 Units.

The history of Maoist China is usually told as a sequence of political campaigns, from land reform to the Cultural Revolution. Yet for the majority of the Chinese population, the promise of socialism was as much about material transformations as it was about political change: a socialist revolution would bring better living conditions, new work regimes and new consumption patterns. If we want to understand what socialism meant for different groups of people, we have to look at the "new objects" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning—or at the persistence of an older material life under a new socialist veneer. In this course, we will analyze workplaces in order to understand how socialism changed the way people worked, and look at rationing and consumption in the households to see how socialism affected them at home. We will look at how specific objects came to stand in for the Maoist revolution, for socialist modernity, or for feudal backwardness. The course has a strong comparative dimension: we will read some of the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people's life experiences out of the material record of their lives?

Instructor(s): J. Eyferth Terms Offered: Autumn

Note(s): This course is almost identical to EALC 24255/34255, except that it is designed for undergraduates only.

Equivalent Course(s): HIST 24512, SIGN 26046

EALC 24305. Autobiog Writ: Gender & Modern Korea. 100 Units.

This course explores the intersections between gender, the genre of autobiography, forms of media (written; oral; visual; audiovisual) and historical, cultural, and political contexts of modern Korea. The students read theoretical writings on autobiography and gender as well as selected Korean autobiographical writings while being introduced to Korean historical contexts especially as they relate to practice of publication in a broader sense. The focus of the course is placed on the female gender-on the relationship between Korean women's life-experience, self-formation, and writing practices in particular while dealing with the gender relationship in general, although some relevant discussions on the male gender proceeds in parallel.

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

Equivalent Course(s): GNSE 35305, EALC 34305, CRES 24305, GNSE 25300

EALC 24312. Korean War, Family & Generational Difference Under Division. 100 Units.

This course examines a selection of literary and cinematic texts that engage with the Korean War and the various political, ideological, and cultural divisions that occurred against the backdrop of the Cold War. The thematic focus of the course is placed on the family as an institution and experience, as well as the generational differences with which the war, division, and family matters were experienced. We will discuss texts with a view to exploring the formative and derivative effects of the war and its divisions upon the individual self-fashioning amidst disasters, crises, and unavoidable dilemmas. Discussion will pay special attention to the ways in which the dynamics between the trope of family, a rhetorically unifying force, and the effects of generational difference, an often divisive factor, reinforced and/or challenged the conventional ideological discourses on the Korean War and Korea's various divisions. All the film and literary texts chosen for the course have English translation/English subtitles.

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

Equivalent Course(s): EALC 34312

EALC 24403. Folklore in the Modern Chinese Cultural Imagination. 100 Units.

Beginning in the 1910s, Chinese intellectuals discovered a new source of cultural identity for China in the songs, myths, legends and life-ways of the countryside. Over the course of the century, various modes of representing this folk culture were enlisted to help define the nation, from the appropriation of folkloric genres for the creation of modern literary works to the critical study of Chinese history and society through the lens of folk culture, including the politicization of folklore as it was adapted for the dissemination of revolutionary ideology during wartime and afterward. Through the study of folklore itself, modern fiction and poetry, historical sources on the study of folklore, and music and film recordings, this course critically examines how folklore and notions of cultural authenticity have contributed to the construction of the modern Chinese nation.

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

EALC 24410. Kurosawa and His Sources. 100 Units.

This interdisciplinary graduate course focuses on ten films of Akira Kurosawa which were based on literary sources, ranging from Ryunosuke Akutagawa, Jules Dassin, Georges Simenon, and Shakespeare to Dostoevsky, Tolstoy, Gorky, and Arseniev. The course will not only introduce to some theoretical and intermedial problems of adaptation of literature to film but also address cultural and political implications of Kurosawa's adaptation of classic and foreign sources. We will study how Kurosawa's turn to literary adaptation provided a vehicle for circumventing social taboos of his time and offered a screen for addressing politically sensitive and sometimes censored topics of Japan's militarist past, war crimes, defeat in the Second World War, and ideological conflicts of reconstruction. The course will combine film analysis with close reading of relevant literary sources, contextualized by current work of political, economic, and cultural historians of postwar Japan. The course is meant to provide a hands-on training in the interdisciplinary methodology of Comparative Literature. Undergraduate students can be admitted only with the permission of the instructor.

Instructor(s): Olga Solovieva Terms Offered: Spring

Equivalent Course(s): SIGN 24410, EALC 34410, CMLT 24410

EALC 24411. The Science of Literature. 100 Units.

This course examines the modern history of literature as an object of scientific study. In particular, it introduces key moments in the conversation between quantitative methods and literary interpretation from the late-19th century to today. These include physiological theories of the novel; stylistics; book history; sociologies of reading; distant reading; and cultural analytics. At each moment we consider the intellectual contexts that encouraged dialogue between the sciences and literature; probe the theories and models by which this dialogue was framed; and consider its relevance to the practice of literary criticism today.

Instructor(s): H. Long Terms Offered: Spring

Equivalent Course(s): ENGL 24422, EALC 34411, ENGL 34422

EALC 24422. Japan and the Japanese: Society, Identity, History. 100 Units.

In this course, we will explore the shifting meanings of the terms "Japan" and "Japanese" focusing primarily on the early modern and modern periods as a way to trace the dynamics of identity formation. Using primary source excerpts from Japanese and foreign official and personal accounts, secondary texts, and visual materials, we will discuss the questions of nationalism, anti-foreignness, exceptionalism, and how the "Japanese" defined themselves against others and within their own society. The critical analysis of various communities, groups, individuals, and ideologies will help us delineate the key factors that shaped society, culture, and politics. Further, the course will train students in analyzing, comparing, and evaluating textual materials and in presenting their ideas orally and in writing. Topics covered: myths, power and status, individualism and collective identity, honor and shame, print culture and information, social networks and outcasts, foreign relations. No Japanese knowledge is required. Open to both BA and MA students.

Equivalent Course(s): HIST 24809, EALC 34422

EALC 24502. China's New Documentary Cinema. 100 Units.

Since the early 1990s, the "new documentary" has emerged as one of the most prominent phenomena in Chinese film and video, widely circulating at international film festivals and eliciting considerable critical debate. This course examines the styles and functions of China's "new documentary" over the last fifteen years, paying particular attention to the institutional, cultural, economic, and political conditions that underpin its flourishing. This overview will lead us to consider questions that concern the recent explosion of the documentary form worldwide, and to explore the tensions and imbalances that characterize the global circulation of the genre. We will address such issues as: what is "new" about China's recent documentary cinema; the "national" and "transnational" dimensions of documentary filmmaking, and the ways in which

these dimensions intersect in its production and circulation; the extent to which the international demand for "unofficial" images from China has contributed to its growth; the politics involved in documentary filmmaking, and the forms and meanings of "independent" cinema in the wake of intensified globalization; the links between Chinese documentary and the global rise of documentary filmmaking, and the ways in which they challenge extant concepts and theorizations of the genre.

Instructor(s): P. Iovene

Equivalent Course(s): CMST 44606, EALC 35402, CMST 24606

EALC 24508. Human Rights in Japanese History. 100 Units.

This course examines how the modern concept of "rights" and "human rights" localized in Japan and how different parties in Japan have used the language of human rights in attempts to remake Japan's social, cultural, and legal landscape. We will explore a wide range of topics including the translation of Eurocentric rights talk in East Asia, colonization and decolonization, statelessness and migration, transitional justice and reconciliation, biopolitical rights and bio-citizenship, indigenous rights, and women and gender-specific rights. Throughout the course we pay special attention to the ways in which rights talk and human-rights politics in Japan intertwine with the country's efforts to modernize and build the "nation within the empire" and, after its defeat in WWII, to close off its "long postwar" and reconcile with its neighbors. This is an introductory course, and no previous knowledge of Japanese history or the international history of human rights is required. However, you should be prepared to read (and watch, browse, and listen to) a wide array of primary and secondary sources that destabilize the most common vocabulary and concepts we take for granted in contemporary human-rights talk such as race, state responsibility, and the very notion of universalism so central to the idea of human rights.

Instructor(s): K. Pan Terms Offered: Winter

Equivalent Course(s): HMRT 25408, HIST 24508

EALC 24513. Documentary Chinese. 100 Units.

This course guides students through critical readings of primary historical documents from approximately 1800 through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts, secret memorials to the throne from officials, official reports to superiors and from superiors, funeral essays, depositions ("confessions"), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook "The Rebellion of Chung Jen-chieh" (Harvard-Yenching Institute). The textbook provides ten different genres of document with vocabulary glosses and grammatical explanations; all documents relate to an 1841-42 rebellion in Hubei province. Assignments: Each week prior to class students electronically submit a written translation of the document or documents to be read; a day after the class they electronically submit a corrected translation of the document or documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required.

Instructor(s): G. Alitto Terms Offered: Autumn

Prerequisite(s): A reading knowledge of modern (baihua) Chinese and some familiarity with classical Chinese (wenyan) or Japanese Kanbun. Other students may take the course with permission from the instructor.

Equivalent Course(s): HIST 34513, EALC 34513, HIST 24513

EALC 24514. Colonial Power in East Asia. 100 Units.

This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.

Instructor(s): J. Dahl Terms Offered: Winter

Equivalent Course(s): GNSE 24514, GLST 24514, CRES 24514, HIST 24514

EALC 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.

This course considers the often neglected presence of "social outcasts" in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.

Instructor(s): C. Wang Terms Offered: Spring

Equivalent Course(s): CRES 24515, GNSE 24515, HIST 24515

EALC 24607. Chinese Independent Documentary Film. 100 Units.

This course explores the styles and functions of Chinese independent documentary since 1989, with particular attention to the social and political contexts that underpin its flourishing in Mainland China and Taiwan. We will discuss the ways in which recent Chinese documentaries challenge current theories of the genre, how they redefine the relationship between fiction and non-fiction, and the problems of media aesthetics, political intervention, and ethics of representation that they pose. We will look at their channels of circulation in Asia and elsewhere, and will discuss the implications and limits of the

notion of independence. Readings will include theorizations of the documentary genre in relation to other visual media and narrative forms, analyses of specific works, and discussions on the impact of digital media.

Instructor(s): P. Iovene Terms Offered: Spring

Equivalent Course(s): CMST 24607, EALC 34607, CMST 34607

EALC 24608. Chinese Social History, Eighteenth to the Twenty-First Century. 100 Units.

This class provides an overview of major developments in Chinese social history from the high Qing period (roughly the eighteenth century) until very recent times. It focuses on the lives of "ordinary people," especially in the countryside, where over 80 percent of China's population lived until roughly 1980, and over 40 percent still live today. Topics include family organization, relations between the generations, and gender roles; property rights, class relations, and their implications for economic activity; the nature of village communities and their relationship to political/legal authority; migration, frontier settlement, and changes in ethnic and national identity; twentieth-century urbanization, consumerism, and changing notions of the individual; and collective protest, violence, and revolution. A secondary theme is more theoretical: what is it possible to know about the lives of people who left few records of their own, and how do we evaluate what are often, inevitably, thinly documented claims? The class format will include a lot of lecture, but mixed with both in-class and online discussion. No background knowledge is required.

Instructor(s): K. Pomeranz Terms Offered: Winter

Equivalent Course(s): HIST 24607, CRES 24607

EALC 24626. Japanese Cultures of the Cold War: Literature, Film, Music. 100 Units.

This course is an experiment in rethinking what has conventionally been studied and taught as "postwar Japanese culture" as instances of global Cold War culture. We will look at celebrated works of Japanese fiction, film and popular music from 1945 through 1990, but instead of considering them primarily in relation to the past events of World War Two, we will try to understand them in relation to the unfolding contemporary global situation of the Cold War. We will also look at English-language writing on Japan from during and after the Cold War period. Previous coursework on modern Japanese history or culture is helpful, but not required. All course readings will be in English.

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

Equivalent Course(s): EALC 34626

EALC 24627. Allure of Matter: Material Art in China. 100 Units.

This seminar examines contemporary art in China through the lens of the Smart Museum of Art's upcoming exhibition, *The Allure of Matter: Material Art in China*. Using works in the exhibition as case studies, the course explores questions about materials and materiality in contemporary art. Throughout the course, we will address the following questions: How have unconventional materials impacted art practices in China? How do these material explorations inform our understanding of contemporary art in China and beyond? How do materials mediate different relationships between the artist, artwork and viewer? Guest speakers, including conservators, will expand our discussions of materiality. The course will meet for approximately half of the time at the Smart Museum or Wrightwood 659.

Instructor(s): O. Cacchione Terms Offered: Winter

Prerequisite(s): Students who have taken a course in modern or contemporary art history preferred.

Equivalent Course(s): ARTH 34626, EALC 34627, ARTH 24626

EALC 24700. Histories of Japanese Religion. 100 Units.

An examination of select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history.

Instructor(s): J. Ketelaar Terms Offered: Spring

Equivalent Course(s): RLST 22505, HIST 24700, EALC 34700, HIST 34700, HREL 34705

EALC 24712. Chinese Frontier History, circa 1600-Present. 100 Units.

A study of frontier regions, migration, and border policies in Qing (1644-1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where the Qing/China was adjacent to some other polity it recognized), ethnically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration.

Instructor(s): K. Pomeranz Terms Offered: Autumn

Note(s): Friday discussion section registration is required, but only if you plan to attend. Discussions are optional and attendance is not required to receive course credit. Sect 1 (1.30) is for undergrads and sect 2 (2.30) is for grads.

Equivalent Course(s): HIST 24612, HIST 34612, EALC 34712

EALC 24720. Japanese Empire & Nation Formation in East Asia. 100 Units.

The rise and fall of the Japanese colonial empire in the first half of the twentieth century is an event of singular importance in the history of modern Japan as well as its concurrent East Asia. This course surveys the imperial or colonial roots of the formation of modern East Asian nations—mainly Japan but also Taiwan, Korea, and China—with a focus on the complex interplays between nationalism and imperialism or colonialism. By examining several key issues of colonial studies, we will look at the intertwining and tensions between empire-building and nation-forming. All readings are in English.

Instructor(s): W. Chen Terms Offered: Winter

Equivalent Course(s): CRES 24720, HIST 24111

EALC 24811. China and Global Capitalism since 1911. 100 Units.

This course examines China's violent encounter with capitalism over the last century. How are we to explain the "failure" of China to follow the classical free-market path of development? Why did Marxism become such a powerful ideology

in a country that was so incompletely capitalist, and what is the relation of the Mao era's "socialism" to capitalism? Is contemporary China a case of free-market excess or of state domination? How does today's US-China trade war rise from this history? In order to answer these questions, this course will develop capitalism as a category that goes beyond a narrow focus on economic issues. We will apply and evaluate several competing frameworks that allow us to conceptualize capitalism as simultaneously a global structure and an everyday practice of social life. Drawing upon these different approaches, we will interpret not just the movement of commodities and the dynamics of class division in China, but changing concepts and practices of gender and nation as well. Through these discussions we aim to understand how capitalism has shaped China while using China's experience to enrich our understanding of capitalism.

Terms Offered: Spring

Prerequisite(s): J. Werner

Equivalent Course(s): HIST 24810, GNSE 24811

EALC 24812. Women Writing Women in Modern Japanese Literature. 100 Units.

This course surveys the literary works by women writers of Japan through the modern period from late Meiji (early 1900s) through mid-Shōwa (1970s). Throughout this period, Japanese writers and critics have been preoccupied with questions related to self-expression: How does one know and represent one's self in writing? Can a true self be expressed through the artifice of literature? What is the relationship between writing and self-consciousness? Yet literature written by women has largely been left out of this conversation, and often chronically consigned to the margins as mere 'women's writing', a pale imitation of pure (male-authored) literature. Aiming to address this unevenness, this course engages with Furthermore, in order to transcend insubstantial and limiting categories such as "women's writing", this course focuses students' analysis using the dynamic lens of women writing women: that is, women's self-representation in literature. Readings for the course are grouped by larger themes which are key not only to students' analysis of literary works, but in relation to the larger social, political and cultural contexts in which the works were produced. All works will be read in English translation.

Instructor(s): P. Mazza-Hilway Terms Offered: Autumn

Equivalent Course(s): GNSE 24812

EALC 24821. Modern Chinese Satirical Novel in History. 100 Units.

This course takes the fictional genre of satire as a unique window on Chinese history. Placing novels and novellas from Republican China, the PRC, and Taiwan alongside excerpts from classic satirical novels from world literature, we will focus not only on the literary merits and themes of these diverse texts but also on their social, political, and historical contexts.

What essential elements constitute satire, and how can we understand a historical moment better if we think with this form of literature? What does literature reveal and what does it deliberately or inadvertently obscure? We will consider the ways in which satire advances -- or declines to advance -- or advocate alternative realities (utopias/dystopias), the cultural critique offered by satire and its national and supra-national contexts.

Instructor(s): Johanna Ransmeier Terms Offered: Autumn

Equivalent Course(s): HIST 34811, EALC 34821, HIST 24811

EALC 24916. Y#kai Media. 100 Units.

This course centers on y#kai (monsters or fantastic creatures) and theories of the fantastic in cinema and media. Historically, it spans the range from medieval emaki and Edo ch#n'in culture through 20th and 21st century manga and anime. Inquiry into y#kai and the fantastic is intended to develop new strategies for putting cinema and media into dialogue with theories of political sovereignty and capitalism in the context of everyday life and its urban myths.

Instructor(s): Thomas Lamarre Terms Offered: Winter

Equivalent Course(s): MAAD 24916, CMST 24916

EALC 24950. Fictions of Selfhood in Modern Japanese Literature. 100 Units.

As Japanese leaders in the mid-19th century faced the threat of colonization at the hands of the Western powers, they launched a project to achieve "Civilization and Enlightenment," quickly transforming Japan into a global power that possessed its own empire. In the process fiction became a site for both political engagement and retreat. A civilized country, it was argued, was supposed to boast "literature" as one of its Fine Arts. This literature was charged with representing the inner life of its characters, doing so in a modern national language that was supposed to be a transparent medium of communication. Between the 1880s and the early 1900s, a new language, new literary techniques, and a new set of ideologies were constructed to produce the "self" in novels and short stories. As soon as these new practices were developed, however, they became the objects of parody and ironic deconstruction. Reading key literary texts from the 1880s through the 1930s, as well as recent scholarship, this course will re-trace this historical and literary unfolding, paying special attention to the relationship between language and subjectivity. All readings will be in English.

Terms Offered: Spring

Equivalent Course(s): EALC 34950

EALC 25010. Premodern Japanese Literature and East Asia. 100 Units.

This course will explore the relationship of premodern Japanese literature to East Asia. How did elites in premodern Japan understand their place within the larger East Asian world? How did they construct their identities in relation to their continental neighbors? We will consider the complexities surrounding Japan's adaptation of Sinographic (Chinese) script, the production of vernacular literature vis-à-vis kanbun texts, and moments in premodern Japanese literary works that highlight actors, objects, themes, and genres from the greater East Asian world.

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

Equivalent Course(s): EALC 35010

EALC 25025. The Real and the Fake in Early Modern China. 100 Units.

This class explores the late imperial fascination with the boundaries between reality and illusion, genuine and counterfeit, self and role. Focusing on the period from the sixteenth to the eighteenth century—a period marked by both tremendous commercial growth and devastating political turmoil—we will trace the development of a discourse that at once imposes and seeks to overcome these categories of real and fake. In addition to readings from drama, fiction, and poetry, materials will include manuals on forgeries and scams, dream encyclopedias, designs for imaginary gardens, and guidebooks to fantastical realms. All readings available in English, but students with Chinese reading ability will be encouraged to read the original texts.

Instructor(s): Ariel Fox Terms Offered: Spring

Equivalent Course(s): EALC 45025

EALC 25200. Early Daoist Texts. 100 Units.

In this course, we will focus primarily on reading (in English) the Laozi and Zhuangzi, paying attention both to philosophical and historical issues. We'll also read several ancillary texts, such as the "Nei ye" chapter of the Guanzi and the "Yu Lao" and "Jie Lao" chapter of the Han Feizi, as well as such unearthed manuscripts as the *Tai Yi sheng shui* and *Heng xian*. In all cases, we will be concerned first of all with what these texts may have meant to people in the Warring States period, and then only incidentally with how they have been understood in subsequent periods and places.

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

Equivalent Course(s): FNDL 25200

EALC 25301. Inventing the Chinese Short Story. 100 Units.

This class will trace the emergence of the vernacular short story as a new genre in the late Ming and early Qing. We will focus on the seventeenth-century story collections of Feng Menglong, Ling Mengchu, Aina Jushi, and Li Yu, whose stories map the social whole of late imperial China—from merchant schemes to courtesan romances, from the friendships of students to the follies of emperors. Alongside close readings of selected stories, we will examine the structure, sources, and publication histories of these collections and locate them in a broader discussion of the meanings and functions of vernacular literature. All readings in English, though students with Chinese reading ability will be encouraged to read the original texts.

Instructor(s): Ariel Fox Terms Offered: Winter

Note(s): Although this course has a grad number, this quarter it will be offered to undergraduates only.

Equivalent Course(s): FNDL 25305, EALC 35301

EALC 25305. Dream of the Red Chamber and the Culture of Late Imperial China. 100 Units.

The main focus of this course will be a careful reading of Cao Xueqin's eighteenth-century masterpiece *Dream of the Red Chamber* (*Honglou meng*). In the process, we will examine some of the range of texts, images, and issues across various literary and cultural genres in late-imperial China that this immensely complex novel draws on. The hope is that in doing so we will gain a deeper appreciation both of the novel itself and of the culture of late-imperial China. We will read about and discuss such topics as gender, erotic desire, relations between text and commentary, and the world of theater and performance, as well as dimensions of material culture and theories of medicine and illness. Adaptions of the novel into various media—opera, film, and TV—may also be incorporated into class discussions or occasionally screened outside class. All readings are in English, using the Penguin translation entitled *The Story of the Stone*. An optional section introducing selections from the original text in Chinese will be available for if there is sufficient student interest.

Instructor(s): J. Zeitlin Terms Offered: Winter 2015

Note(s): Prior knowledge of Chinese language and literature is not required.

Equivalent Course(s): GNSE 25305, FNDL 24314, EALC 35305

EALC 25306. Gender and Modernity in East Asia. 100 Units.

What are the salient forms, manifestations, and performances found at the intersections of gender and modernities in East Asia? This seminar aims at identifying the characteristics of modern gendering that East Asians experienced in the first half of the twentieth. It aims to generating a broad discussion on the form and patterns of "new" cultural experiences that came to shape themselves under the hegemony of Western modernities outside as well as those of "old" counterparts. While considering the shared questions of modernized gender, gendered consciousness, and personal/private spaces, discussions will respond to the diverse interests, backgrounds, and initiatives of student participants so as to best facilitate comparative and theoretical discussions on gender and modernity in East Asia.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): GNSE 25601, GNSE 35601, EALC 35306

EALC 25315. Rock, Paper, Surface: Matters of Meaning in Pre-Modern China. 100 Units.

17th- and 18th-century Chinese writers drew a correlation between textual traces of the past and stones: both seemingly solid objects that convey but also resist revealing their origins. With these stony surfaces in mind, we will examine literary commentaries that aim to make meaning out of history (Zuo Tradition), philosophy (Zhuangzi), poetry (Bai Juyi and Su Shi), drama (Romance of the Western Chamber), and fiction (short stories by Feng Menglong and Li Yu). We will assess each commentator's approach to their base text and develop our own methods for making sense of unyielding textual surfaces. Previous acquaintance with pre-modern Chinese literature is helpful but not necessary. Students with at least two quarters of classical Chinese may participate in an additional section focused on readings of the Zuo Tradition and Jin Shengtan's commentaries on fiction and classical prose.

Instructor(s): Alia Breitwieser Terms Offered: Spring

Equivalent Course(s): CMLT 25315

EALC 25415. Poetry and its Powers in Early China: Explorations in Poetic, Prophetic, and Philosophical Verse. 100 Units.

This course will survey the religious, political, and magical powers of verse during the development of literary and intellectual traditions in early China (~10th to ~1st c. BCE). Much of our time will be devoted to two major compendia of poetry: 1) the *Shijing* ##, (Classic of Odes; Book of Songs), a compilation of ancient song lyrics that was allegedly compiled by Confucius (~500 BCE); and 2) the *Chu ci* ## (Elegies of Chu; Songs of the South), an anthology of pre-imperial songs traditionally attributed to Qu Yuan ##, a spurned official who served in the southern state of Chu #during the fourth century BCE. Reading ability in Chinese is not a pre-requisite for the course, and we will work from English translations. Many of the texts we will read are archaic and difficult, and since translations are all imperfect, we will sometimes refer to more than one. This will help us to better triangulate the meaning of the text, to discover areas where interpreters diverge in their understanding, and to consider the pros and cons of different strategies of translation.

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

Equivalent Course(s): EALC 35415

EALC 25600. Gender and Modernity in Colonial Korea. 100 Units.

What are the salient forms, manifestations, and performances that can be discussed as aspects found at the intersection between gender experience and Korean colonial modernity? This seminar aims at identifying the characteristics of Japanese or colonially mediated modernization that Koreans experienced in the first half of the twentieth century in order to ultimately generate a broadly meaningful discussion on the texture of colonial cultural experience under its abiding colonial legacy. At the core of the class is a concern with gender. While considering the universal questions of modernized gender, gendered consciousness, and personal/private spaces, discussions will respond to the diverse interests and backgrounds of student participants so as to best facilitate comparative and theoretical discussions on colonial modernity and its postcolonial manifestations.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): GNSE 25600, GNSE 35600, EALC 35600

EALC 25620. Japanese Animation: The Making of a Global Media. 100 Units.

This course offers an introduction to Japanese animation, from its origins in the 1910s to its emergence as global culture in the 1990s. The goal is not only to provide insight into Japanese animation within the context of Japan but also to consider those factors that have transformed it into a global cultural form with a diverse, worldwide fanbase. As such, the course approaches Japanese animation from three distinct perspectives on Japanese animation, which are designed to introduce students to three important methodological approaches to contemporary media - film studies, media studies, and fan studies or cultural studies. As we look at Japanese animation in light of these different conceptual frameworks, we will also consider how its transnational dissemination and 'Asianization' challenge some of our basic assumptions about global culture, which have been shaped primarily through the lens of Americanization.

Instructor(s): Thomas Lamarre Terms Offered: Autumn

Equivalent Course(s): CMST 25620, SIGN 26070, MAAD 15620

EALC 25709. Picturing Moral Autonomy in China and Elsewhere. 100 Units.

This course examines how intellectuals in Preindustrial China maintained their independence, as well as their moral compass, in times of inordinate social and political pressure. Systematic thinking on this topic appears early in China, beginning with Confucius and Mencius, but was by no means limited to the Confucian tradition. Zhuangzi (late 4th c. BCE) devoted an entire chapter to the problem. This course will survey some important meditations on the topic from the Classical period, but will focus on the Song dynasty (960-1278) with its rich body of essays, poems, and paintings touching upon the problem of moral autonomy. To supplement our study of primary sources we'll read secondary sources on Song law, society, and government, as well as relevant secondary studies of European art. Later in the course we will read reflections on Song period Chinese essays by English radicals of the 18th century, and will wrap up with American classics by Henry David Thoreau, Ralph Waldo Emerson, and Wendell Berry. Along the way we will learn how to conduct "close readings" of both written and visual materials for clues to the deep, humanistic themes underlying artistic choice.

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

Equivalent Course(s): ARTH 25709, EALC 35709, ARTH 35709

EALC 25803. Confucius and the Analects. 100 Units.

This course will focus on Confucius, both the historical man and the legendary figure, and on the *Analects*, which purports to record his teachings. Through readings of the *Analects* in translation and of secondary scholarship in English, we will seek to determine to what extent it is possible to understand the relationship between the man and the book. For students with a basic knowledge of classical Chinese, extra sessions will be arranged to read the *Analects* in Chinese.

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

Equivalent Course(s): FNDL 25803, EALC 35803

EALC 25811. Foundations of Chinese Buddhism. 100 Units.

An introduction to the Buddhism of premodern China, examined through lenses of philosophy, texts, and art. We will examine important sources for the major currents of Chinese Buddhist thought and practice stretching from the earliest days of the religion in China through around the 13th century (with some attention to modern connections), giving special consideration to major textual and artistic monuments, such as translated scriptures, Chan literature, and the cave-shrines of Dunhuang.

Instructor(s): P. Copp Terms Offered: Winter

Equivalent Course(s): HREL 35811, RLST 22501, EALC 35811

EALC 25844. Daoism and Chinese Religion. 100 Units.

Daoism is the collective name for a group of interrelated Chinese religious traditions, including the "Ways" of the Celestial Masters, of Highest Clarity, of Numinous Treasure, and of Complete Reality, among many others. Taken together, they have sometimes been characterized as "China's indigenous higher religion," in part for the ways they grew out and systematized the myriad disparate religious practices of China's antiquity, such as a vast range of "shamanic" and therapeutic techniques, and the philosophical and visionary ideas found in classic texts such as the Laozi, the Zhuangzi, and the Songs of Chu. More than this, however, the various forms of Daoism also grew by absorbing and remaking religious practices and ideas from across Eurasia, most importantly those found in the various styles of Buddhist religion that entered China in the first millennium AD and often formed, in this period and later, Daoism's main rival. In this course we will cover the entirety of Daoism's history in China, but focus mainly on its formative periods and on its place in China (and the world at large) today.

Instructor(s): P. Copp Terms Offered: Winter

Note(s): Open to MAPH and MA Divinity students, not PhD students

Equivalent Course(s): HREL 35844, EALC 35844, RLST 25844

EALC 26101. Buddhism. 100 Units.

This course will survey central features of the Buddhist traditions in South, Central, and East Asia, over its roughly 2500 year history. Attention will be paid to the variety of disciplinary orientations (historical, philological, anthropological, sociological, economic, archaeological, philosophical) that may be taken to illuminate various aspects of the traditions. Consideration will also be given to the concurrent rise of distinctive Buddhist responses to modernity and the modern/academic study of Buddhism.

Instructor(s): Christian Wedemeyer Terms Offered: Winter

Equivalent Course(s): RLST 26101, SALC 26102

EALC 26206. The Yi Jing. 100 Units.

In this course, we will survey the creation and development of the I Ching or Yi Jing, one of the most unique classics in world literature. Originally used as a divination manual, the Yi Jing came to be viewed as the paramount wisdom text in the Chinese intellectual tradition. We will pay equal attention to how the text was first created and to how it came to be interpreted over the course of Chinese history. All readings will be in English, though students taking the course for graduate credit will be encouraged to extend their readings to Chinese sources.

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

Equivalent Course(s): EALC 36206, FNDL 26208

EALC 26212. The Da Xue and Zhong Yong. 100 Units.

This course will focus on the Da Xue or Great Learning and the Zhong Yong or Doctrine of the Mean, to use the familiar translations. These two texts, the composition of which is traditionally dated to the first two generations after the death of Confucius, were later included as chapters in the Li ji or Record of Ritual, one of the Chinese classics. Still later, they were selected to be two of the Four Books of Confucianism. Using several new translations, we will give close readings to both texts, paying equal attention to their historical contexts and philosophical implications. For students with a basic knowledge of classical Chinese, additional sessions will be arranged to read the texts in Chinese.

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

Equivalent Course(s): EALC 36212

EALC 26220. Buddhism and Modernity: East and West. 100 Units.

In the height of nineteenth-century triumph of progress, rationalism, and disenchantment with religion, many European and American intellectuals found inspiration in Buddhism as a spirituality fit for modern times, and expressed it in philosophy, literature, and even opera. On the other side, in Asian societies struggling with colonization, many intellectuals condemned Buddhism as a remnant of premodern superstition, while others hailed it as an essential element for the construction of modern identity and of the superiority of the "spiritual East" against the "materialist West." These debates and images still determine the way in which Buddhism is globally represented today. In this course, we will discuss Buddhism and modernity using examples from various geographical and historical contexts, ranging from Nietzsche, to the American Beat generation, and to contemporary issues of nationalism and violence in South Asia. We will place the careful examination of these topics within the discussion of broader issues, such as the place of religion in modernity, cultural difference and appropriation, and the intersection of religion, gender, and race.

Instructor(s): Paride Stortini Terms Offered: Spring

Equivalent Course(s): HIST 24116, RLST 26220, SALC 29701, KNOW 26220

EALC 26500. The Shi Jing: Classic of Poetry. 100 Units.

In this course, we will read in and about the Shi jing, or Classic of Poetry, China's earliest poetry anthology. All readings will be in English, though there will be a separate section for those who wish to read the poems in the original.

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

Equivalent Course(s): EALC 36500

EALC 26613. Literature and Public Intellectuals in Twentieth-Century Korea. 100 Units.

Korean intellectuals played a leading role in the rapid transformation of twentieth-century Korean society, and literature provided a crucial space for conveying their thoughts, as well as their social and political imagination. The grave consciousness of social responsibility weighing on their shoulders in particular has been a significant subject of literature and has been often reproduced in popular culture as well. This course examines major works of Korean literature with a focus on two of the most distinctive groups—writers and university students. By doing so, this course explores the history of Korean intellectuals and their interactions with the public, as well as basic literary and cultural concepts in modern Korea. Along with literary works, films, TV dramas, newspaper and journal articles, and visual images, related scholarly works

are also explored in order to help our understanding of the historical and cultural context. The main topics of discussion in class range from Korea's historical events of colonization and decolonization, collaboration and conversion, and the democratization movement and anti-Americanism, to broader theoretical issues, including the Sartrean idea of engaged literature, and global discussions regarding (post)colonialism and intellectuals. All materials are available in English and no previous knowledge of Korean language or literature is necessary.

Instructor(s): J. Kim Terms Offered: Spring

EALC 26631. Place and Identity in Korean Literature. 100 Units.

This undergraduate course will examine how different identities have been imagined in relation to a particular place in pre-modern and modern Korean literature. We will consider issues and problems with "the sense of place," as well as with "the sense of displacement" that defined diverse identities in each historical moments in Korea. Questions we will pose include how the spatial imagination constitutes the intrinsic nature of identity, how the change of place disturbs or reconstitutes the preexisting sense of identity, and how the experience of displacement or border-crossing creates new identities. Readings include the major literary works since the seventeenth up until the mid-twentieth century.

Instructor(s): H. Park Terms Offered: Autumn

EALC 26800. Korean Literature, Foreign Criticism. 100 Units.

Ever since the introduction of the modern/Western concept of "literature" to early twentieth-century Korea, literary production, consumption, and reproduction have gone hand in hand with the reception of the trends of "criticism" and "theory" propagated elsewhere, in the West in particular. This course examines the relationship between the ideas of "indigenous" and "foreign" as embodied by Korean writers in the fields of creative writing, journalism, and academia with a view to engaging and interrogating the idea of "national literature" and its institutional manifestations. It further examines artistic and theoretical endeavors by Korean writers and intellectuals to critically reflect upon and move beyond the unquestioned linguistic, ideological, and ethno-national boundaries.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): EALC 36800

EALC 27000. Chinese Drama and Theater: 12th to 21st Centuries. 100 Units.

This course studies texts and performances (the latter through filmed stage performances and contemporary movies, and class activities) of Chinese drama and theater. We will study the traditional theatrical forms such as Variety Plays (zaju) and Southern Plays (nanxi), 20th century revolutionary Model Operas (yangban xi), and the post-modern re-production of ancient Chinese plays in and for a global market. All readings will be in English. The goal is to understand the history, stagecraft (e.g. costumes and face paintings), and changing social significance of Chinese drama and theater.

Instructor(s): Y. He Terms Offered: Winter

Equivalent Course(s): EALC 37000, TAPS 28460

EALC 27014. Voices from the Iron House: Lu Xun's Works. 100 Units.

An exploration of the writings of Lu Xun (1881-1936), widely considered the greatest Chinese writer of the past century. We will read short stories, essays, prose poetry, and personal letters against the backdrop of the political and cultural upheavals of early 20th century China and in dialogue with important English-language scholarly works.

Instructor(s): P. Iovene Terms Offered: Spring

Equivalent Course(s): FNDL 21907, EALC 37014, CMLT 27014

EALC 27016. Comparative Metahistory. 100 Units.

The seminar will focus on classical, medieval, and modern historiography from China, India, and Tibet seeking answers to three general questions: (1) How are senses of historical time created in Asian historiographies by means of rhetorical figures of repetition, parallelism, dramatic emplotment, frame stories, and interweaving storylines? (2) How are historical persons and events given meaning through use of poetic devices, such as comparison, simile, and metaphor? And (3) How do Asian histories impose themselves as realistic accounts of the past by means of authoritative devices using citation of temporal-spatial facts, quotation of authority, and/or reliance on established historical genres? The methods employed to answer these questions are here adapted from pre-modern Asian knowledge systems of literary theory, poetics, dramaturgy, and epistemology, and thus permit looking at other knowledge formations from within the discourse of the traditions themselves.

Instructor(s): Haun Saussy (University of Chicago) & Ulrich Timme Kragh (Adam Mickiewicz University, Poland) Terms Offered: Autumn

Equivalent Course(s): CMLT 27016, KNOW 37016, EALC 37016, KNOW 27016

EALC 27421. The Body Religious in East Asia. 100 Units.

The course will explore the multifaceted discourse on the body across East Asian religious traditions as well as investigate precedents from other religions in Asia. Students will discuss multiple analytical categories of the body (cosmic body, divine body, etc.) from the point of view of East Asian religions, and assess their usefulness in making sense of religious experiences and ritualized embodied practices.

Instructor(s): Or Porath Terms Offered: Spring

Equivalent Course(s): RLST 27421, GNSE 27421, GNSE 37421, EALC 37421

EALC 27501. The Worlds of Honglou meng (Dream of the Red Chamber): Traditional Chinese Novel & Literary Culture. 100 Units.

Written by Cao Xueqin ### (?-1763), Honglou meng (Dream of the Red Chambers###) has been regarded as the greatest masterpiece of Chinese prose fiction. The novel not only displays the unprecedented usage of realistic language in portraying the quotidian life, but also shows intricate literary skills in narrative and lyricism. This class investigates the internal and external worlds of Honglou meng, and reflects on the ethics and aesthetics of novel in late imperial China. We will explore,

on the one hand, literary choices that made the novel sophisticated, such as the narrative strategies, the complexity in characterization, and the high degree of intertextuality which shows the creative use of other literary genres (poetry, drama, riddle). On the other hand, reading alongside recent scholarship on material culture and gender studies, we examine the interactive relations between the novel and the fashion of exquisite domestic life in the late imperial society and answer these questions. In what ways did the fashion shape the novel text, and how such fashion affects the production and reception of the novel and influences the ways of reading?

Instructor(s): N. Feng Terms Offered: Winter

Note(s): Open to MAPH students. All readings are in English. Students with Chinese reading ability are encouraged to read the original texts. Optional discussion sessions for learning to read the Chinese text. The Languages Across the Curriculum component of this class is contingent upon enrollment.

Equivalent Course(s): EALC 37501

EALC 27512. Dream of the Red Chamber: Forgetting About the Author. 100 Units.

The great Chinese-Manchu novel *„Honglou meng_“* (ca. 1750) has been assigned one major author, Cao Xueqin, whose life has been the subject of much investigation. But before 1922 little was known about Cao, and interpreters of the novel were forced to make headway solely on the basis of textual clues. The so-called "Three Commentators" edition (*„Sanjia ping Shitou ji_“*) shows these readers at their creative, polemical, and far-fetched best. We will be reading the first 80 chapters of the novel and discussing its reception in the first 130 years of its published existence (1792-1922), with special attention to hermeneutical strategies and claims of authorial purpose. Familiarity with classical Chinese required.

Instructor(s): Haun Saussy Terms Offered: Spring

Prerequisite(s): Familiarity with classical Chinese required.

Equivalent Course(s): CMLT 27512, CMLT 37512, EALC 37512, SETH 37512, FNDL 27512

EALC 27515. Beijing: Past and Present. 100 Units.

This class explores the history and cultural life of Beijing from the Yuan dynasty to the present. First, in what ways did the city develop over the course of the past millennium and how did the material space of the city impact people's daily life? Using materials from archaeology and architecture, we will track the permutation of the city plan, the process of construction and destruction, and the social and cultural life of urban residents. Second, how was Beijing experienced, understood, and represented in varied literary and art forms from the imperial period to today? Through literature (Lao She, Lin Yutang), art (Xu Bing, Song Dong.), and film (directed by Chen Kaige, Jia Zhangke, Guan Hu) that features Beijing and its people, we will study the city not only as an imagined site of remembrance and nostalgia, but also a political site constructing cultural identities and reflecting social conflicts. This class has a Language across the Curriculum section, and we will read selected novels and poems on Beijing. Open to MAPH students.

Instructor(s): N. Feng Terms Offered: Autumn

Note(s): Open to MAPH students but not open to PhD students

Equivalent Course(s): EALC 37515

EALC 27610. The Tale of Genji. 100 Units.

The Tale of Genji, sometimes called "the world's first novel," is an early eleventh century romance spanning fifty-four chapters written by a court lady known to posterity as Murasaki Shikibu. The Tale of Genji was an instant classic: it was read widely by both women and men at the Heian (794-1185) court, spawned a number of medieval *noh* plays based on its characters, and became the basis for satirical works in the Edo period (1600-1868). Its interpretation has also resulted in a rich commentarial tradition that spans centuries. While this course will primarily focus on reading the original text, we will explore facets of its reception and interpretation beginning in the Heian period through the present. All readings will be in English translation.

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

EALC 27611. Language and Gender in Premodern Japanese Literature. 100 Units.

This course will look at the intersection of vernacular literature and women's spaces in premodern Japan, focusing particularly on the Heian (794-1185) and Kamakura (1185-1333) periods. Elite women's literature has become central to modern narratives of premodern Japanese literary history, but in the Heian period, women's writing was a distinct and "lower" mode relative to men's writing, which was primarily composed in Classical Chinese. Women were usually denied access to education in Classical Chinese, and therefore found recourse in the creation of their own inscriptive spaces in the vernacular language (Japanese). We will consider how women used the vernacular language for self expression and self-representation, and focus on particular moments where vernacular language and texts are specifically coded as female. In the process, we will touch upon issues of women's education, marriage practices, female friendship/animosity, sexuality, gender identity, and sexual violence. Readings will be in English translation. Students wishing to do some readings in original texts may meet separately with instructor.

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

Note(s): Open to MAPH students

Equivalent Course(s): EALC 37611, GNSE 27611

EALC 27907. Asian Wars of the Twentieth Century. 100 Units.

This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.

Instructor(s): B. Cumings Terms Offered: Spring

Equivalent Course(s): EALC 37907, HIST 27900, CRES 37900, CRES 27900, HIST 37900

EALC 28010. Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage. 100 Units.

Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China. This course intends to examine the history of research, important archaeological finds, and the role of Anyang studies in the field of Chinese archaeology. While the emphasis is on archaeological finds and the related research, this course will also attempt to define Anyang in the modern social and cultural contexts in terms of world heritage, national and local identity, and the looting and illegal trade of antiquities.

Instructor(s): Y. Li Terms Offered: Winter

Note(s): Open to undergraduates with consent of instructor

Equivalent Course(s): ANTH 26765, ANTH 36765, EALC 48010

EALC 28015. Archaeology of Bronze Age China. 100 Units.

Bronze Age" in China conventionally refers to the time period from ca. 2000 BC to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. "Bronze Age" in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.

Instructor(s): Y. Li Terms Offered: Spring

Equivalent Course(s): ANTH 46760, EALC 48015, ANTH 26760

EALC 28150. Women and Work in 20th Century China. 100 Units.

This course examines changes in the working lives of East Asian women from the late nineteenth to the 21st century. Most of the readings will be on China but we will also discuss Korea and Japan. All readings are in English.

Instructor(s): J. Eyferth Terms Offered: Winter

Equivalent Course(s): EALC 38150, HIST 24705, GNSE 27703

EALC 28200. Reading the Revolution: Chinese Social History in Documents. 100 Units.

How can we reconstruct the life experience of "ordinary" people at a time of revolutionary change? What are the sources for a history of the Chinese revolution? What can we learn from newspaper articles and official publication? What kind of information can we expect to find in unpublished sources, such as letters and diaries? How useful is oral history, and what are its limitations? We will look at internal and "open" publications and at the production of media reports to understand how the official record was created and how information was channeled, at official compilations such as the Selections of Historical Materials (wenshi ziliao), at "raw" reports from provincial archives, and finally at so-called "garbage materials" (laji cailiao), i.e. archival files collect from flea markets and waste paper traders.

Instructor(s): J. Eyferth Terms Offered: Spring

Equivalent Course(s): HIST 24504, HIST 34505, EALC 38200

EALC 28202. New Directions in the Study of Japanese Religion. 100 Units.

The course will explore diverse topics in the study of Japanese religion, including recent cutting-edge research. We will cover the most prominent religious traditions in Japan, including but not limited to Buddhism, Shinto, Folk Religion, and Confucianism. Each week we will read a recent monograph and analyze the main arguments and its methodological contribution to the field of religious studies. Students are expected to write a research paper by the end of the course.

Instructor(s): O. Porath Terms Offered: Winter

Equivalent Course(s): RLST 28202, HREL 38202, EALC 38202

EALC 28350. Chan and Zen Buddhism. 100 Units.

An overview of the development of Chan and Zen Buddhism in China and Japan, focusing on the philosophical and doctrinal underpinnings of distinctive Chan and Zen practices and rhetorics (including basic Buddhist premises concerning impermanence and non-self and specifically Mahāyāna ideas such as Emptiness, Two Truths and Buddha-nature) as they morph through the stages of early proto-Chan, East Mountain Chan, the Northern School/Southern School split, the development of "Recorded Sayings" and gong'an (kōan) literatures, and the Linji (Rinzai) and Caodong (Sōtō) schools.

Instructor(s): Brook Ziporyn Terms Offered: Spring

Equivalent Course(s): RLST 28350

EALC 28400. Modern Chinese Literature: Communities, Media & Selves. 100 Units.

In this in-depth introduction to modern Chinese literature we will combine close readings of texts with a survey of the ideas, media, and institutions that shaped literary practices from the 1900s to the 1930s. We will discuss authors, literary circles and associations, journals and publishers, as well as notions of self, language, and community. In doing so, we will pursue the following questions: What is a modern Chinese literary text, and what are its relevant contexts? How to connect literary writing-per se a highly individualized and largely solitary activity-with the forms of sociality and the collaborative practices in which it is embedded? How did various communities and institutions affect, and how were they affected by, the writing and reading of literature? Our focus will be on the ways in which authors and groups redefined the function of literature in

times of upheaval, the transformations in language and media that shaped their efforts, and the ways in which they conceived of and sought to reach out to readers. Our explorations will be both historical and historiographical, and will touch on the main debates in modern Chinese literary studies today.

Instructor(s): P. Iovene Terms Offered: Winter

Equivalent Course(s): EALC 38400

EALC 28459. Performance Theory in East Asia. 100 Units.

This course introduces students to the field of performance studies through East Asian performance. We will consider the relationship between performance, critical theory, and the discursive production of "East Asia" as an object of study.

The two main goals of the course will be (1) to introduce students to the major texts and methodological approaches of performance studies and (2) to consider the role performance plays in discussions of East Asian cultural production. We will consider the disciplinary formations of performance studies and East Asian studies in relation to one another as we explore theories of embodiment, performativity, and nationality. Students will learn different methods of reading performance closely, using documented and live performance material. Performance workshops with artists and scholars will be incorporated whenever possible. Readings will include works by such authors as Suzuki Tadashi, Rey Chow, J. L. Austin, Eve Sedgwick, Uchino Tadashi, Hijikata Tatsumi, Judith Butler, Fred Moten, Peggy Phelan, and Kandace Chuh. Students from all disciplines are welcome.

Terms Offered: Winter 2015

Equivalent Course(s): EALC 38459, TAPS 28459

EALC 28600. Contemporary Chinese Literature. 100 Units.

TBD

Instructor(s): P. Iovene Terms Offered: Winter

Equivalent Course(s): EALC 38600

EALC 28702. Tales Retold? Modern & Contemporary Chinese Art. 100 Units.

Owing to its revolutionary transformations spanning the 20th and early 21st centuries, China offers a unique access point to exploring key issues in modern and contemporary art. Modern and contemporary artists from China and the Sinophone world have long confronted rather entrenched double-binds, crises of consciousness. We might consider this a double consciousness, on their part-consciousness of being artists in a globalizing context, on the one hand; of being political or national subjects, on the other. Organized thematically, this class will examine selections of artists, movements, and the discourses surrounding them, to unpack the mutual interrelation of key concepts, art and scholarly practices. Questions to be addressed include: How does art history and criticism currently deal with modern and contemporary Chinese art? How does the art world define this category of art practice; and vice versa, how do artists view the art world? Case studies will include artists practicing today as well as historical artists whose work has become a source for the present. While the class deals primarily with art in China, it will necessarily address the wider issues of globalization and the international institutional networks of contemporary art. Students will be encouraged to think broadly about comparative and inter-Asia relations, rather than dividing the globe into East and West.

Instructor(s): J. Lee Terms Offered: Spring

Equivalent Course(s): ARTH 38702, ARTH 28702, EALC 38702

EALC 28703. East Asian Photography Since the Mid-Twentieth Century. 100 Units.

This course will explore the history and practice(s) of photography across East Asia (China, Japan, and Korea) from the mid-20th century to the present day. During the 20th century, these nations moved from the feudal to the industrialized, globalized status. Since their dynamic histories are enmeshed with photographic practices, this course will discuss how photography interprets the history and tells its own stories. We will familiarize ourselves with the most crucial photographers and their practices that emerged in the post-Mao, and post-war periods. Particular emphasis will be given to the ways in which photographers have grappled with legacies of war and revolution, political violence, cultural heritage, and a rapid transition to an industrialized, globalized status. While emphasizing comparative approaches to discuss the rich histories of East Asian photography, this course also takes a close look at how photographic practices of East Asia are converging with global photography.

Instructor(s): Boyoung Chang Terms Offered: Winter

Equivalent Course(s): ARTH 38703, ARTH 28703, EALC 38703

EALC 29200. Reading and Research EALC. 100 Units.

TBD

EALC 29300. Books, Prints, and Texts in Late Imperial China. 100 Units.

The specific dynamics of production, marketing, and circulation of printed materials, along with the various modes of their reception and use, are central to our understanding of late imperial Chinese culture. In this course we will read a wide range of popular texts and images against the specific conditions of the book trade and other forms of textual circulation during the period. We will address issues such as the culture and technology of printing, the dialogue between page and stage, texts as physical artifacts and aesthetic objects, and the values, life styles, and tastes Chinese books and prints came to reflect and embody. We will also consider relevant scholarship on the history of books in general and the history of Chinese books in particular, including the field of banben studies

Instructor(s): Y. He Terms Offered: Winter

Equivalent Course(s): EALC 39300

EALC 29401. The Ghost Tradition in Chinese Literature, Opera, and Film. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments? This course will explore the complex meanings, both literal and figurative, of ghosts and spirits in Chinese

culture across a range of genres: the ghost story, opera, visual imagery, and film. Issues to be explored include: 1) the confrontation of individual mortality and collective anxieties over the loss of the historical past; 2) the relationship between the supernatural, gender, and sexuality; 3) the visualization of ghosts and spirits in art, theater, and cinema; 4) the politics of ghosts in modern times. Course readings will be in English translation, and no prior background is required, but students who read Chinese will be encouraged to work with sources in the original. This year's class will be designed to take full advantage of special Chicago events in spring 2014, notably the exhibition "Performing Images: Opera in Chinese Visual Culture" at the Smart Museum and Mary Zimmerman's new production of *The White Snake* at the Goodman Theatre.

Instructor(s): J. Zeitlin Terms Offered: Spring

Equivalent Course(s): GNSE 29401, EALC 39401, GNSE 39401, TAPS 28491

EALC 29402. The Human and its Others in Early Modern China. 100 Units.

This course explores the ways in which personhood was constituted in early modern China. Focusing on the years 1500-1800—a period marked by commercial expansion, political rupture, ethnic conflict, social fluidity, and literary experimentation—we will ask how the subhuman, the superhuman, and the nonhuman were used to police or subvert traditional hierarchies, to expand or delimit the possibilities of the human and the humane. Areas of discussion will include gods, ghosts, barbarians, women, children, eunuchs, slaves, animals, and things; readings will come from a wide range of sources, including classical tales, unofficial histories, vernacular novels, drama and popular songs, encyclopedias, medical texts, and natural histories. Open to graduate students and advanced undergraduates. Texts available in both English and Chinese; students with Chinese reading ability will be encouraged to read the original.

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

Equivalent Course(s): EALC 49402

EALC 29410. Sound and Silence in Chinese Literature. 100 Units.

Rather than a silent medium, a text is a literary phonograph where sounds, voices, and noises come to life. By studying the representation of sounds within literary texts from the eras predating the advent of electric sound reproduction technology, we will explore how attention to these sounds enrich our experience as modern listeners. In particular, we will rethink the relationship between sound and silence in order to develop new perspectives on understanding literary texts. By destabilizing the opposition between sound and silence, we will study literary sound to examine unconventional understandings of the nature of expression and representation. For example, the stringless zither owned by the 4th-century Chinese poet Tao Yuanming reflects a key idea in pre-modern Chinese poetics that the best sound is inaudible. How does silence convey things that cannot be expressed in sound and language? In this course, we will explore a selection of major works in Chinese literature from the antiquity (4th-century BC) to the 20th century that present a variety of relationships between sound and silence. We will also read foundational theoretical texts on sound developed in pre-modern China in conjunction with major theories of sound, voice, music, and noise developed in media studies, including works by Murray Schafer, Michel Chion, Friedrich Kittler, and Jacques Attali.

Instructor(s): Y. Zheng Terms Offered: Spring

Note(s): This course is open to undergraduates and MAPH students.

Equivalent Course(s): EALC 39410

EALC 29430. The Planned Economy: A Global History of Central Planning, from Bismarck to the Green New Deal. 100 Units.

This course will change the way you think about politics. One of the most urgent political questions for any modern society is what economic activity to leave to private actors and what economic activity to place under state control. Today we hear much political debate over whether capitalism or socialism is superior, and what these terms mean. This debate can obscure the historical fact that many different ideological systems around the globe have experimented with highly centralized, state-directed economic organization. In what contexts have these experiments succeeded and failed? What counts as success and failure? To what extent has one experiment in central planning studied and/or learned from examples that preceded it? This course pursues these questions beginning with the origins of modern central planning in Prussia and later during World War I. It goes on to assess other experiments in central planning, including the New Deal, the Soviet Union and Maoist China; the Axis Powers of Italy, the Third Reich, and Imperial Japan; and later in the postcolonial global south from India to Ghana. The class ends by contemplating the Green New Deal and the role of central planning in the future of the United States.

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

Equivalent Course(s): GLST 29430, HIST 29430

EALC 29491. Introduction to Japanese Theater. 100 Units.

In this course we will explore a variety of Japanese theatrical forms from the fourteenth century to the present, including Noh, Kyogen, Bunraku, Kabuki, Shimpa, Shingeki, Butoh, and Takarazuka. Our emphasis will be on understanding the forms in their historical and performative contexts through close textual analysis as well as performance analysis of video footage, whenever possible. No background assumed or required in Japanese language or theater.

Instructor(s): R. Jackson Terms Offered: Autumn

Equivalent Course(s): TAPS 28492

EALC 29500-29600-29700. Senior Thesis Tutorial I-II-III.

One quarter of this sequence may be counted for credit in the major.

EALC 29500. Senior Thesis Tutorial I. 100 Units.

For this course students are required to obtain a "College Reading and Research Course Form" from their College adviser and have it signed both by their faculty reader and by the Director of Undergraduate Studies. Two quarters of this sequence may count as one credit for the EALC major, and are required for any undergraduate writing a B.A.

Honors Thesis in EALC. It is highly recommended that students take this sequence autumn and winter, but a spring quarter course is offered for unusual circumstances.

Terms Offered: Autumn

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

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

EALC 29600. Senior Thesis Tutorial II. 100 Units.

Senior Thesis Tutorial-II. PQ: signed consent form. For this course students are required to obtain a "College Reading and Research Course Form" from their College adviser and have it signed both by their faculty reader and by the Director of Undergraduate Studies. Two quarters of this sequence may count as one credit for the EALC major, and are required for any undergraduate writing a B.A. Honors Thesis in EALC. It is highly recommended that students take this sequence autumn and winter, but a spring quarter course is offered for unusual circumstances.

Terms Offered: Winter

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

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

EALC 29700. Senior Thesis Tutorial III. 100 Units.

The spring quarter section of the Senior Thesis Tutorial is devoted to making corrections and rewrites to the B.A. Paper, which is usually due to the Reader at the end of winter quarter.

Instructor(s): arranged Terms Offered: Spring

Prerequisite(s): EALC 29500 and/or EALC 29600

Note(s): Students continue to meet with the Preceptor for help with their papers.

EALC 29504. Objects of Japanese History. 100 Units.

The collections of Japanese objects held at the University of Chicago's Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago will be examined as case studies in museum studies, collection research, and more specifically, in the interpretation of things "Japanese." Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections themselves and the relation of these collections to museum studies per se.

Instructor(s): C. Foxwell & J. Ketelaar Terms Offered: Spring

Prerequisite(s): We will make several study trips to the Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago during class time.

Equivalent Course(s): HIST 34602, ARTH 29505, EALC 39504, ARTH 39505, HIST 24602

EALC 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.

The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material "space" of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.

Instructor(s): S. Burns Terms Offered: Autumn

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.

Equivalent Course(s): ENST 29527, HIST 39527, GLST 29527, HIST 29527, EALC 39527

EALC 29710. Russian Anarchists, Revolutionary Samurai: Introduction to Russian-Japanese Intellectual Relations. 100 Units.

This course introduces a current of Russian-Japanese exchange and cross-fertilization of ideas running from the late nineteenth century to now. Our focus will be on the historical role that Russia came to play in anarchist movement in Japan. We will read such revolutionary intellectuals as Lev Mechnikov, Peter Kropotkin, and Lev Tolstoy; compare the visions of civilizational progress of the state modernizer Fukuzawa Yukichi and Japanese anarchists Kōtoku Shūsui and Ōsugi Sakae; and study the post-WW II continuation of the anarchist tradition in the films of Kurosawa Akira, music of Takemitsu Toru, and writings of Ōe Kenzaburō.

Instructor(s): Olga Solovieva Terms Offered: Spring

Equivalent Course(s): EALC 39710, CMLT 39710, REES 29815, CMLT 29710, REES 39815



Economics

Department Website: <http://economics.uchicago.edu>

Program of Study

The program in economics is intended to equip students with the basic tools to understand the operation of a modern economy: the origin and role of prices and markets, the allocation of goods and services, and the factors that enter into the determination of income, employment, and the price level. The specialization in data science provides training in computation and data analysis beyond the basic methods discussed in the empirical methods sequence. The specialization in business economics is organized around the fundamental economic theory and empirical methods that students interested in pursuing careers in the private sector, the non-profit sector, and the public sector (among others) will find useful in carrying out their day-to-day tasks.

BA in Economics, Tracks A and B

The program in economics can be divided into five component parts:

1. **Fundamentals:** provides students with the basic skills required to be successful in the major.
2. **Core curriculum:** consists of three courses designed to introduce students to the "economic approach."
3. **Empirical Methods sequence:** provides students with the fundamental techniques of data analysis.
4. **Economic Policy course:** applies the tools developed in the core curriculum to issues of fiscal policy, monetary policy, and other policy discussions relevant to the current state of the economy.
5. **Electives:** allows students to tailor the economics major to their interests.

Program Requirements, Tracks A and B

Fundamentals

Students must begin the economics major by demonstrating competence in basic calculus and principles of economics. The fundamentals sequence consists of the following courses. The first two are required; the second two are strongly recommended:

MATH 13300	Elementary Functions and Calculus III	100
or MATH 15300	Calculus III	
or MATH 16300	Honors Calculus III	
MATH 19520	Mathematical Methods for Social Sciences	100
or MATH 20400	Analysis in Rn II	
or MATH 20800	Honors Analysis in Rn II	
ECON 10000	Principles of Microeconomics	100
or ECON 19800	Introduction to Microeconomics	
ECON 10200	Principles of Macroeconomics	100
or ECON 19900	Introduction to Macroeconomics	

Students who wish to complete the major with more rigorous mathematics may substitute MATH 20400 Analysis in Rn II for MATH 19520 Mathematical Methods for Social Sciences.

Calculus

Students who have an interest in the major should take calculus at the highest level for which they qualify. Students should complete MATH 19520 Mathematical Methods for Social Sciences prior to or concurrently with ECON 20000 The Elements of Economic Analysis I. Students must not postpone completion of MATH 19520 Mathematical Methods for Social Sciences beyond concurrent registration with ECON 20000 The Elements of Economic Analysis I.

1. **MATH 13000s:** Students must complete MATH 13300 Elementary Functions and Calculus III prior to enrolling in ECON 20000 The Elements of Economic Analysis I. Students may find it useful to complete MATH 19520 Mathematical Methods for Social Sciences prior to enrolling in the Elements of Economic Analysis sequence.
2. **MATH 15000s:** Students enrolling in the MATH 15000s sequence must complete MATH 15300 Calculus III before enrolling in ECON 20000 The Elements of Economic Analysis I.
3. **MATH 16000s and 16010s:** Students enrolling in the MATH 16000s sequences must complete MATH 16200 Honors Calculus II or MATH 16210 Honors Calculus II (IBL) before enrolling in ECON 20000 The Elements of Economic Analysis I. Enrollment in ECON 20000 The Elements of Economic Analysis I requires completion or concurrent enrollment in MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL) and demonstrated competency in Microeconomics (see Core Curriculum for details).

Students may satisfy the third quarter of calculus requirement by placement (based on the Higher-Level Math Test administered by the College prior to Orientation). In this case, students should continue their mathematics training with the highest mathematics level for which they qualify.

Principles of Economics

Students are expected to begin their study of economics with ECON 10000 Principles of Microeconomics (formerly ECON 19800 Introduction to Microeconomics) and ECON 10200 Principles of Macroeconomics (formerly ECON 19900 Introduction to Macroeconomics). These courses provide a good overview of basic concepts. These two introductory courses are designed for students with limited or no prior course work in economics. While these two courses provide basic economics knowledge, they are not required in the major. Students who matriculated at the University of Chicago in 2016–17 or later may use ECON 19900 Introduction to Macroeconomics or ECON 10200 Principles of Macroeconomics to fulfill one of the economics elective requirements.

Students may not receive credit for both ECON 10000 Principles of Microeconomics and ECON 19800 Introduction to Microeconomics. Likewise, students may not receive credit for both ECON 10200 Principles of Macroeconomics and ECON 19900 Introduction to Macroeconomics.

Students are strongly encouraged to complete ECON 10000 Principles of Microeconomics or ECON 19800 Introduction to Microeconomics prior to ECON 20000 The Elements of Economic Analysis I (or ECON 20010 The Elements of Economic Analysis I Honors) and ECON 10200 Principles of Macroeconomics or ECON 19900 Introduction to Macroeconomics prior to ECON 20200 The Elements of Economic Analysis III (or ECON 20210 The Elements of Economic Analysis III Honors).

Core Curriculum

The core curriculum consists of three courses. Students may use the standard or honors sequence to satisfy this requirement. The honors sequence is designed for students interested in economics research and/or use of more sophisticated mathematical models.

Standard Core Sequence	300
ECON 20000	The Elements of Economic Analysis I
ECON 20100	The Elements of Economic Analysis II
ECON 20200	The Elements of Economic Analysis III
or Honors Core Sequence	300
ECON 20010	The Elements of Economic Analysis I Honors
ECON 20110	The Elements of Economic Analysis II Honors
ECON 20210	The Elements of Economic Analysis III Honors

Most students begin the core curriculum in their second year. Those who wish to begin it during their first year must demonstrate competence with the fundamental skills needed in that sequence in the following ways:

- Students must either pass the economics placement test or complete ECON 10000 Principles of Microeconomics/ECON 19800 Introduction to Microeconomics prior to starting ECON 20000 The Elements of Economic Analysis I (or ECON 20010 The Elements of Economic Analysis I Honors). No standardized external exams (IB, AP, nor A-Levels) will substitute, and they rarely serve as sufficient preparation for the economics placement test. Note that the placement test will only be offered in the evening of the first day of Autumn Quarter.
- Students must satisfy the calculus requirement as discussed in Calculus.

Note: Students who are completing the previous major requirements and are on track to complete ECON 20300 Elements of Economic Analysis IV after Autumn Quarter 2017 should take ECON 23950 Economic Policy Analysis in place of ECON 20300, regardless of matriculation date.

Empirical Methods

In the modern economy, quantitative methods are highly valued skills. Students must satisfy the empirical methods component of the economics major in one of two ways, either as a three-quarter sequence or a two-quarter sequence.

Option A: The three-quarter empirical methods sequence is comprised of a course in linear algebra, a course in statistics, and a course in econometrics, and is designed for students who complete the MATH 15000s sequence or higher. This three-quarter empirical methods sequence covers the broad ranges of scope that the disciplines provide, which will be useful for further quantitative training in the major.

Option B: The two-quarter empirical sequence, comprised of a course in statistical methods in economics and a course in econometrics, is provided as an alternative for students who want to focus only on the relevant materials in linear algebra and statistics that pertain to econometrics. ECON 21010 Statistical Methods in Economics teaches the fundamental methods and materials from linear algebra and statistics that are utilized in many economic applications.

Details about each sequence are below. We strongly encourage students to choose the highest mathematical tracks for which they are qualified. Students unsure of which sequence to choose should consult with the Undergraduate Office in the Department of Economics as well as the Department of Mathematics and Department of Statistics.

Option A: Three-Quarter Empirical Methods Sequence

In order to satisfy the empirical methods component of the economics major using a three-quarter sequence, students must complete the following courses. They must be taken in consecutive quarters, beginning with Linear Algebra and concluding with Econometrics:

One of the following:		100
MATH 19620	Linear Algebra	
or STAT 24300	Numerical Linear Algebra	
or MATH 20250	Abstract Linear Algebra	
or MATH 20700	Honors Analysis in Rn I	
One of the following:		100
STAT 23400	Statistical Models and Methods	
or STAT 24400	Statistical Theory and Methods I	
or STAT 24410	Statistical Theory and Methods Ia	
One of the following:		100
ECON 21020	Econometrics	
or ECON 21030	Econometrics - Honors	
Total Units		300

Students may not use AP Statistics credit to satisfy the statistics requirement. Students with AP credit will need to expand on their training with STAT 23400 Statistical Models and Methods, STAT 24400 Statistical Theory and Methods I, or STAT 24410 Statistical Theory and Methods Ia. Students may not earn credit for both STAT 22000 Statistical Methods and Applications (via course enrollment or AP exam) and STAT 23400 Statistical Models and Methods.

Students who wish to pursue more advanced training in empirical methods may complete STAT 24300 Numerical Linear Algebra or MATH 20250 Abstract Linear Algebra or MATH 20700 Honors Analysis in Rn I; either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia; and ECON 21030 Econometrics - Honors.

Option B: Two-Quarter Empirical Methods Sequence

In order to satisfy the empirical methods component of the economics major using a two-quarter sequence, students must complete the following:

ECON 21010	Statistical Methods in Economics	100
ECON 21020	Econometrics	100
Total Units		200

Students should not begin the empirical methods sequence earlier than concurrently with ECON 20100 The Elements of Economic Analysis II and should take ECON 21010 Statistical Methods in Economics and ECON 21020 Econometrics in consecutive quarters. Students must complete the empirical methods sequence by the end of third year.

Students with credit for both MATH 19620 Linear Algebra and STAT 23400 Statistical Models and Methods (or more advanced equivalents) may not also earn credit for ECON 21010 Statistical Methods in Economics.

Students who complete the empirical methods component of the major with just two courses (ECON 21010 Statistical Methods in Economics and ECON 21020 Econometrics) must complete an additional economics elective, as discussed in Electives.

Economic Policy

The economic policy requirement provides students the opportunity to apply methods and tools taught in the economics core sequence to analyze current issues centered around monetary and fiscal policy. Most students will complete the economic policy requirement with ECON 23950 Economic Policy Analysis, but students interested in learning more formal approaches may use one of the other macroeconomics courses listed below to satisfy the requirement.

ECON 23950	Economic Policy Analysis	100
or ECON 23200	Topics in Macroeconomics	
or ECON 23220	Introduction to Advanced Macroeconomic Analysis	
or ECON 23330	Introduction to Dynamic Economic Modeling	

Students who complete more than one of the above courses may apply the additional courses to satisfy the economics elective requirements. ECON 23950 Economic Policy Analysis may not count as an economics elective. Students may not earn credit for both ECON 23950 Economic Policy Analysis and ECON 20300 Elements of Economic Analysis IV.

Note: Students on track to complete ECON 20300 Elements of Economic Analysis IV after Autumn Quarter 2017 should take ECON 23950 Economic Policy Analysis in place of ECON 20300, regardless of matriculation date.

Electives

All students in the economics major must complete a minimum of four additional economics courses to broaden their exposure to areas of applied economics or economic theory. Students who complete the empirical methods component with the two-quarter sequence must complete five economics electives. These courses must have a higher course number than ECON 20200 The Elements of Economic Analysis III, with a couple of exceptions: Neither ECON 21010 Statistical Methods in Economics nor ECON 21030 Econometrics - Honors nor ECON 23950 Economic Policy Analysis can be used to satisfy the economics elective requirements; students who matriculated in 2016–17 or later may use ECON 10200 Principles of Macroeconomics OR ECON 19900 Introduction to Macroeconomics to satisfy one of the economics elective requirements.

Students may use one course (pre-approved or approved by petition) outside of the University of Chicago Department of Economics to satisfy their elective requirements. Students may apply only one of the following two exceptions to this rule:

Exception (A): Students who participate in a College-sponsored Study Abroad program may petition to count an additional outside course completed at the host institution to satisfy elective requirements of the major. Petitions must be submitted prior to course enrollment to be considered.

Exception (B): Students may count an additional outside course to satisfy elective requirements of the major as long as it is drawn from the list of the pre-approved electives.

These rules imply that at most two courses completed outside the University of Chicago Department of Economics may be used to satisfy the elective requirements of the major. For example, if a student completes two courses as part of a College-sponsored Study Abroad program, then the student has fulfilled the outside electives two-course maximum and must complete the remaining elective requirements in the Department of Economics.

The following are pre-approved outside electives:

Computer Science (only one may be used)

CMSC 10600	Fundamentals of Computer Programming II
or CMSC 12100	Computer Science with Applications I
or CMSC 15100	Introduction to Computer Science I
or CMSC 16100	Honors Introduction to Computer Science I

Statistics

STAT 24500	Statistical Theory and Methods II
or STAT 24510	Statistical Theory and Methods IIa
STAT 25100	Introduction to Mathematical Probability
or STAT 25150	Introduction to Mathematical Probability-A
STAT 25300	Introduction to Probability Models
STAT 26100	Time Dependent Data

Mathematics

MATH 20500	Analysis in Rn III
MATH 20900	Honors Analysis in Rn III
MATH 27300	Basic Theory of Ordinary Differential Equations

University of Chicago Booth School of Business *

BUSN 20410	Corporation Finance
or BUSN 35200	Corporation Finance
BUSN 20620	Data Driven Marketing
or BUSN 37105	Data Science for Marketing Decision Making
BUSN 20710	Behavioral Economics
or BUSN 38120	The Study of Behavioral Economics
BUSN 20800	Big Data
or BUSN 41201	Big Data
BUSN 20820	Financial Econometrics
or BUSN 41203	Financial Econometrics
BUSN 20810	Machine Learning
or BUSN 41204	Machine Learning
BUSN 20900	Competitive Strategy
or BUSN 42001	Competitive Strategy

- * BUSN 2XXXX-level (undergraduate-only) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level (and higher) courses will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth/>) for details.

Courses in other degree programs may be considered for elective credit through petition. To be considered, these courses must require the equivalent prerequisite course work of ECON 20100 The Elements of Economic Analysis II. Petitions must be submitted prior to course enrollment to be considered. Graduate level economics courses will be counted for elective credit, but consultation with the Undergraduate Office in advance of course registration is required. Note: Provisional and early final grades are not given for economics graduate courses or BUSN 3XXXX-level (and higher) courses. Economics graduate courses and BUSN 3XXXX-level (and higher) courses should not be taken in the student's graduating quarter unless the student will have completed all forty-two credits required for graduation, not counting the graduate course, and all requirements for all majors.

Summary of Requirements

For summaries of requirements for the BA in economics (Tracks A and B), see below.

Sample Programs for Tracks A and B

The following is a recommended sample plan of study (excluding four elective courses) for those students entering with the MATH 13000s sequence:

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
MATH 13100	MATH 13200	MATH 13300
		ECON 10000
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 20000	ECON 20100	ECON 20200
MATH 19520	ECON 10200	
Third Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 23950	STAT 23400	ECON 21020
MATH 19620		

The following is a recommended plan of study (excluding four economics elective courses) for those students entering with the MATH 15000s or MATH 16000s sequence:

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
MATH 15100	MATH 15200	MATH 15300
		ECON 10000
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 20000	ECON 20100	ECON 20200
MATH 19520	MATH 19620	STAT 23400
	ECON 10200	
Third Year		
Autumn Quarter		
ECON 23950		
ECON 21020		

The following is a recommended plan of study (excluding five elective courses) for those students completing the two-quarter empirical methods sequence. Note that this plan of study can be used in conjunction with any calculus sequence:

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
MATH 13100	MATH 13200	MATH 13300
		ECON 10000
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 20000	ECON 20100	ECON 20200
MATH 19520	ECON 10200	
Third Year		
Autumn Quarter	Winter Quarter	
ECON 23950	ECON 21020	
ECON 21010		

Students wanting to appropriately plan their economics major with the courses MATH 20400 Analysis in Rn II, STAT 24400 Statistical Theory and Methods I, or STAT 24410 Statistical Theory and Methods Ia should consult with the Undergraduate Program Office in the Department of Economics.

BA in Economics with Specialization in Business Economics

The specialization in business economics is organized around the fundamental economic theory and empirical methods that students interested in pursuing careers in the private sector, the non-profit sector, and the public sector (among others) will find useful in carrying out their day-to-day tasks. Students who begin by following the standard economics major path have several decision points at which they can choose to specialize in business economics. Students should consult early in the first year with the Department of Economics Undergraduate Program to design a curriculum that satisfies their professional goals.

Students pursuing the standard Economics major must complete a Calculus sequence. However, it is not required for the Specialization in Business Economics. Students are still strongly urged to take Calculus to ensure sufficient quantitative understanding and competence.

Note that BUSN 2XXXX-level (undergraduate-only) versions of courses offered by the University of Chicago Booth School of Business (Chicago Booth) will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level (and higher) courses will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth/faq/#beecf17b3e304bae93c50f4f595c27d6>) for details.

Early final grades will be given for graduating students in BUSN 2XXXX-level courses. The Booth Registrar's Office will coordinate with instructors to issue early final grades for graduating students in College-level Booth courses.

Note: Early final grades are not given for BUSN 3XXXX-level (and higher) courses. These courses should not be taken in the student's graduating quarter unless the student will have completed all graduation requirements, irrespective of the BUSN 2XXXX-level course.

As with the standard economics program, this specialization is divided into five component parts:

1. Core: The core component is designed to introduce students to the tools of basic economic analysis. These courses include fundamental course work in microeconomics, macroeconomics, and business education.
2. Methods: The methods component is designed to introduce students to the different toolkits on which economists rely to analyze problems in both microeconomics and macroeconomics.
3. Empirical Analysis: The empirical analysis component provides students with the fundamental techniques of data analysis. These courses emphasize the application of empirical methods to relevant examples and develop the essential computer skills students need to lead successful careers.
4. Perspectives: The perspectives requirement recognizes that successful careers require broad-based understanding of the markets and industries in which our potential majors are likely to participate. This requirement is intended to facilitate both the acquisition of sector-specific knowledge and/or job-specific skills that are likely to provide context for the student's economics and business training.
5. Electives: Electives from the University of Chicago Booth School of Business and the Department of Economics allow students to tailor the program to their interests.

Core

The core component is designed to introduce students to the tools of basic economic analysis. These courses include fundamental course work in microeconomics and macroeconomics. These courses introduce theory but emphasize the application of these tools to standard problems that students are likely to encounter as they carry out their professional activities. The core component consists of three courses:

ECON 10000	Principles of Microeconomics [^]	100
or ECON 20000	The Elements of Economic Analysis I	
ECON 10200	Principles of Macroeconomics [#]	100
or ECON 20200	The Elements of Economic Analysis III	
One Foundations of Business Education course, chosen from: ⁺		100
BUSN 20100	Financial Accounting	
BUSN 20330	Building the New Venture	
BUSN 20400	Investments	
BUSN 20410	Corporation Finance	
BUSN 20702	Managerial Decision Making	
BUSN 20600	Marketing Management	
BUSN 20500	Operations Management	
BUSN 20800	Big Data	

BUSN 20900	Competitive Strategy	
Total Units		300

- ^ Students who have previously completed ECON 19800 (but not ECON 20000) will have satisfied this requirement
- # Students who have previously completed ECON 19900 (but not ECON 20200) will have satisfied this requirement
- + BUSN 2XXXX-level (undergraduate-level) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level (and higher) versions will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website for details. Students who have taken a BUSN 2XXXX-level course cannot enroll in the 3XXXX-level (or higher) equivalent course and vice-versa.

Methods

The methods component of the major is designed to expose students to the different toolkits on which economists rely to analyze problems. These methods courses include offerings in basic price theory, game theory, and experimental methods. This component also includes course work that will be useful in macroeconomic and financial analysis. Students must complete one microeconomic methods course and one macroeconomic methods course from the lists below:

One Microeconomic Methods course, chosen from:		100
ECON 11700	Introduction to Behavioral and Experimental Economics	
ECON 20100	The Elements of Economic Analysis II	
ECON 20700	Game Theory and Economic Applications	
ECON 21800	Experimental Economics	
One Macroeconomic Methods course, chosen from:		100
ECON 13000	Introduction to Money and Banking	
ECON 16020	Introduction to Public Sector Economics	
ECON 17100	Introduction to International Trade	
ECON 23950	Economic Policy Analysis	
Total Units		200

Note: Students may count either ECON 13000 or ECON 23950, but not both, toward the forty-two credits required for graduation.

Empirical Analysis

The objective of the empirical analysis component is to ensure that students who complete the major are comfortable carrying out data analysis in various forms. This requires that students gain familiarity with basic statistics and basic econometric methods. These courses will emphasize the application of empirical methods to relevant examples and develop essential computer skills.

ECON 21010	Statistical Methods in Economics	100
or STAT 22000 Statistical Methods and Applications *		
or STAT 23400 Statistical Models and Methods		
or STAT 24400 Statistical Theory and Methods I		
ECON 11020	Introduction to Econometrics	100
or ECON 21020	Econometrics	
or ECON 21030	Econometrics - Honors	
Total Units		200

* Examination credit for STAT 22000 will not count toward the requirements for the major

Perspectives

The perspectives requirement consists of one course that can come from any division in the University. This requirement recognizes that successful careers require broad-based understanding of the markets and industries in which our potential majors are likely to participate. This requirement is intended to facilitate the acquisition of sector-specific knowledge and/or job-specific skills that are likely to provide context for the economics and business training to which students will receive exposure while completing the specialization business economics. It is expected that students use this perspectives component as a stepping-stone to design a meaningful set of courses that complement their training in business economics.

It is important to emphasize that there are *many* courses across the University that students can use to satisfy the perspectives requirement. A list of courses pre-approved for this requirement may be found on the departmental website (<https://economics.uchicago.edu/content/ba-economics-specialization-business-economics/>), but students may petition the Department of Economics to use other suitable courses.

Electives

Students must take five electives to complete the specialization in business economics: three from the University of Chicago Booth School of Business, as defined below, and two from the University of Chicago Department of Economics. A student may, by petition, use a course from outside Chicago Booth and the Department of Economics as, at most, one business economics elective. Petitions must be submitted prior to course enrollment to be considered.

A note on professional school courses: The rules of the College allow students to use no more than four courses from professional schools to satisfy degree requirements. The specialization in business economics requires four courses taken at Chicago Booth. If a student successfully petitions to use a course from a professional school other than Chicago Booth (e.g., the Law School or the Harris School of Public Policy) in the major, then College rules require that the approved course substitute for a Chicago Booth elective. Be aware that undergraduates may enroll in a total of six professional school courses, but the last two courses would be ineligible to satisfy any undergraduate degree requirement.

Courses in the University of Chicago Booth School of Business

The courses at Chicago Booth that students can use to meet the electives requirements are categorized in eight different “bundles.” Courses in the table below with an asterisk (*) are also eligible for the Foundations of Business Education requirement; however, a course used to satisfy the core requirement in the major cannot be also counted as an elective. Students must complete four distinct Booth courses: one Foundations in Business Education and three electives. In order to expose students to different subfields in business education, the four Booth courses used to fulfill the core and elective requirements must be drawn from at least three of the thematic bundles listed below.

Note: BUSN 2XXXX-level (undergraduate-level) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level and above versions will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth/faq/#beecf17b3e304bae93c50f4f595c27d6>) for details. Students who have taken a BUSN 2XXXX-level course cannot enroll in the 3XXXX-level (or higher) equivalent, and vice versa.

CHICAGO BOOTH COURSES THAT MEET THE ELECTIVES REQUIREMENT

Accounting	
BUSN 20100	Financial Accounting *
BUSN 20101	Managerial Accounting
BUSN 20140	Accounting and Financial Analysis
BUSN 20150	Financial Statement Analysis
Entrepreneurship	
BUSN 20330	Building the New Venture *
BUSN 20340	Developing a New Venture
BUSN 20160	Accounting for Entrepreneurship
Finance	
BUSN 20405	Financial Instruments
BUSN 20410	Corporation Finance *
BUSN 20400	Investments
Management	
BUSN 20702	Managerial Decision Making *
BUSN 20710	Behavioral Economics
BUSN 20701	Managing in Organizations
Marketing	
BUSN 20600	Marketing Management *
BUSN 20610	Pricing Strategy
BUSN 20620	Data Driven Marketing
Operations	
BUSN 20500	Operations Management *
BUSN 20510	Managerial Decision Modeling
BUSN 20520	Supply Chain Management
Statistics	
BUSN 20800	Big Data *
BUSN 20810	Machine Learning
BUSN 20820	Financial Econometrics
Strategy and the Business Environment	

BUSN 20900	Competitive Strategy *
BUSN 20230	International Financial Policy

* These courses are also eligible for the Foundations of Business Education requirement; however, a course used to satisfy the core requirement in the major cannot also be counted as an elective. Students must complete four distinct Chicago Booth courses: one Foundations of Business Education course and three electives. In order to expose students to different subfields in business education, the four Chicago Booth courses used to fulfill the core and elective requirements must be drawn from at least three of the thematic bundles listed here.

Students may further their business education by completing two additional Booth courses, potentially from Booth courses outside of the bundle list below (subject to the discretion of the instructor). However, per College rules, they will not count toward any degree requirements.

Courses in the Department of Economics

Students in the specialization in business economics must complete at least two electives in the Department of Economics. These may be ECON courses with numbers between 10200 and 19800, or numbers above 20200, assuming that the student has the appropriate prerequisites for the course. Note that ECON 19000, ECON 19100, ECON 21010, ECON 21020, ECON 21030, and ECON 23950 are exceptions to this and cannot be used to satisfy the elective requirement for the specialization in business economics.

Summary of Requirements

For a summary of requirements for the BA in Economics with Specialization in Business Economics, see below.

BA in Economics with Specialization in Data Science

The specialization in data science provides training in computation and data analysis beyond the basic methods discussed in the empirical methods sequence. The specialization in data science and the standard BA in economics share eight courses:

Two fundamentals courses:		200
MATH 13300 Elementary Functions and Calculus III OR MATH 15300 Calculus III OR MATH 16300 Honors Calculus III		
MATH 19520 Mathematical Methods for Social Sciences OR MATH 20400 Analysis in Rn II OR MATH 20800 Honors Analysis in Rn II		
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
One three-quarter empirical methods sequence:		300
MATH 19620 Linear Algebra (OR STAT 24300 Numerical Linear Algebra OR MATH 20250 Abstract Linear Algebra OR MATH 20700 Honors Analysis in Rn I)		
STAT 23400 Statistical Models and Methods (OR STAT 24400 Statistical Theory and Methods I OR STAT 24410 Statistical Theory and Methods Ia)		
ECON 21020 Econometrics (OR ECON 21030 Econometrics - Honors)		
Total Units		800
The specialization in data science is designed to begin after completion of the core sequence and the empirical methods sequence. Students pursuing the specialization in data science are not required to complete ECON 23950 Economic Policy Analysis. Instead, they must complete basic training in computer science and at least two data science courses in the Department of Economics:		
One of the following:		
CMSC 12300	Computer Science with Applications III	100
or CMSC 15200	Introduction to Computer Science II	
or CMSC 16200	Honors Introduction to Computer Science II	
Two chosen from:		200
ECON 21300	Data Construction and Interpretation in Economic Applications	
ECON 21320	Applications of Econometric and Data Science Methods	
ECON 21330	Econometrics and Machine Learning	
Total Units		300

Students pursuing the specialization in data science are encouraged to complete all ECON 213xx courses. These economics courses can also be used as electives by student pursuing the standard BA in economics.

Students pursuing the specialization in data science must also complete two electives drawn from the following sets of courses:

At most one of:		100
ECON 21110	Applied Microeconometrics	
ECON 21150	Topics in Applied Econometrics	
At most one of:		100
ECON 21200	Time Series Econometrics	
STAT 26100	Time Dependent Data	
BUSN 20820	Financial Econometrics	
or BUSN 41203	Financial Econometrics	
ECON 21410	Computational Methods in Economics	100
ECON 23040	Cryptocurrencies	100
STAT 27400	Nonparametric Inference	100
STAT 27725	Machine Learning	100

Students who have entered the specialization in data science but no longer wish to pursue it must complete ECON 23950 Economic Policy Analysis and the necessary electives to satisfy the requirements of the standard BA in economics. All economics courses completed in the pursuit of the specialization in data science will count toward the degree requirements of the BA in economics. These students may also count course work in computer science as the outside elective as discussed in the Electives section.

Summary of Requirements

For a summary of requirements for the BA in economics with specialization in data science, see below.

Summaries of Requirements

- BA in Economics, Track A: Three-Quarter Empirical Methods Sequence
- BA in Economics, Track B: Two-Quarter Empirical Methods Sequence
- BA in Economics with Specialization in Business Economics
- BA in Economics with Specialization in Data Science

Summary of Requirements: BA in Economics, Track A: Three-Quarter Empirical Methods Sequence

GENERAL EDUCATION

One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	

Total Units	200
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MAJOR

One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III *	
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	

One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
MATH 19520 or MATH 20400 or MATH 20800	Mathematical Methods for Social Sciences ** Analysis in Rn II Honors Analysis in Rn II	100
MATH 19620 or MATH 20250 or STAT 24300 or MATH 20700	Linear Algebra Abstract Linear Algebra Numerical Linear Algebra Honors Analysis in Rn I	100

STAT 23400	Statistical Models and Methods	100
or STAT 24400	Statistical Theory and Methods I	
or STAT 24410	Statistical Theory and Methods Ia	
ECON 21020	Econometrics	100
or ECON 21030	Econometrics - Honors	
ECON 23950	Economic Policy Analysis	100
or ECON 23200	Topics in Macroeconomics	
or ECON 23220	Introduction to Advanced Macroeconomic Analysis	
or ECON 23330	Introduction to Dynamic Economic Modeling	
Four electives ⁺		400
Total Units		1300

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000 or ECON 20010.

+ These courses must include at least two economics courses numbered higher than ECON 20200 and must follow guidelines in the preceding Electives section. (Note: ECON 19900 or ECON 10200 may be used to fulfill one economics elective requirement for students who matriculated in 2016–17 or later.)

Summary of Requirements: BA in Economics, Track B: Two-Quarter Empirical Methods Sequence

GENERAL EDUCATION

One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200

MAJOR

One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III *	
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
MATH 19520	Mathematical Methods for Social Sciences **	100
or MATH 20400	Analysis in Rn II	
or MATH 20800	Honors Analysis in Rn II	
ECON 21010	Statistical Methods in Economics	100
ECON 21020	Econometrics	100
ECON 23950	Economic Policy Analysis	100
or ECON 23200	Topics in Macroeconomics	
or ECON 23220	Introduction to Advanced Macroeconomic Analysis	
or ECON 23330	Introduction to Dynamic Economic Modeling	
Five electives ⁺		500
Total Units		1300

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000 or ECON 20010.

+ These courses must include at least three economics courses numbered higher than ECON 20200 and must follow guidelines in the preceding Electives section. For students who matriculated in 2016–17 or later, ECON 19900 or ECON 10200 may be used to fulfill one economics elective requirement.

Summary of Requirements: BA in Economics with Specialization in Business Economics

MAJOR		
ECON 10000	Principles of Microeconomics [#]	100
or ECON 20000	The Elements of Economic Analysis I	
ECON 10200	Principles of Macroeconomics [^]	100
or ECON 20200	The Elements of Economic Analysis III	
One Foundations of Business Economics course, chosen from:		100
BUSN 20100	Financial Accounting	
BUSN 20330	Building the New Venture	
BUSN 20410	Corporation Finance	
BUSN 20702	Managerial Decision Making	
BUSN 20600	Marketing Management	
BUSN 20500	Operations Management	
BUSN 20800	Big Data	
BUSN 20900	Competitive Strategy	
One Microeconomic Methods course, chosen from:		100
ECON 11700	Introduction to Behavioral and Experimental Economics	
ECON 20100	The Elements of Economic Analysis II	
ECON 20700	Game Theory and Economic Applications	
ECON 21800	Experimental Economics	
One Macroeconomic Methods course, chosen from:		100
ECON 13000	Introduction to Money and Banking	
or ECON 23000	Money and Banking	
ECON 16020	Introduction to Public Sector Economics	
or ECON 26020	Public Sector Economics	
ECON 17100	Introduction to International Trade	
or ECON 27000	International Economics	
ECON 23950	Economic Policy Analysis [*]	
ECON 21010	Statistical Methods in Economics ^{**}	100
or STAT 22000	Statistical Methods and Applications	
or STAT 23400	Statistical Models and Methods	
or STAT 24400	Statistical Theory and Methods I	
ECON 11020	Introduction to Econometrics	100
or ECON 21020	Econometrics	
or ECON 21030	Econometrics - Honors	
One Perspectives elective		100
Three electives from the University of Chicago Booth School of Business [§]		300
Two electives from the Department of Economics		200
Total Units		1300

[#] Students who have previously completed ECON 19800 but not ECON 20000 will have satisfied this requirement

[^] Students who have previously completed ECON 19900 but not ECON 20200 will have satisfied this requirement

^{*} Students may count either ECON 13000 or ECON 23950, but not both, toward the forty-two credits required for graduation.

^{**} Examination credit for STAT 22000 will not count toward the requirements for the major.

[§] Students must take Chicago Booth courses in at least three thematic 'bundles.' See Electives section for details. Note that BUSN 2XXXX-level (undergraduate-only) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level versions will be subject to Chicago Booth academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth/faq/#beecf17b3e304bae93c50f4f595c27d6>) for details.

Summary of Requirements: BA in Economics with Specialization in Data Science

GENERAL EDUCATION		
One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	

MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200
MAJOR		
MATH 13300 or MATH 15300 or MATH 16300 or MATH 16310	Elementary Functions and Calculus III Calculus III Honors Calculus III Honors Calculus III (IBL)	100
MATH 19520 or MATH 20400 or MATH 20800	Mathematical Methods for Social Sciences Analysis in Rn II Honors Analysis in Rn II	100
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
MATH 19620 or STAT 24300 or MATH 20250 or MATH 20700	Linear Algebra Numerical Linear Algebra Abstract Linear Algebra Honors Analysis in Rn I	100
STAT 23400 or STAT 24400 or STAT 24410	Statistical Models and Methods Statistical Theory and Methods I Statistical Theory and Methods Ia	100
ECON 21020 or ECON 21030	Econometrics Econometrics - Honors	100
CMSC 12300 or CMSC 15200 or CMSC 16200	Computer Science with Applications III Introduction to Computer Science II Honors Introduction to Computer Science II	100
Two Data Science courses chosen from:		200
ECON 21300	Data Construction and Interpretation in Economic Applications	
ECON 21320	Applications of Econometric and Data Science Methods	
ECON 21330	Econometrics and Machine Learning	
At most one of: ECON 21110 Applied Microeconomics, ECON 21130 Topics in Microeconomics, ECON 21150 Topics in Applied Econometrics		
At most one of: ECON 21200 Time Series Analysis, STAT 26100 Time Dependent Data, BUSN 20820 Financial Econometrics (or BUSN 41203 Financial Econometrics)		
ECON 21410	Computational Methods in Economics	
ECON 23040	Cryptocurrencies	
STAT 27400	Nonparametric Inference	
STAT 27725	Machine Learning	
Total Units		1100

* Credit may be granted by examination.

Grading

Successful completion of the economics major requires both a major GPA of 2.0 or higher *and* a minimum grade of C– in all courses counted for the major program. In addition, students majoring in economics must receive quality grades in all courses required as part of the major. Non-majors may take economics courses on a P/F basis; only grades of C– or higher constitute passing work.

Honors

To be considered for honors in economics, students must meet the following requirements: (1) a GPA of 3.5 or higher in the major and a GPA of 3.2 or higher overall, (2) participation in the honors workshop and sole authorship of an independent research paper on a topic in economics, and (3) a faculty sponsor's letter evaluating this independent research paper. For award of honors, the project must receive a grade of A or A–. At the beginning of the student's fourth year, the

economics honors committee must have a letter from an economics faculty sponsor expressing willingness to oversee the student's writing of an independent research paper and recommending the student be admitted into the honors workshop program. Honors papers should be outgrowths of economics electives or research assistant work for the faculty sponsor.

Participation in the ECON 29800 Undergraduate Honors Workshop is mandatory throughout the year. Upon completion of the paper in the Spring Quarter, the student will then be retroactively registered for the course in the fourth-year quarter of the student's choosing. Plan for this retroactive registration with your College adviser.

The research paper, a transcript, and a recommendation letter from the faculty sponsor evaluating the independent research paper must be submitted to the undergraduate economics program office for consideration by the economics honors committee no later than the end of fourth week of the quarter in which the student plans to graduate. Students wishing to qualify for honors should (1) engage in preparatory course work in the area of interest no later than Spring Quarter of their third year and (2) consult with the program advisers no later than Winter Quarter of their third year.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Preparation for PhD Programs in Economics

Students preparing to pursue a PhD program in economics should complete advanced course work in mathematics, statistics, and computer science. The real analysis sequence offered by the Mathematics Department, MATH 20300-20400-20500 Analysis in Rn I-II-III (or its honors variant MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) contains material that is particularly important for economics graduate school. Students who used MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III to fulfill the calculus requirement will need to take MATH 15910 Introduction to Proofs in Analysis to transition into the real analysis sequence. Completion of this course work allows students to participate in higher level electives that may also be helpful for their chosen path of study in graduate school.

Completion of either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia and either MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra will allow students to continue their training in statistics and econometrics at an advanced level.

Increasingly, graduate programs expect students to have sophisticated programming skills. Completion of CMSC 15100-15200 Introduction to Computer Science I-II is strongly encouraged.

In addition, students who are interested in pursuing graduate study are encouraged to take appropriate courses from other departments in the social sciences to obtain a well-rounded perspective of their areas of interest.

Students are encouraged to seek research assistant jobs and may self-subscribe to the Research Assistant Jobs (https://lists.uchicago.edu/web/info/chicago_economics-researchasst/) listhost to receive updates on job postings.

Provisional and early final grades are not given for economics PhD courses. Economics graduate courses should not be taken in the student's graduating quarter unless the student will have completed all forty-two credits required for graduation, not counting the economics graduate course, and all requirements for all majors.

Advanced economics undergraduates are encouraged to enroll in Economics master's-level (ECMA) courses. For more information, consult with juliew@uchicago.edu.

It is important that such students consult early in the second year with one of the directors of the undergraduate program to design a plan of course work and research. Contact juliew@uchicago.edu for appointments.

Economics Courses

ECON 10000. Principles of Microeconomics. 100 Units.

By way of economic theory, applications, and contemporary issues, this course treats (1) the behavior and decision making on the part of individuals, business firms, and governments; and (2) the function of costs, prices, incentives, and markets in the American economy. We discuss contemporary topics (e.g., distribution of income, the environment, education, sports, health care). This course is formerly known as Econ 19800: Introduction to Microeconomics. Students may substitute 'Econ 20000: The Elements of Economic Analysis I' for this course in the business economics track.

Instructor(s): A. Sanderson; M. Lee Terms Offered: Autumn Spring Winter

ECON 10200. Principles of Macroeconomics. 100 Units.

By way of theory and public policy applications, this course covers current major domestic and international macroeconomic issues in the U.S. economy, including the determination of income and output, inflation, unemployment, and economic growth; money, banking, and the Federal Reserve System; federal spending, taxation, and deficits; and international trade, exchange rates, and the balance of payments. This course is formerly known as Econ 19900: Introduction to Macroeconomics. Students may substitute 'Econ 20200: The Elements of Economic Analysis III' for this course in the business economics track.

Instructor(s): A. Sanderson Terms Offered: Autumn Spring Winter

ECON 11020. Introduction to Econometrics. 100 Units.

The objective of this course is to introduce students to the practice of econometrics. The course will focus on the use of multiple regression as a tool to establish causal relations. The course emphasizes all steps of the process of empirical research: data collection, analysis, and presentation (both written and oral). Multiple examples of this process will be discussed and students will be expected to read and evaluate existing research. Students will apply the techniques discussed in class to a topic of their choosing. They will write a paper and present results to the class.

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

Prerequisite(s): ECON 10000 and ECON 10200; ECON 2010 or STAT 22000 or STAT 23400 or STAT 24400

ECON 11050. Introduction to Empirical Methods for Social Science Research. 100 Units.

The goal of the course is to provide basic training in how to analyze and interpret quantitative data. The first part is a description of methods to graph and represent data sets. Emphasis will be given on methods that provide an intuitive sense of empirical relationships, using examples from discontinuity designs and difference-in-differences ('diff in diff'). Then, regression analysis will be covered, explaining how linear regression methods can be used to uncover rich and informative patterns from the data, including nonlinear relationships. Students will be introduced to causality and instrumental variables methods. The course will use a variety of empirical examples from published papers. Students will be asked to experiment with data sets and apply the methods by themselves.

Instructor(s): S. Bonhomme Terms Offered: Winter

Prerequisite(s): ECON 10000/20000/20010 and STAT 22000/23400/24400/ECON 2010

ECON 11700. Introduction to Behavioral and Experimental Economics. 100 Units.

This is an introductory course to experimental economics and on how to gather your own data using experimental methods to answer important economic questions. This methodology will be applied to learn the main topics in behavioral economics that leverages psychological insights to decision making and its effects on markets. Students may use this course to satisfy the microeconomics method requirement for the business economics specialization.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): ECON 10000 or ECON 19800 or ECON 20000 or ECON 20010

ECON 12410. Pathways in Economics. 100 Units.

This program introduces students to the approaches to economic research and experimentation that make UChicago a world leader in the field. Full-time lecturers in the Department of Economics teach classes on topics in macroeconomics, microeconomics, game theory, and field experiments, which are supplemented by guest lectures delivered by preeminent UChicago faculty in economics and other departments whose research applies the tools and insights of the field in new and exciting ways. Participants can apply what they hear about in lectures during small group discussion sections facilitated by a team of outstanding current UChicago students, as well as in labs and site visits to locations such as the Federal Reserve Bank of Chicago.

Terms Offered: Summer

ECON 12411. Pathways in Economics C. 100 Units.

This program introduces students to the approaches to economic research and experimentation that make UChicago a world leader in the field. Full-time lecturers in the Department of Economics teach classes on topics in macroeconomics, microeconomics, game theory, and field experiments, which are supplemented by guest lectures delivered by preeminent UChicago faculty in economics and other departments whose research applies the tools and insights of the field in new and exciting ways. Participants can apply what they hear about in lectures during small group discussion sections facilitated by a team of outstanding current UChicago students, as well as in labs and site visits to locations such as the Federal Reserve Bank of Chicago.

Terms Offered: Summer

ECON 12412. A Survey of Chicago Economics. 50 Units.

This two-week program will provide an introduction to UChicago-style, rigorous economics education; it is open only to approved visiting third-year students from Universidad Panamericana. Led by a team of full-time lecturers from the Department of Economics, this course will explore topics in four foundational areas: price theory, game theory, experimental economics, and macroeconomics. Participants will also develop skills that will prepare them for further graduate study or other professional pursuits, such as interviewing, networking, and academic and professional communications. Evening and weekend residential program activities will enable students to experience American life and culture and explore the vibrant city of Chicago. Throughout the program, students will have the opportunity to practice both academic and informal spoken English.

Terms Offered: Summer

ECON 12413. A Survey of Chicago Economics and its Business Applications. 000 Units.

This two-week program will provide an introduction to UChicago-style, rigorous economics education, as well as its business applications. Fulltime lecturers in the Department of Economics will explore topics in four foundational areas: price theory, game theory, experimental economics, and macroeconomics. Evening and weekend residential program activities will enable students to experience American life and culture and explore the vibrant city of Chicago. Throughout the program, students will have the opportunity to practice both academic and informal spoken English.

Terms Offered: Summer

ECON 13000. Introduction to Money and Banking. 100 Units.

The course focuses on monetary policy and central bank's attempts to stabilize prices and promote maximum sustainable economic growth. Topics include the structure of the Federal Reserve, the conduct of monetary policy, the term structure of interest rates, risk valuation, management of banking, and financial crises.

Instructor(s): K. Kuevibulvanich Terms Offered: TBD

Prerequisite(s): ECON 10200/19900/20200/20210

Note(s): Students may not receive credit for both ECON 13000 and ECON 23950. Students may not receive credit for both ECON 13000 and ECON 23000.

ECON 13110. Household Finance: Theory and Applications. 100 Units.

This course will examine the choices households make about important financial decisions and how these individual choices can impact the aggregate economy. Each week, basic predictions from economic theory will be discussed and compared with empirical findings. Topics will include: asset market participation and household portfolio choice; human capital and student loans; housing and mortgages; retirement planning; credit card debt; payday loans; and the gig/sharing economy. Focus will also be placed on government policies affecting these topics, including so-called household financial engineering, the creation of Government Sponsored Enterprises (GSEs) like 'Fannie' and 'Freddie,' and regulatory agencies like the Consumer Financial Protection Bureau (CFPB). The course will provide an introduction to structural modeling for conducting policy counterfactuals. Assessment will be based on problem sets, a midterm and a final. These problem sets will require students to work in R, Stata or other statistical package of the student's choice (with permission of instructor).

Instructor(s): D. Koustas Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 required; PBPL 22200 preferred.

Equivalent Course(s): PBPL 28528

ECON 16020. Introduction to Public Sector Economics. 100 Units.

The course studies public policy issues in the world from both micro- and macroeconomic perspectives. Covered topics include tax, antitrust, and trade policies (micro) as well as fiscal and monetary policies (macro). International case studies will be discussed in comparison to the US experiences (e.g., industrial policies and development in Asia, exchange rate policies in Latin America, the currency union in Europe, and ECB's monetary policy).

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): ECON 10000 (or ECON 19800), ECON 10200 (ECON 19900)

Note(s): Students may not receive credit for both ECON 16020 and ECON 26010/ECON 26020.

ECON 16510. Water: Economics, Policy and Society. 100 Units.

Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.

Instructor(s): Sabina Shaikh Terms Offered: Spring

Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)

Equivalent Course(s): LLSO 21310, GLST 21310, ENST 21310, PBPL 21310

ECON 16520. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

Note(s): Not offered in Autumn of the 2020-21 academic year.

Equivalent Course(s): ENST 21800, PBPL 21800, LLSO 26201

ECON 17110. International Monetary Systems. 100 Units.

This course studies the principles of monetary policy across international markets, global banking markets, and optimum currency areas and their impact on and from business cycles and economic development. Students will be introduced to simplified theoretical models with which to analyze data, relevant empirical findings, and policy decisions. Practice is provided in understanding recent international economic events and current policy topics.

Instructor(s): G. Pieters Terms Offered: Autumn

Prerequisite(s): ECON 10200/ECON 19900/ECON 20200/ECON 20210

ECON 18010. Introduction to Managerial Microeconomics. 100 Units.

This course presents several classic microeconomic models applicable in business contexts. The topics covered include self-selection, commitment, product differentiation, matching, and mechanism design, among others. The theoretical insights of each model are analyzed. Real-world applicability is discussed using practical examples. Students are required to write two short papers applying two of the models presented in the course to real-world situations in the context of business.

Instructor(s): P. Pena Terms Offered: Spring

Prerequisite(s): ECON 10000 (or ECON 19800)

ECON 19000. Economics for Everyone: Micro. 100 Units.

The field of economics has generated a powerful set of insights which have fundamentally shaped the modern world. Because modern economics puts such a heavy stress on mathematical rigor, the most interesting economic ideas often get pushed to the background. In this course, we will explore these big economic ideas, without the math. Our goal is to make the beauty and power of economic thinking available to everyone. We will discuss what it means to think like an economist, how you can use economic thinking to make the world a better place (or to take advantage of your friends and enemies, if you prefer), and also how sometimes thinking like an economist can get you into trouble.

Instructor(s): J. List, S. Levitt Terms Offered: Spring

ECON 19100. Economics for Everyone: Macro. 100 Units.

This course explores the big ideas in macroeconomics in a way that is enjoyable and accessible, with minimal reliance on mathematics. The goal is to provide an introduction to macroeconomic issues for people who have never before studied macroeconomics (and who might never study it again), so that they can understand and contribute to ongoing discussions in the news and on social media. We will demystify some of the major macroeconomic questions of our times: Why is there unemployment? Why are some countries poor? What's the big deal about government debt? How high should we set taxes? What gives money and stocks their value? What does the Fed do? And why did all those economists win Nobel Prizes? We will show the fun, interesting, and strange sides of macroeconomics.

Instructor(s): G. Kaplan Terms Offered: Autumn

ECON 20000-20100-20200-20300. The Elements of Economic Analysis I-II-III-IV.

ECON 20000. The Elements of Economic Analysis I. 100 Units.

This course develops the economic theory of consumer choice. This theory characterizes optimal choices for consumers given their incomes and preferences, as well as the relative prices of different goods. This course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Finally, this course presents several measures of consumer welfare. Students learn how to evaluate the impact of taxes and subsidies using these measures. Completion of ECON 10000 (or ECON 19800) is strongly recommended of students without a prior microeconomics course.

Terms Offered: Autumn Spring

Prerequisite(s): MATH 13300 (with prior completion of or at least concurrent with MATH 19520), MATH 15300, or 16300. First-year students must also pass the economics placement exam or complete ECON 10000 (or ECON 19800).

ECON 20100. The Elements of Economic Analysis II. 100 Units.

This course is a continuation of ECON 20000. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory and welfare economics.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20200. The Elements of Economic Analysis III. 100 Units.

As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): ECON 20100 or 20110

ECON 20300. Elements of Economic Analysis IV. 100 Units.

This is a course in money and banking, monetary theories, the determinants of the supply and demand for money, the operation of the banking system, monetary policies, financial markets, and portfolio choice.

Instructor(s): Staff

Prerequisite(s): ECON 20200 or 20210

ECON 20010-20110-20210. The Elements of Economic Analysis: Honors I-II-III.

The Elements of Economic Analysis: Honors I-II-III

ECON 20010. The Elements of Economic Analysis I Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This course develops the economic theory of consumer choice. This theory characterizes optimal choices for consumers given their incomes and preferences, as well as the relative prices of different goods. This course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Finally, this course presents several measures of consumer welfare. Students learn how to evaluate the impact of taxes and subsidies using these measures. Completion of ECON 10000 (or ECON 19800) is strongly recommended of students without a prior microeconomics course.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): MATH 13300 (with prior completion of or at least concurrent with MATH 19520), MATH 15300, or 16300. First-year students must also pass the economics placement exam or complete ECON 10000 (or ECON 19800).

ECON 20110. The Elements of Economic Analysis II Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This course is a continuation of ECON 20000/20010. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory of welfare economics.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20210. The Elements of Economic Analysis III Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 10200 (or ECON 19900) is strongly recommended of students without a prior macroeconomics course.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): ECON 20100 or 20110

ECON 20510. Political Economy. 100 Units.

Political Economy bridges the gap between economics and politics by showing how governments and political institutions are composed of people who respond to incentives and whose behavior and choices can be studied through the lens of economics. In this class, we will open a refresher on microeconomics and an introduction to the toolkit of political economy, making sure that the necessary building blocks are in place before building up from the level of the individual and the firm to show how a political-economic equilibrium can be achieved. The final goal is to demonstrate that economic and political issues alike can be studied within the same general framework of analysis.

Instructor(s): R. Corbi Terms Offered: Autumn

Prerequisite(s): ECON 20100 or ECON 20110

ECON 20520. Formal Models of Political Economics. 100 Units.

This course introduces formal economic models adopted in the modern inquiry into the incentives of participants in political processes. The approach is largely game theoretical, while topics covered include electoral competition, checks and balances, delegation, legislative bargaining, political agency, special interest politics and campaign finance.

Instructor(s): R. Fang

Prerequisite(s): ECON 20100 (ECON 20700 strongly recommended)

ECON 20700. Game Theory and Economic Applications. 100 Units.

ECON 20700 or 20770 may be used as an economics elective, but only one may be used toward degree requirements. This course introduces the basic ideas and applications of game theory. Topics include models of games in extensive and strategic form, equilibria with randomization, signaling and beliefs, reputation in repeated games, bargaining games, investment hold-up problems, and mediation and incentive constraints.

Instructor(s): R. Fang Terms Offered: Autumn Spring Winter

Prerequisite(s): ECON 20100 (or ECON 10000 for declared business economics specialization). No first-year students.

ECON 21010. Statistical Methods in Economics. 100 Units.

This course provides a solid foundation in probability and statistics for economists. We emphasize topics needed for further study of econometrics in ECON 21020. Topics include elements of probability theory, sampling theory, estimation, hypothesis testing, and an introduction to linear algebra.

Instructor(s): C. Roark Terms Offered: Autumn

Prerequisite(s): MATH 13300/15300/16300/16310 and ECON 10200/20000/20010 (Standard Economics students should complete the third quarter calculus and ECON 20000/20010 before taking ECON 21010. Students who have declared business economics specialization should complete the third quarter of calculus and at least ECON 10200 before taking ECON 21010.)

ECON 21020. Econometrics. 100 Units.

Required of students who are majoring in economics; those students are encouraged to meet this requirement by the end of their third year. This course covers the single and multiple linear regression model, the associated distribution theory, and testing procedures; corrections for heteroskedasticity, autocorrelation, and simultaneous equations; and other extensions as time permits. Students also apply the techniques to a variety of data sets using PCs.

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

Prerequisite(s): ECON 20100, ECON 21010, or STAT 23400 and MATH 19620 (or MATH 20000 or STAT 24300 or MATH 20250)

ECON 21030. Econometrics - Honors. 100 Units.

The topics are essentially the same as those covered in ECON 21020, but this foundations course in econometrics gives a more systematic introduction to the application of statistical theory to economic applications. This course is intended for students who are planning to study economics at the graduate level.

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

Prerequisite(s): ECON 20100, and STAT 24400, 24410 or 24500, and MATH 20250 or STAT 24300; or consent of instructor

ECON 21110. Applied Microeconometrics. 100 Units.

This course will cover a broad set of applications in labor economics, public economics, industrial organization, economics of education, environmental economics, and development economics. There will be a strong focus on how economic theory, institutional details, and experiments can be used to draw causal inferences on economic relationships. There will be emphasis on applying a number of commonly used microeconomic methods to economic data; including the linear regression model, fixed and random effects models, instrumental variables, and discrete choice models. When interpreting the empirical results, we will also discuss the importance of omitted variables bias and measurement error.

Instructor(s): J. Joensen

Prerequisite(s): ECON 21020 or ECON 21030

ECON 21200. Time Series Econometrics. 100 Units.

This course focuses on theory, and covers a broad range of topics, both mathematical and statistical, on stationary time series models in time and frequency domains. The models include ARMA, VAR, ARCH/GARCH and their variants. It also covers nonstationary time series models with unit roots and cointegration, and the theories and methodologies to estimate and test them statistically.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): ECON 20200/20210 and ECON 21020/21030

ECON 21300. Data Construction and Interpretation in Economic Applications. 100 Units.

In this course we will explore the process of extracting insights from real-world data. What can one learn from a particular data set? How do you know what sets of tools will be 'right' for the job? How can you increase your degree of confidence that the inferences you are drawing are correct? How can you best communicate the insights you glean from the data? Unlike standard econometrics courses, this class emphasizes hands-on work with actual data sets rather than the development of sophisticated tools and techniques (which are also useful, you just won't learn them here!).

Instructor(s): S. Levitt Terms Offered: TBD

Prerequisite(s): ECON 10000/19800/20000/20010 and STAT 22000/23400/24400 (or ECON 21010)

ECON 21320. Applications of Econometric and Data Science Methods. 100 Units.

This course builds on the theoretical foundations set in Econ 21030 and explores further topics pertinent to modern economic applications. While the course content may change from year to year according to student and instructor interests, some potential topics are panel data methods, treatment effects/causal inference, discrete choice/limited dependent variable models, demand estimation, and topics in economic applications of supervised and unsupervised learning algorithms. The course will involve analytically and computationally intensive assignments and a significant empirical project component.

Instructor(s): A. Hortacsu Terms Offered: TBD

Prerequisite(s): CMSC 12300/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECON 21330. Econometrics and Machine Learning. 100 Units.

This course reviews a number of modern methods from econometrics, statistics and machine learning, and presents applications to economic problems. Examples of methods covered are simulation-based techniques, regularization via coefficient and matrix penalization, and regression and classification methods such as trees, forests and neural networks. Applications include economic models of network formation, and dimension reduction for structural economic models. The course involves programming and work with data. Beyond econometric background such as Econ 21030, students should have a solid background in computation.

Instructor(s): S. Bonhomme Terms Offered: Not offered in 2019-2020

Prerequisite(s): CMSC 12300/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECON 21410. Computational Methods in Economics. 100 Units.

This course introduces the empirical and computational techniques necessary for numerical estimation and simulation in economics. Through examples in economics, the course covers topics such as optimization, function approximation, and monte carlo techniques. Emphasis will be placed on developing effective programming and research practices. The course is structured through a series of applications in such topics as segregation, occupational choice, and repeated games. The course will be taught in R and STATA. Though helpful, no previous experience with R or STATA is required.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030

ECON 21730. Applied Behavioral Economics. 100 Units.

This class covers recent work in behavioral economics. Topics include discrimination, social pressure, social norms, identity and gender. Applications will cover a wide range of fields, including labor economics, finance, and political economy.

Instructor(s): L. Bursztyn Terms Offered: Winter

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030).

ECON 21740. Behavioral Economics and Experiments. 100 Units.

This is a hands-on course in behavioral economics. Basic concepts of preferences, traits, and behavioral biases are reviewed that link economics and psychology. Methods for eliciting traits and preferences will be taught and implemented in actual lab experiments. Grade will be determined by reports and quality of lab work.

Instructor(s): J. Heckman Terms Offered: Autumn

Prerequisite(s): ECON 10000/19800/20000/20010 AND STAT 22000/23400/24300/24400/24410/ECON 21010 (Lab students require one economics course.)

ECON 21800. Experimental Economics. 100 Units.

This course provides the necessary tools to be an avid consumer of the experimental literature and instructs students on how to become a producer of that literature. Topics include a summary of recent experimental findings and details on how to gather and analyze data using experimental methods.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030); No first-year students.

ECON 21830. Social Neuroscience. 100 Units.

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): PSYC 22350, NSCI 21000, HLTH 22350, BIOS 24137, CHDV 22350

ECON 22200. Topics in American Economic History. 100 Units.

Economic analysis is applied to important issues in American economic history. Specific topics vary, but may include the following: the economics of colonization, the transatlantic slave trade, the role of indentured servitude and slavery in the colonial labor market, the record and sources of 19th-century economic growth, economic causes and effects of 19th-century immigration, the expansion of education, the economics of westward migration, determinants of long-run trends in the distribution of income and wealth, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth-century South.

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

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 32000

ECON 22410. UChicago Economics: The People and the Seminal Ideas. 100 Units.

Econ 24720 or Econ 22410 may be used as an economics elective, but only one of the two may be used toward economics major requirements. This course will trace in general the history and evolution of economic thought as an intellectual discipline, from the Middle Ages through Adam Smith and the Classical dominance in the 18th and 19th centuries, to the neoclassical period and alternative schools, and then the rise of Keynesian economics and the emergence of the Chicago School of economics in the 20th century. With this background and context, the focus will turn to the theoretical and empirical contributions of important historical UChicago figures such as Veblen, Knight, Hayek, Friedman, Stigler, Coase and Becker as well as the seminal ideas of contemporary scholars, including several Nobel laureates, in the Department, other academic units on campus, and economists elsewhere with deep Chicago roots.

Instructor(s): A. Sanderson and Staff Terms Offered: Winter

Prerequisite(s): ECON 20200. Third- or fourth-year standing.

ECON 22600. Innovators. 100 Units.

Economists believe that innovation is a primary source of economic growth. Yet although most innovations are made by individuals or small groups, until recently economists have not studied how those exceptional people produce their discoveries. Recent research has shown that there are two very different types of innovators, who have different goals and follow different processes. This course surveys this research, examining the careers and innovations of important practitioners in a range of modern arts, including painters, novelists, sculptors, poets, movie directors, photographers, songwriters, and architects, as well as entrepreneurs and scientists. The material covered in this course adds a new dimension to our understanding of creativity and of how innovators in many different activities produce new forms of art and science.

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

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 42900

ECON 22650. Creativity. 100 Units.

This seminar examines recent research on how creative people innovate in a wide range of intellectual activities. The main project for the course is a term paper that analyzes the creative life cycle of one or more innovators of the student's choice, using both quantitative and qualitative evidence. Students present their research in progress for discussion. The seminar is designed to give students all the tools needed to do this research, including choosing a subject, finding and using an appropriate data set, and negotiating the relevant scholarship.

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

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 42800

ECON 23000. Money and Banking. 100 Units.

This course covers economic theories and topical issues in money and banking. We discuss such 'traditional' topics as the quantity theory, the Phillips curve, and the money creation process. We also investigate models of bank runs and financial crises, the tradeoff between rules and discretion, and the New Macroeconomic Synthesis of New Classical. Other topics include New Keynesian approaches to modeling money and monetary policy, practical and institutional issues in European and U.S. monetary policy, and the 2008 financial crisis.

Instructor(s): H. Uhlig Terms Offered: Winter

Prerequisite(s): ECON 20200 (or ECON 20210); ECON 21020 and ECON 23950 are strongly recommended.

ECON 23200. Topics in Macroeconomics. 100 Units.

This course focuses on the use of dynamic general equilibrium models to study questions in macroeconomics. Topics include long-run growth and dynamic fiscal policy (Ricardian equivalence, tax smoothing, capital taxation), labor market search, industry investment, and asset pricing. On the technical side, we cover basic optimal control (Hamiltonians) and dynamic programming (Bellman equations).

Instructor(s): N. Stokey Terms Offered: Autumn

Prerequisite(s): ECON 20200 (or ECON 20210) and MATH 20300 (or MATH 20310 or MATH 20700)

ECON 23230. Macroeconomic Crises. 100 Units.

This course introduces students to economic theories of 'crises' or particular periods of rapid (negative) changes in real and financial variables that are distinct from long-run growth and regular business cycles. In particular, we will cover the origin and end of speculative bubbles, runs and credit crunches. We will study capital flows in the open macroeconomy and the effects of sudden stops. Furthermore, we will analyze sovereign debt crises and defaults -- their causes and consequences for labor market, banking sector, and aggregate income. Looking at some recent episodes, we will also discuss fiscal policy.

Instructor(s): N. Balke Terms Offered: Spring

Prerequisite(s): ECON 23950 and ECON 21020 (or ECON 21030)

ECON 23240. Quantitative Analysis of Macroeconomic Policy. 100 Units.

This course focuses on application and covers three commonly used models in macroeconomics, including structural VAR, DSGE models and state space and regime switching models. Various research tools developed to implement these models, such as how to identify structural shocks and analyze their dynamic effects, and how to conduct counter-factual policy simulations, will be discussed and implemented.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): ECON 21200 or STAT 26100 or BUSN 41202 or Instructor Consent

ECON 23330. Introduction to Dynamic Economic Modeling. 100 Units.

This course provides an introduction to dynamic economic models, with applications to macroeconomics, labor economics, financial economics, and other subfields of economics. The core methodology will be consistent over time, but the applications will vary from year to year. The course will analyze decentralized equilibrium and social planner's problems in dynamic environments. It will focus on developing techniques for analyzing such models graphically, analytically, and computationally. Students should be familiar with constrained optimization (e.g. Lagrangians), linear algebra, and difference equations, as well as microeconomics, macroeconomics, and econometrics at an intermediate level.

Instructor(s): R. Shimer

Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECON 23410. Economic Growth. 100 Units.

The process of economic growth and the sources of differences in economic performance across nations are some of the most interesting, important and challenging areas in modern social science. You cannot travel or read the news without wondering why differences in standards of living among countries are so large. The primary purpose of this course is to introduce undergraduate students to these major issues and to the theoretical tools necessary for studying them. The course therefore strives to provide students with a solid background in dynamic economic analysis, as well as empirical examples and data analysis. We will cover models at an abstract and advanced level. You must have the degree of mathematical maturity associated with the concepts of functions, derivatives, integrals, Taylor series, optimization, ordinary differential equations. Some basic knowledge on regression analysis is also required.

Instructor(s): U. Akcigit Terms Offered: TBD

Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECON 23950. Economic Policy Analysis. 100 Units.

Building on the tools and methods that are developed in the core courses, this course analyzes fiscal and monetary policy and other topical issues. We use both theoretical and empirical approaches to understand the real-world problems.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): ECON 20200; ECON 21020 or 21030 strongly recommended.

ECON 24000. Labor Economics. 100 Units.

Topics include the theory of time allocation, the payoffs to education as an investment, detecting wage discrimination, unions, and wage patterns. Most of the examples are taken from U.S. labor data, although we discuss immigration patterns and their effects on U.S. labor markets. Some attention is also given to the changing characteristics of the workplace.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030)

ECON 24450. Inequality and the Social Safety Net: Theory, Empirics, and Policies. 100 Units.

This course will introduce students to key economic and conceptual issues surrounding inequality and the social safety net. We will study the theoretical underpinnings and empirical analysis of the social safety net, focusing on the effects of social insurance and public assistance programs on individual and societal outcomes. After studying models of the insurance-incentive tradeoff, we will apply these models and econometric strategies to the empirical analysis of social safety net programs. We will study how social safety net programs interact with labor markets, specifically human capital investment and work decisions, and how they affect long-term outcomes such as income, health, well-being, and inequality. Students will learn how to analyze the tradeoffs involved in social safety net programs and will learn the current state of evidence on these programs.

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

Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030

ECON 24720. Inequality: Origins, Dimensions, and Policy. 100 Units.

For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.

Instructor(s): A. Sanderson and Staff Terms Offered: May be offered in 2020-2021

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

Note(s): ECON 24720 or ECON 22410 may be used as an Economics elective, but only one of the two may be used toward Economics major requirements.

Equivalent Course(s): BPRO 28900, PBPL 28920

ECON 25000. Introduction To Finance. 100 Units.

This course develops the tools to quantify the risk and return of financial instruments. These are applied to standard financial problems faced by firms and investors. Topics include arbitrage pricing, the capital asset pricing model, and the theory of efficient markets and option pricing. Prerequisite(s): ECON 20300, STAT 23400, and ECON 21000

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): ECON 20200/20210 and ECON 21020 (or ECON 21030)

ECON 25100. Financial Economics; Speculative Markets. 100 Units.

This course focuses on the description, pricing, and hedging of basic derivative claims on financial assets. We study the characteristics, uses, and payoffs of a variety of contracts where the underlying claims include commodities, foreign currencies, bonds, stocks, or stock indices. We examine contracts such as options, swaps, and futures contracts. We use a unified approach (the technique of portfolio replication) to study pricing of these claims. Students also gain an understanding of strategies for hedging of the risks inherent in holding these derivative claims.

Instructor(s): F. Alvarez Terms Offered: Spring

Prerequisite(s): ECON 20100 and STAT 23400 (or ECON 21010)

ECON 25130. Behavioral Finance. 100 Units.

This course is designed to give students an overview of psychological biases in financial decision-making and examine the impacts of these biases in financial markets. It will also introduce students to behavioral and experimental methodologies--both in the lab and in the field--used in finance. Topics include: non-expected utility theories under risk and ambiguity, biases in probabilistic judgment, framing, loss aversion, self-control and non-exponential discounting, mental accounting and herding.

Instructor(s): G. Ponti Terms Offered: Spring

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030)

ECON 25710. China's Economic Development & Transition. 100 Units.

TBD

Equivalent Course(s): PBPL 27150

ECON 26010. Public Finance. 100 Units.

This course addresses the measurement, explanation, and consequences of government activity including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, market analyses of public policy, the incidence of government activity, and effects of economic activity on politics and public policy.

Instructor(s): M. Golosov, C. Clapp Terms Offered: Autumn Winter

Prerequisite(s): ECON 20200 and ECON 21020 (or ECON 21030)

Note(s): ECON 26010 or 26020 may be used as an economics elective, but only one may be used toward degree requirements.

ECON 26020. Public Sector Economics. 100 Units.

ECON 26010 or 26020 may be used as an economics elective, but only one may be used toward degree requirements. This course addresses the measurement, explanation, and consequences of government activity including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, market analyses of public policy, the incidence of government activity, and effects of economic activity on politics and public policy.

Instructor(s): C. Mulligan

Prerequisite(s): ECON 23950 AND ECON 21020 (or ECON 21030); or consent of instructor

ECON 26030. The Economics of Socialism. 100 Units.

The course examines the economic theories of socialism ranging from Karl Marx's to market socialism, as well as theories of market power, collective action, and price regulation. These theories are applied to the measurement of socialism, income distribution, surplus value, and the degree of exploitation of labor. These metrics are used to compare various mixed economies including the Nordic model and various sectors in the United States. We consider how the economics of socialism might evolve as the health sector grows in the near future and artificial intelligence transforms the workplace in the long run.

Instructor(s): C. Mulligan Terms Offered: Autumn

Prerequisite(s): Econ 20100/20110

ECON 26040. Human Capital and the Economy. 100 Units.

This course introduces the concept of human capital, its accumulation process, its role in family decisions, and its impact on the economy. Several models are presented and discussed, covering a wide range of topics, including parental altruism, education, bequests, health, fertility, support in old age, income inequality, intergenerational transmission of wealth, specialization, division of labor, and economic growth. The theory is complemented with historical evidence from different countries and periods.

Instructor(s): P. Pena Terms Offered: Autumn

Prerequisite(s): Econ 20200/20210

ECON 26500. Environmental Economics. 100 Units.

This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.

Instructor(s): S. Shaikh

Prerequisite(s): ECON 20100

Equivalent Course(s): ENST 26500, PBPL 32631

ECON 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): PPHA 32510, PBPL 26530, ENST 26530

ECON 26540. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): PBPL 26531, PPHA 32520, ENST 26531

ECON 26700. Economics of Education. 100 Units.

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Instructor(s): D. Neal Terms Offered: TBD

Prerequisite(s): ECON 21020 or ECON 21030

Equivalent Course(s): EDSO 26700, PBPL 26705

ECON 26920. Behavioral Economics and Policy. 100 Units.

The standard theory of rational choice exhibits explanatory power in a vast range of circumstances, including such disparate decision making environments as whether to commit a crime, have children, or seek to emigrate. Nonetheless, shortfalls from full rationality seem not to be uncommon, and are themselves, to some extent, systematic. Behavioral economics documents and tries to account for these departures from full rationality. This course looks at areas in which some modification of the traditional rational choice apparatus might most be warranted; these include decisions that unfold over time, involve low probability events, or implicate willpower. To what extent should public policy respond to shortfalls from rationality or concern itself with promoting happiness?

Instructor(s): J. Leitzel Terms Offered: Autumn

Equivalent Course(s): PBPL 28805

ECON 27000. International Economics. 100 Units.

This course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies, and technology diffusion. In addition, this course also discusses the main empirical patterns of international trade and international investment.

Instructor(s): F. Tintelnot Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): PBPL 27000

ECON 27210. Topics in International Macroeconomics. 100 Units.

This course introduces students to a variety of topics in international finance and open economy macroeconomics. Focusing on theory we will consider questions such as: What are the gains from international financial integration? Should nations attempt to 'manage' capital flows? Are persistent current account deficits 'sustainable'? How do macroeconomic shocks get transmitted across countries? To what extent is the risk of these shocks shared across countries? Should currency area borders coincide with national borders?

Instructor(s): N. Balke Terms Offered: Autumn

Prerequisite(s): Econ 23950

ECON 27700. Health Economics and Public Policy. 100 Units.

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.

Instructor(s): Meltzer, D Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor

Equivalent Course(s): PPHA 38300, PBPL 28300, CCTS 38300

ECON 27720. Economics and Regulation of Health Care Markets: Theory and Empirics. 100 Units.

This course explores theoretical and empirical facets of the economics of health care and the industrial organization of the health care sector. The course primarily follows the approach of model-driven empirical work, combining economic modelling with experimental and observational data to test for and quantify theoretical predictions. Topics include asymmetric information, adverse selection, demand for medical care, health care externalities, regulation of health insurance markets, health care outside the US, and public and private incentives for medical research. A particular emphasis is on how government regulation and market incentives interact in generating socially relevant outcomes.

Instructor(s): P. Tebaldi Terms Offered: Spring

Prerequisite(s): ECON 20100 required, ECON 21020 strongly preferred

ECON 28000. Industrial Organization. 100 Units.

This course extends the analysis from ECON 20100, with a focus on understanding the way firms make decisions and the effects of those decisions on market outcomes and welfare. The course examines the structure and behavior of firms within industries. Topics include oligopolistic behavior, the problems of regulating highly concentrated industries, and the implementation of U.S. antitrust policy.

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

Prerequisite(s): ECON 20100/20110

ECON 28060. The Economics of Organizations: An Experimental Perspective. 100 Units.

This course offers an introduction to the experimental methodology while at the same time providing the students with up-to-date insights and findings on how to run an organization and how to manage a workforce. Students will learn the basics of the experimental methodology, learn about the most ground-breaking findings in experimental economics related to the functioning of firms, and know the relevant papers and findings in organizational and personnel economics with a particular emphasis on the question of how to set incentives for workers.

Instructor(s): S. Neckermann Terms Offered: Winter

Prerequisite(s): ECON 20100 and STAT 23400 (or ECON 21010)

ECON 28100. The Economics of Sports. 100 Units.

This is a course in microeconomics that applies traditional product and factor market theory and quantitative analysis to contemporary economic issues in professional and college athletics. Topics include the sports business; market structures and outcomes; the market for franchises; barriers to entry, rival leagues, and expansion; cooperative, competitive, and collusive behavior among participants; labor markets, productivity, and compensation of players; racial discrimination; public policies and antitrust legislation; and financing of stadiums.

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

Prerequisite(s): ECON 20100; ECON 21020 or ECON 21030 strongly recommended

ECON 28600. Economic Analysis of Law. 100 Units.

This course involves the application of the choice theory of economics to the opportunities obtainable within different legal environments. The likelihood that a person will choose to return a lost wallet, keep a promise, drive more carefully, or heed the terms in a will is partly a function of the applicable laws and regulations. Alternative rules, under the standard Law and Economics approach, are compared in terms of the economic efficiency of their subsequent outcomes. This efficiency lens of Law and Economics is applied to rules concerning property, torts, contracts, and criminal behavior.

Instructor(s): J. Leitzel Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): PBPL 28605

ECON 28620. Crony Capitalism. 100 Units.

The economic system prevailing in most of the world today differs greatly from the idealist version of free markets generally taught in economic classes. This course analyzes the role played by corporate governance, wealth inequality, regulation, the media, and the political process in general in producing these deviations. It will explain why crony capitalism prevails in most of the world and why it is becoming more entrenched also in the United States of America. The course, which requires only basic knowledge of economics, welcomes undergraduates. Grades will be determined as follows: 40% by the sum of all the homework, 30% by class participation and 30% by the final. Registration for this class concludes at the end of week 1.

ECON 28700. The Economics of Crime. 100 Units.

This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior. Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy.

Instructor(s): S. Levitt

Prerequisite(s): ECON 20100 required; STAT 23400, ECON 21010, or ECON 21020 strongly recommended

Equivalent Course(s): PBPL 23200

ECON 29700. Undergraduate Reading and Research. 100 Units.

Students are required to submit the College Reading and Research Course Form. Prerequisite(s): Consent of directors of the undergraduate program

Instructor(s): J. Wong Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of directors of the undergraduate program

ECON 29800. Undergraduate Honors Workshop. 100 Units.

For details, see the preceding Honors section.

Instructor(s): K. Yoshida, V. Lima Terms Offered: Autumn Spring Winter

Prerequisite(s): Faculty sponsorship and consent of honors workshop supervisors

Economics (ECMA) Courses**ECMA 30770. Decision and Strategy. 100 Units.**

ECON 20700 or 30770 may be used as an economics elective, but only one may be used toward degree requirements.

This course provides a formal introduction to game theory with applications in economics. We will study models of how individuals make decisions, and how those decisions are shaped by strategic concerns and uncertainty about the world. The topics will include the theory of individual choice, games of complete and incomplete information, and equilibrium concepts such as Nash equilibrium. The applications will include oligopoly, auctions, and bargaining. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to understanding human behavior.

Instructor(s): B. Brooks Terms Offered: Winter

Prerequisite(s): Prerequisites for Undergraduates: ECON 20100/ECON 20110 and MATH 20300/MATH 20310/MATH 20700, or consent of instructor

ECMA 30780. Decision and Strategy II. 100 Units.

We continue the formal introduction to decision theory and game theory begun in ECMA 30780, with a specific focus on models of incomplete information. Topics covered include subjective expected utility, Bayesian games, contract theory, and mechanism design. Among the applications we will consider are auctions, collusion, entry deterrence, and strategic communication. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to decision making in strategic situations.

Instructor(s): B. Brooks Terms Offered: Spring

Prerequisite(s): ECMA 30770 or consent of instructor

ECMA 30800. Theory of Auctions. 100 Units.

In part, this course covers the analysis of the standard auction formats (i.e., Dutch, English, sealed-bid) and describes conditions under which they are revenue maximizing. We introduce both independent private-value models and interdependent-value models with affiliated signals. Multi-unit auctions are also analyzed with an emphasis on Vickrey's auction and its extension to the interdependent-value setting.

Instructor(s): P. Reny Terms Offered: Winter

Prerequisite(s): PQ for Undergraduates: ECON 20100 (or Econ 20110), and MATH 20300 (or Math 20310 or Math 20700), and STAT 24400 (or STAT 24410)

ECMA 31000. Introduction to Empirical Analysis. 100 Units.

This course is an introduction to applied econometrics. Students will obtain a theoretical and practical understanding of how to use a variety of tools in their own work. The first part of the course covers estimation and testing in the linear regression model. We begin the analysis under the Gauss-Markov assumptions, discuss problems that arise when these assumptions are violated and present some solutions. Topics include ordinary and generalized least squares and instrumental variables methods (IV/2SLS/GMM). The second part of the course will cover topics among: Binary Response, LASSO, Panel Data, Difference in Differences, Synthetic Controls, Identification of (Local) Average treatment effects, Regression Discontinuity, Nonparametric Regression. Assignments will include both theoretical questions and problems involving data. Necessary tools from linear algebra and statistics will be reviewed as needed.

Instructor(s): J. Hardwick Terms Offered: Autumn

Prerequisite(s): PQs for Undergraduates: Econ 21030 or Econ 21110 or Econ 21130

ECMA 31130. Topics in Microeconometrics. 100 Units.

This course focuses on micro-econometric methods that have applications to a wide range of economic questions. We study identification, estimation, and inference in both parametric and non-parametric models and consider aspects such as consistency, bias and variance of estimators. We discuss how repeated measurements can help with problems related to unobserved heterogeneity and measurement error, and how they can be applied to panel and network data. Topics include duration models, regressions with a large number of covariates, non-parametric regressions, and dynamic discrete choice models. Applications include labor questions such as labor supply, wage inequality decompositions and matching between workers and firms. Students will be expected to solve programming assignment in R.

Instructor(s): T. Lamadon Terms Offered: Autumn

Prerequisite(s): Prerequisites for Undergraduates: ECON 21020 OR ECON 21030

ECMA 31340. Big Data Tools in Economics. 100 Units.

The goal of the class is to learn how to apply microeconomic concepts to large and complex datasets. We will first revisit notions such as identification, inference and latent heterogeneity in classical contexts. We will then study potential concerns in the presence of a large number of parameters in order to understand over-fitting. Throughout the class, emphasis will be put on project-driven computational exercises involving large datasets. We will learn how to efficiently process and visualize such data using state of the art tools in python. Topics will include fitting models using Tensor-Flow and neural nets, creating event studies using pandas, solving large-scale SVDs, etc.

Instructor(s): T. Lamadon Terms Offered: Autumn

Prerequisite(s): PQs for Undergraduates: ECON 20100/20110 and ECON 21020/21030

Business Economics Courses**BUSN 20550. Application Development. 100 Units.**

The new reality is that every company is a software company. Even in traditionally brick-and-mortar industries, software is performing more and more of the work. Many companies (especially 'lean startups') are purely software-based. Lacking an understanding of how software works and how software is built puts you at a disadvantage. Our goal is to develop an understanding of both. We believe the best way to do that is to build something yourself, using modern languages and workflows. You will build a functional prototype of your own app idea, and will learn the Ruby on Rails web application framework. Higher-level goals are to: 1. Understand the general, platform-independent patterns of how apps work. 2. Communicate more effectively and credibly. 3. Develop a builder's eye for problems that can be solved with technology. 4. Prioritize features more intelligently by developing a better feel for their costs. 5. Implement a modern software development workflow, from task management to version control to quality assurance to deployment. 6. Be able to make and test small changes to an app yourself. This course is entirely project-driven. We will build a series of apps in class. Also, you will build your own app idea which will be your final project. This course is designed for a beginner who has never programmed before. Note: Due to the intensive support requirements and volume of requests, we can't allow auditors.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20550 if BUSN 36110 Application Development taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course. BUSN 20550 (and BUSN 36110) cannot count toward the standard economics major electives or the business economics specialization electives.

Accounting Courses**BUSN 20100. Financial Accounting. 100 Units.**

This course provides an introduction to financial statements and the financial reporting process from a user's perspective. The focus of the course is on fundamental accounting concepts and principles. Students learn how the economic transactions of a firm are reported in the financial statements and related disclosures. The objective of the course is to provide students with basic skills necessary to read and analyze financial statements as well as to prepare students for more advanced financial statement analysis courses.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20100 if BUSN 30000 Financial Accounting taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20101. Managerial Accounting. 100 Units.

This course focuses on internal operations, cost analysis, and performance evaluation, as opposed to the evaluation of external financial statements. Its targeted audience includes students intending become management consultants, entrepreneurs, managers (e.g., CEOs, CFOs, COOs, and product managers), and anyone with an interest in understanding how firms (1) make decisions about products and services and (2) evaluate performance and control risk. Topics covered include overhead allocation, activity based costing, opportunity cost of excess capacity, customer profitability, capital budgeting, transfer pricing, performance evaluation, risk management, internal controls, and fraud. Applications cover both the manufacturing and services sectors.

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20101 if BUSN 30001 Cost Analysis and Internal Controls taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>

BUSN 20140. Accounting and Financial Analysis. 100 Units.

The course is designed to provide the tools necessary to conduct a reasonably sophisticated financial statement analysis. The focus is on the use of financial statements, although this requires some understanding of the process by which financial

statements are produced. We will not limit our study to the financial statements per se. We will also work with supplemental disclosures, which help the analyst to interpret the financial statements and to understand better the economic transactions that gave rise to them. The techniques we will employ will be useful for both equity and credit analysis. Although this course does not cover forecasting or valuation per se, a thorough understanding of financial reporting issues is critical to being able to do a thoughtful financial forecast and valuation. As a result, this course will be especially useful as a prelude to Financial Statement Analysis (BUSN 20150/30130). Specific topics include basic concepts of financial statement analysis, revenue recognition, leasing, financial analysis when there is discontinuity (acquisitions, divestitures, accounting changes), accounting for income taxes, earnings per share. Other topics may be included as well.

Terms Offered: Spring

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20140 if BUSN 30116 Accounting and Financial Analysis taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course. Financial Accounting (BUSN 20100 or BUSN 30000) is a strict prerequisite.

BUSN 20150. Financial Statement Analysis. 100 Units.

This course teaches you how to analyze financial statements in order to develop financial statement models, assess credit risk, and, ultimately, value a company. The course provides both a framework and the tools necessary to analyze financial statements. Its primary objective is to advance your understanding of how financial reporting can be used in a variety of decisions (e.g., lending and investment decisions) and analyses (e.g., financial distress and bankruptcy prediction). It is applied in nature and stresses the use of actual financial statements. Throughout the course, I draw heavily on real business examples and use cases to illustrate the application of the techniques and tools. Topics include traditional ratio analysis techniques, accounting analysis (i.e., identifying earnings management and accounting quality issues), and financial risk assessment. The second part of the course focuses on equity valuation, e.g., the preparation of pro forma financial statements, and the use of various valuation models. While students with a multitude of interests will benefit from this course, students with an interest in investment banking, equity or credit analysis, consulting, strategy, corporate finance, or management will find this course particularly relevant.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20150 if BUSN 30130 Financial Statement Analysis taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course. Financial Accounting (BUSN 20100 or BUSN 30000) is a strict prerequisite.

Entrepreneurship Courses

BUSN 20160. Accounting for Entrepreneurship. 100 Units.

This course provides the core set of tools needed to effectively provide the accounting functions for private, entrepreneurial companies. The course follows the life-cycle of a company that begins life as a start-up, and the course covers the accounting-related financial metrics that are needed by an entrepreneur. We will cover topics relevant at the earliest states of a business, such as setting up the initial accounting infrastructure, through to the companies exit to a strategic buyer, a private equity firm or an IPO.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Booth Book Fee may be assessed. Cannot enroll in BUSN 20160 if BUSN 30121 Accounting for Entrepreneurship: From Start-Up through IPO taken previously. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20330. Building the New Venture. 100 Units.

This course is intended for students who are interested in starting new entrepreneurial businesses. It is tactical, hands-on, and covers the nuts and bolts of starting a company with a lesser emphasis on investing in entrepreneurial ventures. Students will learn how to raise seed funding, compensate for limited human and financial resources, establish brand values and positioning, secure a strong niche position, determine appropriate sourcing and sales channels, and develop execution plans in sales, marketing, product development and operations. The emphasis is managerial and entrepreneurial, essentially a working model for starting an enterprise. Paralleling the course content is the YourCo 'game' in which teams of four to five students simulate building a new venture through the first 18 months of the life of a startup. At the beginning of the class, teams describe a product or service they would like to bring to market, determine the necessary seed funding amount, and outline current staffing and development status. Throughout the quarter, students explore the critical activities required to engage customers, build their product or service, scale operations and build teams. Each week, teams have specific written deliverables for their 'company' based on the course material. Assignments include identifying key hires, choosing an initial target customer set, executing a marketing campaign, creating a sales pitch, completing a development or production plan, identifying important strategic partners, and determining next round funding requirements. 'Game' points are awarded based on feasibility of actions, creativity of solutions, and adherence to seed budget constraints. The course content and structure is applicable to all types of businesses. Class projects range from high tech commercialization to retail concepts to small manufacturing firms. Through class lectures, 'game' assignments, and real world cases, the course covers such topics as new product innovation; building a start-up management team; identifying target customers; inexpensive promotion/advertising techniques; professionalizing a sales process; and leveraging strategic partners. Emphasis is placed on marketing and sales for new enterprises, because this is a major area of entrepreneurial weakness.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20330 if BUSN 34103 Building the New Venture taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20340. Developing a New Venture. 100 Units.

This course is designed to guide groups of students through the new venture creation process. Students will have passed through the first round of the College New Venture Challenge, and will be developing their own original new business ideas. Students may enter the course with ideas that are traditionally for-profit in nature or more socially oriented (either for- or not-for-profit ventures). Students in this course can expect to learn: • how to evaluate the potential and viability of their entrepreneurial ideas • how to conduct research on specific market opportunities • how to analyze the competitive landscape • have to evaluate the merits and drawbacks of unique business models • how to pitch their idea/venture to investors, experts, mentors, and fellow entrepreneurs Additional topics include financial projections, product /technology development, legal issues for startups, and entrepreneurial marketing tactics. Students must prepare and submit original feasibility summaries prior to the application deadline. During the course, students will expand these summaries into full business plans, and will be required to present their ventures multiple times to venture capital investors, entrepreneurs, and startup mentors. Students interested in careers in: startups, technology, business, consulting, and management are encouraged to take this course. Enrollment by permission based on the feasibility summary application. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20340 if BUSN 34104 Special Topics in Entrepreneurship: Developing a New Venture (New Venture Challenge) taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course. Consent only: Students will have passed through the first round of the College New Venture Challenge.

BUSN 20920. Social Entrepreneurship and Innovation. 100 Units.

TBD

Terms Offered: TBD

Finance Courses

BUSN 20400. Investments. 100 Units.

This course offers the financial theory and quantitative tools necessary for understanding how stock, bond, and option prices are determined, and how financial assets are used for investment decisions. Topics covered include the following: the term structure of interest rates; portfolio selection based on mean-variance analysis; models of risk and return (including the CAPM and multifactor models); performance evaluation; market efficiency and the random walk hypothesis; asset pricing anomalies and behavioral finance; derivative security pricing (including options, futures, forwards, and swaps); and international investment. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20400 if BUSN 35000 Investments taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20405. Financial Instruments. 100 Units.

This course develops, critically assesses, and applies theories of pricing derivatives. Topic discussed are: forward and futures contracts; interest rate and currency swaps; option trading strategies; binomial option pricing; the Black-Scholes-Merton option pricing model and extensions; risk management with options; empirical evidence and time-varying volatility; the pricing and hedging of corporate securities (common stock, senior and junior bonds, callable bonds, warrants, convertible bonds, and puttable bonds); credit risk; and real options.

Terms Offered: Autumn

Prerequisite(s): There are no enforced prerequisites but Investments (Business 20400/35000) is helpful. This course is not open to MBA students. Cannot enroll in BUSN 20405 if BUSN 35100 Financial Instruments taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20410. Corporation Finance. 100 Units.

This course provides you with an understanding of major decisions made by corporate financial managers and to familiarize you with the tools used to make these decisions. The first part of the course covers methods used to value investment opportunities. Particular attention is given to discounted cash flow valuation, including the methods of weighted average cost of capital (WACC) and adjusted present value (APV). The second part of the course focuses on issues of corporate financial structure. The focus will be on the choice of financing through equity, debt and other types of securities and on payout policies through dividends. Specialized topics, such as mergers and acquisitions and corporate hedging will be covered as time permits.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20410 if BUSN 35200 Corporation Finance taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Management Courses

BUSN 20701. Managing in Organizations. 100 Units.

Successfully managing other people - be they competitors or co-workers - requires an understanding of their thoughts, feelings, attitudes, motivations, and determinants of behavior. Developing an accurate understanding of these factors, however, can be difficult to achieve because intuitions are often misguided and unstructured experience can be a poor teacher. This course is intended to address this development by providing the scientific knowledge of human thought and behavior that is critical for successfully managing others, and also for successfully managing ourselves.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20701 if BUSN 38001 Managing in Organizations taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20702. Managerial Decision Making. 100 Units.

This course is designed to make you a better decision maker. Good decision makers know how to recognize decision situations, then how to represent the essential structure of the situations, and how to analyze them with the formal tools from decision theory. But, perhaps more important, they need to be able to think effectively about the inputs into a decision analysis, whether to trust the analysis, and how to use the outputs to guide actions by themselves and their firms. And, maybe most important of all, they need to know how to make effective, unaided intuitive decisions, and to recognize the limits on their intuitive skills. This course will move back and forth between formal, optimal models and behavioral, descriptive models to help you understand and improve your native decision making abilities.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20702 if BUSN 38002 Managerial Decision Making taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20710. Behavioral Economics. 100 Units.

Behavioral economics applies psychological insights to economic markets and decision making. In this class, we will discuss the recent theoretical and empirical advances that have been made in this increasingly important field of economics. Being thoughtful about the role of psychology can lead to a greater understanding of how the economy works.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20710 if BUSN 38120 The Study of Behavioral Economics taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Marketing Courses

BUSN 20600. Marketing Management. 100 Units.

The objective of the course is to provide an introduction to marketing strategy. The course develops a common framework (3Cs/4Ps) to analyze real world problems presented in business cases and synthesize recommendations addressing strategic marketing issues. Numerous tools that are used to support the framework are also introduced. GOALS: 1. Introduce marketing strategy and the elements of marketing analysis or business situation analysis: Customer analysis, Company analysis, and Competitor analysis (3Cs). 2. Develop familiarity with tactical use of elements of the marketing mix - product policy, pricing, promotion, and placement/distribution (4 Ps) - in a manner consistent with marketing analysis and strategy. 3. Integrate elements of the framework prescriptively into real world business situations. 4. Provide exposure to business case analysis and critical thinking common in case based business classes. FORMAT: Approximately half of each class is discussion of business cases. Remainder of the class is dedicated to the presentation and discussion of theories, concepts, analytical techniques and empirical findings useful in marketing management. Study groups of 4 to 5 students will work on exercises and brief in-class presentations using tools from lectures. Students will also write-up (typically 1 to 2 pages long) several cases individually using a format provided in class. Content includes some light quantitative work. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20600 if BUSN 37000 Marketing Strategy taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20610. Pricing Strategy. 100 Units.

This course blends marketing analytic frameworks, marketing strategy & microeconomic theory, and data to formulate actionable pricing strategies. Students will learn how to coordinate pricing decisions with the rest of the marketing value proposition. Numerous pricing structures are developed in the course, along with their microeconomic foundations. Students will learn the underlying theory for each pricing structure, along with the practical considerations for implementation

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20610 if BUSN 37202 Pricing Strategies taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20620. Data Driven Marketing. 100 Units.

Marketing decisions in the era of big data are increasingly based on a statistical analysis of large amounts of transaction and customer data that provides the basis for profitability and ROI predictions. The goal of this class is to introduce modern data-driven marketing techniques and train the students as data scientists who can analyze data and make marketing decisions using some of the state-of-the-art tools that are employed in the industry. We will cover a wide range of topics, including

demand modeling, the analysis of household-level data, customer relationship management (CRM) and database marketing, and elements of digital marketing. The focus throughout is on predicting the impact of marketing decisions, including pricing, advertising, and customer targeting, on customer profitability and the return on investment (ROI) from a customer interaction.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): BUSN 20600 or BUSN 37000 required prereq. Previous stats background helpful. This course is not open to MBA students. Cannot enroll in BUSN 20620 if BUSN 37105 Data Science for Marketing Decision Making taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Operations Courses

BUSN 20500. Operations Management. 100 Units.

This core course focuses on understanding levers for structuring, managing, and improving a firm's recurring business processes to achieve competitive advantage in customer responsiveness, price, quality, and variety of products and services. These levers are broadly applicable to service firms, for example banks, hospitals, and airlines, as well as to traditional product-based firms. Processes within firms, as well as between firms, i.e. supply chains, are explored. The fundamental principles underlying state-of-the-art practices, such as Lean, Mass Customization, and Time-Based Competition, are explored so that students learn to critically evaluate these and other operational improvement programs. Students learn the basics of how to manage the operations of a firm, and how operations issues affect and are affected by the many business decisions they will be called upon to make or recommend in their careers. As such, this course is essential to students aspiring to become consultants, entrepreneurs, or general managers. A working knowledge of operations is also indispensable to those interested in marketing, finance, and accounting, where the interface between these functions and operations is critical. Finally, an understanding of how firms become market leaders through operations is important in investment careers. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20500 if BUSN 40000 Operations Management: Business Process Fundamentals taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20510. Managerial Decision Modeling. 100 Units.

This course is designed to sharpen students' analytical skills and elucidate quantitative modeling as an aid in managerial decision-making. The course teaches various ways to frame, set up and solve managerial questions about resource allocation, revenue management, finance, marketing, operations and risk analysis using Microsoft Excel, as well as various tools and add-ins. The course will introduce various modeling frameworks and analytical tools in optimization and simulation. Students in this course will become proficient in formulating relevant managerial questions in the language of optimization and simulation modeling, as well as in solving the resulting problems using the frameworks covered in the course and interpreting the results. The course involves hands-on active learning through in-class cases and examples, homework and term project which applies the tools and modeling frameworks learned in the course to a business problem.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20510 if BUSN 36106 Managerial Decision Modeling taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20520. Supply Chain Management. 100 Units.

The supply chain of a firm is critical to its performance. Supply chains are networks of organizations that supply and transform materials and distribute final products to consumers. If designed and managed properly, these networks can be a crucial source of competitive advantage for both manufacturing and service enterprises. Students will learn how to examine and improve the flow of materials and information through this network of suppliers, manufacturers, distributors, and retailers in order to match supply with demand (i.e., to get the right products to the right customers in the right amount and at the right time). Key topics include inter- and intra-firm coordination, incentive design, the impact of uncertainty, and the role of information technology. Special emphasis is given to understanding how the business context shapes managerial decisions regarding the strategic design and management of the supply chain.

Terms Offered: Spring

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20520 if BUSN 40101 Supply Chain Strategy and Practice taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Statistics Courses

BUSN 20800. Big Data. 100 Units.

Big Data is a course about data mining: the analysis, exploration, and simplification of large high-dimensional datasets. Students will learn how to model and interpret complicated 'Big Data' and become adept at building powerful models for prediction and classification. Techniques covered include an advanced overview of linear and logistic regression, model choice and false discovery rates, multinomial and binary regression, classification, decision trees, factor models, clustering, the bootstrap and cross-validation. We learn both basic underlying concepts and practical computational skills, including techniques for analysis of distributed data. Heavy emphasis is placed on analysis of actual datasets, and on development of application specific methodology. Among other examples, we will consider consumer database mining, internet and social media tracking, network analysis, and text mining.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20800 if BUSN 41201 Big Data taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20810. Machine Learning. 100 Units.

Students will learn about state-of-the-art machine learning techniques and how to apply them in business related problems. Techniques will be introduced in the context of business applications and the emphasis will be put on how machine learning can be used to create value and provide insights from data. First, and the biggest, part of the class will focus on predictive analytics. Students will learn about decision trees, nearest neighbor classifiers, boosting, random forests, deep neural networks, naive Bayes and support vector machines. Among other examples, we will apply these techniques to detecting spam in email, click-through rate prediction in online advertisement, image classification, face recognition, sentiment analysis and churn prediction. Students will learn what techniques to apply and why. In the second part of the class, students will learn about unsupervised techniques for extracting actionable patterns from data. Examples include clustering, collaborative filtering, probabilistic graphical modelling and dimension reduction with applications to customer segmentation, recommender systems, graph and time series mining, and anomaly detection.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20810 if BUSN 41204 Machine Learning taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20820. Financial Econometrics. 100 Units.

This course covers a variety of topics in financial econometrics. The topics covered are of real- world, practical interest and are closely linked to material covered in other advance finance courses. Topics covered include ARMA models, volatility models (GARCH), factor models, models for time varying correlations, analysis of panel data, cointegration models for long-run co-movement between prices and models for transactions data and the analysis of transactions cost.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20820 if BUSN 41203 Financial Econometrics taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Strategy and the Business Environment Courses

BUSN 20230. International Financial Policy. 100 Units.

This course will help students develop an understanding of issues in international macroeconomics that are important for investors and managers operating in the global marketplace. It will cover theories of the determination of exchange rates and interest rates, the management of foreign exchange risk, international capital flows, debt and currency crises, international monetary and exchange rate regimes, the roles of the international financial institutions in developing countries, and other characteristics of international financial markets.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20230 if BUSN 33502 International Financial Policy taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20900. Competitive Strategy. 100 Units.

The course applies microeconomics (including elements of price theory, game theory, and industrial organization) to analyze decisions firms face in business environments. There will be specific focus on strategic decisions and the factors that influence firms' competitive advantages. Class time will be devoted to lectures and case discussions. Topics covered include sources of competitive advantage, scope of the firm, efficient performance, pricing, entry and exit, vertical structure, and network externalities.

Instructor(s): Faculty TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20900 if BUSN 42001 Competitive Strategy taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.



Education and Society

Department Website: <https://voices.uchicago.edu/coed/about-minor/>

Minor in Education and Society

Courses in the Education and Society minor probe fundamental questions about the interplay between human development and the institution of schooling using the tools of the social science disciplines. Courses explore how people learn and teach as well as the complex relationships between education and the communities and societies it is situated within. Courses are theory-driven yet also provide important insights into the social contexts of education, strategies for strengthening educational practice, and levers for reducing social inequality in academic achievement. The minor spans a diverse set of course listings because education as a discipline spans the life course and happens in many contexts: in the schoolhouse, the family, communities, workplaces, and political arenas. Psychological, social, economic, political, and cultural factors influence educational trajectories and outcomes ranging from individual health and income to forms of social inequality and trajectories of economic development. The interactions among educational organizations and other institutions shape the possibilities for innovation and intentional reform. To understand the intersection of educational institutions and the broader societies, these courses cross boundaries among theory, research, policy, and practice. This minor is focused on education topics from a theoretical and methodological perspective. College students in any field of study may complete a minor in Education and Society. The flexibility of this course of study complements majors in any of the disciplines.

Program Requirements

Students pursuing the Education and Society minor are required to enroll in CHDV 20100 Human Development Research Design. This is predicated on the belief that the theoretical study of education should be rooted in a broad understanding of methods, and that the course of study lends itself to the use of both qualitative and quantitative methods. Students must also complete four approved electives that consider psychological, social, economic, political, or cultural factors in education. The four approved courses may be taken from the list of courses outlined by the faculty co-administrators annually. Students may also petition for other courses not on the list to be counted toward the minor with the faculty co-administrators.

The Education and Society minor requires a total of five courses, including:

- 1. CHDV 20100 Human Development Research Design (Students majoring in Comparative Human Development must complete an alternative methods course, as described below.)
- 2. Four approved courses designated as counting toward the Education and Society minor.

Summary of Requirements

CHDV 20100	Human Development Research Design *	100
Four approved electives		400
Total Units		500

* CHDV majors must complete an alternative course. Please see below.

Alternative Methods Courses for CHDV Majors

The following methods courses are approved alternatives for Comparative Human Development majors. Additional methods courses may also be approved by consent from the faculty co-administrators.

ANTH 21420	Ethnographic Methods	100
CHDV 26228	Ethnographic Methods	100
ECON 21010	Statistical Methods in Economics	100
PBPL 26400	Quantitative Methods in Public Policy	100
PSYC 20200	Psychological Research Methods	100
SOCI 20001	Sociological Methods	100

Approved Elective Courses

CHDV 20100	Human Development Research Design	100
CHDV 20207	Race, Ethnicity, and Human Development	100
CHDV 20209	Adolescent Development	100
CHDV 20305	Inequality in Urban Spaces	100
CHDV 23305	Critical Studies of Mental Health in Higher Education	100
CHDV 25120	Child Development and Public Policy	100
CHDV 44220	Schools as a Social Context	100
ECON 26700	Economics of Education	100

EDSO 23001	From the State House to the School House: Educational Policy and Student Achievement	100
EDSO 23002	Schooling and Identity	100
EDSO 23003	The Urban High School: History, Policy and Reform	100
EDSO 23004	Ethnography of Children and Childhood	100
EDSO 23005	Education and Social Inequality	100
EDSO 23007	Language, Culture, and Education	100
EDSO 23008	Approaches to K-12 Teaching and Learning	100
EDSO 23009	Research Practice Partnerships in Education	100
EDSO 27919	Research in School Improvement	100
HIPS 23000	The Organization of Knowledge	100
HIST 27307	Schools and Space: A Chicago History	100
PBPL 25405	Child Poverty and Chicago Schools	100
PBPL 25860	Crime, Justice, and Inequality in the American City	100
PBPL 27809	Violence in the Early Years	100
PBPL 27821	Urban Schools and Communities	100
PBPL 28029	Education Policy	100
PBPL 28350	Education and Development: Policy and Research	100
PLSC 22819	Philosophy of Education	100
PSYC 20100	Psychological Statistics	100
PSYC 20250	Introduction to Statistical Concepts and Methods	100
PSYC 20400	Cognitive Psychology	100
PSYC 20500	Developmental Psychology	100
PSYC 21116	The Development of Social Cognition	100
PSYC 22580	Child Development in the Classroom	100
PSYC 23000	Cultural Psychology	100
PSYC 23200	Introduction to Language Development	100
PSYC 23800	Introduction to Learning and Memory	100
SOCI 20192	The Effects of Schooling	100
SOSC 26008	Principles and Methods of Measurement	100
SOSC 26009	Introductory Statistical Methods	100
SSAD 21000	Race & American Public Schools	100
SSAD 63412	Cultural Studies in Education	100
SSAD 66000	History of American Urban Education	100

Approved, eligible courses for the Education and Society minor will be listed each year on the Education and Society minor website (<https://voices.uchicago.edu/coed/about-minor/>).

Advising and Grading

Students who elect the minor program in Education and Society must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the Spring Quarter of a student's third year.

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Education and Society Courses

The following EDSO courses are for reference only. See Class Search at registrar.uchicago.edu/classes (<http://registrar.uchicago.edu/classes/>) for specific offerings. See the Education and Society webpage at <https://voices.uchicago.edu/coed/minor-courses/> for further information on quarterly offerings.

EDSO 20100. Human Development Research Design. 100 Units.

The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have

lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

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

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): HLTH 20100, CHDV 20100, PSYC 21100

EDSO 20209. Adolescent Development. 100 Units.

Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development.

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

Prerequisite(s): Students will have previously taken one other course in CHDV

Note(s): CHDV Distribution: B

Equivalent Course(s): PSYC 20209, CHDV 20209

EDSO 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CRES 20305, EDSO 40315, CHDV 20305, PBPL 20305

EDSO 20774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.

This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1.

Instructor(s): Numanbayraktaroglu, S. Terms Offered: Winter

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C; 3*, 5*

Equivalent Course(s): EDSO 30774, CHDV 20774, CHDV 30774

EDSO 21100. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of 'normal' psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of 'culture' and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 31000, PSYC 33000, GNSE 21001, AMER 33000, ANTH 35110, PSYC 23000, CHDV 21000, CRES 21100, ANTH 24320, CHDV 31000

EDSO 23001. From the State House to the School House: Educational Policy and Student Achievement. 100 Units.

This class explores the nature of K-12 education policy and practice in the context of improving teaching and learning, as well as outcomes for students. The class will be discussion-based, allowing students to learn about instructional capacity in relation to education policy. For students interested in K-12 education, this class will provide a helpful survey of a range of issues around improving of teaching and learning, including charter schools, teacher professional development and evaluation, as well as accountability systems in general, policy interventions, and market-based reforms. Students will be expected to make site visits outside of class time.

Instructor(s): C. Abelman Terms Offered: Spring

Equivalent Course(s): CHDV 23001

EDSO 23002. Schooling and Identity. 100 Units.

This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement

and achievement. We will consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.

Instructor(s): Lisa Rosen Terms Offered: Winter. Offered 2020-21

Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.

Equivalent Course(s): EDSO 33002, CHDV 23003

EDSO 23005. Education and Social Inequality. 100 Units.

How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society's system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S, students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.

Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2020-21

Equivalent Course(s): CHDV 23005, SOCI 20297, CRES 23005

EDSO 23007. Language, Culture, and Education. 100 Units.

In this course, we will examine current theories and research about differential educational achievement in US schools, including: (1) theories that focus on the characteristics of people (e. g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e. g., ethnic group culture, school culture) and (3) theories that examine how cultural processes mediate political-economic constraints and human action. We will discuss the educational consequences of these positions, especially for low income and ethnic and linguistic minority students in the US.

Instructor(s): Lisa Rosen Terms Offered: Spring. Offered 2020-21

Equivalent Course(s): CHDV 23007

EDSO 23008. Approaches to K-12 Teaching and Learning. 100 Units.

This course will explore contemporary approaches to K-12 teaching and learning, looking at how the theoretical foundations that ground each approach lead to different perspectives on the purpose of public education, what students should learn, and how teachers should teach. The class will put these approaches in conversation with one another, exploring areas of agreement and conflict. Students will learn to observe and analyze classroom instruction, and hear firsthand from local practitioners about how each approach manifests in schools. For students interested in K-12 education, this course will provide a helpful survey of some of the current debates around teaching and learning in public education.

Instructor(s): Alex Seeskin Terms Offered: Winter. Offered 2020-21

EDSO 23009. Research Practice Partnerships in Education. 100 Units.

Research and data are vital for educational improvement, yet researchers often wonder why their findings are not used in practice while policymakers and practitioners long for useful information to guide their work. Research-practice partnerships provide a mechanism for producing research that is relevant to decision-making and useful to practice. They focus research on questions that are immediately pressing to practice, incorporate practitioner knowledge, and communicate findings in ways that are attentive to the broader political context in which educators work. In this class, we will examine the ways in which data and research are used in policy and practice. We will consider the various conceptual models that exist around the production and use of research, and the realities of how those models operate in practice. We will learn about different approaches to conducting research-practice partnerships, and examine particular examples of work-considering how the work was done, what was learned, and how the research was used in policy or practice. The course will also consider the challenges involved in developing and maintaining research-practice partnerships, and structures that can facilitate the work.

Instructor(s): Elaine Allensworth Terms Offered: Spring. Offered 2020-21

Prerequisite(s): It is recommended that students take Introductory Statistics or a research methods course concurrent with or prior to this course.

Note(s): Students will find it helpful to have prior knowledge of education policy, and a basic understanding of research methods and policy evaluation.

Equivalent Course(s): MAPS 33009, EDSO 33009

EDSO 27919. Research in School Improvement. 100 Units.

Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge research for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.

Instructor(s): David Johnson Terms Offered: Winter. Offered 2020-21

Equivalent Course(s): PBPL 27919

EDSO 30774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.

This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1.

Instructor(s): Numanbayraktaroglu, S. Terms Offered: Winter

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C; 3*, 5*

Equivalent Course(s): CHDV 20774, EDSO 20774, CHDV 30774

EDSO 33006. Schooling and Social Inequality. 100 Units.

How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society's system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S, students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.

Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2020-21

Note(s): Priority registration given to MAPSS students seeking the Education and Society certificate. Undergraduate enrollment by consent.

Equivalent Course(s): SOCI 20298, SOCI 30298, EDSO 22006, MAPS 33007, CRES 22006



English Language and Literature

Department Website: <http://english.uchicago.edu>

The Program of Study

The undergraduate program in English Language and Literature provides students with the opportunity to intensively study works of literature originally written in English. Courses address fundamental questions about topics such as the status of literature within culture, the literary history of a period, the achievements of a major author, the defining characteristics of a genre, the politics of interpretation, the formal subtleties of individual works, and the methods of literary scholarship and research.

The study of English may be pursued as preparation for graduate work in literature or other disciplines, or as a complement to general education. Students in the Department of English Language and Literature learn how to ask probing questions of a large body of material; how to formulate, analyze, and judge questions and their answers; and how to present both questions and answers in clear, cogent prose. To the end of cultivating and testing these skills, which are central to virtually any career, each course offered by the English Department stresses writing.

Although the main focus of the English Department is to develop reading, writing, and research skills, the value of bringing a range of disciplinary perspectives to bear on the works studied is also recognized. Besides offering a wide variety of courses in English, the English Department encourages students to integrate the intellectual concerns of other fields into their study of literature. This is done by permitting up to three courses outside the English Department to be counted as part of the major if a student can demonstrate the relevance of these courses to his or her program of study. Those interested in creative writing should see Creative Writing below.

Program Requirements

The Department of English requires a total of 13 courses: 11 courses taken within the Department of English and two language courses beyond the College requirement or their equivalent as outlined under the Language Requirement section below, as well as a statement of academic concentration within the major to be submitted by the end of the third week of Spring Quarter of a student's third year. The program presupposes the completion of the general education requirement in the humanities (or its equivalent), in which basic training is provided in the methods, problems, and disciplines of humanistic study.

Language Requirement

Because literary study itself attends to language and is enriched by some knowledge of other cultural expressions, the major in English requires students to extend their work in a language other than English beyond the level required of all College students. All students must complete one of the following:

- Two quarters of study at the second-year level in a language other than English;
- Two quarters of course work outside the English Department in literature originally written in a language other than English*;
- Two quarters of a computer language as outlined below;
- Two quarters of ENGL electives, if the student has a language placement of 20300-level or higher.

* Students should consult the Director of Undergraduate Studies or the Student Affairs Administrator for a list of courses that would fulfill this requirement.

NOTE: If students have placed into a language's 20200-level course, they should take the course they have tested into and will be able to substitute an ENGL elective for the second language course. Students who place into a language course beyond 20200 (that is, the third course of the intermediate level, or above) can petition for the previous sequences to complete the language requirement. All students should set up an appointment with the Student Affairs Administrator to go through the English department language petition process. Please note that language back credit is not permitted. **Students who petition out of the language distribution requirement must still take 13 courses in total for the English major. An approved petition enables them to count ENGL electives towards the language distribution requirement.**

Students may take two courses in an advanced computer language. As of Autumn 2013, the following course combinations may be taken to satisfy the language requirement:

CMSC 12100-12200 Computer Science with Applications I-II,

CMSC 15100-15200 Introduction to Computer Science I-II, or

CMSC 16100-16200 Honors Introduction to Computer Science I-II.

Course Distribution Requirements

The major in English requires at least 11 departmental courses. Students may substitute up to three courses from departments outside English with the permission of the Director of Undergraduate Studies. Departmental courses should be distributed among the following:

Genre Fundamentals Requirement

Early on, students are required to take at least one of our three genre fundamentals courses (fiction, poetry, or drama), all of which introduce students to techniques for formal analysis and close reading. Alternatively, one course from the 'Approaches to Theater' sequence (ENGL 10950 Approaches to Theater I: Ancient to Renaissance or ENGL 10951 Approaches to Theater II: Late 17th Century to the Present) may be taken to fulfill this requirement. NOTE: ENGL 10800 Introduction to Film Analysis does NOT satisfy the genre fundamentals requirement and may only be used as an elective. Please note that the genre fundamentals requirement was previously referred to as the 'gateway' requirement in earlier editions of the program's College Catalog page.

One English genre fundamentals (poetry, fiction, drama) or 'Approaches to Theater' course

Genre Requirement

Because an understanding of literature demands sensitivity to various conventions and genres, students are required to take at least one course in each of the genres of fiction, poetry, and drama (one of these courses may be one of the genre fundamentals courses above).

One English course in fiction

One English course in poetry

One English course in drama

Period Requirement

Reading and understanding works written in different historical periods require skills and historical information that contemporary works do not require. Students are accordingly asked to study a variety of historical periods in order to develop their abilities as readers, to discover areas of literature that they might not otherwise explore, and to develop their knowledge of literary history. To meet the period requirement in English, students should take at least one course in each of the following:

One English course in literature written before 1650

One English course in literature written between 1650 and 1830

One English course in literature written between 1830 and 1940

One English course in literary or critical theory. Courses fulfilling this requirement are designated in our course listings.

NOTE: Many courses satisfy several requirements. For example, a genre fundamentals course could also satisfy a genre requirement, or a course on Chaucer could satisfy both the genre requirement for poetry and the pre-1650 requirement. The description for each English course includes the distribution areas the course is eligible to satisfy. For details about the requirements met by specific courses, students should consult the Student Affairs Administrator.

Statement of Concentration in the Major

The purpose of the statement of concentration in the major is to help students organize and give coherence to their individual program of study. By the end of the third week in Spring Quarter of their third year, students should submit their one-to-two-page statement to their departmental advisor and the Student Affairs Assistant outlining their emerging scholarly interests. Current majors should please visit the English Department website (<http://english.uchicago.edu/undergrad/undergrad-requirements/#Cluster>) for more information regarding this requirement.

Electives

Electives make up a total of 11 courses. These may include:

Seminars in Research and Criticism

These courses examine different topics and change from year to year. All seminars focus on the analytical, research, and bibliographic skills necessary for producing a substantial seminar paper (around 15–20 pages). They are particularly recommended for those wishing to pursue graduate studies in English, those who wish to write a strong critical BA paper, or those interested in research methods in English.

Makers Seminars

These courses culminate in a final project that can take a variety of forms beyond the research paper.

For updated course information, visit english.uchicago.edu/courses (<http://english.uchicago.edu/courses/>). For required student forms, visit english.uchicago.edu/undergrad/resources (<http://english.uchicago.edu/undergrad/resources/>).

BA Project

The BA Project is an optional component of the English major, but students who wish to be considered for departmental honors must submit a Critical BA Project.

All BA writers must attend a mandatory research info session, which will be held towards the end of Spring Quarter of their third year. The session will prepare students for the preliminary work they will complete for their project during the summer before their fourth year. The student is required to work on an approved topic over the course of the fourth year of

study and to submit a final version to the Director of Undergraduate Studies that has been critiqued by both a faculty advisor and a graduate student preceptor and has gone through revisions based on this feedback and guidance.

Students who wish to use the BA Project in English to meet the same requirement in another major should discuss their proposals with both Directors of Undergraduate Studies no later than the end of their third year. A consent form, to be signed by both departments, is available from the College advising office. It must be completed and returned to the student's College adviser by the end of Autumn Quarter of the student's year of graduation.

The BA Project may develop from a paper written in an earlier course or from independent research. Students who wish to complete a BA Project must submit a proposal (available on the English Department website (<http://english.uchicago.edu/undergrad/resources/>)) by the end of Spring Quarter of their third year. On this form, they identify a faculty member who will serve as their project advisor.

Students work on their BA Project over three quarters. Prior to the Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor who will help them develop pieces of their project and suggest revisions. Over Autumn Quarter, students will attend a series of mandatory colloquia led by the preceptors to prepare them for the upcoming quarter when the bulk of the writing occurs. In the Winter and Spring Quarters, students will continue to meet with their preceptors and will also consult with their individual faculty advisor.

In consultation with the faculty advisor and graduate preceptor, students submit a near-final draft of their paper by the end of week two of Spring Quarter. By the beginning of the fifth week, students submit the final version of their project to their preceptor, faculty advisor, and the Student Affairs Assistant.

Students may elect to register for the BA Project Preparation Course (ENGL 29900) for one quarter credit. Note that the grade for this course is on work toward the BA Project and is normally submitted in Spring Quarter even when the course has been taken in an earlier quarter. See Reading Courses for other information.

Honors

Completion of a BA Project does not guarantee a recommendation for departmental honors. For honors candidacy, a student must have at least a 3.25 grade point average overall and a 3.6 GPA in the major (grades received for transfer credit courses are not included into this calculation).

To be eligible for honors, a student's BA Project must be judged to be of the highest quality by the graduate student preceptor, faculty advisor, and Director of Undergraduate Studies. Honors recommendations are made to the Master of the Humanities Collegiate Division by the department and it is the Master of the Humanities Collegiate Division who makes the final decision.

Summary of Requirements for the Major

The Department of English requires a total of 13 courses: 11 courses taken within the Department of English and two language courses or their equivalent as outlined under the Language Requirement section, as well as a statement of concentration in the major to be submitted by the end of the third week of Spring Quarter of a student's third year. By Winter Quarter of their third year, students must also meet with the Student Affairs Assistant to review their English Requirements Worksheet.

Two quarters of study at the second-year level in a language other than English	200
or two quarters of course work outside the English Department in literature originally written in a language other than English	
or two quarters of a computer language	
or two quarters of ENGL electives, if the student has a language placement of 20300-level or higher	
A total of 11 additional English courses is required to meet the distribution requirements of the major (one course may satisfy more than one requirement):	1100
One genre fundamentals course or 'Approaches to Theater' course	
One English course in fiction	
One English course in poetry	
One English course in drama	
One English course in literature written before 1650	
One English course in literature written between 1650 and 1830	
One English course in literature written between 1830 and 1940	
One English course in literary or critical theory	
One to seven English electives (may include ENGL 29900)	
Statement of Concentration in the Major *	000
BA Project (optional)	000
Total Units	1300

- * The Statement of Concentration in the Major must be submitted by the end of the third week of Spring Quarter of a student's third year. This requirement is worth 000 units. See the section Statement of Concentration in the Major above for details.

Courses Outside the Department Taken for Program Credit

A maximum of three courses outside the Department of English may count toward the total number of courses required by the major. The student, after discussion with the Student Affairs Assistant, may submit a petition for course approval to the Director of Undergraduate Studies before taking courses outside the English Department for credit toward the major. Such courses may be selected from related areas in the University (history, philosophy, religious studies, social sciences, etc.) or they may be taken from a study abroad program.

Four total Creative Writing (CRWR) courses may be counted toward the elective requirement without a petition. However, students double majoring in English and Creative Writing must adhere to a different policy. Please see the Double Majors in English Language and Literature and Creative Writing section below for further details.

Transfer credits for courses taken at another institution are subject to approval by the Director of Undergraduate Studies and are limited to a maximum of three courses. Transferred courses do not contribute to the student's University of Chicago grade point average for the purpose of computing an overall GPA, dean's list, or honors. NOTE: The Office of the Dean of Students in the College must approve the transfer of all courses taken at other institutions, with the exception of courses taken as part of a University-sponsored study abroad program. For details, visit the Transfer Credit page.

Creative Writing

Students who are not majoring in English Language and Literature or Creative Writing may declare the minor in English and Creative Writing. Students interested in pursuing these options should contact the Student Affairs Administrator for Creative Writing for further information. Please note that there is no minor solely in English. The minor in English and Creative Writing for non-English majors is the only minor available through the Department of English Language and Literature.

For more information, visit the Creative Writing website (<https://creativewriting.uchicago.edu/academic-programs/major-creative-writing/>).

Double Majors in English Language and Literature and Creative Writing

Students pursuing double majors may double-count *four courses maximum* between the English and Creative Writing majors. Students who double major in Creative Writing and English typically double-count courses to fulfill the Creative Writing major's four literature requirements: one literary genre course (in a primary genre), one literary theory course, one pre-20th-century literature course, one general literature course.

The two research background electives required for the Creative Writing major can also be English courses, as long as the student observes the shared four-course maximum. Beyond the maximum, students may continue counting Creative Writing courses towards the English major, so long as the course is only counted towards the English major and not Creative Writing.

Minor in English and Creative Writing

Students who are not English Language and Literature or Creative Writing majors may complete a minor in English and Creative Writing. Such a minor requires six courses plus a portfolio of creative work. At least two of the required courses must be Creative Writing (CRWR) workshop courses, with at least one being an Advanced Workshop. Three of the remaining required courses may be taken in either the Department of English Language and Literature (ENGL) or the Program in Creative Writing (CRWR). This may include CRWR Technical Seminars or general education courses, as long as they are not already counted toward the general education requirement in the arts. In some cases, literature courses outside of ENGL and CRWR may count towards the minor, subject to the approval of the Director of Undergraduate Studies for Creative Writing.

In addition, students must enroll in one of the following workshops offered during the Winter Quarter: CRWR 29200 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029200>) Thesis/Major Projects: Fiction; CRWR 29300 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029300>) Thesis/Major Projects: Poetry; CRWR 29400 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029400>) Thesis/Major Projects: Creative Nonfiction. Finally, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, two or three nonfiction pieces) to the Creative Writing program coordinator by the end of the fifth week in the quarter in which they plan to graduate. Students will work with a graduate student preceptor to compile and refine their final portfolios.

Students who elect the minor program in English and Creative Writing must meet with the program administrator for Creative Writing before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the administrator. The administrator's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Students completing this minor will be given enrollment preference for CRWR Advanced Workshops and Thesis/Major Projects Workshops, and they must follow all relevant admission procedures described at the Creative Writing (<https://creativewriting.uchicago.edu/>) website. For details, see Enrolling in Creative Writing Courses (<http://collegecatalog.uchicago.edu/thecollege/creativewriting/#Enrolling%20in%20Creative%20Writing%20Courses>).

Courses in the minor (1) may not be doubly counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor Program in English and Creative Writing

Two CRWR workshop courses *	200
Three CRWR or ENGL electives	300
One Thesis/Major Projects Workshop +	100
A portfolio of the student's work	
Total Units	600

* At least one must be an Advanced Workshop.

+ CRWR 29200 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029200>) Thesis/Major Projects: Fiction, CRWR 29300 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029300>) Thesis/Major Projects: Poetry, or CRWR 29400 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029400>) Thesis/Major Projects: Creative Nonfiction.

Minor to Major and Major to Minor

Student circumstances change, and thus a transfer between the major and minor programs may be desirable to students who begin a course of study in either program. Workshop courses (including Beginning Workshops) and one Technical Seminar may count towards the minor, but Fundamentals in Creative Writing will not. The Thesis/Major Projects Workshop will also function as a portfolio workshop for minors. Students should consult with their College adviser if considering such a change and must update their planned program of study with the Program Coordinator or Director of Undergraduate Studies in Creative Writing.

Sample Plan of Study for the Minor

CRWR 10200	Beginning Fiction Workshop	100
CRWR 22110	Advanced Fiction Workshop: Exploring Your Boundaries	100
ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 10706	Introduction to Fiction	100
CRWR 29200	Thesis/Major Projects: Fiction	100
ENGL 10703	20th Century Short Fiction	100
A portfolio of the student's work (two short stories)		
Total Units		600

Reading Courses

ENGL 29700	Reading Course	100
ENGL 29900	Independent BA Paper Preparation	100

Enrollment in ENGL 29700 Reading Course or ENGL 29900 Independent BA Paper Preparation requires approval from the Director of Undergraduate Studies. They may be eligible to fulfill requirements for the major if they are taken for a quality grade (not P/F) and include a final paper assignment. A student may only take one Independent BA Paper Preparation course. No student may use more than two reading courses in the major, with the Independent BA Paper Preparation course counting as one of the two. Critical BA writers who wish to register for ENGL 29900 Independent BA Paper Preparation must arrange for appropriate faculty supervision and obtain the permission of the Director of Undergraduate Studies. ENGL 29900 Independent BA Paper Preparation counts as an English elective but not as one of the courses fulfilling distribution requirements for the major.

NOTE: Reading courses are special research opportunities that must be justified by the quality of the proposed plan of study; they also depend upon the availability of faculty supervision. No student can expect a reading course to be arranged automatically.

Grading

Students majoring in English must receive quality grades (not P/F) in all 13 courses taken to meet the requirements of the program. Non-majors may take English courses for P/F grading with consent of instructor.

Advising

Students are encouraged to declare a major in English as early as possible, ideally before the end of their second year. Students who declare the major after their second year should contact the Student Affairs Assistant who will make departmental advising arrangements.

After declaring the major, students should arrange a meeting with the Student Affairs Assistant, who will help students fill out the English Requirements Worksheet. Students should also subscribe to the departmental email list for majors (ugrad-

english@lists.uchicago.edu) (ugrad-english@lists.uchicago.edu) to ensure that they do not miss important communications from the undergraduate office.

Third-year students will be assigned a departmental faculty advisor. Students should meet with their faculty advisor at least twice a year to discuss their academic interests, progress in the major, and long-term career goals. The Student Affairs Assistant and Director of Undergraduate Studies are also available to assist students. Students should meet with the Student Affairs Assistant early in their final quarter to be sure they have fulfilled all requirements.

The London Program

This program, offered in Autumn Quarter, provides students with an opportunity to study British literature and history in the cultural and political capital of England in the Autumn Quarter. In the ten-week program, students take four courses, three of which are each compressed into approximately three weeks and taught in succession by Chicago faculty. The fourth, project-oriented, course is conducted at a less intensive pace. The program includes a number of field trips (e.g., Cornwall, Bath, Canterbury, Cambridge). The London program is designed for third- and fourth-year students with a strong interest and some course work in British literature and history. Applications are available on the University of Chicago's Study Abroad home page (study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>)) and typically are due in mid-Winter Quarter.

English Language and Literature Courses

ENGL 10606. Genre Fundamentals: Drama. 100 Units.

This course explores the unique challenges of experiencing performance through the page. Students will read plays and performances closely, taking into account not only form, character, plot, and genre, but also theatrical considerations like staging, acting, spectatorship, and historical conventions. We will also consider how various agents—playwrights, readers, directors, actors, and audiences—generate plays and give them meaning. While the course is not intended as a survey of dramatic literature or theater history, students will be introduced to a variety of plays from across the dramatic tradition. (Genre Fundamentals, Drama)

Instructor(s): Tina Post Terms Offered: Winter

Equivalent Course(s): TAPS 16606

ENGL 10620. Literature, Medicine, and Embodiment. 100 Units.

This class explores the connections between imaginative writing and embodiment, especially as bodies have been understood, cared for, and experienced in the framework of medicine. We'll read texts that address sickness, healing, diagnosis, disability, and expertise. The class also introduces a number of related theoretical approaches, including the medical humanities, disability studies, narrative medicine, the history of the body, and the history of science. (Pre-1650, 1830-1940, Theory)

Instructor(s): Julie Orlemanski Terms Offered: Winter

ENGL 10703. 20th Century Short Fiction. 100 Units.

This course presents America's major writers of short fiction in the 20th century. We will begin with Willa Cather's "Paul's Case" in 1905 and proceed to the masters of High Modernism, Hemingway, Fitzgerald, Faulkner, Porter, Welty, Ellison, Nabokov; on through the next generation, O'Connor, Pynchon, Roth, Mukherjee, Coover, Carver; and end with more recent work by Danticat, Tan, and the microfictionists. Our initial effort with each text will be close reading, from which we will move out to consider questions of ethnicity, gender, and psychology. Writing is also an important concern of the course. There will be two papers and an individual tutorial with each student. (Fiction, 1830-1940)

Instructor(s): William Veeder Terms Offered: Autumn

Equivalent Course(s): AMER 10703

ENGL 10709. Genre Fundamentals: Fiction. 100 Units.

This course explores the various strategies and techniques that authors have used to tell stories that claim in one way or another to be realistic. As we take up how storytellers "make it real" we will address key elements of narrative, including point of view, characterization, voice, tone, diction, syntax, setting, symbolism, pacing, modes of mediation, intertextuality, motifs, and figuration. We will focus primarily on novels and short stories, with a nod to the graphic novel at the conclusion of the course. (Fiction, Genre Fundamentals)

Instructor(s): Heather Keenleyside Terms Offered: Spring

ENGL 10800. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Capra, Dash, Deren, Keaton, Hitchcock, Kubrick, Riggs and Sirk.

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

Note(s): Required of students taking a major or minor in Cinema and Media Studies.

Equivalent Course(s): ARTV 20300, CMST 10100

ENGL 11004. History of the Novel. 100 Units.

We will read one or more novels and novellas from each of the last four centuries and also study movie adaptations of these works. Likely novelists to be studied include Miguel de Cervantes, Samuel Richardson, Henry Fielding, Choderlos de Laclos, Jane Austen, Gustave Flaubert, Charles Dickens, George Eliot, Henry James, Vladimir Nabokov, Franz Kafka, Tom McCarthy, and Zadie Smith. Film screenings will be scheduled and will also be available for watching in the library.

(Fiction, 1650-1830, 1830-1940, Theory) Requirements: one paper of 5-6 pages, one paper of 7-8 pages, regular postings to the online discussion board, and in-class exercises.

Instructor(s): Maud Ellmann Terms Offered: Autumn

ENGL 11008. Introduction to Latinx Literature. 100 Units.

From the activist literature of the Chicano Civil Rights Movement to contemporary fiction and poetry, this course explores the forms, aesthetics, and political engagements of U.S. Latinx literature in the 20th and 21st centuries. Theoretical readings are drawn from Chicana Studies, Latinx Studies, American Studies, Latin American Studies, Hemispheric Studies, Indigenous Studies, and Postcolonial Studies, as we explore Latinx literature in the context of current debates about globalization, neoliberalism, and U.S. foreign policy; Latinx literature's response to technological and socio-political changes and its engagement with race, gender, sexuality, class, and labor; and its dialogues with indigenous, Latin American, North American, and European literatures. (Poetry, 1830-1940, Theory)

Instructor(s): Rachel Galvin Terms Offered: Winter

Equivalent Course(s): CMLT 11008, LACS 11008, SPAN 21008

ENGL 11200. Fundamentals of Literary Criticism. 100 Units.

An introduction to the practice of literary and cultural criticism over the centuries, with a particular emphasis on theoretical debates about meaning and interpretation in the late 20th century and present. Critics and theorists will include Sigmund Freud, Roland Barthes, Barbara Johnson, Raymond Williams, Saidya Hartman, Eve Sedgwick, René Girard, Jacques Derrida, Fredric Jameson, Lauren Berlant, Catherine Gallagher and others. (Genre Fundamentals, Theory)

Instructor(s): Sianne Ngai Terms Offered: Winter

ENGL 12002. Critique of Humanism. 100 Units.

This course will provide a rapid-fire survey of the philosophical sources of contemporary literary and critical theory. We will begin with a brief discussion of the sort of humanism at issue in the critique-accounts of human life and thought that treat the individual human being as the primary unit for work in the humanities and the humanistic social sciences. This kind of humanism is at the core of contemporary common sense. It is, to that extent, indispensable in our understanding of how to move around in the world and get along with one another. That is why we will conduct critique, rather than plain criticism, in this course: in critique, one remains indebted to the system under critical scrutiny, even while working to understand its failings and limitations. Our tour of thought produced in the service of critique will involve work by Hegel, Marx, Gramsci, Freud, Fanon, Lacan, and Althusser. We will conclude with a couple of pieces of recent work that draws from these sources. The aim of the course is to provide students with an opportunity to engage with some extraordinarily influential work that continues to inform humanistic inquiry. (A) (I)

Instructor(s): C. Vogler Terms Offered: Spring

Equivalent Course(s): PHIL 21225, ENGL 34407, PHIL 31225

ENGL 12106. Women of the Avant-Garde. 100 Units.

This course provides an introduction to the written materials of women artists who belonged to various twentieth-century avant-garde movements and circles. The institutions of "woman art" and "the avant-garde" will come under scrutiny as we consider the literary and archival miscellany of pan- & non-sexual, cross-generational, inter-aesthetic, multilingual, and transnational works by such makers as Gertrude Stein, Gwendolyn Brooks, Clarice Lispector, Frida Kahlo, and Yoko Ono. How do these artists conceive of their work and process as interventions into social, political, and historical realities? How does their subjective view of those realities provide an account of the identificatory powers of their gender and sexuality? We will examine the ways in which abstraction in writing becomes useful for commenting on issues raised by feminist and queer theory, periodization, canonization, and institution. Taking to the Regenstein's Special Collections Research Center, we will also open up the criticism, diaries, and letters of these artists to gain a new perspective on their creative processes. In addition to learning how to constellate these materials with the course readings, students will acquire hands-on experience in archival research, annotation, and curation as they make an archival project of their own. Students' final projects will serve as the basis for a prospective library exhibition in concert with Special Collections.

Instructor(s): Rivky Mondal Terms Offered: Winter

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

Equivalent Course(s): GNSE 12106

ENGL 12720. Inventing Consciousness: Literature, Philosophy, Psychology. 100 Units.

What is consciousness? What is it like to be conscious? This course answers these questions by examining the emergence and development of consciousness as a concept. As a phenomenon, consciousness probably came into being deep in evolutionary time. Yet as a concept consciousness is relatively new: the European notion of consciousness emerges in the late seventeenth century. This course draws on literature, history, philosophy, and psychology to examine how the concept of consciousness came to possess its explanatory dominance. We will start by acquiring a sense of what consciousness now means in philosophy, biology, neuroscience, and fiction, paying particular attention to how the concept differs from similar ideas in ancient Indian philosophy. We will then turn to two important historical moments. First, we will examine the interplay between philosophy and literature in the late seventeenth century, reading texts by René Descartes, John Milton, Thomas Traherne, and John Locke. Second, we will focus on how, in the late nineteenth and early twentieth centuries, the psychology of William James relates to the "stream of consciousness" techniques in the work of Virginia Woolf. This course stresses historical contingency-consciousness has a birthdate-in order to explore a consequence that follows from this fact: the extent to which current uses of this concept are still shaped by the historical circumstances that conditioned its emergence. (Pre-1650, 1650-1830)

Instructor(s): Timothy Harrison Terms Offered: Spring

Equivalent Course(s): SIGN 26042

ENGL 13000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.

Academics and professionals need advanced writing skills if they are to communicate effectively and efficiently. In this intensive, pragmatic course, students master the writing skills they need by first studying and then applying fundamental structures of effective writing. Each week, students meet in a synchronous small-group seminars to discuss each other's papers and then watch asynchronous lecture videos on a new principle. Discussion, editing, critiques, and rewrites ensure that all students sharpen their ability to write with clarity and power.

Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Spring Winter

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

Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee \$20.

Equivalent Course(s): ENGL 33000

ENGL 15107. Some Versions of Apocalypse. 100 Units.

From prophetic texts of the ancient world to today's fascination with zombie plagues, environmental disaster, and nuclear winter, the genre of apocalypse has given extraordinarily fertile expression to religious, moral, political, and economic beliefs and anxieties. In this course we will explore what is both fearful and alluring about catastrophe on an unimaginable scale, as we read and view apocalyptic works across a wide historical range. (Fiction)

Instructor(s): Mark Miller Terms Offered: Winter

Equivalent Course(s): MDVL 15107, SIGN 26040

ENGL 15220. Unrequited Love in Fiction and Film. 100 Units.

Unrequited love stories are some of the most beloved romances in literature and film. Why do readers and audiences find unique pleasure in the agonizing tragedy of feelings not returned? And what does "unrequited" really mean anyway? This class focuses on unrequited love from the perspective of mostly British women fiction writers and film writer/directors, toggling between eighteenth- and nineteenth-century literature and contemporary romances on screen. From Jane Austen to Céline Sciamma, Eliza Haywood to Sofia Coppola, we will consider how women tell stories of attractions plagued by lack of reciprocity, misunderstandings, persistent longing and social obstacles. Moving across centuries, genre and media, we will consider what changes and what remains consistent in how these women illustrate yearning and dissatisfaction. We will read theories of desire in literature and film by Lauren Berlant, Laura Mulvey, Renata Salecl and others in order to work towards a definition of "unrequited love." Our class will examine unrequitedness across registers, including as a source of dark humor in *The Favourite* and Austen, and as an occasion for psychological and real violence in *Mary Wollstonecraft* and *The Riot Club*. Throughout the course, we will ask ourselves as readers and viewers to interrogate our own investment in the resolution (or, more importantly, the lack thereof) of unrequitedness. (Fiction, 1650-1830, 1830-1940)

Instructor(s): Madison Chapman Terms Offered: Spring

Equivalent Course(s): GNSE 15220

ENGL 15240. Medieval Death. 100 Units.

This course will examine late medieval representations of death and dying, considering it in terms of both a conceptual problematic and a practice, especially as it appears in the literature and art of fourteenth and fifteenth century England. In addition to reading poetic, theological, and philosophical texts from the medieval period, students will examine visual art, architecture, and other media to the end of asking questions about how people and cultures understand and prepare themselves for death. (Pre-1650)

Instructor(s): Jack Dragu Terms Offered: Spring

Equivalent Course(s): MDVL 15240

ENGL 15260. Writing of the Working Class. 100 Units.

The abuse, misery, squalor and disturbances of the working class gripped the Victorian imagination in an urgent and unprecedented way, permeating all aspects of British social and political life-and no less, its literature. At the same time, "the lower orders" increasingly became not only the subject, but the consumers and even producers of this literature. This course will explore the major historical and political events that shaped the lives of the working class in nineteenth-century Britain through the literature that represented and responded to those lives and events. Following E.P. Thompson's notion of class as a process, a historical relationship, a lived experience, we will pay attention to the ways in which the working class was present at its own writing. Major topics will include industrialization, Chartism and other working-class movements, Parliamentary Reform, the New Poor Law, emigration, colonialism, and women's employment. Our survey of literature will cover a range of genres- pamphlets, journalism, political economy and government reports-but we will focus on narrative fiction, contrasting its radical, popular, and bourgeois forms, in order to reflect on how class conflict manifested in the literary marketplace. Major authors will include Charles Dickens, Karl Marx, Elizabeth Gaskell, and Harriet Martineau. (Fiction, 1830-1940)

Instructor(s): Kevin King Terms Offered: Winter

ENGL 15270. Strange Worlds. 100 Units.

Medieval Literature often conjures worlds of almost science-fictional strangeness. We will focus on the fantastic spaces of romance and visionary religious literature to explore the affective, conceptual, and ideological experiments enabled by medieval forms of estrangement. (Poetry, Pre-1650)

Instructor(s): Mark Miller Terms Offered: Spring

ENGL 16003. Ventriloquism in Literature and Culture. 100 Units.

In this class we will collectively identify the conventions that have come to define theatrical tradition known as ventriloquism. While this course will be rooted in the study of performance, we will also look at instances when ventriloquism appears in literature and film as a metaphor and as a trope. By looking at ventriloquism both in its technique

and its thematics we will investigate the extent to which the ventriloquist and the dummy are sexed and racialized categories. Our texts will span from the recorded performances of famous ventriloquists such as Edgar Bergen and Charlie McCarthy, episodes of *The Twilight Zone*, horror films like *Dead of Night* and popular fiction. We will also consult several theoretical texts such as Freud on the uncanny and Winnicott on transitional objects. (Fiction, Drama, Theory)

Instructor(s): Marissa Fenley Terms Offered: Spring

Equivalent Course(s): TAPS 16003

ENGL 16004. Protest Puppetry: Materializing American Publicness. 100 Units.

This course will explore the structural dynamics of protests through a close examination of giant puppets. We will engage with both practices and theories of protest puppetry. You will learn how to craft insurgent objects out of papier maché and other found materials. We will think through this practice alongside theories of the public sphere and ethnographies of protests, uprisings and social movements (on the left and the right) from the 1960s to the present day. Rather than maintain the division between theory and practice, we will investigate the ways in which social movements mobilize theory as liberatory practice and how the practice of "puppetganda" generates theories of publicity from the mechanical and technical demands it makes on its puppeteers, participants and spectators. We will study specific protest events, from pioneers of the artform like Bread and Puppet in the 1960s to the height of protest puppetry during the environmental and global justice movements in the 1980s-2000s. We will ask why protest puppets were especially popular during the rise of neoliberalism and ultimately examine their usefulness in today's political climate in the context of the Black Lives Matter movement and Black uprising as well as the alt-right "rally." (Drama, Theory)

Instructor(s): Marissa Fenley Terms Offered: Winter

ENGL 16500. Shakespeare I: Histories and Comedies. 100 Units.

An exploration of some of Shakespeare's major plays from the first half of his professional career when the genres in which he primarily worked were comedies and (English) histories. Plays to be studied include *The Comedy of Errors*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Twelfth Night*, *Richard III*, *Richard II*, *Henry IV Parts 1 and 2*, and *Henry V*. A shorter and a longer paper will be required. (Pre-1650, Drama)

Instructor(s): Ellen MacKay Terms Offered: Winter

Prerequisite(s): general education requirement in the humanities

Equivalent Course(s): FNDL 21403, TAPS 28405

ENGL 17501. Milton. 100 Units.

A study of Milton's major writings in lyric, epic, tragedy, and political prose, with emphasis upon his evolving sense of his poetic vocation and career in relation to his vision of literary, political, and cosmic history. Graduate students will be expected to do additional secondary reading. (Pre-1650, 1650-1830, Poetry), (Med/Ren)

Instructor(s): Joshua Scodel Terms Offered: Spring

Equivalent Course(s): RLST 25405, FNDL 21201

ENGL 17516. Religious Poetry from Donne to Eliot. 100 Units.

This course will study some of the greatest religious poems in our language, focusing on major poets in the 17th century (Donne & Herbert), in the 19th century (Dickinson & Hopkins), and in the 20th century, where we will study T. S. Eliot's *Four Quartets* in its entirety. Mid-term exercise and final paper required. (Poetry, Pre-1650, 1830-1940)

Instructor(s): Richard Strier Terms Offered: Winter

Prerequisite(s): Must have completed HumCore & 1 other poetry course

Equivalent Course(s): RLST 27516

ENGL 17950. The Declaration of Independence. 100 Units.

This course explores important intellectual, political, philosophical, legal, economic, social, and religious contexts for the Declaration of Independence. We begin with a consideration of the English Revolution, investigating the texts of the Declaration of Rights of 1689 and Locke's *Second Treatise* and their meanings to American revolutionaries. We then consider imperial debates over taxation in the 1760s and 1770s, returning Benjamin Franklin's *Autobiography* to its original context. Reading Paine's *Common Sense* and the letters of Abigail Adams and John Adams we look at the multiple meanings of independence. We study Jefferson's drafting process, read the Declaration over the shoulders of people on both sides of the Atlantic, and consider clues to contemporary meanings beyond the intentions of Congress. Finally, we briefly engage the post-revolutionary history of the place and meaning of the Declaration in American life. (1650-1830, 1830-1940) This is a 2018-19 College Signature Course.

Instructor(s): Eric Slauter Terms Offered: Winter

Note(s): This was a 2018-19 College Signature Course.

Equivalent Course(s): HMRT 17950, HIST 17604, SIGN 26039, FNDL 27950, LLSO 27950

ENGL 18250. Irish Literature and Cinema. 100 Units.

Irish literature in English from Swift to Anna Burns (Milkman), including Thomas Moore, Maria Edgeworth, Bram Stoker, Yeats, Synge, Joyce, O'Casey, Brian Friel and Seamus Heaney; Irish Cinema including films by John Ford, Neil Jordan, John Huston, Ken Loach, Lenny Abramson, Jim Sheridan, Kirsten Sheridan, John Crowley. (Fiction, Poetry, Drama, 1650-1830, 1830-1940)

Instructor(s): Jim Chandler Terms Offered: Autumn

Equivalent Course(s): CMST 21650

ENGL 18600. Zizek on Film. 100 Units.

Slavoj Zizek has used film as the great expositor of his theories of ideology, perversion, sexuality, politics, nostalgia, and otherness. In this discussion-heavy course we will watch a lot of film from the directorial subjects of his main discussions (Chaplin, Rossellini, Lynch, Haneke, Kieślowski, Tarkovsky, von Trier, Hitchcock, and others) alongside Zizek's theoretical

writings on their film. The course examines why for the man who has been called the "Elvis of cultural theory" film is such a perfect lens through which to examine social situatedness and intersubjective "aporia." There is no "paperwork" assigned for the course. The course is conducted seminar style and participants are expected to be vocal, prepared, and somewhat ornery.

Instructor(s): M. Sternstein

Equivalent Course(s): CMST 27201

ENGL 18660. The World's a Stage: Performance in Politics, Culture, and Everyday Life. 100 Units.

This course traces the history of the double-edged notion that the world might resemble a stage from its ancient roots to its current relevance in politics, social media, and gender expression, among other areas. We will explore these questions by reading performance texts and performance theory from classical to contemporary, by attending plays and watching films, and by visiting non-theatrical events in order to consider them as occasions for performance. (Drama, Theory)

Instructor(s): John Muse Terms Offered: Autumn

Equivalent Course(s): TAPS 20060, SIGN 26049

ENGL 18860. Black Shakespeare. 100 Units.

This course explores the role played by the Shakespearean canon in the shaping of Western ideas about blackness, in processes of racial formation, and racial struggle from the early modern period to the present. Students will read Shakespearean plays portraying black characters (Othello, Titus Andronicus, The Tempest, Antony and Cleopatra) in conversation with African-American and post-colonial rewritings of those plays (by Toni Morrison, Amiri Baraka, Keith Hamilton Cobb, and Aimé Césaire, among others). (Drama, Pre-1650 ; Med/Ren)

Instructor(s): Noémie Ndiaye Terms Offered: Spring

Equivalent Course(s): TAPS 30040, TAPS 20040, ENGL 38860, CRES 18860

ENGL 18950. Nineties Feminisms. 100 Units.

This course will survey feminist literatures of the 1790s, 1890s, and 1990s. We will cover works by authors like Mary Wollstonecraft, Sarah Grand, and Greta Gaard as well as feminist movements from New Woman ideal in the 1890s to ecofeminism and material feminisms in the 1990s. (1650-1830, 1830-1940, Theory)

Instructor(s): Caroline Heller Terms Offered: Autumn

Equivalent Course(s): GNSE 18950

ENGL 19500. Mary Wollstonecraft and Mary Shelley. 100 Units.

This course examines the major works—novels, political treatises, letters, travel essays—of two of Romanticism's most influential women writers. We will attend to historical, intellectual, and cultural contexts as well as matters of literary concern, such as their pioneering development of modes like gothic and science/speculative fiction, Wollstonecraft's stylistic theories, and Shelley's scenes of imaginative sympathy. (Fiction, 1650-1830).

Instructor(s): Alexis Chema Terms Offered: Spring

Equivalent Course(s): FNDL 29501, GNSE 19500

ENGL 19560. Celebrity: Culture and History. 100 Units.

This course introduces students to the history of celebrity culture, moving from 19th century Britain to the 20th century United States. It focuses on the history of celebrity as it pertains to capitalist culture industries: commercial theater, popular literature, and film. Topics may include the history of tabloids, gossip columns, and fan mail; the origins of the "personal brand"; and debates about inequality and privacy. (Fiction, Drama, 1830-1940, Theory)

Instructor(s): Jordan Pruett Terms Offered: Winter

ENGL 19570. Text as Data: Interpretation in the Digital Humanities. 100 Units.

In recent years, the digitization of large text archives has enabled new ways of researching culture and history at scale. This course gives students a conceptual, beginner-level introduction to these methods, which are sometimes referred to as the "digital humanities." How does literary and cultural history look different when seen from the point of view of an entire nation or society rather than from the point of view of an individual reader? What can we learn about, for instance, the history of tabloids, the rise of the novel, or the political struggles of nineteenth century Black organizers? The course itself presumes no technical expertise whatsoever. Rather, we will explore tools and archives designed for beginners and non-specialists. Our focus will be on the philosophical and interpretive aspects of quantitative research in the humanities rather than on techniques. (Fiction, 1830-1940, Theory)

Instructor(s): Pruett, Jordan Terms Offered: Winter

ENGL 19856. Orientalisms. 100 Units.

Orientalism: in the 19th century, this word referred both to the disciplined study of Asian cultures in Western academia, and to a school of European painting characterized by its fanciful and exotic depictions of Asia (and the Middle East in particular). Since Edward Said's landmark 1978 book of the same title, Orientalism has come to name a complex and historically varied Western tendency to relate to Asia on the terms of stereotyping fantasy. Surveying the development of orientalist themes from about 1890 to the present—including the craze for japonisme in late-19th century European art, and the mix-and-match approach to Eastern (and other) spiritualities that constitutes the "New Age"—this course unravels the tropes and conventions that have historically shaped how Asia is imagined, perceived, and represented in the modern West. Along the way, we will ask how and why orientalist tropes have historically framed the exploration of issues like gender, sexuality, cultural decline, and futurity. Starting with Said as a springboard, we'll read a series of literary and cinematic texts—Gilbert and Sullivan's comic opera *The Mikado*, Wong Kar-Wai's film *In the Mood For Love*—alongside more recent theoretical accounts of orientalism by scholars such as Anne Anlin Cheng, Grace Lavery, and R. John Williams. We will also look at the ways in which Asian writers and artists have adopted orientalist modes of representation for their own critical purposes. (Fiction, 1830-1940, Theory)

Instructor(s): Jacob Harris Terms Offered: Autumn

ENGL 19860. Ladies Nite: Women Beatniks in Literary Counterculture. 100 Units.

Three writers do not a generation make." Often relegated to status of wife or muse in the writings and history of the Beat Generation, women's literary contributions to this experimental zeitgeist remain largely unknown and unread. This course explores the dynamic body of work produced by female Beatniks from the 1950s-1970s. We first trace the Beat Generation's aesthetic roots within the experimental poetics of Romanticism and American Transcendentalism and then shift our focus to post-war Greenwich Village, Mexico, and the American West. We will delve into works from authors like Elise Cowen, Diane diPrima, Denise Levertov and Lucia Berlin, to investigate how women's authorship across place and form--chapbooks, poetry, memoirs, travel journals and films--gave voice to a vibrant, complex feminism awash with psychedelic drugs, sexual liberation and the metaphysical exploration deeply inherent to Beat counterculture. (Fiction, Poetry, 1830-1940)

Instructor(s): Carrie Taylor Terms Offered: Spring

Equivalent Course(s): GNSE 19860

ENGL 19920. I, too, am America': Ethnic Minority Poetry in the US. 100 Units.

This course is designed as a survey of the various minority traditions excluded from canonical understandings of the history of US poetry. Centered around the twentieth century yet bookended by earlier and later poetry, the course is divided into four sections: African American, Native American, Latinx, and Asian American. Among many others, we'll read poems by Myung Mi Kim, Amiri Baraka, Simon J. Ortiz, and Claudia Rankine. (Poetry, Theory)

Instructor(s): Sarmiento Cruz, Geronimo Terms Offered: Autumn

ENGL 19980. Trans* Forms: On Gender and Genre. 100 Units.

Gender and genre share the common root term, "genus," which refers to classification. In this class, students will engage how authors make use of decolonial, antiracist, feminist and queer theory and praxis to approach and refigure gender's colonial legacies. Reading across genres--memoir, poetry, and speculative fiction, to name a few --Trans* Forms attends to the remaking and proliferation of gender as matters of form. (Theory) This class counts as a Problems course for GNSE majors.

Instructor(s): Riley Snorton Terms Offered: Winter

Equivalent Course(s): GNSE 20110, CRES 19980

ENGL 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): C. Riley Snorton Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): GNSE 20001, CHDV 20001, LLSO 20001, SOCI 20290

ENGL 20040. Borders, Migration, and Refugees. 100 Units.

This course explores the complex geopolitical issues of migration and national borders through visual and literary representations of the refugee in the twentieth- and twenty-first centuries. How have artists, writers, and filmmakers rendered their experiences of exile and displacement as a result of forced migration? In what ways do art and literature help us to understand migration as an embodied experience? What does the border mean in both aesthetic and political terms? To answer these and many other related questions, we will read across a dynamic and wide range of national and cultural contexts, from the mass displacement of World War II in Europe and the Great Migration in the United States to experiences across the African Diaspora and the contemporary global refugee crisis. Artists and writers may include Richard Wright, Jacob Lawrence, Sam Selvon, Etel Adnan, Mounira Al Solh, and Ocean Vuong, as well as theory and criticism by Hannah Arendt, Gloria Anzaldúa, Paul Gilroy, and Christina Sharpe. (Fiction, Poetry, Theory)

Instructor(s): Brandon Truett Terms Offered: Autumn

ENGL 20154. London Program: The Country and the City. 100 Units.

Following loosely in the track of Raymond Williams's 1973 book of the same title, this course will consider the interplay of urban and rustic life in literary productions of the early British Industrial Revolution. Writers we read will include William Blake, William Wordsworth, Samuel Taylor Coleridge, Jane Austen, and possibly Charles Dickens. We will take advantage of the major exhibition of William Blake that will be on offer at London's spectacular Tate Britain gallery (the first there in two decades), and we will probably make an excursion to Chawton, about 40 miles outside of London, to see Jane Austen's village, including the 16th-century country house where her brother Edward presided.

Instructor(s): James Chandler Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

ENGL 20212. Romantic Natures. 100 Units.

Our survey of British Romantic literary culture will combine canonical texts (especially the major poetry) with consideration of the practices and institutions underwriting Romantic engagement with the natural world. We will also address foundational and recent critical-theoretical approaches to the many "natures" of Romanticism. Our contextual materials will engage the art of landscape, an influx of exotic and dangerously erotic flora, practices of collection and display, the emergent localism of the naturalist Gilbert White, the emergence of geological "deep time," and the (literal) fruits of empire and vegetarianism. (Poetry, 1650-1830)

Instructor(s): Timothy Campbell Terms Offered: Autumn

ENGL 20240. Prime Times of American Television. 100 Units.

In this course, students will learn to articulate the formal features of scripted television dramas by considering examples from the late 1980s alongside more recent programs from the 2010s. They will practice describing how the formal features of a program articulate the world its viewers and activate those viewers' fantasies. They will learn to harmonize new ways of writing about television with new ways of watching it. And they will contextualize the formal innovations of one contemporary program using earlier experiments in televisual form. Series will likely include *Magnum P.I.*, *Dynasty*, *Hill Street Blues*, *thirtysomething*, *Star Trek: TNG*, *Twin Peaks*, *American Horror Story*, *Westworld*, and *Mindhunter*. (Drama, Theory)

Instructor(s): Maye, Steven Terms Offered: Autumn

ENGL 20266. Coming of Age: Autobiography, Bildungsroman, and Memoir in Victorian Britain and its Empire. 100 Units.

In this course, we will consider the broad generic category of "coming of age" stories that characterized the literary writing of the nineteenth century. Across several different kinds of writing, a focus on the growth and development of the child into adulthood became an obsessive focus. We will read autobiographies by Mill and Martineau, *Bildungsroman* by Brontë and Eliot, memoirs by Dickens but also lesser known figures: working class autodidacts, women in childbirth, colonial subjects. We will, along the way, learn more about Victorian childhood, the emergence of developmental psychology, psychoanalysis, and the socio-psychological "invention" of adolescence. (1830-1940)

Instructor(s): Elaine Hadley Terms Offered: Winter

Equivalent Course(s): GNSE 22266

ENGL 20360. Shrews! Unladylike Conduct on Stage and Page in Early Modern England. 100 Units.

This course will move between three sites of inquiry to investigate the social and material history of an evergreen trope: the domestication of a refractory servant or wife. From rare book libraries and museum collections, we will track the common features of popular entertainments that traffic in this scenario. We will then bring our findings to bear in a theatre lab environment, where we will assay scenes from *The Taming of the Shrew*, *The Tamer Tamed*, and *the City Madam*. (Drama, Pre-1650)

Instructor(s): Ellen MacKay Terms Offered: Spring

Equivalent Course(s): TAPS 20360

ENGL 20620. Film Noir. 100 Units.

This course examines the phenomenon known as film noir, a style or genre-created retrospectively by critics-that continues to exert widespread influence and appeal. Spanning noir's progenitors in the early 20th century to the canonical films of the 1940s and 50s to more recent neo-noir, the course introduces students to the principles of film analysis while also looking at the crucial role that noir has played in discussions of film style and aesthetics, gender and sexuality, and the relations between modernism and popular culture. (Fiction)

Instructor(s): Joseph Bitney Terms Offered: Autumn

ENGL 20667. London Program: Virginia Woolf and the Bloomsbury Group. 100 Units.

A controversial art exhibition organized by Roger Fry, "Manet and the Post-Impressionists," provoked Virginia Woolf to write that "on or about December 1910 human character changed." The Bloomsbury Group, renowned for its role in vilifying Victorian culture and promoting English modernism, was no less famous for its own efforts to change human character: for its unprecedented understanding of aesthetics, economics, social politics, and sexuality. Taking advantage of our particular location in London (the neighborhood in which the group lived, met, wrote, and painted), this course will provide the opportunity to engage a broad spectrum of Bloomsbury work: the essays and fiction of Virginia Woolf; the art of Vanessa Bell, Duncan Grant, and Roger Fry; the macroeconomics of John Maynard Keynes. This engagement will unfold through different analytics (formalist, psychoanalytic, materialist), and with sustained recognition of two Bloomsbury institutions-the short-lived Omega Workshops, and the enduring Hogarth Press. The British Library and the Tate Modern will provide us with intimate access to literary and visual texts, and we will talk with contemporary writers about the cultural legacy of this coterie. (1830-1940, Theory)

Instructor(s): Bill Brown Terms Offered: Autumn

Prerequisite(s): Admittance to the London Study Abroad Program.

ENGL 20668. Approaches to Hamlet. 100 Units.

In this course, we will consider HAMLET alongside different interpretations of and approaches to the play. We will read HAMLET slowly, carefully, patiently - allowing its "wild and whirling words" to settle in our minds and giving ourselves time to confront some of the play's many aspects. Students will be expected to re-read HAMLET each week in addition to and in light of the week's new reading(s).

Instructor(s): Nicholas Bellinson Terms Offered: Spring. Course will be taught Spring 2020

Note(s): Required Texts - William Shakespeare, HAMLET (Arden, 2005)

Equivalent Course(s): SCTH 20668, TAPS 26320, FNDL 20668

ENGL 20669. London Program: Gothic Fiction and Architecture. 100 Units.

Gothic fiction exploits our strange delight in fearful tales of mystery and suspense. In this course, we will study the development of gothic fiction since the eighteenth century, paying particular attention to architectural spaces such as castles, abbeys, churches, and ruins that contribute to the distinctive atmosphere of the gothic. How do authors use these imagined places to provoke terror in readers? Our study of fictional gothic architecture will draw us into the real spaces of London, where we will visit and study renowned Gothic Revival buildings such as the Houses of Parliament and St. Pancras railway

station. Readings may include Horace Walpole, *The Castle of Otranto*; Jane Austen, *Northanger Abbey*; Bram Stoker, *Dracula*; Oscar Wilde, *The Picture of Dorian Gray*; and Henry James, *The Turn of the Screw*. (1650-1830, Fiction)

Instructor(s): Benjamin Morgan Terms Offered: Autumn

Prerequisite(s): Acceptance into the London Study Abroad Program

ENGL 20710. Dramaturgy and Dramatic Criticism. 100 Units.

This course is an orientation and practicum in contemporary dramaturgy. After surveying Enlightenment treatises that occasioned Western dramaturgical practices, students will critically engage present-day writings that consider the objectives and ultimate *raison d'être* for the production dramaturg. Students then undertake dramaturgical research, exploring different methodologies and creative mind-sets for four representative performance genres: period plays; new plays; operas or musicals; and installations or performance art. Special attention will be given to cultivating skills for providing constructive feedback and practicing dramaturgy as an artistic collaborator and fellow creator. The class culminates in the design and compilation of a sourcebook for actors, directors, and designers, followed by a dramaturgical presentation intended for a professional rehearsal room.

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

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): TAPS 20700, TAPS 30710

ENGL 20750. The Adventures of Augie March. 100 Units.

Court Theatre has commissioned Pulitzer Prize and Tony Award-winning playwright David Auburn, AB'91, to write a stage adaptation of Saul Bellow's novel of mid-century Chicago, *The Adventures of Augie March*. Students in this course will assist in the dramaturgical preparations for the Spring 2019 premiere of Auburn's work, and in so doing acquire hands-on experience of the techniques involved in bringing literary works to stage. They will engage in close readings of the novel and its relationship to drafts of the script, examine how Bellow drew from his own coming-of-age experiences as an immigrant in Depression-era Chicago to create the character of Augie March, and seek out primary source materials at libraries and museums throughout the city to help contextualize the work for the director, actors, costume and sound designers. Guest lectures will include David Auburn, Court Theatre Artistic Director Charles Newell, and Dr. Peter Alter, Curator of the Studs Terkel Oral History Center.

Instructor(s): N. Titone Terms Offered: Autumn

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): TAPS 20750

ENGL 20760. London Program: Curiouser and Curiouser: Adaptation and the Lives of Alice. 100 Units.

In Fall 2020, the Victoria & Albert Museum will be hosting a major exhibition on the evolution of Alice in Wonderland from manuscript form to the book's elaboration by figures such as Salvador Dali. We will spend time in "the rabbit hole" of Alice's adventures underground and Through the Looking Glass, studying Carroll's influences, from logic to dream theory; his collaboration with graphic artist John Tenniel as a prime example of the art of the illustrated book; interpretations of Alice by contemporary poets such as Tan Lin; and adaptations from Disney to Czech surrealist filmmaker Jan Švankmajer. Having studied many variations of the text in concert with theories of adaptation, students will be invited to produce their own micro-adaptations of a chosen literary work (by Carroll or another author encountered during the London quarter).

Instructor(s): Jennifer Scappetone Terms Offered: Autumn

ENGL 21112. Nudes, Princesses and Cyborgs : Gender, Violence, and Biblical Fiction. 100 Units.

To many, Bathsheba is simply the nude who seduced David. The connotations of being a Jezebel are strong enough that a popular feminist website re-appropriates the insult. Yet the biblical texts themselves make it difficult to imagine female characters as types, or the violence with which they are often associated as comprehensible. Furthermore, Hebrew Bible figures have often been taken up as sites to explore contemporary questions relating to gender and violence. Did Dinah 'ask for it'? Does Ruth's story celebrate the refugee and mother or justify a colonial politics of assimilation? In this course, students will examine literary works that reuse difficult portions of biblical narrative and challenge readers to reassess biblical violence and its legacies. By engaging with both more popular extended rewritings like *The Red Tent* and world-literary political works like *A Grain of Wheat*, this course will reconsider biblical women and the variety of problematic and productive ways they may be appropriated in fiction and in popular culture.

Instructor(s): Chloe Blackshear Terms Offered: Spring

Equivalent Course(s): GNSE 21112, CMLT 21112

ENGL 21202. The Brontes and the 'Psychological Novel' 100 Units.

This course takes the novels of Emily and Charlotte Bronte as a case study for novel theory and criticism. In particular we will consider what it has meant to claim that the Brontes' novels have a special relationship to or claim on the psychological. What is at stake in the critical interest in subjectivity, interiority and depth in these novels? What might it mean to read these (or any) novels without or against a privileging of the psychological? We will look at significant critical movements in Victorian novel studies (ideology critique; gender theory; historicism; etc.) that have taken the Brontes' novels as their objects while we read *Wuthering Heights*, *Jane Eyre*, *Shirley*, *Villette* and other nineteenth century texts.

Instructor(s): Strang, Hilary

Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.

Equivalent Course(s): ENGL 41202, GNSE 21210, MAPH 41200, GNSE 41200

ENGL 21210. The Enterprise of Middlemarch. 100 Units.

Students will begin by taking up the Norton edition and reading the novel through; discussion will then proceed by re-reading (along with some other materials from that edition) taking up curious topics, e.g. Eliot's self-presentation of her authorial aims, some important fictional choices (e.g. why a provincial town? why set the novel in 1832? etc.). Then we will

consider the complex set of plots and their relation to each other. Other questions: how does the book represent itself as a model for the novel as a genre? Where does it fit in Eliot's career? "There will be unexpected questions. This is the sort of course in which it is important to follow where the class leads."

Equivalent Course(s): FNDL 21210, GNSE 21211

ENGL 21212. Postcolonial Bildungsroman. 100 Units.

In this course, we consider the novel of subject formation in the twentieth-century, with a particular emphasis on postcolonial adaptations of this form. We examine how different instances of the genre play across tropes of aesthetic education, self-making, and nation-building. Readings will likely include Conrad's *Lord Jim*, E.M. Forster's *A Passage to India*, Olive Schreiner's *Story of an African Farm*, and Tsitsi Dangarembga's *Nervous Conditions*, as well as key critical pieces by Mikhail Bakhtin, Marc Redfield, and Jed Esty, among others.

Instructor(s): Darrel Chia Terms Offered: Spring

Equivalent Course(s): ENGL 40202, MAPH 40202

ENGL 21215. Hamlet: Adventures of a Text. 100 Units.

After a lifetime with Hamlet, I've become increasingly interested by the fluidity of the text: not only is there much too much of it, but there are also significant differences between the 2nd Quarto and the Folio-to say nothing of the 1st quarto. Nevertheless, there is (in my mind at least) no question that we have Hamlet! I intend with this class to explore the play in quest (as it were) of the essential Hamlet, reflecting on its contradictions, shifting perspectives, puzzles. For instance: why doesn't Hamlet go back to Wittenburg-is it his ambition, his mother, his sense that he has to deal with his uncle, or is it something else? Is Hamlet mad or feigning or something in between? Is he changed by his adventure with the pirates? Etc. We will use both volumes of the Arden 3rd edition. First, we'll spend some weeks going through the Folio text scene by scene, then we'll tackle the 1st Quarto, inquiring into Shakespeare's creative process and his relation to actual production. Some attention will be given also to the history of the reception of Hamlet. Instruction by discussion; final paper preceded by required submission of a project and opportunity to submit a draft for comments.

Instructor(s): J. Redfield Terms Offered: Spring

Prerequisite(s): Graduate Students by Consent Only

Equivalent Course(s): FNDL 21215

ENGL 21223. Black Speculative Fiction. 100 Units.

This course familiarizes students with Black literary speculative fiction, sci-fi, and fantasy. The objective of this course is to read Black speculative fiction alongside the historical contexts the assigned works speak to, as well as orient students to the radical re/imaginings of Black pasts, presents, and futures in the novels and short films at the center of the course. This class will pay particular attention to Black diasporic/international contributions to the genre. (Fiction, Theory)

Instructor(s): Sophia Azeb Terms Offered: Winter

Equivalent Course(s): CMLT 21233, CRES 21233

ENGL 21224. Against Interpretation: Philology at the Crossroads. 100 Units.

Susan Sontag closed her essay "Against Interpretation" calling for "an erotics of art." Such an "erotics" would avoid doing anything to tame the work of art-allowing its hold on the imagination to grow, without trimming down its excrescences. Eros here stands for the irreducibility of the presence of art-the finite or even infinitesimal presence that imposes itself as irrepressibly fractal in its growth. Sontag was challenging us to make a certain kind of intellectual and affective space available-and this challenge has been reprised in recent scholarship that attempts to trace the state of the Humanities and some of its more eminent toolkits. Both philology and close-reading have been exposed as disciplinarian "disciplines" of the Humanities-long having abandoned the "erotic" power reading as a strategy of unfolding in favor of what might be termed strategies of containment. But this was not always the case. This course seeks to recover what then remains, peeking into the backgrounds of these disciplines as they stand at the crossroads of relevance and retreat-hovering just short of the intimate space of textual experience described by Sontag.

Instructor(s): Claudio Sansone Terms Offered: Winter

Equivalent Course(s): KNOW 21224, CMLT 21224, SALC 21224

ENGL 21277. Literature and Technology: Machines, Humans, and Posthumans from Frankenstein to the Futurists. 100 Units.

Everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it," wrote Heidegger. In the year 2020, the year of COVID-19 and mass physical lockdown, this statement is more valid than ever. Keeping current events in mind, in this course we will pose anew the question concerning technology and go back to the First and Second Industrial Revolutions when humans first came into intense contact with machines and restructured life and literature around them. We will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras) in major European literary works from Shelley's *Frankenstein* (1818), Zola's *La bête humaine* (1890) to Luigi Pirandello's *The Notebooks of Serafino Gubbio*, Cinematograph Operator (1925), while inquiring into the nature of technology and what it means to be human through key philosophical texts from Plato to N. Katherine Hayles.

Instructor(s): Ana Ilievska Terms Offered: Autumn

Equivalent Course(s): CMLT 21200, ITAL 28818, PORT 28818, MAAD 25277

ENGL 21310. Our biopolitics, ourselves: feminist science fiction. 100 Units.

1970s feminist theory made a significant conceptual move in provisionally bracketing off biological sex from the historical/cultural work of gender. Feminist science fiction (in contrast), in its brief flourishing in the 70s and early 80s, finds its utopian moments in the biological, in genetic manipulation, reproductive technology, ecological forms of being and new bodies of a variety of kinds. This class will read science fiction, feminist theory and current critical work that concerns

itself with biopolitics in order to ask questions about the divide between nature and culture, what's entailed in imagining the future, what gender and genre might have to do with each other, and just what science fiction is and does anyway. Authors include: Le Guin, Russ, Butler, Piercy, Haraway, Rubin, Firestone.

Instructor(s): Hilary Strang Terms Offered: Winter

Equivalent Course(s): GNSE 21310, ENGL 41310, MAPH 41300, GNSE 41300

ENGL 21350. Early Modern Women Writing Trauma. 100 Units.

This course examines 16th and 17th century women's writing alongside the scholarship of trauma studies, with attention to themes of childhood suffering, loss, and geographical displacement. How did early modern authors employ a vocabulary for individual and collective encounters with death, illness, violence, and emotional disturbance prior to the modern conceptualization of trauma in the 20th century? What displaced histories are we able to access by bringing sustained focus to women's writing? We will explore how early modern women articulate questions around suffering, personhood, and macro categories of identity (such as race, gender, class, and disability) as well as how their writing might reframe and/or disrupt the category of trauma in contemporary theory. Early modern authors of focus will include, among others, Aphra Behn, Elizabeth Carey, Margaret Cavendish, and Katherine Philips; we will also read widely across genres and time periods, with a syllabus that incorporates materials ranging from early modern midwifery treatises to contemporary drama. (Pre-1650, 1650-1830, Theory)

Instructor(s): Beatrice Bradley Terms Offered: Autumn

Equivalent Course(s): GNSE 21350

ENGL 21360. Gender, Capital, and Desire: Jane Austen and Critical Interpretation. 100 Units.

Today, Jane Austen is one of the most famous (perhaps the most famous), most widely read, and most beloved of eighteenth- and nineteenth-century British novelists. In the two hundred years since her authorial career, her novels have spawned countless imitations, homages, parodies, films, and miniseries - not to mention a thriving "Janeite" fan culture. For just as long, her novels have been the objects of sustained attention by literary critics, theorists, and historians. This course will offer an in-depth examination of Austen, her literary corpus, and her cultural reception as well as a graduate-level introduction to several important schools of critical and theoretical methodology. We will read all six of Austen's completed novels in addition to criticism spanning feminism, historicism, Marxism, queer studies, postcolonialism, and psychoanalysis. Readings may include Shoshana Felman, Frances Ferguson, William Galperin, Deidre Lynch, D.A. Miller, Edward Said, Eve Sedgwick, and Raymond Williams.

Instructor(s): Tristan Schweiger Terms Offered: Autumn

Equivalent Course(s): MAPH 40130, GNSE 41303, ENGL 41360, GNSE 21303

ENGL 21401. Advanced Theories of Gender and Sexuality. 100 Units.

Beginning with the breakup of the New Left and the proliferation of "new social movements" such as feminism, Black Power, and gay liberation, this seminar explores the key debates around which gender and sexuality were articulated as politically significant categories. How did feminist and queer politics come to be scripted increasingly in terms of identity and its negation? To what extent has a juridical and state-centered conception of politics come to displace quotidian practices of freedom and world-building? What are the limits to rights-oriented political movements? What are the political implications of the recent ontological turn to affect in feminist and queer theory?

Instructor(s): Linda Zerilli Terms Offered: Winter

Note(s): Undergraduates by consent only.

Equivalent Course(s): PLSC 21410, GNSE 21400, MAPH 36500, ENGL 30201, GNSE 31400, PLSC 31410

ENGL 21420. Futures Other Than Ours: Science Fiction and Utopia. 100 Units.

Science fiction is often mistaken for a variety of futurism, extrapolating what lies ahead. This class will consider what kind of relationship science fiction might have to the future other than prediction, anticipation, optimism or pessimism. How might science fiction enable thinking or imaging futures in modes other than those available to liberalism (progress, reproduction, generation) or neoliberalism (speculation, anticipation, investment)? This class asks how science fiction constitutes its horizons, where and how difference emerges in utopias, and what it might be to live in a future that isn't ours. Readings may include SF works by Delany, Le Guin, Russ, Butler, Robinson, Banks, Ryman, Jones; theoretical and critical readings by Bloch, Jameson, Suvin, Munoz, Murphy, and others.

Instructor(s): Hilary Strang Terms Offered: Winter

Note(s): Email the instructor directly for consent.

Equivalent Course(s): ENGL 41420, MAPH 41400

ENGL 21644. American Muckrakers: The Literature of Exposé, 1900/2000. 100 Units.

This seminar examines the genre of American "muckraking," a form of journalism and fiction intended to expose social and economic injustices. We attend, in particular, to writers active in the years surrounding 1900, when muckraking narratives enjoyed great social influence, and then turn to the new crop of prominent muckrakers that emerged around 2000. In coining the term "muck-rake" in a 1906 speech, President Theodore Roosevelt linked the genre's aesthetic deficiencies to a potentially dangerous political impact: Its tendency towards "hysteric sensationalism" threatened to provoke a "morbid and vicious public sentiment" marked by cynical apathy. Though we may not end up agreeing with Roosevelt, the seminar picks up his emphasis on the relationship between the aesthetics and politics of exposé in our examination of muckraking media. We will discuss the narrative strategies of a genre often designated as "bad" literature, focusing, in particular, on the link between its purported aesthetic deficiencies-populism, sentimentalism, melodrama, sensationalism-and its political mission. Last but certainly not least, this seminar situates muckraking narratives in their historical contexts-what they hoped to expose, why, and what impact they ended up having. Texts in this course may include the work of: Upton Sinclair, Ida Tarbell, Jacob Riis, Ray Stannard Baker, Frank Norris, Lincoln Steffens, Barbara Ehrenreich, Eric Schlosser, Naomi Klein, Michael Moore, and Laurie Garrett.

Instructor(s): Agnes Malinowska Terms Offered: Spring

Equivalent Course(s): ENGL 41644, MAPH 41600

ENGL 21648. Languages of Migration: Literature, Law, and Language Justice. 100 Units.

For decades, human rights activists and lawmakers in the United States have been fighting for a person's right to speak their native language before the law, implying that language justice could be achieved through the use of interpreters. At the same time, a new generation of poets and fiction writers has been exercising alternative approaches to language justice, shifting the focus from speakers to listeners, and from the legal to the personal. This course brings these seemingly separate discourses into conversation in an attempt to trace the assumptions that undergird different formulations of language justice in the late 20th century and 21st century. Drawing on Edward Said's *The Public Role of Writers and Intellectuals*, we will examine NGO statements and immigration court hearings side by side with poetry and fiction by Monica de la Torre, Antonio Ruiz Camacho, Irena Klepfisz, Joseph Brodsky and others. As we analyze theories of identity, desire, language and responsibility and engage with thinkers such as Andrea Long Chu, Hannah Arendt and Amir Mufti, we will consider the potential implications of bringing literature and law into conversation with one another.

Instructor(s): Yael Flusser Terms Offered: Spring

Equivalent Course(s): CMLT 21648, HMRT 21648

ENGL 21690. Empire and the Novel. 100 Units.

This course investigates how the rise of the nineteenth-century British novel is intimately linked to the expansion of the British Empire. Many understand that this empire was based on unfair trade relations, indigenous genocide, and the exploitative labor of millions, but it can be difficult at times to see how this atrocious history fits into the domestic and metropolitan realism of the novel. How does the practice of imperialism impact the conventions of domestic fiction? How are the novel's constructions of gender, race, and class related to the political status of colonized and enslaved peoples? Our focus will be to connect narrative form with the realities of imperialism and colonial rule, but we will also draw on other genres of nineteenth-century cultural production such as autobiography, visual art, and political essays in order to help us trace the sociopolitical conditions that made empire possible. Fictional readings may include work by Charlotte Brontë, Wilkie Collins, Joseph Conrad, Olive Schreiner, and others. Non-fictional readings may include work by Aimé Césaire, Franz Fanon, Saidiya Hartman, Karl Marx, Mary Jane Seacole, Edward Said, Gayatri Spivak. (Fiction, 1830-1940)

Instructor(s): Rebeca Velasquez Terms Offered: Autumn

ENGL 21699. London Program: Empire and the Novel. 100 Units.

This course investigates how the rise of the nineteenth-century British novel is intimately linked to the expansion of the British Empire. Many understand that this empire was based on unfair trade relations, indigenous genocide, and the exploitative labor of millions, but it can be difficult at times to see how this atrocious history fits into the domestic and metropolitan realism of the novel. How does the practice of imperialism impact the conventions of domestic fiction? How are the novel's constructions of gender, race, and class related to the political status of colonized peoples? Our focus will be to connect narrative form with the realities of imperialism and colonial rule, but we will also draw on other genres of nineteenth-century cultural productions such as print journalism, visual art, and political essays in order to help us trace the sociopolitical conditions that made empire possible. Fictional readings may include work by Charlotte Brontë, George Eliot, Thomas Hardy, Joseph Conrad, Olive Schreiner, and others. We will utilize our access to colonial archives in London with possible field trips to the British Library and the Victoria & Albert Museum, among other outings throughout the city. Assignments include weekly Canvas posts, a close-reading exercise, a 4-5-page reflection paper on an archival object, and a 6-7-page final paper. (Fiction, 1830-1940, Theory)

Instructor(s): Rebeca Velasquez Terms Offered: Autumn

Prerequisite(s): Admission to the London Study Abroad Program

ENGL 21785. Black in Colonial America: Three Women. 100 Units.

Through a survey of texts by and about Sally Hemings, Phillis Wheatley and Tituba, "the Indian," we will consider the lives of three black women in colonial America. In this period of expansion and contraction of the concepts of race and bondage, what kind of "tellings" were possible for these women? By reading texts written as early as 1692 and as late as 2008, we will also consider how representations of these women have changed over time. Simplified by history as a witch, a poet and a mistress, the details of the lives of Tituba, Phillis and Sally resists these epithets. This course will ask why and how they remain present in the written record today, and what this teaches us about the formation of literary and historical canons. (Fiction, 1650-1830)

Instructor(s): Sarah Johnson Terms Offered: Autumn

Equivalent Course(s): SIGN 26076, CRES 21785, GNSE 21725

ENGL 21855. The Literary Hebrew Bible: An Introduction. 100 Units.

What does it mean for a biblical character to be "fraught with background," in Erich Auerbach's evocative phrase? How can we approach the Bible's dense, terse, paratactic prose as literary interpreters? What are the conventions and restrictions of biblical poetry, and how does the text move within these rules? In this course, students will read key narrative and poetic texts from the Hebrew Bible, de-familiarize traditional stories, acquire tools of literary analysis particular to biblical poetics, and ask questions about the literary legacy of this complicated, messy collection. Along the way, we will treat important comparative literary issues the Hebrew Bible highlights, including distinctions between history and fiction, literary genre, biblical translation, and notions of canon and tradition. Though our primary focus will be on the biblical text itself, our reading will be aided by foundational texts on biblical poetics (including works by Auerbach, Alter, Sternberg and Kawashima) and more recent examples of feminist, queer-theoretical, postmodern and postcolonial biblical criticism.

Instructor(s): Chloe Blackshear Terms Offered: Winter

Equivalent Course(s): CMLT 21855, JWSC 21855, RLST 21855, FNDL 21855

ENGL 22048. Girlhood. 100 Units.

This course focuses on narratives in which the category of "girl" or "girlhood" is under construction, or called into question. We'll begin with a number of works from the eighteenth and nineteenth centuries (novels by Frances Burney, Jane Austen, Mary Wollstonecraft, Charlotte Brontë), and will move into novels, films, comics, and memoirs from the twentieth and twenty-first centuries that draw on or depart from some of those earlier texts. Throughout, the course will draw on work from fields like sociology, history, and feminist and queer theory to consider changing conceptions of childhood, adolescence, and development, as well as the way that intersections of race, class, gender, sexuality, and ability shape categories and narratives of "girlhood." (Fiction, 1650-1830)

Instructor(s): Heather Keenleyside Terms Offered: Spring

Equivalent Course(s): GNSE 22048

ENGL 22140. Lyric Intimacies in the Renaissance. 100 Units.

This course will examine how writers in the Atlantic and Mediterranean world used lyric verse as a tool for establishing, imagining or faking intimacy with potential lovers, employers, friends, and God. Poetry has often been perceived as a peculiarly intimate medium, tasked with providing access to a person's inner experience: we'll examine how Renaissance poets created the experience of lyric nearness and track the social functions the poetry of intimacy served. The course will feature British authors such as William Shakespeare, John Donne and Katherine Philips in conversation with Petrarch's transformational sonnets, verse in the Islamic poetic tradition by Hafez and 'A'ishah al-Ba'unīyyah, and the work of writers in the Americas such as Sor Juana Inez de la Cruz and Anne Bradstreet. Along the way, we will explore some of the following questions: what was the gender politics of Renaissance lyric? How did writers make space for queer or heteronormative writing and attachment within the conventions of the love poem? What looks familiar about the forms of intimacy we find in these texts? What remains profoundly strange about them?

Instructor(s): Sarah Kunjummen Terms Offered: Winter

Equivalent Course(s): MAPH 40140, ENGL 40140, GNSE 44440, GNSE 24440

ENGL 22402. Perspective as a Challenge to Art History. 100 Units.

Equivalent Course(s): ENGL 42412, SETH 32402, ARTH 32402, ARTH 22402

ENGL 22434. Extinction, Disaster, Dystopia: Environment and Ecology in the Indian Subcontinent. 100 Units.

This course aims to provide students an overview of key environmental and ecological issues in the Indian subcontinent. How have the unique precolonial, colonial, regional and national histories of this region shaped the peculiar nature of environmental issues? We will consider three major concepts—"extinction", "disaster" and "dystopia" to see how they can be used to frame issues of environmental and ecological concern. Each concept will act as a framing device for issues such as conservation and preservation of wildlife, erasure of adivasi (first dwellers) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students' ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various media: both literary and visual, such as autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and environmental history.

Instructor(s): Joya John Terms Offered: Spring

Equivalent Course(s): GLST 25310, CRES 25310, HIST 26806, SALC 25310

ENGL 22817. Pale Fire. 100 Units.

This course is an intensive reading of *Pale Fire* by Nabokov.

Equivalent Course(s): REES 20020, REES 30020, FNLD 25311, GNSE 29610, GNSE 39610

ENGL 23112. Trans Performativity. 100 Units.

In this course we will explore how these dialogues and conflicts between gender studies, queer theory, and trans studies have developed and transformed our understandings of categories like "gender," "sex" and "trans." Some guiding questions will be: how do we, and should we, conceive the materiality of the body? How do assumptions about 'nature' and the 'natural' determine how we view categories of identity, and what are the political ramifications of these determinations? Why, within certain discourses, has the fluidity of gender been promoted, while the fluidity of race remains controversial and generally unsupported? How do we account for these different receptions, and what kind of opportunities do they make available for politically engaged communities? How can we simultaneously value performative theories of gender, while also maintaining a certain stability of identity as developed within trans criticism, even when these two discourses seem in direct conflict?

Equivalent Course(s): CMLT 23112, GNSE 23112

ENGL 23127. Queer Letters and LGBTQ+ Lifeworlds. 100 Units.

This course asks after the social and aesthetic possibilities of queer literatures, with a particular interest in such life-writing forms as the personal letter and epistolary (or electronic) correspondence. What, we will ask, can attending to specifically LGBTQ+ correspondences and life-writings teach us about minoritarian lifeworlds and literary canons? And, vice versa, how does an attention to the sub- or counter-cultural spaces of queer literary production change the way we read even canonical literary texts? We will visit a variety of LGBTQ+ literary lifeworlds across the twentieth and twenty-first centuries - between London, Paris, New York, San Francisco - and engage a wide range of texts and media that represent and encode queer social circuits: collected correspondences, coterie literatures, auto/biographies, memoirs, poetry, and film. In so doing, we will develop a backdrop of queer theoretical scholarship devoted to questions of community-making, subcultural space and belonging, and queer time, including the work of José Esteban Muñoz, Juana María Rodríguez, Elizabeth Freeman, and Jack Halberstam. In addition to a self-designed archival, analytical, or creative final project, we will also hone archival research strategies through two excursions to local archives and experiment with creative and collaborative strategies for reading and writing as we challenge ourselves to think from the position of correspondents.

Instructor(s): Sarah McDaniel Terms Offered: Autumn

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

Equivalent Course(s): GNSE 23127

ENGL 23130. Screwing Up: Shame, Apology, and Gender Theory. 100 Units.

What does it feel like to be wrong? How do we know when we have "erred", and who decides what's right? How does feeling shame change how we think of ourselves and how we might behave in the future? What does the "normative" in heteronormative mean? In this class, we will use the question of normativity-senses of wrongness and rightness and how those judgments are articulated, navigated, and enforced-to explore foundational concepts in and across theories of gender and sexuality. We will also examine the social performances of apology, guilt, regret, and remorse that occur when individuals believe they have erred. We will examine ways in which gender and bodily regimes of normativity occur in and around scenes of discomfort, uncertainty, and insecurity as well as through infrastructures of legality and policing. This course pairs our central theoretical texts from feminist, queer, critical race and disability studies with literary texts, works of poetry, and contemporary cultural objects in order to examine how these questions are enacted in a variety of lived and literary perspectives.

Instructor(s): Bellamy Mitchell Terms Offered: Autumn

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

Equivalent Course(s): GNSE 23130

ENGL 23708. The Poetry and Prose of Thomas Hardy. 100 Units.

A Victorian and a Modernist, a rare master of the arts of fiction and poetry, Thomas Hardy outraged Victorian proprieties and helped to make 20th century literature in English possible. Close reading of four novels and selected early middle, and late poems by Hardy, with attention to the contexts of Victorian and Modern literary culture and society.

Instructor(s): Rosanna Warren Terms Offered: Winter. Course to be taught winter 2020

Note(s): For graduate students and advanced undergraduates.

Equivalent Course(s): SETH 46011, FNDL 26011, ENGL 43708

ENGL 24114. Representing Revolutions. 100 Units.

TBD

Instructor(s): Larry Rothfield Terms Offered: Spring

Equivalent Course(s): ENGL 34114, CMLT 34104, CMLT 24104

ENGL 24119. Literature and Citizenship. 100 Units.

What we think of as modernity can be said to begin with the birth (or rebirth) of the citizen. During the 17th and 18th centuries, revolutions in Britain, France, and North America sought to recast political society as a structure built upon social contracts and natural rights of the people rather than the divine right of kings. Yet the category of citizen was (and remains) exclusionary as well as inclusive, frequently deployed to mark those outside its boundaries and protections. During the 19th and 20th centuries, the constructions of race, gender, and nation continued to shift into new forms, and many literatures of these centuries focus on how "the citizen" is conceived and reinvented into the present. This interdisciplinary, trans-historical, and transatlantic course will discuss how these tensions and debates influence literature and political discourse over four centuries, a breadth that will allow us to trace the concepts and critiques of citizenship as they have come to shape our contemporary world. Primary readings will include William Shakespeare, Tobias Smollett, Olaudah Equiano, Anna Laetitia Barbauld, Herman Melville, Frederick Douglass, Richard Wright, Miné Okubo, and Claudia Rankine. Secondary and theoretical readings will include Michel Foucault, Raymond Williams, Benedict Anderson, Ian Baucom, Lord Mansfield, C. L. R. James, Paul Gilroy, John Locke, Thomas Jefferson, Achille Mbembe, Emma Goldman, and Harry Harootunian.

Equivalent Course(s): MAPH 40110, ENGL 40110

ENGL 24255. America's Literary Scientists. 100 Units.

This course targets in on the entanglements between science and literature during the nineteenth and early twentieth century in America-a historical moment when these realms did not appear nearly as divided as they do now. In particular, we attend to the period's exciting developments in biology, which promised to revolutionize contemporary notions of human being. Our analysis of American fiction will center on the subjects and methods that writers adopted (imaginatively and often critically) from fields like evolutionary science, microbiology, and experimental psychology. But the course syllabus also includes American scientists who wrote fiction: What types of knowledge did they hope to produce in becoming literary? The aim of our inquiry will, in large part, be to examine the role of literature in shaping the significance of science in American culture, as well as the role of science in helping to build an American literary canon. Along the way, we will track the kinds of experiments in form and genre that such literary-scientific hybrids might produce. Readings may include works by Henry Adams, W.E.B. Du Bois, Charlotte Perkins Gilman, Oliver Wendell Holmes, William James, Silas Weir Mitchell, Mark Twain, and Edith Wharton. Theoretical and critical works will be drawn from the history of science, science and technology studies, and nonhuman studies.

Instructor(s): Agnes Malinowska Terms Offered: Spring

Note(s): Open to 3rd and 4th years in the College and MA students

Equivalent Course(s): MAPH 34255, ENGL 34255

ENGL 24400. Brecht and Beyond. 100 Units.

Brecht is indisputably the most influential playwright in the 20th century, but his influence on film theory and practice and on cultural theory generally is also considerable. In this course we will explore the range and variety of Brecht's own theatre, from the anarchic plays of the 1920's to the agitprop Lehrstück and film esp Kühle Wampe) to the classical parable plays, as well as the work of his heirs in German theatre (Heiner Müller, Peter Weiss) and film (RW Fassbinder, Alexander Kluge),

in French film (Jean-Luc Godard) and cultural theory (the Situationists and May 68), film and theatre in Britain (Mike Leigh and Lucy Prebble), and theatre and film in Africa, from South Africa to Senegal. (Drama, 1830-1940)

Instructor(s): Loren Kruger Terms Offered: Winter

Prerequisite(s): NOTE: This is *not* a basic intro course: background in one or more of the following areas is essential: Intro to film/international cinema AND/OR TAPS AND/OR German or French.

Note(s): This course also includes a weekly screening session.

Equivalent Course(s): TAPS 28435, FNDL 22405, CMLT 20800, CMST 26200

ENGL 24421. The Interrupted Word: Photographs in Contemporary Central Europe. 100 Units.

Literature from East-Central Europe in the past 20 years has been largely populated by the genre of "witness literature," or fictional narratives about factual historical traumas. Given the global popularity of memoirs, why would an author choose to write a fictional account of historical trauma as a way to bear witness? Even more curiously, these novels frequently embed photographs-pictures of real people and places-within their fictional narrative. How do these mixings of media-and of reality and fiction-affect the ways these novels bear witness? In this course, we will focus on the literary legacy of three historical moments of witness- Germany after WWII, Yugoslav Successor States after the Yugoslav Wars of the 1990s, and Post-Soviet Poland- to ground a theoretical analysis of the function of photographs in texts. As the four novels (by W.G. Sebald, Dubravka Ugrešić, Aleksandar Hemon, and Paveš Huelle) that serve as touchstones for our inquiry were all composed at both a temporal and spatial remove from their historical referents, we will also engage the discourses of post- memory and exilic literature. Throughout the course, our main goal will be to determine the function of photographs embedded in literary narratives: what kind of truths do they represent? How does a photographic truth interact with a narrative one? How can diverse media theory help us understand the relationships between photography, narrative, literature and history?

Instructor(s): Kaitlyn Tucker Sorenson Terms Offered: Spring

Equivalent Course(s): REES 24411, GRMN 24415

ENGL 24422. The Science of Literature. 100 Units.

This course examines the modern history of literature as an object of scientific study. In particular, it introduces key moments in the conversation between quantitative methods and literary interpretation from the late-19th century to today. These include physiological theories of the novel; stylistics; book history; sociologies of reading; distant reading; and cultural analytics. At each moment we consider the intellectual contexts that encouraged dialogue between the sciences and literature; probe the theories and models by which this dialogue was framed; and consider its relevance to the practice of literary criticism today.

Instructor(s): H. Long Terms Offered: Spring

Equivalent Course(s): EALC 34411, EALC 24411, ENGL 34422

ENGL 24503. 20th Century American Drama. 100 Units.

Beginning with O'Neill's 'Long Day's Journey into Night' through the American avant-garde to the most recent production on Broadway, this course focuses on American contemporary playwrights who have made a significant impact with regard to dramatic form in context to specific decade as well as cumulatively through the twentieth century. Textual analysis is consistently oriented towards production possibilities, both historically and hypothetically. ATTENDANCE AT FIRST CLASS SESSION IS MANDATORY.

Instructor(s): H. Coleman

Equivalent Course(s): ARTH 25885, TAPS 20110

ENGL 24526. Forms of Autobiography in the Twentieth and Twenty-First Centuries. 100 Units.

This course examines the innovative, creative forms autobiography has taken in the last one hundred years in literature. We will study closely works written between 1933 and 2013 that are exceptional for the way they challenge, subvert and invigorate the autobiographical genre. From unpublished sketches to magazine essays and full-length books, we will see autobiography take many forms and engage with multiple genres and media. These include biography, memoir, fiction, literary criticism, travel literature, the graphic novel and photography. Producing various mutations of the autobiographical genre, these works address some of the same concerns: the self, truth, memory, authenticity, agency and testimony. We will complement discussions of these universal issues with material and historical considerations, examining how the works first appeared and were received. Autobiography will prove a privileged site for probing constructions of family narratives, identity politics and public personas. The main authors studied are Paul Auster, James Baldwin, Roland Barthes, Alison Bechdel, Doris Lessing, Vladimir Nabokov, W.G. Sebald, Gertrude Stein, and Virginia Woolf.

Instructor(s): Christine Fourniaies Terms Offered: Spring

Equivalent Course(s): ENGL 34526

ENGL 24540. Islands and Otherness. 100 Units.

The island as a space of possibility - of discovery, of (re)imagination, and of otherness - is a concept with a very long history in Anglophone literature. Indeed, Britain's own archipelagic geography (a landscape unique among Europe's imperial powers) has often been invoked for a range of rhetorical ends. John of Gaunt's famous speech in Richard II uses the idea of Britain as the "scepter'd isle" as both a source of comfort (England as especially favored) and the foundation of critique (favor squandered). With the rise of transoceanic empires, writers throughout Great Britain, its colonial dominions, and other literary traditions imbued the symbol of the island with ever-increasing layers of meaning. Yet the island was also always already a location of anxiety, hostility, and liminality - of alternate cultural practices and systems of belief, of indigenous peoples who refused the claims of the colonizer, and where the meaning of Europe itself was destabilized in the colonial encounter. While eighteenth- and nineteenth-century European writers often deployed the island to think through the implications of empire for the metropole, anticolonial writers turned to the island as a site of resistance and recuperation. This transhistorical course will discuss the many significations of the island in metropolitan, colonial, and postcolonial literature as a lens into the conflicts and debates of imperialism.

Instructor(s): Tristan Schweiger Terms Offered: Spring
 Note(s): Open to MAPH students and 3rd and 4th years in the College
 Equivalent Course(s): MAPH 34540, ENGL 34540

ENGL 24545. The Rise of Free Speech: Aesthetics, Politics and Censorship, 1857-2020. 100 Units.

This course will consider a variety of historical debates and controversies surrounding the concept of freedom of speech and expression, from 19th century obscenity law through instances of 20th century political and economic repression and on to the concept's cooption by right-wing free market discourse and debates about hate speech in the present. Case studies from 19C-21C literature in English and English-translation. (Fiction, Poetry, 1830-1940, Theory)

Instructor(s): Zach Samalin Terms Offered: Spring
 Equivalent Course(s): GNSE 24545

ENGL 24554. Mysticism and Modernity. 100 Units.

This course will explore the impact of medieval and early modern mysticism on modern theories of sex, gender, and sexuality. We will begin by examining some of the most highly-cited texts from the Christian mystical tradition and by paying particular attention to the significance of gender, eroticism, and embodiment in these texts. We will then explore the circulation of these texts in modern theoretical projects on sex, gender, and sexuality with particular emphasis on existentialism, psychoanalysis, and deconstruction. Why does Lacan cite Hadewijch in order to articulate his notion of feminine jouissance? Why does Beauvoir hold up Teresa of Ávila as an exemplar of existential authenticity? Why does Derrida follow Pseudo-Dionysius but not Hadewijch in his meditation on negative theology? And how might these intellectual genealogies give rise to contemporary work in queer, feminist, and queer of color critique? Ultimately, by putting premodern and modern texts into dialogue, this course will enable students not only to develop the skill of diachronic analysis but also to challenge the assumption that mysticism and theory are at all apolitical.

Instructor(s): Kris Trujillo Terms Offered: Spring
 Equivalent Course(s): CMLT 34554, GNSE 24554, RLST 24554, CMLT 24554, GNSE 34554, ENGL 34554

ENGL 24610. Uncanny Encounters in Global Medieval Literature. 100 Units.

Meetings with ghosts, dragons, elves, and jinn - violent or erotic, compassionate or unsettling - animate many key texts of the Middle Ages. Unlike in our stereotypes of a past when people blamed their daily problems on witches or demons, medieval literature depicts strange beings, dangerous monsters, and otherworld realms as anything but quotidian. Rather, medieval protagonists regularly find their lives changed by experiences with the strange. In this course, we will interrogate the literary and cultural meanings of these uncanny encounters through close readings of primary texts in translation from across medieval Eurasia - including Norse sagas, Persian epics, Celtic legends, Tibetan hagiographies, and Japanese drama. We will draw on comparative methods in responding analytically and creatively to these underappreciated works.

Instructor(s): Sam Lasman Terms Offered: Autumn
 Equivalent Course(s): RLST 28450, MDVL 24610, CMLT 24610

ENGL 24750. Imperialism and the Intimate Self. 100 Units.

TBD

Equivalent Course(s): MAPH 34750

ENGL 24950. Animal Studies: A Theoretical Introduction. 100 Units.

TBD

Equivalent Course(s): MAPH 34950

ENGL 24951. Animals, Ethics and Religion. 100 Units.

Why are some animals considered food and others objects of religious devotion? Why do we treat dogs like family and kill flies without a second thought? Why do animals appear so frequently as metaphors in our everyday speech? In this course, students will explore these questions by reading texts featuring animals in literature, scripture, and theory, ranging from the Bible, Zora Neale Hurston, and Franz Kafka to Flannery O'Connor and J.M. Coetzee. We will bring these diverse texts together in order to investigate how animals illuminate religious questions about the relationship among humans, animals, and the divine.

Equivalent Course(s): RLST 28020

ENGL 24960. California Fictions: Literature and Cinema 1945-2018. 100 Units.

This course uses the cases of the Los Angeles and San Francisco areas to track the entanglement of literature and critical space studies. We will engage with critical geography studies, considerations of everyday life, and cultural studies of urbanism to interrogate the relationship of literature and cinema to the politics of space. Students will learn to read contemporary literature through the political construction of the lived world, and to think with current scholarship on race, space, gender, sexuality, and ordinary life. Includes fiction by Chester Himes, Michelle Tea, and Oscar Zeta Acosta, and theoretical and critical works by Karen Tongson, Sara Ahmed, Michel de Certeau, and Nigel Thrift.

Instructor(s): Megan Tusler Terms Offered: Winter
 Note(s): Open to MAPH students: 3rd and 4th years in the College email 2-3 sentences about why you want to take the course for consent.

Equivalent Course(s): ENGL 34960, MAPH 34960

ENGL 25113. In the Beginning': Origin, Style, and Transformation in the King James Version Matrix. 100 Units.

The 400th anniversary of the King James Bible (KJV) set off a series of events and texts dedicated to the great influence of this literary classic-a vernacular English Bible from 1611. What is it about the KJV that has so obsessed readers and writers? How has it become part of and affected world literature? Are there competing ways of conceiving the biblical text in English literature? In this course, we will trace some of the KJV's thematic and stylistic influences in global Anglophone literature;

sometimes we will deal with direct allusion and rewriting, and other times we will study the possibilities of more tenuous links. In parallel to this work, we will problematize the KJV's astounding centrality by: examining some pre-KJV literature and alternative early-modern and 20th century translations (particularly as these intersect with Jewish tradition); attending to subversive and postcolonial literary uses of the translation; and close-reading the political and ideological motivations behind certain forms of critical adulation. Texts examined may include works by authors such as George Peele, William Shakespeare, Herman Melville, William Faulkner, Toni Morrison, Cynthia Ozick, Zora Neale Hurston, Chinua Achebe and Wole Soyinka.

Instructor(s): Chloe Blackshear Terms Offered: Spring

Equivalent Course(s): JWSC 27703, CMLT 25113

ENGL 25208. Literature and Human Rights. 100 Units.

TBD

Equivalent Course(s): HMRT 25108

ENGL 25260. Romanticism. 100 Units.

In depth study of the period literature across poetry and fiction. Poetry: not just the canonical "big six" but also selections from the expanded horizon that includes once neglected women poets, as well as Robert Burns, Thomas Moore, John Clare. Fiction might include works by Godwin, Austen, Mary Shelley, and Walter Scott. Some attention will be paid as well to Romanticism as a fertile source for criticism and theory over the decades. (1650-1830, Theory)

Instructor(s): Jim Chandler Terms Offered: Winter

ENGL 25262. Gender and Sexuality in a Transnational World. 100 Units.

This course, through attention to critical theory and expressive cultures, surveys gender and sexuality across time and place. Students will learn about theories of sex, gender, and sexuality; colonialisms and nationalisms; social movements; and war, migration, and technology. (Fiction, Theory)

Instructor(s): Kaneesha Parsard Terms Offered: Winter

Equivalent Course(s): GNSE 25262

ENGL 25318. Literary Radicalism and the Global South: Perspectives from South Asia. 100 Units.

What does it mean to speak of literary radicalism? What are the hallmarks of a radical literature? And how does any such body of radical literature relate to the crucial question of empire, while also seeking to not be limited by that address? This course will explore the theme of literary radicalism through perspectives arising from South Asia. Over the twentieth century the subcontinent has been shaped through a wide variety of social and political movements: from anticolonial struggles to communist organising, feminist struggles, anti-caste mobilisation, indigenous protest and more, with their histories intertwining in different ways. We will start with a consideration of some texts on literary radicalism from other parts of the global South by authors such as Julia de Burgos and Ngũgĩ Wa Thiong'o, and then move through a detailed discussion of South Asian texts every week to examine particular aspects of literary style and history. We will study texts from a variety of subcontinental languages (in translation, unless originally in English), and across different forms - poetry, short fiction, children's literature, novels, a memoir, a graphic novel and a documentary film on a poet.

Instructor(s): Abhishek Bhattacharyya Terms Offered: Spring

Note(s): No prior training in South Asia or literature courses is a requirement.

Equivalent Course(s): SALC 25318

ENGL 25320. Debate, Dissent, Deviate: Literary Modernities in South Asia. 100 Units.

This class introduces students to the modernist movement in post-independence South Asia. Modernism will be understood here as a radical experimental movement in literature, film, photography and other arts, primarily aimed at critiquing mainstream narratives of history and culture. Given its wide scope, we will analyze a variety of texts over the ten-week duration of the class. These include novels, short stories, manifestos, essays, photographs, and films. The chronological span of the class is from the 1930s to the 1970s. Our aim will be to understand the diverse meanings of modernism as we go through our weekly readings. Was it a global phenomenon that was adopted blindly by postcolonial artists? Or were there specifically South Asian innovations that enable us to think about the local story as formative of global modernism? What bearings do such speculations have on genre, gender, and medium, as well as on politics? I will help situate the readings of each week in their specific literary and political contexts. Students will be able to evaluate, experiment with, and analyze various forms of modernist literary expressions emerging out of South Asia. This class will provide them with critical tools to interpret, assess, compare, and contrast cultural histories of non-Western locations and peoples, with an eye for literary radicalism. No prior knowledge of any South Asian language is necessary.

Instructor(s): S. Dasgupta Terms Offered: Autumn

Equivalent Course(s): KNOW 25320, CRES 25320, SALC 25320, GLST 25132, GNSE 25320

ENGL 25509. Psychoanalytic Theory: Freud and Lacan. 100 Units.

For this course, we will read major texts by Freud and Lacan. Freud readings will include "Beyond the Pleasure Principle," "Note on a Mystic Writing Pad," "The Uncanny," "Jensen's Grävida," the Dora case, and a selection of texts from other works. Lacan readings: "Seminar on the Purlined Letter," Poe's "The Purlined Letter," "God and the Jouissance of the Woman: A love letter," and parts of the *Écrits*. We will also read excerpts from a variety of texts that use the writings of Freud and Lacan for theoretical purposes: Derrida, Sarah Kristeva, Irigaray, Zizek, and others.

Instructor(s): Françoise Meltzer Terms Offered: Winter

Equivalent Course(s): CMLT 25551, FREN 25551, ENGL 35509, CMLT 35551, FREN 35551

ENGL 25613. How Does It Feel to Be an Outlier? Narratives of Medical 'Otherness'. 100 Units.

Ideas of what is "normal" and what is "different" are fundamental organizing concepts in scientific and humanistic thinking. Writers in both the sciences and the humanities use these concepts particularly when constructing narratives

about how individuals experience selfhood and the world. This course examines a body of writings that depict the lives of those who identify, or are identified, as outliers. Students will approach this topic through medical case studies; through autobiographies and biographies about the experience of being physical or mental exceptions; and through writings by and about doctors, patients, medical researchers, and people who are the subjects of medical research. How do scientists, biographers, journalists, and others capture the experience of being different? What are the aims of outlier narratives? What ethical questions surround these writings? How do such narratives underscore or undercut concepts of what is "normal" and what is "different"? In addition to surveying the landscape of outlier literature, students will research and write an outlier narrative in the form of a medical case study, biography, journalistic profile, or memoir.

Instructor(s): P. Mason, N. Titone Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing. Interested students are asked to send one page on why they want to take this course to pmason@uchicago.edu and ntitone@uchicago.edu

Equivalent Course(s): ENGL 45613, BPRO 25600

ENGL 25850. What was Cultural Studies. 100 Units.

This course examines the origins and development of cultural studies in Britain, between 1956-1978. We will be reading texts by Stuart Hall, E.P. Thompson, Angela McRobbie, and Raymond Williams (among others) as well as engaging with art and journalism from the period. The problems that compelled these writers to develop new ways to study culture were political: they were responding to changes in the traditional working-class, the shifting role of the 'mass media' in modern democracies, and the 'moral panic' that many Britons felt when faced with new immigrants and rebellious youth in weird clothes. By the end of the course we may hope to gain both a deeper understanding not only of what cultural studies meant in Britain before Thatcher but also what it might be and become now, in America under Trump. Course intended as an introduction.

Equivalent Course(s): HIST 21502, SCTH 20603

ENGL 26002. Literature and Hunger. 100 Units.

This course pursues themes of hunger the consumption of food, the formation of community, and relation to the sacred, through a sequence of readings in the Western tradition. By reading classic works (The Odyssey, selections from the Hebrew Bible and Christian Scriptures, selections from The Divine Comedy, the Letters of St. Catherine of Siena, Paradise Lost), and modern works by Kafka, Simone Weil, and Louise Gluck, we will examine how different philosophies have imagined the acceptance or rejection of love, life, and the sacred in terms of the symbolism of food. Class work will involve close analysis of literary works, even those in translation; intensive critical writing; and secondary readings in literary criticism, anthropology, theology, and psychology.

Instructor(s): Rosanna Warren Terms Offered: Autumn

Note(s): Open to grads

Equivalent Course(s): RLST 26002, SCTH 26002

ENGL 26150. American Literature and Photography. 100 Units.

This class considers how photographic techniques spurred new literary methods. We'll discuss how visual media impact the development of forms, methods, and genres of literature, and how pictures and novels can be read together. Students will learn how to consider the visual register in novels, and how the drive to make fiction "real," or "photographic," helps to shed light on many attendant issues - the question of evidence, the problem of reliability, the terms of objectivity. We will discuss the drive to narrate real events in photographic and literary terms, and the limits of representation. Furthermore, we will think carefully about how discourses of race and poverty are imbricated with the development of photographic technologies and methods, and how racial groups such as American Indians are invented and reinvented in the advent of the mobile camera. Primary texts include fiction by Stephen Crane, Ella Cara Deloria, and Ralph Ellison and secondary texts include works from Roland Barthes, Walter Benjamin, Judith Butler, Susan Sontag, and Gerald Vizenor.

Instructor(s): Megan Tusler Terms Offered: Spring

Note(s): Instructor consent required for undergraduates.

Equivalent Course(s): AMER 25150, MAPH 40150, ENGL 45150, AMER 40150

ENGL 26312. Global Speculative Fiction. 100 Units.

This course examines literary and cinematic works of speculative fiction in a comparative context. An expansive genre that encompasses science fiction, fantasy, magic realism, horror, as well as utopian and dystopian literature, speculative fiction envisions alternate, parallel, possible, or imagined worlds. These worlds often exhibit characteristics such as: scientific and technological advancements; profound social, environmental, or political transformations; time or space travel; life on other planets; artificial intelligence; and evolved, hybrid, or new species. The course reflects on how these texts and films reimagine the past and the present in order to offer radical visions of desirable or undesirable futures. To that end, we will consider how this genre interrogates existential questions about what it means to be human, the nature of consciousness, the relationship between mind/body, thinking/being, and self/other, as well as planetary concerns confronting our species. Literary and cinematic works will be paired with theoretical readings that critically frame speculative and science fiction in relation to questions of gender, race, class, colonialism, bio-politics, human rights, as well as environmental and social justice. In addition to exploring speculative fiction as a way of reading and interpreting the universe, we will examine its generic and aesthetic qualities across a variety of subgenres (Afrofuturism, cyberpunk, steampunk, climate fiction).

Instructor(s): Hoda El Shakry Terms Offered: Winter

Equivalent Course(s): CMLT 36311, CMLT 26311, ENGL 36312

ENGL 26614. T.S. Eliot. 100 Units.

With the major new edition of Eliot's poems by Jim McCue and Christopher Ricks, the new volumes of Eliot's letters, and two separate new editions of Eliot's complete prose, we are in a position to rethink the meanings and force of Eliot's life

work. The class will be devoted to careful reading of his poems, essays, plays, and correspondence, with attention to his literary, cultural, and political contexts.

Instructor(s): Rosanna Warren Terms Offered: Spring. Course will be taught spring 2021

Equivalent Course(s): SETH 36014, FNDL 26614, ENGL 34850

ENGL 26660. The Rise of the Global New Right. 100 Units.

This course traces the intellectual genealogies of the rise of a Global New Right in relation to the contexts of late capitalist neoliberalism, the fall of the Soviet Union, as well as the rise of social media. The course will explore the intertwining political and intellectual histories of the Russian Eurasianist movement, Hungarian Jobbik, the American Traditional Workers Party, the French GRECE, Greek Golden Dawn, and others through their published essays, blogs, vlogs and social media. Perhaps most importantly, the course asks: can we use f-word (fascism) to describe this problem? In order to pose this question we will explore the aesthetic concerns of the New Right in relation to postmodern theory, and the affective politics of nationalism. This course thus frames the rise of a global new right interdisciplinary and comparatively as a historical, geopolitical and aesthetic problem.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): REES 36661, CRES 36660, REES 26660, CRES 26660, SIGN 26050, ENGL 36661, CMLT 26660, CMLT 36660

ENGL 26703. How to Read Difficult Poems. 100 Units.

Different kinds of difficulty will be identified in English-language poems of different periods, and appropriate reading strategies developed. The aim is an education in the pleasures and rigors of difficulty, and subsequently in the art of making difficulties out of apparent simplicity and in attuning to the "possibles of joy" beyond difficulty. (Poetry, 1650-1830, 1830-1940, Theory)

Instructor(s): John Wilkinson Terms Offered: Winter

ENGL 26855. Queer Theory. 100 Units.

This course aims to offer a foundation in queer theoretical texts. In order to understand the contested definitions of the term "queer" and explore the contours of the field's major debates, we will work to historicize queer theory's emergence in the 1980s and 1990s amidst the AIDS crisis. Reading texts by key figures like Foucault, Sedgwick, Butler, Lorde, Bersani, Crimp, Warner, Halperin, Dinshaw, Edelman, Anzaldúa, Ferguson, and Muñoz in addition to prominent issues of journals like GLQ, differences, and Signs, we will approach these pieces as historical artifacts and place these theorists within the communities of intellectuals, activists, and artists out of which their work emerged. We will, thus, imagine queer theory as a literary practice of mournful and militant devotion, trace queer theory's relationship to feminism and critical race theory, critique the hagiographic tendency of the academic star system, and interrogate the assumptions of queer theory's secularity.

Instructor(s): Kris Trujillo Terms Offered: Winter

Equivalent Course(s): CMLT 36855, GNSE 26855, GNSE 36855, CMLT 26855, ENGL 36855, RLST 26885

ENGL 26856. Queer Theory: Futures. 100 Units.

TBD

Instructor(s): Kris Trujillo Terms Offered: Winter

Equivalent Course(s): CMLT 36856, GNSE 26856, CRES 26856, GNSE 36856, RLST 26856, RLVC 36856, CMLT 26856, ENGL 36856

ENGL 26912. Literature and Critical Debates at Midcentury. 100 Units.

This course serves as an introduction to three different critical fields in the United States between 1930 and 1960: the black literary-political debate, the New Critical movement, and the New York Intellectuals. It tracks the canonization of American modernism as well as renewed interest in literary figures of the 19th century. In this class, we will ask important critical questions like, under what circumstances is a text taken to be part of a significant movement or historical moment? How do novels and short fiction come to be seen as "dominant" or "minor"? How do critical communities make sense of a novel's politics? What is the relationship between institutional intellectuals and the creation of modes of reading? Primary texts will include novels by William Faulkner, James Baldwin, and Mary McCarthy and short fiction by Carson McCullers, Flannery O'Connor, and Jean Toomer. Secondary texts will include works by Ralph Ellison, Lionel Trilling, Leslie Fiedler, John Crowe Ransom, and Robert Penn Warren.

Equivalent Course(s): MAPH 34550

ENGL 27008. Black in the City. 100 Units.

Moving from literature written during the early Jim Crow era to contemporary hip hop, this course will look at the ways black artists have staged encounters with urban space. We will pay close attention to not just how black artists have represented the city but the methodologies they have experimented with in studying and surviving it. From the juxtaposition of Southern and Northern cities in pre and post-Great Migration literature, to Gwendolyn Brooks' mid-century experiments in urban seeing, Spike Lee's staged urban explosions and Kendrick Lamar's Compton soundscapes, this course complicates both the dreams and the despairs yoked to being black in the city. (Fiction, 1830-1940, Theory)

Instructor(s): Adrienne Brown Terms Offered: Spring

Equivalent Course(s): ARCH 27708, AMER 27008, CRES 27008, SIGN 26077

ENGL 27012. Reading the Known World: Medieval Travel Genres. 100 Units.

This course will consider how medieval English readers came to knowledge of their world, and imagined a place within it, through genres of travel narrative such as the pilgrim's itinerary, the merchant manual, and the saint's life. We will reflect on genre as concept en route: how did generic conventions and strategies organize this knowledge of unknown lands, other peoples, and distant marvels? We will read medieval texts like Book of Margery Kempe, Mandeville's Travels, and the Digby play of Mary Magdalene, along with medieval and modern literary theory, to survey how vernacular literature

presented a picture of the world and charted paths across it. Students will leave the class proficient in reading Middle English (the precursor of modern English). No previous experience with the language is required, and an optional weekly reading group will meet to work through passages in this half-new language.

Instructor(s): Joe Stadolnik Terms Offered: Winter

Equivalent Course(s): HIPS 27012, KNOW 27012

ENGL 27013. Being Corporate. 100 Units.

Corporations suffuse our lives. We study with them, work with them, consume their products—even become part of them through the purchase of stock. But what, exactly, is a corporation? In this course, we will trace the evolution of the US corporation from its historical roots through the present day. Our focus will be twofold: the evolving rights and responsibilities of the corporate person in law, and the ways that individual humans both inside and outside the corporate structure have imagined that person in a wider social context. Texts will include US court cases, legal treatises, historical analyses, novels, and cultural ephemera. By the end of the course, students will have a deeper understanding of the persistent and evolving problems of corporate personhood and corporate social responsibility, both from a business and a consumer perspective.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): HIPS 27006, KNOW 27013

ENGL 27015. Graphic Medicine. 100 Units.

What do comics add to the discourse on health, illness, and disease? What insight do comics provide about the experience of illness? Can comics improve health? Graphic Medicine: Concepts and Practice is a course designed to introduce students to the basic concepts and practices of the emerging field of graphic medicine. Broadly defined as the "intersection between the medium of comics and the discourse of healthcare," graphic medicine allows for a unique exploration of health, disease, and illness through the narrative use of graphic and textual elements. Following a life-cycle framework, this course will examine the range of graphic medicine works that address topics such as pregnancy, abortion, mental health, sexuality, chronic medical diseases, HIV/AIDS, dementia, and end-of-life issues. Students will learn about conceptual and practical aspects of the field and be exposed to a variety of styles and genres that capture its breadth and diversity. In addition to reading, analyzing, and discussing the works, an important component of the class will be exercises during which students will create their own graphic medicine works. Taught by a nurse cartoonist (also a founding figure in the field) and a physician, the course also provides a perspective of the field from within the practice of medicine. Through didactics, discussion, and practice, this course will provide students with a thorough understanding of the field of graphic medicine.

Instructor(s): Brian Callender, MK Czerwec Terms Offered: Winter

Prerequisite(s): No prior knowledge or experience of graphic novels, comics, drawing, or medicine required.

Equivalent Course(s): HIPS 27015, KNOW 27015, KNOW 37015, CHSS 37015

ENGL 27017. Passing. 100 Units.

In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present. Law provides a venue and a language through which forces of authority police categories of identity that, at Jean Stefancic and Richard Delgado observe, "society invents, manipulates, or retires when convenient." Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): GNSE 27017, KNOW 27017, CRES 27017

ENGL 27102. Dissident Lit. 100 Units.

This seminar will explore the literature and history of "the dissident," a central figure of late 20th-century and 21st-century human rights politics. Through our readings of novels, essays, and criticism drawn from a range of traditions (from the US and Latin America to Russia and East-Central Europe) we will consider both the possibilities and dilemmas of literary dissidence.

Equivalent Course(s): HMRT 37102, ENGL 47102, HMRT 27102

ENGL 27125. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27125, REES 29025, ENST 27125, HIST 27710, CMLT 27125

ENGL 27170. Ghost Hunting with American Literature. 100 Units.

American literature teems with haunts. What does the trope of the ghost tell us about structures of memory, the insatiability of history, and the ethics of letting go? We will hunt the ghosts of American literature from Henry James's specters of the everyday to the disruptive spirits of the enslaved conjured differently by Charles Chesnutt and Zora Neale Hurston. We will meet ghosts with no names (Beloved) and ghosts whose names have lost their meaning (Roth's Anne Frank), ghosts of history (Oscar Wao) and ghosts of estranged presents (Virgin Suicides). With the help of theorists such as Freud, Marx, Gordon, and Morrison, this class will explore America's uncanny possession by phantoms of history, memory, and nationhood. (Fiction)

Instructor(s): Adrienne Brown Terms Offered: Autumn

ENGL 27330. History That Never Was: The Counterfactual Novel. 100 Units.

In this course, we will consider counterfactuality in fiction from the 19th century to the 21st. Following critic Catherine Gallagher, we will ask, what if things had happened otherwise? and wonder-along with a range of authors-about the literary, generic, historical, and ethical stakes of the answers. Readings will focus on the counterfactual from the scale of the sentence to the scale of the (alternate) world. Readings will be drawn from Jane Austen, Charles Dickens, L. Sprague de Camp, Philip Roth, Kim Stanley Robinson, Ursula K. Le Guin, Octavia Butler, Kingsley Amis, and Abdourahman A. Waberi, among others. (Fiction)

Instructor(s): Schachter, Lauren Terms Offered: Spring

ENGL 27451. Stateless Imaginations: Global Anarchist Literature. 100 Units.

Stateless Imaginations: World Anarchist Writing This course examines the literature, aesthetics, and theory of global anarchist movements, from nineteenth-century Russian anarcho-syndicalism to Kurdish stateless democratic movements of today. We will also study the literature of "proto-anarchist" writers, such as William Blake, and stateless movements with anarchist resonances, such as Maroon communities in the Caribbean. Theorists and historians will include Dilar Dirik, Nina Gurianova, Paul Avrich, Luisa Capetillo, Emma Goldman, Maia Ramnath, and Thomas Nail. Particular attention will be given to decolonial thought, religious anarchism, fugitivity and migration, and gender and race in anarchist literature.

Instructor(s): Anna Elena Torres Terms Offered: Spring

Equivalent Course(s): ENGL 37451, CMLT 37450, CMLT 27450

ENGL 27529. Intoxication and Dispossession in Colonialism. 100 Units.

Manhattan, according to one folk etymology, means "the place at which we were drunk." Supposedly the Lenape (Delaware) people named the island after their "general intoxication," in 1609, on wine and aqua vitae offered by the English explorer Henry Hudson. That derivation, though false, nonetheless puts drunkenness intriguingly close to the center of an originary colonial encounter. In this course, students will examine how such scenes were reiterated, transformed, and exploited throughout the 19th century. As we move along these historical itineraries, we will ask how toxic ideology distills and reinforces logics of racial dispossession. But we will also ask how intoxication opens onto altered states, draws out chronic conditions, and expands repertoires of conviviality. Our readings will weave between multiple genres in pursuit of these questions. Juxtaposing antiquarian files and execution sermons, medical inquiries and autobiographies, bureaucratic reports and romantic episodes, we will retrace scenes of intoxication through the texts, images, and institutions that configured them over time.

Instructor(s): Matthew Boulette Terms Offered: Spring

Equivalent Course(s): CRES 27529

ENGL 27533. Fugitive Poetics: Slaves, Runaways, Exiles, and Nineteenth-Century American Poetry. 100 Units.

This course considers late-eighteenth- and nineteenth-century American poetry from the perspective of the disprized. One central point of discussion will be how slavery and indentured servitude-and the attendant urge for escape and freedom from these and other carceral institutions-shaped the American poetic imaginary. We will take up both the poetry and poetic theory written by fugitives and explore poetry itself as a form of fugitivity for the enslaved, politically exiled, or ideologically confined. Central figures in the traditional canon of nineteenth-century U.S. poetry-Poe, Whitman, and Dickinson-will be considered from this vantage alongside figures like Harriet Jacobs, Frances E. W. Harper, José María Heredia y Heredia, and José Martí, among others. In the process, we will explore the potential connections and collisions between these nineteenth-century literary texts and contemporary lyric and critical race theory. This course is as interested in the nineteenth-century construction of a national American poetics as it is in American poetry itself; equal weight will be given to poetry and prose. Topics will include the poetic imaginary in early American statecraft, prosody and the carceral condition (what Max Cavitch calls "Slavery and its Metrics"), blackface lyrics and class mobility, abolitionism, and inter-American literary exchange.

Instructor(s): Jake Fournier Terms Offered: Spring

Equivalent Course(s): CRES 27533

ENGL 27537. Poetry for the People': Global Black Politics and Culture in the Age of Marcus Garvey. 100 Units.

When Jamaican activist Marcus Garvey established the Universal Negro Improvement Association, he at once catalyzed a global mass movement for racial equality, projected a new Black diasporic identity, and redrew the fault-lines of modern racial politics. He also created the organizational and ideological framework for a global Black literature. Poets, workers, and political organizers from across the Black Diaspora sent both poetic and prosaic expressions of race-consciousness to the pages of Garvey's newspaper *Negro World*. These writers and activists challenged the legitimacy of world white supremacy, developed new modes of transnational racial affiliation, and enshrined Africa as the normative symbolic center of global Black politics. Despite its historical importance, however, Garveyism occupies an ambiguous place in African American studies. Controversies that trace back to the inception of UNIA, in addition to the loss of the organization's records, have impeded a full reckoning with the movement's global impact. Nonetheless, the great multivolume anthology of UNIA papers edited by Robert A. Hill, in addition to recent revisionist scholarship, suggest unexplored avenues of inquiry. The history of Garveyism, it seems, remains unfinished. "Poetry for the People" will introduce students to the real and imagined worlds of Garveyist Pan-Africanism, and explore the legacies of Garvey's movement for contemporary debates on race, empire, nationalism, and the politics of culture.

Instructor(s): Noah Hansen Terms Offered: Spring

Equivalent Course(s): CRES 27537

ENGL 27583. 21st Century American Drama. 100 Units.

This hybrid seminar focuses on American contemporary playwrights who have made a significant and commercial impact with regard to dramatic form in the past 20 years. Playwrights will include, Tracy Letts, Annie Baker, Lynn Nottage, Quiara

Alegria Hudes, Ayad Akhtar, and Amy Herzog. Textual analysis is consistently oriented towards staging, design, and cultural relevancies. Work for the course will include research papers, presentations, and scene work.

Instructor(s): H. Coleman Terms Offered: Autumn

Note(s): Attendance at the first class session is mandatory. Questions: contact vwalden@uchicago.edu.

Equivalent Course(s): TAPS 20120

ENGL 27600. Cinema in Africa. 100 Units.

This course examines Africa in film as well as films produced in Africa. It places cinema in Sub Saharan Africa in its social, cultural, and aesthetic contexts ranging from neocolonial to postcolonial, Western to Southern Africa, documentary to fiction, art cinema to TV, and includes films that reflect on the impact of global trends in Africa and local responses, as well as changing racial and gender identifications. We will begin with *La Noire de...* (1966), by the "father" of African cinema, Ousmane Sembene, contrasted w/ a South African film, *African Jim* (1960) that more closely resembles African American musical film, and anti-colonial and anti-apartheid films from Lionel Rogosin's *Come Back Africa* (1959) to Sarah Maldoror's *Sambizanga*, Sembene's *Camp de Thiaroye* (1984), and Jean Marie Teno's *Afrique, Je te Plumerai* (1995). The rest of the course will examine 20th and 21st century films such as *I am a not a Witch* and *The wound* (both 2017), which show tensions between urban and rural, traditional and modern life, and the implications of these tensions for women and men, Western and Southern Africa, in fiction, documentary and fiction film. (20th/21st)

Instructor(s): Loren Kruger Terms Offered: Spring

Prerequisite(s): One or more of the following: Intro to Film/ International Cinema AND/OR Intro to African Studies or equivalent

Note(s): This course also includes a weekly screening section.

Equivalent Course(s): ENGL 47600, ENGL 48601, CMST 34201, CRES 24201, CMST 24201, CRES 34201, CMLT 22900, CMLT 42900, GNSE 28602, GNSE 48602

ENGL 27713. Nothing New Under the Sun? 'Adapting' in Twentieth-Century Jewish Literature. 100 Units.

How do works as disparate as Jerry Siegel and Joe Schuster's first Superman comics, Joseph Roth's moving *Job* (1930), or Cynthia Ozick's golem novel *The Puttermesser Papers* (1997) treat the histories, genres, and texts they (arguably) refashion? In this course, we will take on and close-read a variety of fictions, treating these both as stand-alone works of art in their own right as well as participants in a kind of literary lineage (and sometimes a very non-linear one!). With the help of Linda Hutcheon's *Theory of Adaptation* and other theorists, we will engage with different kinds of transfer (Bible to Novel, Fiction to Film/Television; Archive to Drama; Original to Translation, etc.). We will explore different ways of understanding "adaptation" as a concept across linguistic, temporal, and geographic axes, and we will also consider texts and stories which push against and challenge definitions of adaptation. Ultimately, we will ask: What counts as adaptation, and why adapt? Does the art of adaptation and remix take on particular resonances for Jewish diasporic and immigrant writers in the twentieth century? How do these authors and creators pull "original" works, stories and history into new contexts? How do they draw readers and audiences in to alternate, unfamiliar forms? How do popular genres deal with the weight of tradition? How do these fictions negotiate between the familiar and the strange, and to what ends?

Instructor(s): Chloe Blackshear Terms Offered: Winter

Equivalent Course(s): JWSC 27713, CMLT 27703

ENGL 27815. Appropriations and Impositions. 100 Units.

What are the different aesthetic and literary uses of appropriation? The editor of a Canadian magazine who set up the Appropriation Prize in 2017, defended the practice of cultural appropriation by insisting that "anyone, anywhere, should be encouraged to imagine other peoples, other cultures, other identities." This case underscores the continuing tension between narrative as a vehicle for imagining and empathizing with distant others, and notions of cultural property. In this course, we look at a selection of literary works that speak to these themes including Diderot, Ern Malley, Patricia Highsmith, Peter Carey, Kenneth Goldsmith, and Sherman Alexie, with particular attention to the work of appropriation in postcolonial contexts. We also touch on appropriation in other media, such as for instance, Richard Prince's "New Portraits," Sherrie Levine's "After Walker Evans", and Ni Haifeng's installations.

Instructor(s): Darrell Chia Terms Offered: Spring

Note(s): Open to MAPH students and 3rd and 4th years in the College

Equivalent Course(s): MAPH 37815, ENGL 37815

ENGL 28113. The American Novel in History and the Historical Novel. 100 Units.

We will read several American novels-some canonical, others largely forgotten-to explore the relationship between literature and history from the early Republic to the present. A novel like Nathaniel Hawthorne's "The House of the Seven Gables" is both a historical artifact, a rich and suggestive reflection of the world in which it was written and a profound meditation on history itself, on the narratives by which a culture acknowledges and denies its inheritance from the past. Indeed, many novelists have explored dimensions of our collective past that historians, tethered to the surface of recorded fact, cannot reach and should not ignore. From the creation of the American republic to the unraveling of the American working class, from the experience of slavery to the experience of industrialized warfare, we will examine some of the most significant issues in American history through the art of some of the nation's most gifted novelists

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

Equivalent Course(s): HIST 28103

ENGL 28211. Intro to Religion and Literature: Dramatic Encounters. 100 Units.

This course will explore some of the major statements from the Western intellectual tradition on religion and literature as categories of thought, forms of human expression and communication, and sources of personal and social meaning. We will pay close attention to the various ways that the relationship between these two concepts has been understood and constructed

by artists, philosophers, and theologians alike. Students from all concentrations are welcome; no prior knowledge or foreign language competency is required for enrollment.

Instructor(s): Matthew Creighton Terms Offered: Winter

Equivalent Course(s): RLST 28211

ENGL 28404. Introduction to Old English. 100 Units.

Moðde word fræt." These are the first words of a riddle that students will learn how to read in this course. As the first part of the Medieval Research Series, this course introduces students to the Old English language, the literary history of early medieval England, and current research tools and scholarship in the field of Old English. In studying the language, we will explore its diverse and exciting body of literature, including poems of heroic violence and lament, laws, medical recipes, and humorously obscene riddles. Successful completion of the course will give students a rich sense not only of the earliest period of English literary culture, but also of the structure of the English language as it is written and spoken today. (Pre-1650; Med/Ren) This course is the first in a two quarter Medieval Research sequence. No prior experience with Old or Middle English is required. The second course in the Medieval Research sequence (Beowulf) will be offered in the Spring Quarter.

Instructor(s): Benjamin Saltzman Terms Offered: Autumn

Equivalent Course(s): MDVL 28404, ENGL 38404

ENGL 28405. Old English Riddles (Med. Research Sequence II) 100 Units.

In this course, we will read and translate all of the Exeter Book Riddles from Old English, attending closely to issues of language, paleography, textual cruxes, and-of course-interpretation. In an effort to understand these riddles within a broader early medieval tradition of enigmatic poetry, we will also read several Old English charms as well as Anglo-Latin riddles in translation. Emphasis will also be placed on the history of scholarship on early medieval riddles, and over the course of the term, each student will produce a piece original scholarly research that engages with a riddle or set of riddles and the critical tradition. (Pre-1650, Poetry); (Med/Ren).

Instructor(s): Benjamin Saltzman Terms Offered: Winter

Prerequisite(s): This course is the second in a two-quarter Medieval Research Sequence and prior knowledge of Old English will be required.

Equivalent Course(s): MDVL 28405, ENGL 38405

ENGL 28510. Mythologies of America: 19th Century Novels. 100 Units.

Hawthorne, Melville, Stowe, Alcott, and Twain wrote fiction that, in individual novels and also read comparatively, offers a civic template of mythologies of America: its genesis, its composition, its deities, its ritual life. The course considers this writing as both distinctively American, and as engaging central themes of modern novels, e.g. time, history, and memory, the relation of private to civic life, and the shifting role of religious authority.

Instructor(s): Richard Rosengarten Terms Offered: Spring

Equivalent Course(s): RLVC 38500, ENGL 38500, RAME 38500, RLST 28510

ENGL 28612. Human Rights Witness. 100 Units.

This course examines contemporary narratives about human rights and their violation, focusing in particular on "witnessing" and "testimony" as political and aesthetic forms. We will consider novels, memoirs, legal and political documents, films, and reportage and activist writings in order to consider how these works register the experience of witnessing human rights violations, whether from a position of complicity (active or passive), engaged opposition, or as the victim/survivor of such violence. (1830-1940)

Instructor(s): Sonali Thakkar Terms Offered: Spring

Equivalent Course(s): HMRT 28612

ENGL 28619. Postcolonial Openings. 100 Units.

In this course, we examine the perspectives, debates, and attitudes that characterize the contemporary field of postcolonial theory, with attention to how its interdisciplinary formation contributes to reading literary works. We begin by surveying the development and trajectory of the field, particularly as it develops around debates on revolution and compromise, cosmopolitanism, the psychology of colonialism, and anti-colonial historiography. Alongside this, we consider the recent disciplinary revival of the categories of "global Anglophone" and "world literature" through readings on "literary worlds" to evaluate these categories, and their contributions to ongoing debates about translation/translatibility, vernaculars, rewriting, and mimicry. What are the claims made on behalf of literary texts in orienting us to other lives and possibilities, and in registering the experience of geographic and cultural displacement? To better answer this, we read recent scholarship that engages the field in conversations around intimacy, belonging, and human rights, to think about the impulses that animate the field, and its possible futures. Readings will likely include works by Debjani Ganguly, Kamau Brathwaite, Jean Rhys, Amitava Kumar, Sara Ahmed and Amitav Ghosh.

Equivalent Course(s): MAPH 34520

ENGL 28660. How Literature Thinks: Contemporary Writers on Big Problems. 100 Units.

Big Problems" have affective dimensions that not only complicate our thinking about issues like climate change or income inequality but pose "big problems" of their own: apathy, depression, boredom, paranoia. Literature invites us to reflect on these affective states and their social repercussions while also expanding the forms of feeling and knowing available to us. How do novels, poems, and memoirs explore the connections between emotion, understanding, and individual and collective action? Can criticism help us to see those connections? In this course, we will read the work of contemporary writers who explore a variety of pressing questions. Authors will include celebrated novelists and poets visiting the University, University of Chicago faculty in Creative Writing, and award-winning local authors. These writers will visit our class to share their views on how literature "thinks" in generative ways. Readings of contemporary novels, poetry, and nonfiction

will be supplemented by theoretical texts that illuminate the affective, epistemological, and political dimensions of artistic responses to social crises. Assignments will include both creative and critical writing exercises, attendance at literary events, and a final (creative, critical, or creative/critical hybrid) project. No prior creative writing experience is required.

Instructor(s): S. Reddy, S. Ngai Terms Offered: Spring

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

Equivalent Course(s): ENGL 38660, BPRO 26800

ENGL 28710. On Fear and Loathing: Negative Affect and the American Novel. 100 Units.

Equivalent Course(s): ENGL 38710, MAPH 40120

ENGL 28775. Racial Melancholia. 100 Units.

This course provides students with an opportunity to think race both within a psychoanalytic framework and alongside rituals of loss, grief, and mourning. In particular, we will interrogate how psychoanalytic formulations of mourning and melancholia have shaped theories of racial melancholia that emerged at the turn of the twenty-first century. Turning to Asian American, African American, and Latinx theoretical and literary archives, we will interrogate the intersections of race, gender, and sexuality and ask: How do literatures of loss enable us to understand the relationship between histories of racial trauma, injury, and grief, on the one hand, and the formation of racial identity, on the other? What might it mean to imagine literary histories of race as grounded fundamentally in the experience of loss? What forms of reparations, redress, and resistance are called for by such literatures of racial grief, mourning, and melancholia? And, finally, how, if understood as themselves rituals of grief, might psychoanalysis and the writing of literature assume the role of religious devotion in the face of loss and trauma?

Instructor(s): Kris Trujillo Terms Offered: Autumn

Equivalent Course(s): ENGL 38775, CMLT 38775, RLVC 38775, GNSE 28775, RLST 28775, GNSE 38775, CRES 22775, CMLT 28775

ENGL 28811. The Simple Art of Murder. 100 Units.

Philosophers and literary critics of various stripes have been attracted to the detective story, often taking its intrepid protagonist as a figure for the reader and the genre itself as an exploration into practices of reading and interpretation. This course will examine the form and context of the detective story and some of the key critical and theoretical work the genre has inspired. We will read examples of British and American detective fiction, asking: What is the nature of the pleasure the detective story delivers? How-and why-has this genre become a favorite object of study for some of the most influential theorists of the twentieth century? How does detective fiction, a formula which allows for seemingly endless variety, evoke the ongoing and open-ended dynamic between modern rationality and something like "natural" intuition? We'll consider the answers to these questions proposed by selected theorists of the genre, as well as the critical and self-reflective writings of the detective-story writers themselves.

Instructor(s): Kerri Hunt

Note(s): Current MAPH students and third and fourth years in the College. All others by instructor consent only.

Equivalent Course(s): MAPH 34125

ENGL 28881. Secrecy and Exemplarity: On Parables and Their Interpretation, from the Bible to Walter Benjamin. 100 Units.

A parable - usually defined as "a short narrative told for an ulterior purpose" - should be easy to understand, given its apparent simplicity and didacticism. So why does it turn out to be so difficult, in practice, to interpret parables? From Jesus's parables and Plato's famous parable of the cave onward, parables have led reader after reader to the disturbing realization that it might in fact be the parables which read their interpreters, and not the other way around! In this course, we'll ask how it is that this particular literary form so deftly articulates the relations between text and reader, narrative and interpretation, literature and religion, secrecy and power, sign and meaning, concealment and revelation, fiction and truth. The course serves as both an introduction to the history of the many ways interpreters have engaged the parabolic form in religious, literary, and philosophical contexts, on the one hand, and a chance to develop the intensity and rigor of our own close-reading practices, on the other. Besides biblical and rabbinic parables, we will read parables in works by Plato, Maimonides, La Fontaine, Pascal, G.E. Lessing, Kant, Andersen, Hawthorne, Kierkegaard, Nietzsche, Kafka, W. Benjamin, and O. Welles.

Instructor(s): Sam Catlin Terms Offered: Winter

Equivalent Course(s): JWSC 28881, RLST 28881, GRMN 28881, CMLT 28881

ENGL 28910. Introduction to Yiddish Culture and Literature. 100 Units.

Course description unavailable.

Equivalent Course(s): GRMN 31709, YDDH 21709, YDDH 31709, GRMN 21709, JWSC 24309

ENGL 28912. War and Peace. 100 Units.

Tolstoy's novel is at once a national epic, a treatise on history, a spiritual meditation, and a masterpiece of realism. This course presents a close reading of one of the world's great novels, and of the criticism that has been devoted to it, including landmark works by Victor Shklovsky, Boris Eikhenbaum, Isaiah Berlin, and George Steiner. (B, G)

Instructor(s): William Nickell Terms Offered: TBD

Equivalent Course(s): CMLT 32301, ENGL 32302, HIST 23704, CMLT 22301, REES 20001, FNDL 27103, REES 30001

ENGL 28916. Nabokov: Lolita. 100 Units.

Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth." Popular as Nabokov's "all-American" novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession

with the novel's pedophilic plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration.

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

Equivalent Course(s): SIGN 26027, FNDL 25300, GNSE 24900, REES 20004

ENGL 28918. Comparative Methods in the Humanities. 100 Units.

This course introduces models of comparative analysis across national literatures, genres, and media. The readings pair primary texts with theoretical texts, each pair addressing issues of interdisciplinary comparison. They include Orson Welles's "Citizen Kane" and Coleridge's poem "Kubla Khan"; Benjamin's "The Storyteller," Kafka's "Josephine the Mouse Singer," Deleuze and Guattari, Kafka: Toward a Minor Literature, and Mario Vargas Llosa's *The Storyteller*; Victor Segalen's *Stèles*; Fenollosa and Pound's "The Chinese Character as a Medium of Poetry" and Eliot Weinberger's *Nineteen Ways of Looking at Wang Wei*; Mérimée, "Carmen," Bizet, *Carmen*, and the film adaptation *U-Carmen e-Khayelitsha* (South Africa, 2005); Gorky's and Kurosawa's *The Lower Depths*; Molière, *Tartuffe*, Dostoevsky, *The Village Stepanchikovo* and its inhabitants, and Bakhtin, "Discourse in the Novel"; Gogol, *The Overcoat*, and Boris Eikhenbaum, "How Gogol's *Overcoat* Is Made."

Instructor(s): Olga Solovieva Terms Offered: Winter

Prerequisite(s): Prerequisite: Completed Humanities, or Civilization Core requirement. The course is designed for the second-year students and above.

Equivalent Course(s): CMLT 20109

ENGL 29103. Representations of Islam in Early Modern England. 100 Units.

This seminar explores the representation of Islam and Islamic cultures in early modern English literature, from the 1580s to the 1650s with a primary but not exclusive focus on drama. What enduring fantasies about the Islamic world does early modern English literature express? How do religion, race, gender, and sexuality intersect in the formation of those fantasies? How do specific English social, political, and cultural issues inform literary representations of Islam? Ultimately, what do texts about Islam tell us about early modern England?

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Limited to 15 students, generally third- and fourth-year English majors but is open to all undergraduates; focuses on the analytical, research, and bibliographic skills necessary for producing a substantial seminar paper

Equivalent Course(s): RLST 29103

ENGL 29120. Renaissance Christian Epic: Tasso, Vida, Milton. 100 Units.

This course will focus upon the two most important Renaissance Christian epics, Torquato Tasso's *La Gerusalemme liberata*/Jerusalem Delivered (first pub. 1581) and John Milton's *Paradise Lost* (first pub. 1667), and two brief Biblical epics, Marco Girolamo Vida's *Christiad* (1535) and Milton's *Paradise Regained* (1671). We will examine these four Renaissance epics as ambitious efforts to revive an ancient and pagan form in order to depict Christian and self-consciously modern visions. We will consider how Renaissance epic poets imitate and emulate both their classical models (primarily Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, and Ovid's *Metamorphoses*) and Judeo-Christian sources (primarily the Bible); seek to forge an elevated and appropriate language for epic in Latin, Italian, and English; espouse new visions of the human, the heroic, and gender relations; and adumbrate distinctively modern national, imperial, and global ambitions. All non-English texts will be read in translation, but students who can read Latin or Italian will be encouraged to read the originals.

Instructor(s): Joshua Scodel Terms Offered: Spring

Note(s): This course fulfills the Poetry and 1650-1830 distribution requirements for English majors.

Equivalent Course(s): CMLT 39120, ENGL 39120, CMLT 29120

ENGL 29300-29600. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ENGL 29300. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Instructor(s): A. Field Terms Offered: Autumn

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.

Equivalent Course(s): CMLT 22400, CMST 28500, CMLT 32400, MAPH 33600, ARTH 38500, ENGL 48700, CMST 48500, MAAD 18500, ARTH 28500, ARTV 20002

ENGL 29600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): REES 45005, REES 25005, CMST 28600, ENGL 48900, CMST 48600, MAAD 18600, ARTH 28600, ARTV 20003, MAPH 33700, ARTH 38600, CMLT 22500, CMLT 32500

ENGL 29413. Language is Migrant: Yiddish Poetics of the Border. 100 Units.

This course examines Ashkenazi Jewish literary narratives about geopolitical borders and border-crossing through travel and migration, engaged with questions about the linguistic borders of Yiddish itself. As a diasporic language, Yiddish has long been constructed as subversively internationalist or cosmopolitan, raising questions about the relationships between language and nation, vernacularity and statelessness. This course explores the questions: How do the diasporic elements of the language produce literary possibilities? How do the "borders" of Yiddish shape its poetics? How do Yiddish poets and novelists thematize their historical experiences of immigration and deportation? And how has Yiddish literature informed the development of other world literatures through contact and translation? Literary and primary texts will include the work of Anna Margolin, Alexander Harkavy, Peretz Markish, Dovid Bergelson, Yankev Glatshteyn, Yosef Luden, S. An-sky, and others. Theoretical texts will include writing by Wendy Brown, Dilar Dirik, Gloria Anzaldúa, Wendy Trevino, Agamben, Arendt, Weinreich, and others. The course will incorporate Yiddish journalism and essays, in addition to poetry and prose. All material will be in English translation, and there are no prerequisites.

Instructor(s): Anna Elena Torres Terms Offered: Spring

Equivalent Course(s): ENGL 39413, CMLT 29402, CMLT 39402, JWSC 29402

ENGL 29416. Freud. 100 Units.

This course will involve reading Freud's major texts, including, e.g., parts of *The Interpretation of Dreams*, "Beyond the Pleasure Principle," and his later work on feminine sexuality. We will consider Freud's views on bisexuality as well. We will also read case studies and consider theoretical responses to Freud's work, by Derrida, Lacan, and other important theorists. Course requirements will be one in-class presentation, based on the reading(s) for that day, and one final paper.

Instructor(s): Françoise Meltzer Terms Offered: Autumn

Equivalent Course(s): CMLT 39416, DVPR 39416, ENGL 39416, CMLT 29416, RLST 29416

ENGL 29700. Reading Course. 100 Units.

An instructor within ENGL agrees to supervise the course and then determines the kind and amount of work to be done. These reading courses must include a final paper assignment to meet requirements for the ENGL major, and students must receive a quality grade. Students may not petition to receive credit for more than two ENGL 29700 courses. Students may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the instructor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar. Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

ENGL 29900. Independent BA Paper Preparation. 100 Units.

Senior students completing a Critical BA Project may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the faculty BA advisor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar. This course may not be counted toward the distribution requirements for the major, but it may be counted as a departmental elective.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies



Environmental Science

Department Website: <http://geosci.uchicago.edu>

Program of Study

The Department of the Geophysical Sciences offers a BS degree in Environmental Science. The program is intended for students whose interests fall at the intersection of biology, chemistry, and earth sciences, and is designed to prepare them to enter a variety of interdisciplinary fields in the environmental sciences, including the interface of environmental science and public policy. Students are given the opportunity to study such topics as the biogeochemical cycles, environmental chemistry, microbiology, ecology, the chemistry and dynamics of the ocean and atmosphere, climate change, and environmentally relevant aspects of economics and policy. Students are encouraged to participate in the Semester in Environmental Science at the Marine Biological Laboratory, and undergraduate research is also strongly encouraged.

Program Requirements for the BS in Environmental Science

The requirements for the BS degree in Environmental Science involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- seven required science or mathematics courses
- eleven elective courses pertinent to the major from the electives lists below, which must include
 - four courses designated ENSC or GEOS
 - one course in Statistics, and two more in any of Mathematics, Statistics, or Computing
 - one to three courses in Social Science/Public Policy

Candidates for the BS in Environmental Science complete a year of chemistry, a year of mathematics (including Calculus I-II), and a year of biology (ENSC 24400 Ecology and Conservation, GEOS 27300 Biological Evolution-Advanced, and BIOS 20198 Biodiversity), as well as PHYS 13100 Mechanics or the equivalent. (Note that some advanced chemistry courses require further physics as a prerequisite.)

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include ENSC 13300 The Atmosphere, ENSC 23800 Global Biogeochemical Cycles, and ENSC 24400 Ecology and Conservation. (Note that ENSC 23800 Global Biogeochemical Cycles is typically offered every other year.) Of ENSC/GEOS science electives, one can be a field course, and one may be ENSC 29700 Reading and Research in Environmental Science. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science, two of which can be used to substitute for ENSC 24400 Ecology and Conservation and ENSC 24500 Environmental Microbiology.

The major is designed to be flexible enough to accommodate students whose primary interests cover various aspects of environmental science. Sample course schedules below give examples of course plans appropriate to students focusing on climatology, conservation, and biogeochemistry. Students with a focus on policy questions may take up to three courses in social science/public policy. These courses are available through undergraduate programs in Economics, Public Policy Studies, and Environmental and Urban Studies, or through the Harris School of Public Policy (<http://collegecatalog.uchicago.edu/harrispublicpolicy/courses/>).

Because analysis of data and mathematical modeling are fundamental to environmental science, the major requires six courses in quantitative methods: a year of mathematics, one course in statistics, and two additional courses in mathematics, statistics, or computing.

Note that while students taking calculus through the more introductory MATH 13000s sequence are encouraged to complete the third quarter of calculus, MATH 13300 Elementary Functions and Calculus III, in the higher tracks Calculus III (e.g., MATH 15300 Calculus III) is not specifically required or recommended, as the first two courses offer a sufficiently comprehensive calculus training for students to move on to other courses. Depending on the choice of electives, students may credit as many as nine Mathematics/Statistics/Computing courses toward the major.

Summary of Requirements for the BS in Environmental Science

GENERAL EDUCATION

One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II *	
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II	
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II *	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
Both of the following: **		200

BIOS 20198	Biodiversity	
GEOS 27300	Biological Evolution-Advanced %	
Total Units		600
MAJOR		
ENSC 13300	The Atmosphere	100
ENSC 23800	Global Biogeochemical Cycles	100
ENSC 23900	Environmental Chemistry	100
ENSC 24400	Ecology and Conservation	100
CHEM 11300	Comprehensive General Chemistry III *	100
or CHEM 12300	Honors General Chemistry III	
One of the following:		100
PHYS 12100	General Physics I * ‡	
PHYS 13100	Mechanics	
PHYS 14100	Honors Mechanics	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20250	Abstract Linear Algebra	
PHYS 22000	Introduction to Mathematical Methods in Physics	
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
MATH 13300	Elementary Functions and Calculus III *	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
Eleven electives as follows:		1100
Four courses designated ENSC or GEOS from List E-1: Physical and Biological Sciences		
One course from List E-2: Social Sciences		
Three courses from List E-3: Computational Sciences, of which one must be under the heading of Statistics		
Three more courses from any of the elective lists, but only up to two of these may be from List E-2: Social Sciences		
Total Units		1800

- * Credit may be granted by examination.
- ** Only students majoring in Environmental Science or Geophysical Sciences may use this pairing toward the general education requirement in the Biological Sciences. Environmental Science and Geophysical Sciences majors can take these courses without the BIOS prerequisites (BIOS 20150-20151/20152) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151/20152.
- ‡ PHYS 13100 or PHYS 14100 are the preferred courses. PHYS 12100 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of Chemistry. Special petition to the department counselor is required for PHYS 12100 approval.
- % Biological Evolution-Advanced has several cross-listings. Environmental Sciences majors *must* register for it under the GEOS 27300 listing.

Lists of Elective Courses
 List E-1: Physical and Biological Sciences
 Environmental Science

ENSC 21100	Energy: Science, Technology, and Human Usage	100
ENSC 24000	Geobiology	100
ENSC 24500	Environmental Microbiology	100
ENSC 29700	Reading and Research in Environmental Science	100

Semester in Environmental Science/MBL

The following courses are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. One quarter at MBL counts for four courses: ENSC 23820, ENSC 24100, ENSC 29800, and an elective of ENSC 24200, ENSC 24300, or ENSC 28100. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL generally in March of the year preceding the start of the semester. Admissions decisions will generally be sent in April. Note that these

courses start at the beginning of September, typically four weeks prior to the start of the College's Autumn Quarter and are completed by the end of Autumn Quarter. More information on the course content and the application process, and deadlines can be found at college.uchicago.edu/academics/semester-environmental-science. (<https://college.uchicago.edu/academics/semester-environmental-science/>) Students participating in the Semester in Environmental Science receive credit for four courses in environmental science, two of which can be used to substitute for ENSC 24400 Ecology and Conservation and ENSC 23900 Environmental Chemistry.

ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 24100	Ecology - Marine Biological Laboratory	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences Marine Biological Laboratory	100
ENSC 24200	Methods in Microbial Ecology - Marine Biological Laboratory	100
ENSC 24300	Roles of Animals in Ecosystems # Marine Biological Laboratory	100
ENSC 28100	Quantitative Environmental Analyses # Marine Biological Laboratory	100

Field Courses in Environmental Science

The department sponsors field trips that range in length from one day to several weeks. Shorter field trips typically form part of lecture-based courses and are offered each year. (The trips are open to all students and faculty if space permits.) Longer trips are designed as undergraduate field courses, and one such course may be used as an elective science course for the major. Destinations of field courses have recently included Baja California and the Bahamas.

ENSC 29002	Field Course in Modern and Ancient Environments	100
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Geophysical Sciences

GEOS 21000	Mineralogy	100
GEOS 21400	Thermodynamics and Phase Change	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 22700	Analytical Techniques in Geochemistry	100
GEOS 23205	Introductory Glaciology	100
GEOS 23600	Chemical Oceanography	100
GEOS 24220	Climate Foundations	100
GEOS 24230	Geophysical Fluid Dynamics: Foundations	100
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification	100
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	100
GEOS 24300	Paleoclimatology	100
GEOS 24750	Humans in the Earth System	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
GEOS 26100	Phylogenetics and the Fossil Record	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 28600	Earth and Planetary Surface Processes	100

Chemistry

CHEM 20100-20200	Inorganic Chemistry I-II	200
CHEM 22000-22100-22200	Organic Chemistry I-II-III	300
CHEM 23300	Intermediate Organic Chemistry *	100
CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics **	300

Biology and Ecology***

BIOS 20200	Introduction to Biochemistry	100
BIOS 23232	Ecology and Evolution in the Southwest	100
BIOS 23252	Field Ecology	100
BIOS 23254	Mammalian Ecology	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles	100
BIOS 23266	Evolutionary Adaptation	100
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100

BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

Physics

PHYS 12200 & PHYS 12300	General Physics II and General Physics III [‡]	200
PHYS 13200-13300	Electricity and Magnetism; Waves, Optics, and Heat	200
PHYS 14200-14300	Honors Electricity and Magnetism; Honors Waves, Optics, and Heat	200
PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22600	Electronics	100
PHYS 22700	Intermediate Electricity and Magnetism II	100

- * Enrollment in CHEM 23300 requires a grade of C or higher in CHEM 22200 or 23200
- ** Prerequisites include MATH 20100 and PHYS 13300
- *** ENSC majors can take these courses without the BIOS prerequisites (20150-20151) unless they pursue a double major in biology. Students are expected to show competency in the mathematical modeling of biological phenomena covered in BIOS 20151.
- [‡] PHYS 13200-13300 or PHYS 14200-14300 are the preferred sequences. PHYS 12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

List E-2: Social Sciences

Microeconomics Foundations

Students may take one of the following:

ECON 19800	Introduction to Microeconomics	100
ECON 20000	The Elements of Economic Analysis I [*]	100
ECON 20100	The Elements of Economic Analysis II [*]	100
PBPL 20000	Economics for Public Policy	100
PPHA 32300	Principles of Microeconomics and Public Policy I [*]	100
PPHA 32400	Principles of Microeconomics and Public Policy II [*]	100

Other Social Science Electives

(Note that many courses below require microeconomics as a prerequisite)

ECON 19900	Introduction to Macroeconomics ^{**}	100
ECON 26500	Environmental Economics	100
ENST 23550	Urban Ecology and the Nature of Cities	100
ENST 24102	Environmental Politics	100
ENST 28220	Global Energy & Climate Challenge: Economics, Science & Policy	100
PBPL 21800	Economics and Environmental Policy	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100
PBPL 26530	Environment, Agriculture, and Food: Economic and Policy Analysis	100
PBPL 26531	Environment, Agriculture, and Food: Advanced Economic and Policy Analysis	100
PPHA 36921	Energy Economics and Policy	100
PPHA 36930	Environmental Economics: Theory and Applications	100
PPHA 38900	Environmental Science/Policy	100
PPHA 39901	Policy Approaches to Mitigating Climate Change	100

- * Must be taken in sequence
- ** Acceptable only if a microeconomics course is also taken

List E-3: Computational Sciences

Mathematics

MATH 15300 or MATH 16300	Calculus III Honors Calculus III	100
MATH 15910	Introduction to Proofs in Analysis	100

or STAT 24300	Numerical Linear Algebra	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II *	200
MATH 21100	Basic Numerical Analysis	100
MATH 20250	Abstract Linear Algebra	100
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	100
BIOS 26210-26211	Mathematical Methods for Biological Sciences I-II	200

Physics

PHYS 22000	Introduction to Mathematical Methods in Physics **	100
PHYS 22100	Mathematical Methods in Physics ***	100

Statistics

Students may take any course in statistics at the 22000 level or higher, but recommended courses are shown below. Some courses require one of the first three as a prerequisite.

Students may take one of the following:

PPHA 31200 & PPHA 31300	Mathematical Statistics for Public Policy I and Mathematical Statistics for Public Policy II †	
STAT 22000	Statistical Methods and Applications §§	
STAT 23400	Statistical Models and Methods ††	
STAT 24400-24500	Statistical Theory and Methods I-II §	200
STAT 22400	Applied Regression Analysis	100
STAT 22600	Analysis of Categorical Data	100
STAT 26100	Time Dependent Data	100
PPHA 34600	Program Evaluation	100

The 30000 (and above) level courses listed below are a joint offering of the Department of Statistics and the Department of Public Health Studies, and may be suitable for Environmental Science majors.

STAT 31900	Introduction to Causal Inference	100
STAT 35800	Statistical Applications	100
STAT 36900	Applied Longitudinal Data Analysis	100

Computing

CMSC 12100	Computer Science with Applications I +	100
CMSC 12200	Computer Science with Applications II	100
CMSC 12300	Computer Science with Applications III	100
CMSC 23710	Scientific Visualization	100

* Recommended prerequisite is MATH 19620 or MATH 15300 or MATH 16300

** Would generally substitute for MATH 20000-20100

*** Recommended in addition to MATH 20000-20100 for advanced students—covers partial differential equations

† Must be taken as a sequence

†† Higher programming component than STAT 22000

§ Recommended for advanced students. Must be taken as a sequence to be credited. STAT 24400-24500 have no prerequisite but it is possible to take both STAT 23400 and STAT 24400-24500.

§§ AP credit for STAT 22000 does not count toward the major requirements. Students with AP credit for STAT 22000 should plan to take at least three other courses from List E-3: Computational Sciences, one of which must be under the heading of Statistics.

+ Students seeking to double major in Computer Science must complete CMSC 12100-12200-12300 as a sequence per the Computer Science rule.

Grading

Students majoring in Environmental Science must receive quality grades in all courses taken to meet requirements in the major.

Honors

The BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences; (3) an oral presentation of the thesis research. All theses will be examined by the supervisor and a second reader from the faculty. Manuscript drafts will generally be due in the sixth week of the quarter in

which the student will graduate (fifth week in Summer Quarter), and final manuscripts and oral presentations in the eighth week (seventh week in Summer Quarter).

Students are strongly encouraged to reach out to potential faculty supervisors no later than their third year, since theses generally arise out of research projects already begun with faculty members. When a thesis topic is determined, students should notify the undergraduate adviser of their intent to complete a thesis and confirm their eligibility. ENSC 29700 Reading and Research in Environmental Science can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade.

Students who wish to submit a single paper to meet the honors requirement in Environmental Science and the BA paper requirement in another major should discuss their proposals with the undergraduate advisers from both programs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the undergraduate advisers, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Sample BS Programs

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

Environmental Geochemistry

ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 28100	Quantitative Environmental Analyses # Marine Biological Laboratory	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences Marine Biological Laboratory	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 26210-26211	Mathematical Methods for Biological Sciences I-II	200
CHEM 22000 & CHEM 22100	Organic Chemistry I and Organic Chemistry II	200
PBPL 20000	Economics for Public Policy	100
STAT 22000	Statistical Methods and Applications	100

Environmental Microbiology

ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 24000	Geobiology	100
ENSC 24100	Ecology - Marine Biological Laboratory	100
ENSC 24200	Methods in Microbial Ecology - Marine Biological Laboratory	100
ENSC 24500	Environmental Microbiology	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences Marine Biological Laboratory	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
BIOS 25206	Fundamentals of Bacterial Physiology	100
BIOS 26210-26211	Mathematical Methods for Biological Sciences I-II	200
PBPL 20000	Economics for Public Policy	100
STAT 22000	Statistical Methods and Applications	100

Environmental Science and Public Policy

ENSC 21100	Energy: Science, Technology, and Human Usage	100
ENSC 25200	Global Warming: Understanding the Forecast	100
ENSC 29002	Field Course in Modern and Ancient Environments	100
BIOS 23406	Biogeography	100
PBPL 21800	Economics and Environmental Policy	100
PPHA 31301	Statistical Theory and Applications for Public Policy II	100
PPHA 32300 & PPHA 32400	Principles of Microeconomics and Public Policy I and Principles of Microeconomics and Public Policy II	200
STAT 22400	Applied Regression Analysis	100

Environmental Science Courses

ENSC 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

Instructor(s): D. Abbot Terms Offered: Spring

Prerequisite(s): MATH 13100-MATH 13200

Equivalent Course(s): GEOS 13300, ENST 13300

ENSC 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)

Instructor(s): D. MacAyeal Terms Offered: Not offered in 2020-21.

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENST 12300, GEOS 13400, PHSC 13400

ENSC 13410. Global Warming: Understanding the Forecast (Flipped Class) 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. This course covers the same material as PHSC 13400, but is organized using a flipped classroom approach in order to increase student engagement and learning.

Instructor(s): D. Abbot Terms Offered: Autumn Spring

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENST 13410, PHSC 13410, GEOS 13410

ENSC 21100. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): E. Moyer

Prerequisite(s): Knowledge of physics or consent of instructor.

Note(s): See GEOS 24750/ENSC 21150.

Equivalent Course(s): GEOS 24705, GEOS 34705, ENST 24705

ENSC 21150. Humans in the Earth System. 100 Units.

Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth's surface is now used for production of food for humans, and CO₂, the waste product of human energy use, now substantially affects the Earth's radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth's energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.

Terms Offered: Spring

Equivalent Course(s): GEOS 34750, GEOS 24750, ENST 24750

ENSC 23600. Chemical Oceanography. 100 Units.

This course explores the chemistry of the ocean system and its variations in space and time. The oceans play an essential role in most (bio)geochemical cycles, interacting in various ways with the atmosphere, sediments, and crust. These interactions can be understood through studying the geochemical and isotopic properties of the ocean, its inputs and outputs, and its evolution as recorded in marine sediments and sedimentary rocks. Topics include: the marine carbon cycle, nutrient cycling, chemical sediments, and hydrothermal systems.

Instructor(s): Clara Blättler Terms Offered: Spring

Prerequisite(s): Completion of one of the following Chemistry Sequences: CHEM 10100-10200-11300 Introductory General Chemistry I-II; Comprehensive General Chemistry III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III AND either GEOS 13100 or GEOS 13200.

Equivalent Course(s): GEOS 23600, GEOS 33600

ENSC 23800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, focusing on biological and geological processes that shape the distributions of chemical species in the atmosphere, oceans, and terrestrial habitats. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, and sulfur are discussed, as well as chemical fundamentals of metabolism, weathering, acid-base and dissolution equilibria, and isotopic fractionation. The course examines the central role that life plays in maintaining the chemical disequilibria that characterize Earth's surface environments. The course also explores biogeochemical cycles change (or resist change) over time, as well as the relationships between geochemistry, biological (including human) activity, and Earth's climate.

Instructor(s): J. Waldbauer Terms Offered: Autumn

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): GEOS 33800, GEOS 23800

ENSC 23820. Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory. 100 Units.

This course examines the interface of biological processes with chemical processes in ecological systems. Course content emphasizes aquatic chemistry and the role of microbes in the cycling of nitrogen, carbon, and other elements. Effects of global changes on chemical cycling are emphasized.

Instructor(s): Marine Biological Laboratory Staff. Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): BIOS 27711

ENSC 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

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

Prerequisite(s): CHEM 11100-11200 or equivalent, and prior calculus course

Equivalent Course(s): ENST 23900, GEOS 23900, GEOS 33900

ENSC 24000. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): GEOS 36600, GEOS 26600

ENSC 24100. Ecology - Marine Biological Laboratory. 100 Units.

This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod. This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27711 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): BIOS 27710

ENSC 24200. Methods in Microbial Ecology - Marine Biological Laboratory. 100 Units.

This course explores the biology of microbes found in the environment, including relationships with the physical, chemical, and biotic elements of their environment. Emphasis is placed on understanding the science underlying the various methodologies used in the study of these organisms and systems. In the laboratory, students will work with the latest techniques to measure microbial biomass, activity, extracellular enzymes, and biogeochemical processes. Students are also introduced to molecular methods for assessing microbial genomic diversity.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.

Equivalent Course(s): BIOS 27714

ENSC 24300. Roles of Animals in Ecosystems # Marine Biological Laboratory. 100 Units.

This course addresses the question, How do animals, including man, affect the structure and function of ecosystems. The course takes an interdisciplinary approach focused on the interactions of animal diversity, migration patterns, population dynamics, and behavior with biogeochemical cycles, productivity, and transport of materials across ecosystems. This course is an elective option within the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711, and BIOS 27712.

Equivalent Course(s): BIOS 27715

ENSC 24400. Ecology and Conservation. 100 Units.

This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology.

We emphasize quantitative methods and their use for applied problems in ecology (e.g., risk of extinction, impact of harvesting, role of species interaction, analysis of global change). Course material is drawn mostly from current primary literature; lab and field components complement concepts taught through lecture. Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152 Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196. Equivalent Course(s): ENSC 24400

Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152

Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196.

Equivalent Course(s): BIOS 20196

ENSC 24500. Environmental Microbiology. 100 Units.

The objective of this course is to understand how microorganisms alter the geochemistry of their environment. The course will cover fundamental principles of microbial growth, metabolism, genetics, diversity, and ecology, as well as methods used to study microbial communities and activities. It will emphasize microbial roles in elemental cycling, bioremediation, climate, and ecosystem health in a variety of environments including aquatic, soil, sediment, and engineered systems.

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

Prerequisite(s): CHEM 11100-11200 and BIOS 20186 or BIOS 20197 or BIOS 20198

Equivalent Course(s): GEOS 36650, GEOS 26650

ENSC 28100. Quantitative Environmental Analyses # Marine Biological Laboratory. 100 Units.

This course emphasizes the application of quantitative methods to answering ecological questions. Students apply mathematical modeling approaches to simulating biological and chemical phenomena in terrestrial and marine ecosystems.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent Only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.

Equivalent Course(s): BIOS 27713

ENSC 29002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance. Enrollment allowed by permission of instructor. This course meets weekly in Winter Quarter prior to Spring Break field work.

Equivalent Course(s): GEOS 29002, GEOS 39002

ENSC 29700. Reading and Research in Environmental Science. 100 Units.

Independent study; regular meetings with Geophysical Sciences faculty member required. Register by section corresponding to faculty supervisor.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and departmental counselor

Note(s): Students are required to submit the College Reading and Research Course Form. Available to nonmajors for P/F grading. Must be taken for a quality grade when used to meet a requirement in the major.

ENSC 29800. Independent Undergraduate Research in Environmental Sciences Marine Biological Laboratory. 100 Units.

This course is the culmination of the Semester in Environmental Science at the Marine Biological Laboratory. An independent research project, on a topic in aquatic or terrestrial ecosystem ecology, is required. Students will participate in a seminar for scientific communication as well as submit a final paper on their project.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27711 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): BIOS 27712



Environmental and Urban Studies

Department Website: <http://environmentalstudies.uchicago.edu>

Urban and environmental issues are interconnected. Urbanization, climate change, habitat loss, pollution, food and energy needs, and issues of social justice and economic stability are among the most pressing issues facing contemporary societies. Environmental and urban processes operate at multiple scales, involving natural and human consequences that cannot be addressed solely from within a single discipline. Students will gain an understanding of the interconnected natural and urban realms, building their understanding of what sustainable development means and how opportunities and challenges can be met. The major motivates a deeper theoretical understanding of urbanism and nature, as well as practical strength in addressing urban and environmental challenges. It brings a spatial and place-based perspective to the study of these challenges, using built form and environmental context as key, conceptual lenses to investigate the social, cultural, economic, and humanistic dimensions of urbanism.

Program of Study

The Environmental and Urban Studies program encourages interdisciplinary approaches to the complex interactions and intersections of urbanism, environment, and society by incorporating frameworks, theories, models, and methods from the humanities, social sciences, natural sciences, urban planning and design, and urban science. Students can choose to focus on either the Environmental Track or the Urban Track. A student interested in urban environmental topics can design a program of study through either track.

- **The Environmental Track** of the major emphasizes critical thinking and rigorous applications to the study of the environment through the social sciences and humanities. Central concepts to this track include human behavior and its relationship to the environment, moral and ethical dimensions of environmental preservation and conservation, the evolution of environmental discourse, communications, and media, and cultural and historical constructions of nature and the human. The track provides emphases in environmental economics and policy, law and politics, sustainable development, human ecology, environmental ethics and justice, and the social and humanistic study of climate change.
- **The Urban Track** of the major emphasizes perspectives on human interaction with the urban, built environment. The track encourages a spatial and place-based urban perspective, meaning that built form and environmental context provide the conceptual core through which the social, economic, and political understanding of urbanism is pursued. The track approaches the nature, dynamics, and human experience of cities by capitalizing on the growth of interest in urban design, urban planning, and emerging urban science.

Students in other fields of study may also complete a minor in Environmental and Urban Studies with an emphasis on one of these tracks. Requirements for the minor follow the description of the major.

Note: Students who matriculated before July 2016 and have questions about Environmental Studies courses that they have already taken should contact the program director of Environmental and Urban Studies, Sabina Shaikh (773.834.4405, sabina@uchicago.edu), to devise their program of study.

Environmental and Urban Studies Major Requirements

Students in the Class of 2021 and beyond will follow the requirements for the Environmental and Urban Studies major, as described below. Students in the Class of 2020 may continue under the previous requirements appropriate to their chosen track, but they may also choose to complete the updated major requirements, provided that they fit within the student's graduation plan. The previous requirements may be found on the program website.

Students in the major must complete thirteen courses.

Environmental and Urban Studies Core Sequence

Students are required to take the two-course core sequence in Environmental and Urban Studies: ENST 21201 Human Impact on the Global Environment and ENST 20150 Sustainable Urban Development. These courses provide an overview of contemporary environmental issues and the theoretical and empirical approaches used to understand and address them.

Quantitative Requirements

Students in both tracks of the major will take ENST 28702 Introduction to GIS and Spatial Analysis (or equivalent), which provides the conceptual and analytics tools for space-based approaches to environmental and urban study. The course is designed to incorporate applications from the social sciences and humanities. Other GIS courses may satisfy this requirement by petition. Students in the major also have a statistics requirement of STAT 22000 Statistical Methods and Applications or an equivalent course, approved by petition to the program director.

Summary of Requirements for All Majors

(13 total courses: 4 common courses, 8 in the chosen track, and BA Colloquium)

ENST 21201	Human Impact on the Global Environment	100
ENST 20150	Sustainable Urban Development	100
ENST 28702	Introduction to GIS and Spatial Analysis	100
STAT 22000	Statistical Methods and Applications (or equivalent)	100
Eight Chosen Track Courses		800

ENST 29801	BA Colloquium I	100
Internship/field studies experience		
Total Units		1300

Thematic Tracks in Environmental and Urban Studies

Environmental Track

Students in the Environmental Track will take ENST 21301 Making the Natural World: Foundations of Human Ecology, a course which considers the conceptual underpinnings of contemporary notions of ecology, environment, and balance through the examination of historical trajectories of anthropogenic landscape modification and human society.

The Environmental Track requires completion of three elective courses from an approved list of Environmental Track courses and one elective course from an approved list of Urban Track courses. There is significant overlap in the tracks and many approved courses will be counted towards either track.

Students in the Environmental Track will also complete an experiential learning, practicum, or studio course from an approved list or through petition to the program director. The remaining two courses required for the Environmental Track must come from an approved list of Environmental Science courses, which are focused on physical and natural sciences.

The list of approved courses can be found on the program’s website (<https://environmentalstudies.uchicago.edu/courses-offered/>). Please click here (https://docs.google.com/spreadsheets/d/1WDErGwY498DXKgZNihqfr-W95pGVpDG3_Mvr4VuLDck/edit#gid=0) for a full list of approved courses.

Environmental Track Requirements
 (8 additional courses)

ENST 21301	Making the Natural World: Foundations of Human Ecology	100
Three Environmental Track elective courses from approved list*		300
One Urban Track elective course from approved list*		100
One experiential learning course from approved list*		100
Two Environmental Science courses from approved list*		200
Internship/field studies experience		
Total Units		800

* Must come from approved lists, found on the program’s website (<http://environmentalstudies.uchicago.edu/courses-offered/>).

Urban Track

Students in the Urban Track are required to take ENST 24600 Introduction to Urban Sciences, a course that provides a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization.

The Urban Track requires completion of four elective courses from an approved list of Urban Track courses and one elective course from an approved list of Environmental Track courses. There is significant overlap in the tracks and many approved courses will be counted towards either track.

Students in the Urban Track will choose one elective course from an approved list of courses in urban social science. The Urban Track also requires the completion of an experiential learning, practicum, or studio course from an approved list or through petition to the program director.

The list of approved courses can be found on the program’s website (<https://environmentalstudies.uchicago.edu/courses-offered/>). Please click here (https://docs.google.com/spreadsheets/d/1WDErGwY498DXKgZNihqfr-W95pGVpDG3_Mvr4VuLDck/edit#gid=0) for a full list of approved courses.

Urban Track Requirements
 (8 additional courses)

ENST 24600	Introduction to Urban Sciences	100
Four Urban Track elective courses from approved list*		400
One urban social science course from approved list*		100
One Environmental Track elective course from approved list*		100
One experiential learning course from approved list*		100
Internship/field studies experience		
Total Units		800

* *Must come from approved lists, found on the program’s website (<http://environmentalstudies.uchicago.edu/courses-offered/>).

BA Thesis

All students in the major are expected to develop significant independent research projects in close consultation with their preceptor and faculty adviser. In their third year, students must meet with an Environmental and Urban Studies preceptor by fourth week of Spring Quarter and submit a detailed topic page by eighth week of Spring Quarter. At this time, students are also required to secure a faculty adviser. The thesis adviser may be chosen from among the faculty teaching in Environmental and Urban Studies (<http://environmentalstudies.uchicago.edu/people/?group=Faculty%20and%20Staff>), members of the Program on Global Environment faculty advisory committee (<https://environmentalstudies.uchicago.edu/faculty-advisory-committee/>), or from relevant outside departments. An assigned preceptor will serve as a second reader on all theses. Where appropriate, outside scholars, scientists, or policy experts may be added as additional readers with the approval of the program director.

In their fourth year, students register for ENST 29801 BA Colloquium I (Autumn) or ENST 29802 BA Colloquium II (Winter), which are designed to teach research skills and more generally to aid the research and writing process. Students interested in dedicating more time to the BA process can register for both the Autumn and Winter sections. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Students who have a BA thesis requirement for another major may petition to the program director to count that program's BA Colloquium towards their Environmental and Urban Studies requirement. Students wishing to build additional time for research or writing into their schedules may speak with their thesis adviser about potentially taking ENST 29900 B. A. Thesis (Reading and Research).

All students graduating in Spring Quarter are required to participate in the BA presentation session during reading period following Spring Quarter of the year they plan to graduate.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program director. Approval from both program directors is required. Students should consult with the directors by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by the directors, is available from the College adviser and on the program website. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Required BA Timeline

Third years:

- Attend third year BA meeting at the end of week 7 of Winter Quarter
- Meet with BA preceptor by the end of week 4 of Spring Quarter
- Submit BA Topic Form by the end of week 8 of Spring Quarter

Fourth years:

- Register for either ENST 29801 in Autumn Quarter or ENST 29802 in Winter Quarter
- Submit final BA thesis to preceptor and faculty adviser by the end of week 2 of Spring Quarter
- Submit bound copy of final thesis to the department by the end of week 7 of Spring Quarter
- Attend BA Thesis Poster Presentation during reading period of Spring Quarter

Forms can be found here (<http://environmentalstudies.uchicago.edu/content/program-forms/>).

Internship or Field Studies Program

In addition to course work, students will be required to participate in an approved internship or field studies program with significant links to their program of study. Activities that fulfill the internship requirement include summer or academic year internships of varying lengths, research assistantships, fellowships or field studies with faculty or other academic staff, participation in working groups or the program Student Advisory and Research Council, completion of the Chicago Studies Certificate Program, or other sustained engagements relating to environmental and urban studies. Participation in recognized student organizations, while encouraged, does not count towards the internship requirement. Students must complete the internship evaluation form available on the program website before week 2 of Spring Quarter in the year they plan to graduate. See below for more on the Chicago Studies Certificate Program.

Advising

Application for admission to the Environmental and Urban Studies program should be made to the program preceptor, who explains requirements and arranges a preliminary program of study. Admission to the major or minor is complete when a program of study has been approved by the program director. This program of study, which the student formulates in consultation with both the program preceptor and the program director, should be in place by a student's third year. The contact information for the current program preceptors is available on the program website at environmentalstudies.uchicago.edu (<https://environmentalstudies.uchicago.edu/>).

Environmental and Urban Studies majors and minors must submit the Intent to Graduate form no later than the first week of the quarter in which they intend to graduate. The form is available online (<https://registrar.uchicago.edu/graduation/application-to-graduate/>) and must be submitted electronically.

Students will need to formalize their declaration of the major on my.uchicago.edu (<https://my.uchicago.edu/>) and provide regular documentation of any program approvals from the department to their College adviser for the requisite processing.

Grading

Students who are majoring or minoring in Environmental and Urban Studies must receive quality grades in courses taken to meet the requirements of the program.

Honors

Eligibility for honors requires an overall GPA of 3.0 or higher, a GPA of 3.5 or higher in the courses taken to meet the requirements of the program, and a BA thesis that is judged to be a high pass by the faculty and preceptor readers.

Minor Program in Environmental and Urban Studies

Students who are not Environmental and Urban Studies majors may complete a minor in Environmental and Urban Studies. Such a minor requires six courses be taken according to the following guidelines:

Tracks

- Environmental
- Urban

Requirements for Both Minor Tracks (2 courses)

ENST 21201	Human Impact on the Global Environment	100
ENST 20150	Sustainable Urban Development	100
Total Units		200

Additional Requirements for Minor Environmental Track (4 additional courses)

ENST 21301	Making the Natural World: Foundations of Human Ecology	100
Three courses in the Environmental Track*		300
Total Units		400

Additional Requirements for Minor Urban Track (4 additional courses)

ENST 24600	Introduction to Urban Sciences	100
One course in urban social sciences*		100
Two Urban Track elective courses*		200
Total Units		400

Students who elect the minor program in Environmental and Urban Studies should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor and select appropriate courses. The approval of the program director for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Experiential Learning Opportunities

The Environmental and Urban Studies major offers experiential learning opportunities through practicum courses, the Chicago Studies Quarter, and the Chicago Studies Certificate Program. Students are encouraged to enroll in these programs, which offer immersion in the academic, experiential, interdisciplinary study of Chicago and its region. For more information about these programs, please see the listing in this catalog or visit chicagostudies.uchicago.edu (<http://chicagostudies.uchicago.edu>).

Chicago Studies Quarter

Each spring, a small cohort of students studies the culture, politics, and history of the city through a curriculum of three interrelated courses with a common theme through the Chicago Studies Quarter. Admission to the program is competitive. Courses are taught by Chicago specialists from a variety of disciplines and join classroom instruction with weekly excursions and co-curricular activities.

All courses in the Chicago Studies Quarter will have an Environmental and Urban Studies course number. They are also listed in all three tracks of the major and can therefore be taken to satisfy requirements either within or outside the student's primary track.

Chicago Studies Quarter: Calumet

Since 2012, the Calumet Quarter has offered a one-quarter, intensive, experience-based program focused on human land use in the Calumet Region just south and east of the city. As of 2017–18, it has merged with the Chicago Studies

Quarter and is officially known as the Chicago Studies Quarter: Calumet. It features integrated courses, projects, field trips, guest lectures, and presentations, and integrates perspectives from the sciences, humanities, and social sciences in the study of local environments and communities.

Chicago Studies Quarter: Calumet is offered every other year. The next offering will be in Spring Quarter 2022. Courses taken as part of this program can be used to satisfy requirements in all three tracks of the major.

Chicago Studies Certificate

The Chicago Studies Certificate, launched in 2017–18, is designed for students who wish to integrate their academic inquiry with positive impact in Chicago through sustained community engagement, urban scholarship, and creative expression. The certificate is overseen by the University Community Service Center in collaboration with the Environmental and Urban Studies program, which supervises the program's academic requirements.

Completion of the *Chicago Studies Certificate* will satisfy the internship/field study requirement for the Environmental and Urban Studies major.

Environmental Studies Courses

ENST 10050. Pathways in Urban Studies. 100 Units.

The world is urbanizing at an increasing rate, and the idea of the city remains a potent one for community builders, policy makers, and researchers of all kinds. This course explores the work of city-building through public policy, placemaking, and urban planning and design. Students will read from fundamental writings in urbanism and policy, and then hear directly from practitioners in the field - community organizers, social entrepreneurs, and other urban actors - to understand how theory meets practice in the form and function of the city, as well as visit local organizations and sites of urban intervention. While the course will focus on American cities, students will also have an opportunity to read and think globally about urbanism, and to learn from guest speakers who work in the field of international urban development. Many consider Chicago a paradigmatic American city, and there is much to learn simply from experiencing the boundaries of our campus and the ways in which our campus touches and changes the city. Students in this course will join the university's long history of urban research that continues to this day, across disciplines.

Terms Offered: Summer

ENST 10550. Pathways in City Planning and Politics. 100 Units.

The world is urbanizing at an increasing rate, and the idea of the city remains a potent one for community builders, policy makers, and researchers of all kinds. This course explores the work of city-building through public policy, placemaking, and urban planning. Students will read from fundamental writings in urbanism and policy, and then hear directly from practitioners in the field - community organizers, elected officials, real estate developers, and other urban actors - to understand how theory meets practice in the form and function of the city, as well as visit local organizations and sites of urban intervention. While the course will focus on American cities, students will also have an opportunity to read and think globally about urbanism, and to learn from guest speakers who work in the field of international urban development. Many consider Chicago a paradigmatic American city, and there is much to learn simply from experiencing the boundaries of our campus and the ways in which our campus touches and changes the city. Students in this course will join the university's long history of urban research that continues to this day, across disciplines.

Terms Offered: Summer

ENST 12105. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Spring

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

Equivalent Course(s): ARCH 22105, SOCI 28088, GLST 22105, GNSE 12105

ENST 12300. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)

Instructor(s): D. MacAyeal Terms Offered: Not offered in 2020-21.

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): GEOS 13400, PHSC 13400, ENSC 13400

ENST 12402. Life Through a Genomic Lens. 100 Units.

The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): BIOS 11125

ENST 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

Instructor(s): D. Abbot Terms Offered: Spring

Prerequisite(s): MATH 13100-MATH 13200

Equivalent Course(s): ENSC 13300, GEOS 13300

ENST 13410. Global Warming: Understanding the Forecast (Flipped Class) 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. This course covers the same material as PHSC 13400, but is organized using a flipped classroom approach in order to increase student engagement and learning.

Instructor(s): D. Abbot Terms Offered: Autumn Spring

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENSC 13410, PHSC 13410, GEOS 13410

ENST 16603. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 16603, ARCH 16603, CLCV 24119, ANTH 26115

ENST 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

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

Equivalent Course(s): GEOG 22700, GEOG 32700, ARCH 20104, SOCI 20104, SOSC 25100, CRES 20104, SOCI 30104

ENST 20150. Sustainable Urban Development. 100 Units.

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

Instructor(s): Evan Carver Terms Offered: Spring Winter

Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Equivalent Course(s): ARCH 20150, PBPL 20150, GLST 20150

ENST 20160. Cities on Screen. 100 Units.

How do the movies shape our collective imagination about cities? Why do we so often turn to them for visions of disaster and dystopia, on the one hand, or a futuristic utopia on the other? How has film responded to cities in the past, and how can it help investigate our present urban condition? How can film be understood as a tool for exploring what a city is? In this seminar, we will watch and discuss feature films in which the built environment or urban issues play important roles. Students will improve their film literacy -- learning not just what a film does but how it does it -- and understand applications for film in the analysis of social, spatial, temporal, and immersive phenomena, as well as how it can help inspire and communicate design more effectively. For more information, contact Evan Carver (ehc@uchicago.edu).

Instructor(s): Evan Carver Terms Offered: Winter

Equivalent Course(s): ARCH 20160

ENST 20170. Pandemics, Urban Space, and Public Life. 100 Units.

Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. "Social distance," while

a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society? What creative responses have architects, urban designers, and planners brought to this challenge? Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities cope with the present coronavirus/COVID-19 crisis as it is unfolding and to return to post-pandemic life more vibrant than ever.

Instructor(s): Evan Carver Terms Offered: Autumn Spring

Equivalent Course(s): ARCH 20170, PBPL 20170, GEOG 20170, HLTH 20170

ENST 20180. Writing the City. 100 Units.

How do great writers convey sense-of-place in their writing? What are the best ways to communicate scientific and social complexity in an engaging, accessible way? How can we combine academic rigor with journalistic verve and literary creativity to drive the public conversation about urgent environmental and urban issues? These are just some of the questions explored in WRITING THE CITY, an intensive course dedicated to honing our skills of verbal communication about issues related to the built and natural environments. Students will research, outline, draft, revise, and ultimately produce a well-crafted piece of journalistic writing for publication in the program's new annual magazine. Throughout the quarter we will engage intensely with a range of authors of place-based writing exploring various literary and journalistic techniques, narrative devices, rhetorical approaches and stylistic strategies.

Instructor(s): Evan Carver Terms Offered: Autumn

Prerequisite(s): At least one ENST, GEOG, or ARCH course; or one PBPL, ARTH, ANTH, or SOCI course with an urban focus; or instructor permission. Please contact ehc@uchicago.edu with questions.

Equivalent Course(s): ARCH 20180

ENST 20185. Visualizing the City. 100 Units.

An underlying principle of all modern inquiry is to "make the unseen seen." But all too often, the phrase is thrown about as a meaningless cliché or, even worse, is used as an excuse for obfuscation. In VISUALIZING THE CITY, we reclaim the mandate to "make the unseen seen" by taking the cliché literally: we will restore the potential of excellent visual communication in the context of urban and environmental studies, culminating in the production of a print and online magazine for the program. Throughout this hands-on course, students will explore theories of visibility and visual communication and then apply various visualization tools to document, analyze, and communicate aspects of the built environment. Students will learn the fundamentals of software applications (such as Illustrator, InDesign, and Photoshop), web design, image editing, drawing, graphic advertising, layout, and page design. Special attention will be given to representing 2- and 3-dimensional space (i.e., cartography and drafting). Small exercises will build toward the final publication, with students acting as the production team, thereby coordinating technical skills with organization, management, communication, ethics, and teamwork.

Instructor(s): Evan Carver Terms Offered: Winter

Equivalent Course(s): ARCH 20185

ENST 20209. An Environmental History of Africa, 1800-2016. 100 Units.

For much of the twentieth century the African environment has been a story of decline and degradation—a narrative of how Africans have consistently destroyed their pristine environments. Images of soil erosion, desiccation, deforestation, and famines have, in part, shaped Western perceptions of Africa. This course will consider an alternative perspective of Africa's environment by focusing on the dynamic and complex processes of environmental change from the precolonial period to the present. We will draw on historical texts, novels, and films from multiple regions on the continent to explore how Africans understood, exploited, and managed their natural environments. By adopting an African "point of view," this course will attempt to address some of the grave misconceptions that have led so many to believe that Africa was and continues to be a "Dark Continent." Students will be encouraged to think critically about the meaning of "environmental crisis" and how that trope has served various political and cultural projects over time. But we will also seriously consider the ways in which human beings have taxed natural resources in ways that have produced profound short- and long-term consequences.

Equivalent Course(s): HIST 20209

ENST 20224. Virtual Ethnographic Field Research Methods. 100 Units.

"Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual." - Tom Boellstorff, from *Ethnography and Virtual Worlds: A Handbook of Method* This course is designed to provide students in the social sciences with a review of ethnographic research methods, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, 'being there'/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we're all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography."

Terms Offered: Summer

Equivalent Course(s): SOSC 30224, SOCI 20515, ANTH 31432, ANTH 21432, SOSC 20224, GLST 26220

ENST 20250. Introduction to Statistical Concepts and Methods. 100 Units.

Statistical techniques offer psychologists a way to build scientific theories from observations we make in the laboratory or in the world at large. As such, the ability to apply and interpret statistics in psychological research represents a foundational and necessary skill. This course will survey statistical techniques commonly used in psychological research. Attention will be given to both descriptive and inferential statistical methodology.

Instructor(s): TBD Terms Offered: Winter

Prerequisite(s): It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.

Equivalent Course(s): EDSO 20250, PSYC 20250

ENST 20300. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter. Not offered in 2020-2021

Prerequisite(s): None

Equivalent Course(s): ANTH 22131, MENG 20300, HIPS 20301, GLST 26807, HIST 25426

ENST 20510. Introduction to Spatial Data Science. 100 Units.

Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.

Instructor(s): L. Anselin and M. Kolak Terms Offered: Autumn

Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary

Equivalent Course(s): SOCI 30253, MACS 54000, SOCI 20253, GEOG 20500, GEOG 30500

ENST 20805. Cities and Urban Space in the Ancient World. 100 Units.

Cities have been features in human landscapes for nearly six thousand years. This course will explore how cities became such a dominant feature of settlement patterns in the ancient Mediterranean and Near East, ca. 4,000 BCE-350 CE. Was there an "Urban Revolution," and how did it start? What various physical forms did cities assume, and why did cities physically differ (or not) from each other? What functions did cities have in different cultures of the past, and what cultural value did "urban" life have? How do past perspectives on cities compare with contemporary ones? Working thematically and using theoretical and comparative approaches, this course will address various aspects of ancient urban space and its occupation, with each topic backed up by in-depth analysis of concrete case studies.

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

Equivalent Course(s): HIST 20805, HIST 30805, CLAS 36618, CLCV 26618, ANCM 36618, ARCH 20805

ENST 21020. Is Humanity Doomed? 100 Units.

This class explores the possibilities and perils of continued human existence on Earth. Taking climate change as a launching point, the class investigates the features of collective human life that make its prolonged existence a perennial challenge. The texts include those on challenges unique to the environment, like Stephen Gardiner's *A Perfect Moral Storm* and Jared Diamond's *Collapse*, as well as philosophical and religious theories of progress and their skeptics, centering class discussions on sources of hope and reasons for doubt about the human future. A central question of the course is whether climate change is unique or whether there are characteristics of human beings and human society (freedom, sin, tragedy) that make threats like it inevitable.

Instructor(s): David Barr Terms Offered: Spring

Equivalent Course(s): RLST 21020

ENST 21201. Human Impact on the Global Environment. 100 Units.

The goal of this survey course is to analyze the impact of the human enterprise on the world that sustains it. Topics include human population dynamics and historical trends in global impact, with most of the course focusing on how humans have altered the Earth system through a variety of processes (including climate change, air, water, nutrient cycling, pollution/novel entities, biodiversity, and land use). We read and discuss diverse sources, write short analytical papers, and a final argument based research paper.

Instructor(s): Alison Anastasio Terms Offered: Autumn Spring

Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental Studies and may be taken in any order.

ENST 21220. Cities Through Space and Time. 100 Units.

This course introduces you to cities. What are cities? Where do they come from? How do they work? In Calvino's words, what are the "invisible reasons that make cities live"? And, crucially, how can cities be better than they are today? In investigating these questions, we will explore the spatial, economic, cultural, political, and social aspects of cities, including topics like industrialization, transportation technologies, social movements, gentrification, and environmental design. We

will examine case studies drawn from both the Global North and South that will help us see how the ideas we explore are being worked out in actual practice in cities, and we will also explore the qualitative, quantitative, and spatial tools used for studying cities. Class sessions will involve a mix of (interactive) lectures, discussion, and exercises. Outside class, the primary work will be reading selected texts and writing responses. There will also be a midterm and a final exam.

Instructor(s): Evan Carver Terms Offered: Autumn

Note(s): Not offered during the 2020-21 academic year.

Equivalent Course(s): PBPL 21220, GEOG 21221

ENST 21301. Making the Natural World: Foundations of Human Ecology. 100 Units.

Humans have "made" the natural world both conceptually, through the creation of various ideas about nature, ecosystem, organism, and ecology, and materially, through millennia of direct action in and on the landscape. In this course we will consider the conceptual underpinnings of contemporary Western notions of nature, environment, and balance, through the examination of specific historical trajectories of anthropogenic landscape modification and human society. Taking examples from current events we will evaluate the extent and character of human entanglement with the environment. ENST 21201 and 21301 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Instructor(s): Alison Anastasio Terms Offered: Winter

Equivalent Course(s): ANTH 21303

ENST 21310. Water: Economics, Policy and Society. 100 Units.

Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.

Instructor(s): Sabina Shaikh Terms Offered: Spring

Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)

Equivalent Course(s): ECON 16510, LLSO 21310, GLST 21310, PBPL 21310

ENST 21404. Britain in the Age of Steam 1783-1914. 100 Units.

Britain in the Victorian era rose to global dominance by pioneering a new fossil fuel economy. This course explores the profound impact of coal and steam on every aspect of Victorian society, from politics and religion to industrial capitalism and the pursuit of empire. Our historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through comparison with Victorian energy use. Assignments include short essays based on energy "field work" and explorations in material culture.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring

Equivalent Course(s): LLSO 21404, HIST 21404, HIST 31404, CHSS 31404, HIPS 21404

ENST 21440. (Re)constructing Nature: Restoration Ecology in a Time of Climate Change. 100 Units.

Restoration ecologists, environmental professionals, and average citizens all participate in the process of habitat restoration. How does this interdisciplinary practice balance the priorities of ecosystem function and services, conservation of imperiled species and habitats, aesthetic appeal, and human use in a dynamic climate? In this course students will gain a broad overview of the field of restoration ecology and approach it from scientific, practical, and humanistic perspectives using scientific literature, case studies, and planning documents.

Instructor(s): Alison Anastasio Terms Offered: Autumn

Note(s): Not offered in Autumn of the 2020-21 academic year.

ENST 21700. Applied Research in Environment, Development and Health. 100 Units.

This course engages students in collaborative research on topics that connect the environment, health, agriculture and development. After identifying a shared theme, students will design and commence a plan of research with the goal of producing content including reading lists, research and policy briefs, data visualizations, maps, blog posts and web content, as well as creative media such as podcasts. Students will also apply their findings to programming surrounding the Frizzell Speaker and Learning Series for 2020-21 by identifying possible keynote speakers and curating other events. Students are strongly encouraged but not required to enroll in both the autumn and winter courses to gain the full benefit of a sustained research experience.

Instructor(s): Shaikh, Sabina Terms Offered: Autumn

Equivalent Course(s): GEOG 21710, PBPL 21700, GLST 21700

ENST 21800. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

Note(s): Not offered in Autumn of the 2020-21 academic year.

Equivalent Course(s): ECON 16520, PBPL 21800, LLSO 26201

ENST 22209. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution and toxic waste, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What do the terms "nature" and "wilderness" even mean, and should "natural" environments as such have ethical and/or legal standing? What fundamental ethical and political perspectives inform such approaches as the "Land Ethic," ecofeminism, and deep ecology? Is there a plausible account of environmental justice applicable to both present and future generations? Are we now in the Anthropocene, and if so, is "adaptation" the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

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

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): HMRT 22201, PLSC 22202, PHIL 22209

ENST 22300. South Side Ecologies. 100 Units.

South Side Ecologies is a project based course offered every other spring on an environmental topic of concern to communities on the South Side of Chicago. During the first half of the class we will use scholarly and popular sources to understand the background and extent of the issue, while the second half will engage with expert partners to execute a project in their area of need. Due to the experiential nature of this course, while we will strive to have class meetings in the official time and place, students should expect they may need to attend meetings, interviews, guest lectures, or other activities at other times and locations during the week. Every effort will be made to accommodate the needs and schedules of students in the course. In 2019, we will focus on the confluence of history, culture, industry, nature, recreation, and the narratives that weave them together, on the South East Side of Chicago. In particular, we will be collaborating with the Chicago Park District and community stakeholders to research and develop interpretive materials for parks in the Calumet region, including Steelworkers Park and Big Marsh.

Instructor(s): Alison Anastasio Terms Offered: Spring. Every other spring

ENST 22310. The Commons: Environment and Economy in Early Modern Europe. 100 Units.

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

Instructor(s): O. Cussen Terms Offered: Winter

Equivalent Course(s): HIPS 22310, HIST 22310, LLSO 22310

ENST 22330. Flooding the World: Creation and Restoration in the Levant, Mesopotamia, and India. 100 Units.

From Genesis to the Epic of Gilgamesh and the Rig Veda to modern novels like Geraldine McCaughrean's *Not the End of the World* (2004) and Jeanette Winterson's *Boating for Beginners* (1997), humans have repeatedly accounted for, imagined, and ironized civilizational collapse and restoration through stories of catastrophic floods. These texts, modern and ancient, are fraught with political, religious, and historical background. In this course, we will compare these texts, focusing on literary issues like narrative plot, the construction of characters, the literary devices used, and the role of the narrator in telling the story of the flood. We will attempt to ascertain why imaginings of a deluge are generative, while being attuned to the complex differences between the ancient narratives and their significantly different afterlives. Through sustained inquiry, we will both challenge notion of sacred exceptionalism even while confronting the enduring presence of this trope in the post-modern novel.

Instructor(s): Cathleen Chopra-McGowan Terms Offered: Winter

Equivalent Course(s): JWSC 26030, SALC 22330, RLST 22330

ENST 22425. The Ghosts of Hunger: Global Food Insecurities Past and Present. 100 Units.

Today, both sides of the political debate take aim at America's dependency on external sources of food, labor, manufacturing and energy (resources that academics sometimes refer to as "ghost" acres, labor, etc.). The Global South, in short, plays a key role in fueling and sustaining the rapid, dramatic, and on-going domestic growth of so-called "industrialized" countries. As early as the 1960s, ecologists such as Georg Borgstrom warned about patterns of economic and population growth that drew beyond the limits of domestic ecology with the help of imports from land-rich developing nations. This course will explore the origins of the contemporary global food system, critique theoretical frameworks for understanding and justifying the current global agricultural commodities trade, and compare alternative visions of its future. Case studies will include

the emergence of British imperial wheat-beef markets, the trans-Atlantic cotton trade through the Civil War, the westward migration of forest-based smelting, and the movements of American textile manufacturing and protein production to the global East and South. Theoretical frameworks will include core/periphery relationships; frontier expansion; the Malthusian and Smithian limits of self-sufficient and regionally specialized growth; and trade dependency theory.

Instructor(s): Amy Coombs Terms Offered: Winter

ENST 22611. Paris from 'Les Misérables' to the Liberation, c. 1830-1950. 100 Units.

Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).

Instructor(s): C. Jones Terms Offered: Spring

Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.

Equivalent Course(s): HIST 22611, ARCH 22611, HIST 32611, FREN 22620, FREN 32620

ENST 22708. Planetary Britain, 1600-1900. 100 Units.

What were the causes behind Britain's Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.

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

ENST 23100. Environmental Law. 100 Units.

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): R. Lodato Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): PBPL 23100, LLSO 23100

ENST 23289. Marine Ecology. 100 Units.

This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.

Instructor(s): T. Wootton Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and prior introductory course in ecology or consent of instructor.

Equivalent Course(s): BIOS 23289

ENST 23321. Writing and Reading Space(s) in the Italian Renaissance. 100 Units.

This course offers an introduction to the study of the Renaissance in Italian literature. A defining movement in the history of European culture and civilization, the Renaissance is best known for its rediscovery of classical antiquity, its achievements in the arts, literature, philosophy, exploration etc., as well as for the rise of a modern sense of self. Italy represents the gateway to the study of the Renaissance as it was the birthplace of many of its key protagonists. In this course, students will become familiar with some of the major male and female representatives of the Italian Renaissance. From Petrarch to Alberti, from Lorenzo de' Medici to Ficino, from Machiavelli to Michelangelo, from Vittoria Colonna to Moderata Fonte, we will situate their writings against the discrete geographical, political, and cultural backdrops that engendered them.

Thematically, the class will focus on the issue of space and the relationship between authors and the built environment. We will compare/contrast the physical milieux in which texts were produced (city/countryside, courts etc.), as well as look at how real and imaginary spaces were represented in literary form in order to examine how location both informs and affects the production of literary works. Lastly, we will engage with manuscripts and early printed editions of these texts during our in-and-off campus visits to the Special Collections at The University of Chicago Library and the Newberry Library.

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

Note(s): Taught in Italian.

Equivalent Course(s): ARCH 23321, ARTH 23321, ITAL 23321

ENST 23500. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in

considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D. Prelim exam in political sociology.

Instructor(s): T. Clark Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in the social sciences

Equivalent Course(s): SOCI 30106, SOCI 20106, PBPL 23600

ENST 23505. Environmental Ethics. 100 Units.

This course examines foundational issues of environmental ethics. What kind of values (economic, aesthetic, existence) are important? What kind of value do individual biota, humans, other species, ecosystems, humans, or inorganic entities have? What is the relationship of humans to the rest of the world? What should it be? Do religious and philosophical traditions contribute to or help address environmental degradation?

Instructor(s): S. Fredericks Terms Offered: Winter

Equivalent Course(s): RLST 23505

ENST 23550. Urban Ecology and the Nature of Cities. 100 Units.

Urban ecology is an interdisciplinary field derived from the academic discipline of ecology. How well does classical ecological theory, typically formed from reductionist views of nature without humans, describe and predict patterns in human-dominated landscapes? Students will learn fundamental concepts in ecological theory, examine how these concepts apply to urban systems, and explore the paradigms of ecology in, of, and for cities. Readings and discussions will focus on classical research papers from the ecological literature, history of modern ecology, and contemporary approaches to studying biotic systems in cities.

Instructor(s): Alison Anastasio Terms Offered: Winter

Equivalent Course(s): PBPL 23550

ENST 23807. Toxic: Body Burdens and Environmental Exposures. 100 Units.

Toxicity is a pervasive and often elusive presence in our lives today. In this seminar class, we begin to address this condition by asking: what exactly is toxic? Who bears the burden of this classification? And, how then, are these understandings of toxicity defined and deployed in broader historical, political, and scientific contexts? From these preliminary questions, we explore the pathways through which toxic exposure, contamination, and fallout accumulates in disproportionate and uneven ways, especially for minoritized populations and upon Indigenous territories. Drawing upon a variety of social science literature and community-based research we trace these challenges through overlapping structures of race, class, gender, citizenship, and coloniality. This transnational and interdisciplinary orientation will acquaint students with case studies of exposure across different scales and geographies, from Chernobyl to Chicago. Through mixed approaches of ethnography and media curation, students will also have the opportunity to research and document their own cases studies of body burdens and environmental exposure.

Instructor(s): Teresa Montoya Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): HLTH 23807, ANTH 23807, CRES 23807

ENST 23811. Facing Climate Change in the Global South. 100 Units.

Reckoning with climate change often leads to an appeal to a common humanity that is on the brink of annihilation. The call is to act together to stall the harmful effects we as a species have had on the planet. This course will critically interrogate the social, political, racial inequalities that such a rhetoric evades. Reading ethnographies from different parts of the world, we will examine the causes and consequences of the Global South disproportionately bearing both the impact of environmental degradation and the burden of remedial measures to avert the climate crisis. Taking up four environmental issues, we will ask: what causes environmental inequality, how is it manifested, and what are the consequences - both for people experiencing these inequalities and for effectivity of climate change action? The course will cover: (a) The problem of toxicity and waste in underprivileged communities from New York to New Delhi. (b) The impact of the global quest to save tropical wilderness on local communities that are pitted against prioritized megafauna such as the tigers of the Sundarbans and the elephants of the Zambezi. (c) The inequalities in climate disaster relief, from New Orleans after Hurricane Katrina to Maldives facing sea-level rise (d) The toll on marginal farming communities of the global push towards sustainable, organic food production.

Instructor(s): Suchismita Das Terms Offered: Winter. Winter 2021

Equivalent Course(s): CRES 23811, ANTH 23811

ENST 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

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

Prerequisite(s): CHEM 11100-11200 or equivalent, and prior calculus course

Equivalent Course(s): GEOS 23900, ENSC 23900, GEOS 33900

ENST 24020. The Place of the Intellectual: Civic Life in Italian Literature and Theory. 100 Units.

This course offers a survey of the notion of civic life in Italian literature and theory, from its beginning(s) to contemporary authors. The topic will be explored through some of the major representatives in Italian intellectual history, actively concerned with the life of the community at the urban, national and transnational level. From Dante to Petrarch, from Renaissance Civic Humanism to Machiavelli, from Vico to Gramsci, from Esposito to Agamben, the focus of the class will be on human sociability and on the forces that enhance or hinder the constitution of communities and collective life. Italy

offers a privileged entry point into the issue of civic life due to its belated national unification and richness in local cultural varieties, traits that makes Italy unique in the European cultural and political landscape. Thematically, the class will look at the relationship between Church and Empire; at forms of communality beyond political institutions, such as friendship and family; at the imagination of ideal cities and utopias; at the effects of disruptive natural and human events on the making/unmaking of human sociability; at literature and popular culture in the constitution of regional and national identities.

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

Note(s): Taught in English.

Equivalent Course(s): ITAL 24020

ENST 24102. Environmental Politics. 100 Units.

Politics determines not only which particular faction holds power, but the parameters upon which contests for power are conducted. At present, the desirability of economic growth is the universal consensus principle that actors across the political spectrum and national borders agree upon despite their disagreement on the shape that this should take and the beneficiaries of it. This principle overrides any other consideration, including environmental protection and restoration, regardless of the political beliefs of the leader or party in question. This course undertakes a term-long discussion of how the assumptions and practices of politics, policy, and activism would be changed if the protection of the environment was the central organizing principle of the international system, with particular attention to theories that challenge conventional ways of organizing society, economics, and politics.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): PBPL 24102, LLSO 24102

ENST 24106. Introduction to Environmental Ethics. 100 Units.

This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism, biocentrism, theocentrism) should ground an environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Equivalent Course(s): KNOW 20702, LLSO 24106, PBPL 20702, RETH 30702, RLST 24106, KNOW 30702

ENST 24190. Imagining Chicago's Common Buildings. 100 Units.

This course is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the course, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio course and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this course. Interested students should email the instructor (Luke Joyner, lukejjoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTV 20210, ARTH 24190, GEOG 24190, AMER 24190, ARCH 24190

ENST 24196. Second Nature: New Models for the Chicago Park District. 100 Units.

The Chicago Park District seems to preserve "first nature" within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

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

Equivalent Course(s): GEOG 24196, ARTH 24196, ARCH 24196, ARTV 20206

ENST 24201. China's Eco-Environmental Challenges and Society's Responses. 100 Units.

In nearly four decades of reform and opening policies, China's economic achievements have come at a high cost for its ecological environment; air pollution, water pollution, and soil contamination, among other problems, are facts of life for most Chinese citizens. In addition, China is now the world's biggest emitter of carbon dioxide and has recently acknowledged its contributions to global warming and the need for drastic mitigation of greenhouse gases. Facing these tremendous challenges, remarkable shifts in the way that Chinese society communicates and tackles these problems are occurring. This seminar will look, in particular, at relevant public debates, crucial policies, as well as popular initiatives and protest, to approach this wide topic. How is the relationship between humans/society and nature/environment conceptualized and communicated? Can we detect shifts from traditional to modern, even contemporary 'Chinese approaches'? And to what extent and how do political authorities, media, the general population and scientists in China interact in the face of the

acknowledged risks that environmental pollution poses to communities, to China's (economic) development and, not least, to individual health and well-being. Basic knowledge about modern Chinese society and politics as well as Chinese reading skills are helpful, but not a strict requirement for participation in this course.

Instructor(s): A.L. Ahlers Terms Offered: Autumn

Equivalent Course(s): EALC 24201, EALC 34201

ENST 24214. Cities in Modern China: History and Historiography. 100 Units.

China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities "modern," but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of "China-centered" scholarship in the 1970s to the "global turn" of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

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

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): GLST 24214, ARCH 24214, HIST 24214, EALC 24214

ENST 24233. Food Politics in a Global World. 100 Units.

"Food Politics" means so many things: Trust, risk, danger. Safety, regulation, retail, and consumption across wildly different scales: global, (trans)national, urban, regional, local, distant, foreign. Diets, fasts, binges. Canning, refrigeration, cafeterias, farmers' markets, and the cold aisles of supermarkets. Educated consumers, mass panics, and the "distant" bodies of humanitarian aid. In this class, ethnographic and comparative approaches to food politics will be our lens into recognizing, discussing, and thinking about food as a critical site of global politics. We will examine articulations of social differences, performances and performativities of bodies (gendered, migrant, public, private, clandestine, hungry, satiated, healthy, and criminal), transnational battles over regional and local "purity," and sensibilities that do or do not trust sites of economic and/or political authority positioned far away. Indeed, food politics are just as much a window into the investigative and critical potentials of ethnography in a global world as they are a way to recognize the moral, popular, imaginary, and experiential processes at work and constitutive of taken-for-granted political actor-abstractions such as "the state" "the economy" and "the public."

Instructor(s): Czarnecki, Natalja Terms Offered: Winter

Equivalent Course(s): ANTH 25322, GLST 24233

ENST 24302. Early Modern China: An Age of Global Transformation, 1500-1800. 100 Units.

The period between 1500 and 1800 was pivotal in the emergence of the modern world. We tend to focus on Europe and the Americas when we think of the changes that occurred in this period. However, this was also an age of dramatic transformation for China in ways that were connected and/or similar to changes unfolding elsewhere. After reviewing how the legacy of the Mongol conquests shaped early modern Eurasia, we will examine a series of intertwined developments that were characteristic of not only China but also global experiences in this period: population growth, expanded commercial activity, silver imports from the Americas, and the adoption of "New World" crops, such as maize and sweet potatoes. We will then look at how new intellectual currents and major shifts in government policies responded to these new social and economic realities. We will examine two developments—print culture and colonialism—that play important roles in narratives of early modern European history but are no less applicable to Chinese history. Our course will end with a consideration of how the growth of the early modern period generated not only tremendous wealth but also considerable political and ecological challenges that modern actors would struggle to overcome. For the final project, students will design a museum exhibit that focuses on one aspect of China's early modern history and underscores the global interconnectedness of this period.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): GLST 24302, HIST 14302, EALC 14302

ENST 24340. Political Ecologies of Colonialism: Local and Global. 100 Units.

The rapidly warming planet makes it clear that the natural and human worlds are inseparable and that local ecologies are inextricable from global political and economic processes. While resulting devastation has more recently emerged as global crisis, the assimilation of local landscapes and ecologies into global social processes has a deep history. This class considers the development and intensification of such global connections through the lens of political ecology. It contextualizes local ecological changes wrought by expansive colonial powers - poisoned mountains, mono-cropped landscapes, and disappeared forests - within the emergence of a global economy in the early modern era. The course is roughly divided into two parts. First, it examines the political ecology of colonialism, considering links between extractive practices of land management and the imbalances of power typical of colonial contexts. Secondly, it assesses how the extraction and expansion inherent to colonial projects provided impetus to the emerging global economy from the 16th to 20th centuries, and considers how those historical processes continue to reverberate into the present. While historicizing contemporary environmental issues, students

will be introduced to political ecology, environmental history, 'the Anthropocene' concept, theories of commodification and value, and world systems analysis.

Instructor(s): Raymond Hunter Terms Offered: Spring

Equivalent Course(s): GLST 24340, ANTH 28505

ENST 24550. Urban Ecology in the Great Nearby. 100 Units.

Places like the Great Barrier Reef, Great Smoky Mountains, or Great Outdoors elicit ideas of a nature that is far away and often presumed to be "pristine." Not only are these presumptions worthy of interrogation, but they may limit our understanding of the natural world that is in close proximity to humans. In this course students will use our restricted geographical movement during a pandemic as an opportunity to focus on hyperlocal urban ecology: that of the Great Nearby. What can we learn about our neighborhood and its human and non-human residents through close observation in a finite geographic area? What are the benefits, scientifically and socially, of understanding the Great Nearby? What are the challenges of place-based ecology, especially in scaling up to make regional and global connections? Using an ecological lens to investigate the urban landscape up close, students will learn the importance of observation as it relates to forming hypotheses to understand the world, as well as revealing the urban natural world that we may not have noticed before. Grounded in the rigor of urban ecology, place-based research, long-term monitoring, and their application, students are expected to be actively outdoors in their local urban environment throughout the quarter.

Instructor(s): Alison Anastasio Terms Offered: Autumn

Note(s): Remote course with an expectation that students will be able to make multiple observations weekly in a ~2 block radius of their urban location. If students are in Chicago, some activities/assignments may take place outside (safely, with masks and physical distance) close to campus. Alternative assignments/methods of participation will be available to those who are not in Chicago. This course is intended to be complementary to ENST 23550 and does not require it as a prerequisite.

Equivalent Course(s): GEOG 24550

ENST 24600. Introduction to Urban Sciences. 100 Units.

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): PBPL 24605, GEOG 24600, SOCI 20285, GEOG 34600

ENST 24660. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. This course is part of the College Course Cluster, Urban Design.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 33500, GEOG 23500, ARCH 24660

ENST 24701. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): PBPL 24701, LLSO 24901

ENST 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): E. Moyer

Prerequisite(s): Knowledge of physics or consent of instructor.

Note(s): See GEOS 24750/ENSC 21150.

Equivalent Course(s): GEOS 24705, ENSC 21100, GEOS 34705

ENST 24750. Humans in the Earth System. 100 Units.

Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth's surface is now used for production of food for humans, and CO₂, the waste product of human energy use, now substantially affects the Earth's radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth's energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.

Terms Offered: Spring

Equivalent Course(s): ENSC 21150, GEOS 34750, GEOS 24750

ENST 24756. Exploring the Resilient City. 100 Units.

In recent years, sub-national units of government have enacted meaningful policy plans in the wake of the ongoing failure of the international community to address global climate change. Cities in particular have shaped their plans to address the now-inevitable effects of climate change by adopting policies that emphasize resilience and environmental protection, without sacrificing economic growth, and with attention to the ongoing challenges of poverty and inequality. This course will take a comparative look at the policies adopted by cities on an international basis, while defining what it means to be a resilient city and how much the built environment can be adjusted to limit the environmental impact of densely populated metropolises. It will also consider what impact citizen activism and input had upon the shape of each plan and the direction that its policies took. Students will also be asked to consider what might be missing from each plan and how each plan could be improved to foster greater resiliency.

Instructor(s): R. Lodato Terms Offered: Course was not offered 2019-2020

Equivalent Course(s): PBPL 24756

ENST 24776. International Environmental Policy. 100 Units.

Environmental issues have become a prominent part of the work of international organizations and their member nations. The international community has recognized the efficacy of multi-national agreements as a method for comprehensive solutions to problems that were once dealt with on a nation-by-nation basis. This course will address such topics as the Montreal Protocol, climate change agreements, and the Law of the Sea treaty, as well as the efforts being undertaken by some leading nations to address present-time environmental challenges.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): PBPL 24776

ENST 24902. The Politics of Plant Life: Edens, Plots, and Ruins. 100 Units.

How do plant ecologies materialize conflicted and incommensurate political formations? How are political ideals, collectivities, or anxieties reflected in the matter and meaning of plant life across its many social guises (as food, magic, medicine, drugs, industrial commodities, mortal enemies, alien invaders, and more)? How might radical attention to the complexities of our lives with plants help us to formulate ethical and political possibilities in the wake of conflicted histories and in midst of uncertain planetary futures? This course explores possibilities for understanding political imaginaries through the lens of plant life. We will attend to the history of social and natural scientific understandings of plant life as these shaped foundational concepts in social and political theory (including concepts of culture, race, gender and sexuality, economy, and history). We will examine how the scientific, military, and commercial transformation of plant natures was central to political projects from 18th century imperialism to 21st century counter-insurgency, from World War to the "War on Drugs," from colonization to climate crisis. This seminar brings together historical sources, classical theoretical texts, and contemporary ethnographic projects with experimental and multi-media materials to explore the history of plant life's entanglement with imagined political histories and futures--apocalyptic, utopian and revolutionary."

Instructor(s): Amy McLachlan Terms Offered: Spring

Equivalent Course(s): ANTH 23806, GLST 24901, ANTH 33809

ENST 25000. The Amazon: Literature, Culture, Environment. 100 Units.

This course proposes a cultural history of the Amazonian region. Through films, novels, visual arts, essays, manifestos, and works on cultural and environmental history, we will explore the history of Amazon from a range of perspectives.

We will examine indigenous cultures and epistemologies, extractivist activities, environmental policies, contemporary literature and film, and a global imagination of the Amazon. Authors and projects may include Claudia Andujar, Gaspar de Carvajal, Bernardo Carvalho, Euclides da Cunha, Heitor Dhalia, Ciro Guerra, Milton Hatoum, Susanna Hecht, Alexander von Humboldt, Davi Kopenawa, Ailton Krenak, Chico Mendes, Daniel Munduruku, Lúcia Sá, Silvino Santos, Candace Slater, Mario Vargas Llosa, Eduardo Viveiros de Castro, Video in the Villages, among others.

Instructor(s): V. Saramago Terms Offered: Spring

Note(s): Taught in English. Materials available in English, Portuguese and Spanish.

Equivalent Course(s): LACS 25005, SPAN 25555, PORT 35000, PORT 25000, LACS 35005, SIGN 26059, SPAN 35555

ENST 25006. How Things Get Done in Cities and Why. 100 Units.

Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests

and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.

Terms Offered: TBD

Equivalent Course(s): SOCI 20294, PBPL 25006, LLSO 21100, SSAD 21100

ENST 25014. Introduction to Environmental History. 100 Units.

How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.

Instructor(s): F. Albritton Jonsson Terms Offered: Winter

Equivalent Course(s): HIST 25014, CHSS 35014, HIPS 25014, HIST 35014

ENST 25114. Natural History and Empire, circa 1500-1800. 100 Units.

This course will examine natural history-broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people-in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern sources of natural history from antiquity and their (re)interpretation in imperial context; early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of

Instructor(s): J. Niermeier-Dohoney Terms Offered: Autumn

Equivalent Course(s): HIST 25114, HIPS 25114

ENST 25115. Francis Bacon's Philosophy of Nature. 100 Units.

Historians of science have traditionally regarded Francis Bacon (1561-1626) as one of the most prominent seventeenth-century champions of induction, empiricism, and experimental methodology. While these are perhaps his most important contributions to natural philosophy, Bacon and his adherents also exerted a profound influence on Western notions of power over nature and of the possibilities of alteration, manipulation, and exploitation of the natural world. This course will examine some of Bacon's principal works ("The New Organon", "The Advancement of Learning", "The New Atlantis", and "The Great Instauration") in order to first develop an understanding of Bacon's philosophical positions and the changing landscape of natural philosophy in the seventeenth century. Then, we will examine the implications of Bacon's philosophy from his lifetime to the present, focusing particularly on the rise of artisanal and craft knowledge; the emergence of civil institutions for cooperative knowledge making; utopian and cornucopian conceptions of the natural economy; science as the manipulation of nature; the competing and complementary notions of dominion over nature versus environmental stewardship; the practical uses of natural materials during European imperial expansion; the origins of industrialization and technological development; and his influence on modern science, politics, economics, and environmentalism.

Instructor(s): J. Niermeier-Dohoney Terms Offered: Winter

Equivalent Course(s): HIST 25115, HIPS 25115

ENST 25116. Utopia, Dystopia, and the Apocalypse in Western Culture. 100 Units.

This course will examine how Western society has asked and answered questions about potential futures throughout its history. We will look especially at ways in which these questions have been explored through utopian, dystopian, and apocalyptic scenarios within religious, scientific, and political cultures. These narratives have denoted moral righteousness, critiqued the hubris of science and industrialization, and advocated or denounced systems of governance and social organization. They also reveal historical assumptions about human nature, progress, and the relationship between rationality and irrationality. Topics will include Biblical apocalypticism and its influence in the medieval and modern worlds; medieval and early modern millenarianism or the active pursuit of the apocalypse; early modern utopianism and its influence on later utopian writing; modern economic prognostication; modern utopian and dystopian science fiction in literature, film, and television; nineteenth- and twentieth-century socialist and nationalist utopianism and totalitarianism; global catastrophic risks such as asteroid impacts, pandemics, climate change, ecological degradation, and nuclear war; and the increasing importance of science in "futurology" or "future studies," a burgeoning field in the postwar era.

Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring

Equivalent Course(s): HIPS 25116, RLST 25116, HIST 25116

ENST 25117. Natural History of Humans/Human History of Nature. 100 Units.

In this course we will think broadly about human history as a type of natural history and the recent history of nature as a part of the human narrative. Students will be introduced to the concept of "deep time," its discovery by geologists and biologists in the 18th and 19th centuries, and its impact on human history. Topics will include 16th- and 17th-century historiography and Biblical exegesis, geological theories of Hutton, Cuvier, and Lyell, and biological theories of Lamarck and Darwin. We will examine how certain modern sciences have affected historians' approaches. Topics will include how the structure and function of the brain affected kinship development, language acquisition, and social bonding; interpretations of "human nature" by theology, philosophy, anthropology, and psychology; massive time scales and intergenerational governing, justice, and ethics; and geography's role in shaping civilizational development. Finally, we will consider how the rising human impact over natural earth systems may change the way human and civilizational history will be studied going forward. Topics include anthropogenic changes to the biosphere through hunting and agriculture in the ancient world and the globalization of communicable diseases and invasive plant and animal species after 1492; the impact of climate change on modern civilization; the potential that humans are responsible for a new geological epoch; and what "history" looks like without humans.

Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring

Equivalent Course(s): HIPS 25117, HIST 25117

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

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

Instructor(s): C. Kindell Terms Offered: Winter

Equivalent Course(s): CRES 25218, HIPS 25218, GNSE 25210, GLST 25218, HLTH 25218, HIST 25218, AMER 25218

ENST 25250. Global Disaster Ecologies: Interspecies Exposures and Immunities. 100 Units.

This class explores ecologies that thrive, transform, or collapse under severe anthropogenic pressures. Construing "ecology" and "disaster" broadly, it attends to human and nonhuman interdependencies in contexts at once different and related: (post)war landscapes, sites of modern agriculture and food production, and extreme weather events attributed to global climate change. The class asks: what social and ecological relations become possible, thinkable, and tenable when scientific and experiential facts of natural destruction meet optimistic ideologies of conservation, resilience, and climate finance? Interdisciplinary class readings will place special emphasis on honeybees' collapse and worldwide insect decline.

Instructor(s): Jasarevic, Larisa Terms Offered: Autumn

Equivalent Course(s): GLST 25250, ANTH 24835

ENST 25320. Poverty and Urban Development: the Right to Housing in Latin America. 100 Units.

Bringing a wide variety of disciplinary texts into conversation, this course leads towards a holistic understanding of the historically rooted and globally entangled housing condition of Latin America's urban poor. It encourages students to read along the grain of developmental discourse at different stages of twentieth-century development, thus advancing students' capacity to critically situate and condition global and national policies. The course analytically foregrounds problems of governance, resource distribution, and sociopolitical complexity, providing students with a representative range of case studies from across the subcontinent and interrogating what it means for social and economic goods to be labeled human rights. Throughout the course, students will examine diverse housing arrangements and policies in the context of national, regional, and global development histories. Ultimately, this course advances comprehension of the particularities of contemporary Latin American societies, and that which they share with the Global South and the world at large.

Instructor(s): Gonzalez, Ines Escobar Terms Offered: Spring

Equivalent Course(s): GLST 25320, ANTH 23097

ENST 25422. Struggle and Solidarity: The Politics of Chicago Labor in the 19th and 20th Centuries. 100 Units.

In this course we will question how and why Chicago was important to the way we think about "work." Employment, equity, wages, and security are certainly of debate throughout the nation today, but Chicago has been at the forefront of this contentious conversation for the last two hundred years. In order to better understand the relationship between advancing capitalism, labor politics, the workers' body, exploitation, and resistance we will analyze the Haymarket Massacre, the Chicago Stockyards, and the African-American Pullman Porters. To be sure, laborers built this city with broad shoulders, but also with a commitment to struggle and solidarity that changed the social, political, and economic landscape of the United States and the world forever. What about the confluence of labor and capital sparked these events? How does union organization work on a pragmatic level as well in regards to ideological (re)formation? In what other ways can populations resist oppression? How do class, race, capital, and labor intersect in society over time and why do those relationships shift? What are the differences or similarities regarding labor issues between Chicago and other parts of the world?

Instructor(s): K. Bryce Lowry Terms Offered: Spring, Spring 2021

Equivalent Course(s): ANTH 25422, HIST 28812

ENST 25460. Environmental Effects on Human Health. 100 Units.

Given the increasing human population in urban areas, the effects of urbanization and the urban environment on human health can be particularly profound. In this course, students will be introduced to environmental health issues, research, policy and advocacy. An overview of fundamental concepts in environmental health will be paired with case studies based on current local issues and topical research. Guest-led lectures and discussions will connect biological, chemical, and physical exposures to their real effects on human communities.

Instructor(s): Alison Anastasio Terms Offered: Spring

ENST 25500. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): GEOG 35500, GEOG 25500, BIOS 23406, EVOL 45500

ENST 25704. Environmental Justice in Chicago. 100 Units.

This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject. We will focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the often understudied role of religion in environmental justice theory and practice.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Equivalent Course(s): RETH 35704, PBPL 25704, KNOW 25704, RLST 25704

ENST 25705. Climate Ethics. 100 Units.

Anthropogenic climate change is the largest challenge facing human civilization. Its physical and temporal scale and unprecedented complexity at minimum require extensions of existing ethical systems, if not new ethical tools. In this course we will examine how religious and philosophical ethical systems respond to the vast temporal and spatial scales of climate change. For instance, common principles of environmental ethics such as justice and responsibility are often reimagined in climate ethics even as they are central to the ethical analysis of its effects. In the course, we will take a comparative approach to environmental ethics, examining perspectives from secular Western philosophy, Christianity (Catholic and Protestant), Buddhist, and Indigenous thought. We will also look at a variety of ethical methods. Throughout the course we will focus on communication about climate change as well as articulating rigorous ethical arguments about its causes and implications.

Instructor(s): Sarah Fredericks Terms Offered: Spring

Equivalent Course(s): RLST 25703

ENST 25841. Global Viral News Lab: Crises, Inequalities, and Pandemic Trajectories of Global news and info. 100 Units.

Through news portals, podcasts, and other media, students will track recent journalistic work on the political, economic, and other forms of social fallout from the COVID-19 pandemic. Ethnic and racial politics, class conflict, and the obsession with quantification have all consistently re-emerged as issues and frequently as dangerous tropes in coverage. Moreover, omnipresent "crisis" narratives often slip into easy justifications for bipartisan corporate bailouts, surveillance, and the unequal access of intricate, amplified social hierarchies. How does clickbait news-making pose threats to an ideology of supposedly unmediated, unfiltered, "just the facts" information-sharing (including in academia)? How do viruses, illness, and health emerge as both news stories and metaphors for understanding the contemporary media and social landscape? In this experimental lab, students will track reporting on the pandemic to think critically about the social construction of narrative.

Instructor(s): Kohl, Owen Terms Offered: Autumn

Equivalent Course(s): GLST 25841

ENST 25910. Introduction to Location Analysis. 100 Units.

Understanding the location of business activities - agricultural, industrial, retail, and knowledge-based - has long been a focus for economic geographers, regional scientists, and urban planners. This course traces the key theories and conceptual models that have been developed over time to explain why economic activities tend to locate where they do. To introduce and explain these theories, this course covers several foundational concepts in economic geography and urban planning, such as: bid-rent theory, locational triangulation, various models of urban structure and growth, urban market areas, transportation, economic restructuring, and the "back-to-the-city" movement. This course incorporates several GIS exercises to teach students the basic principles of location optimization and to help illuminate the foundational theoretical principles of economic geography.

Instructor(s): Kevin Credit Terms Offered: Autumn. Offered 2020-21

Equivalent Course(s): GEOG 25900, GEOG 35900

ENST 26003. Chicago by Design. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building-the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago. This course is part of the College Course Cluster, Urban Design.

Instructor(s): E. Talen Terms Offered: Spring
 Equivalent Course(s): PBPL 26003, GEOG 24300, SOSC 26003

ENST 26005. Cities by Design. 100 Units.

This course examines the theory and practice of city design-how, throughout history, people have sought to mold and shape cities in pre-determined ways. The form of the city is the result of myriad factors, but in this course we will hone in on the purposeful act of designing cities according to normative thinking-ideas about how cities ought to be. Using examples from all time periods and places around the globe, we will examine how cities are purposefully designed and what impact those designs have had. Where and when has city design been successful, and where has it resulted in more harm than good?

Instructor(s): Emily Talen Terms Offered: Autumn
 Equivalent Course(s): GEOG 26005, ARCH 26005, PBPL 26005

ENST 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required. This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Autumn
 Note(s): This course offered in odd years.
 Equivalent Course(s): HIST 28900, GEOG 36100, GEOG 26100, HIST 38900

ENST 26170. Why Do Animals Talk? Beastly Worlds in South Asian Literature. 100 Units.

Comprised of a diverse set of languages covering a disparate set of regions, South Asian literatures share a deep investment in the figure of the animal. Whether imagined through the genre of political advice, in narrative tellings of the past lives of the Buddha, or simply as characters in an expanded continuum of life, animals serve as important literary devices to reflect on human beings as well as autonomous subjects bound up with humans with their own distinct emotional and spiritual lives. Drawing particularly from the Sanskrit tradition among others, this course will introduce students to a broad survey of animal literature in South Asia alongside more recent scholarship in Animal Studies. By the end of the course, students can expect to have a myriad of answers to the question: why do animals talk?

Instructor(s): Sarah Pierce Taylor Terms Offered: Spring
 Equivalent Course(s): SALC 26170, RLST 26170

ENST 26225. Ethnographic Methods. 100 Units.

This is a course on how to do ethnographic research. While recent decades have seen scholars rightfully insist on the artistic and inherently personal quality of 'doing' and 'writing' ethnography, the course aims to illuminate the regulating structures of thought and practice underpinning every piece of original ethnographic work. The course is both a reading and a research workshop. As a reading workshop, it seeks to enable students to read ethnography like ethnographers: identifying and learning from the inner workings of the research project at the heart of each ethnographic text. As a research workshop, the course progressively leads students to construct and implement a research project of their own. Students will methodically enact the physical techniques and analytic practices emerging from their reading of ethnography. Throughout the course, we will grapple with the challenges facing an ethnographic researcher and identify the building blocks of an ethnographic project. In this effort, we will focus on the posing of a research question; the formulation of conceptual frameworks; constructing a statement of problem; actors and informants; the semiotics and pragmatics of interviewing; analysis of interactions qua participant-observer, and historical approaches in ethnography. Students will also experiment with forms of non-verbal visual representation.

Instructor(s): Gonzalez, Ines Escobar Terms Offered: Winter
 Equivalent Course(s): GLST 26225

ENST 26235. The Craft of Research Design. 100 Units.

Research methodologies are the backbone of academic thinking and of sound arguing and yet they are too often taken for granted or unduly dismissed as mere technicalities. In the course of this class, the students will learn to discern intricacies of research design in exemplary pieces of scholarship. Students will also have a chance to develop essential elements of a research project designed in accordance with their own research interests. Aside from introducing students to examples of how some concrete research problems were investigate in the fields, in the libraries and archives, and on the Internet, the class readings focused on bodies, medicine, and health will help students conceptualize the most persistent research puzzle: human bodies and cultural subjectivities.

Instructor(s): Jasarevic, Larisa Terms Offered: Spring
 Equivalent Course(s): GLST 26230

ENST 26244. Research Approaches to Global New Media. 100 Units.

The development of new media technology has prompted questions about and challenges to conceptions of power, knowledge, and subjectivity. In this course we will examine how different groups around the world use digital media in the construction of new identities, subcultures, virtual public spheres, and new forms of political participation. This course will equip students with methodological tools for studying new media, including discourse analysis, digital ethnography, and other interpretive methods. The goal of this course is not only to acquaint students with the theoretical and epistemological underpinnings of such methods, but to put them into practice through class exercises and a final multi-media research project.

Instructor(s): Mekawy, Yasmeen Terms Offered: Spring
 Equivalent Course(s): PLSC 26244, GLST 26244

ENST 26255. Environmental Justice Field Research Project I. 100 Units.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based research project, collect data, conduct analyses, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University. PBPL 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.

Instructor(s): Lodato, R. Terms Offered: Autumn

Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.

Equivalent Course(s): PBPL 26255

ENST 26275. Doing Fieldwork: Mobilizing Ethnography to Investigate a Radically Transforming Global World. 100 Units.

In the age of "post-truth" politics; of globally-scaled and mediated flows of information, bodies, and biological threats; of magnified uncertainties related to public safety, to conditions of geopolitical belonging, and to human rights themselves, how do we, as ethical researchers, approach emergent social issues in a radically transforming global world? In this course, students will explore the investigative and critical potentials of qualitative research, with a focus on ethnographic fieldwork and discursive analysis. How do we recognize, collect, and make sense of fieldwork data, when our questions deal with seemingly intangible concepts? What does "home" mean, for immigrant and diasporic communities and what do concepts like "place," "space," and memory have to do with it? How do people in urban contexts, especially those who rely on mass transit, service and gig economy workers, and first responders in cities like Chicago manage daily life in conditions of existential, biological, and extreme economic threat in the age of COVID-19? How do we "know" experiential categories like anxiety when we see them, and how do we, as ethical researchers, find answers to questions in our ethnographic materials, without imposing our own conceptual constructs on them? In this collaborative forum, students will practice, share, and critically engage with ethnographic methods, including participant observation, documentation, interviewing, historical research, and discourse analysis.

Instructor(s): Czarnecki, Natalja Terms Offered: Winter

Equivalent Course(s): GLST 26275

ENST 26322. A History of Public Spaces in Mexico, 1520-2020. 100 Units.

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By gauging the degree to which these sites were truly open to the public, it addresses questions of social exclusion, resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers the individuals and groups that helped to define these places. This allows us to read street vendors, prostitutes, students, rioters, and the "prole" as central historical actors. Through case studies and primary sources, we will examine palpable examples of how European colonization, various forms of state building, and more recent neoliberal reforms have transformed ordinary Mexicans and their public spaces.

Instructor(s): C. Rocha Terms Offered: Spring

Equivalent Course(s): LACS 25322, ARCH 26322, HIST 26322

ENST 26355. Environmental Justice Field Research Project II. 100 Units.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University. PBPL 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.

Instructor(s): Lodato, R. Terms Offered: Winter

Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.

Equivalent Course(s): PBPL 26355

ENST 26382. Development and Environment in Latin America. 100 Units.

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

Instructor(s): Diana Schwartz Francisco Terms Offered: Winter

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

ENST 26500. Environmental Economics. 100 Units.

This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.

Instructor(s): S. Shaikh

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 26500, PBPL 32631

ENST 26511. Cities from Scratch: The History of Urban Latin America. 100 Units.

Latin America is one of the world's most urbanized regions, and its urban heritage long predates European conquest. And yet the region's cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America's historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.

Instructor(s): B. Fischer Terms Offered: Winter

Prerequisite(s): Some knowledge of Latin America or urban studies helpful.

Equivalent Course(s): LACS 36510, LACS 26510, HIST 36511, HIST 26511, ARCH 26511

ENST 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400

or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): PPHA 32510, PBPL 26530, ECON 26530

ENST 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): PBPL 26531, PPHA 32520, ECON 26540

ENST 26801. The Global Urban. 100 Units.

This course was conceived with the aim of "globalizing" urban scholarship. To this end, we will highlight different urban trajectories and forms and different ways of being urban around the world. We will focus on urban experiences in the Global South and in Southeast Asia particularly. We will spend the first week of the course discussing how and why Southern cities are different. We will talk about their explosive growth in the twentieth century, the precarious nature of urban employment, informal settlement as a major urban form, the housing divide as a social structure distinct to such cities, class formation, economic and spatial restructuring under neoliberalism, and the nature of urban citizenship. We will spend the second week examining two very different cases: Manila and Phnom Penh. In the third week, we will focus exclusively on Hong Kong, and students will be tasked with conducting their own urban fieldwork.

Instructor(s): Marco Garrido Terms Offered: Summer

Equivalent Course(s): GLST 26801

ENST 27101. Sustainable Urbanism in Context. 100 Units.

Sustainable urbanism presents a great range of challenges at conceptual, practical, and spatial levels. But solutions to these challenges are only meaningful insofar as they can be implemented at local scales and in a context-appropriate manner.

This hands-on seminar-studio takes students into the heart of the Calumet, a region with complex environmental, industrial, and urban histories. Students will learn to assess the conditions of the built environment, to identify needs, and, working in concert with local stakeholders, to propose design solutions to help reinvigorate a sense of place and restore a fragmented landscape.

Instructor(s): Evan Carver Terms Offered: Spring

Prerequisite(s): Acceptance is based on enrollment in the Chicago Studies Quarter: Calumet in Spring 2020.

Equivalent Course(s): GEOG 27101, PBPL 27101

ENST 27103. Planning for Land and Life. 100 Units.

The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course's exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to

other local and regional plans. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.

Instructor(s): Mark Bouman Terms Offered: Spring

Equivalent Course(s): ARCH 27103, PBPL 27103, GEOG 27103

ENST 27125. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27125, ENGL 27125, REES 29025, HIST 27710, CMLT 27125

ENST 27150. Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region. 100 Units.

This course will use the Calumet region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map the Calumet region's "place types" - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region's potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity.

Terms Offered: Spring

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program. Not offered in 19-20.

ENST 27155. Urban Design with Nature. 100 Units.

This course will use the Chicago region as the setting to evaluate the social, environmental, and economic effects of alternative forms of human settlement. Students will examine the history, theory and practice of designing cities in sustainable ways - i.e., human settlements that are socially just, economically viable, and environmentally sound. Students will explore the literature on sustainable urban design from a variety of perspectives, and then focus on how sustainability theories play out in the Chicago region. How can Chicago's neighborhoods be designed to promote environmental, social, and economic sustainability goals? This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): BPRO 27155, GEOG 27155, PBPL 27156

ENST 27210. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.

This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago.

Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City.

Instructor(s): William Nickell Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27210, REES 24417, HIST 27712

ENST 27221. Sustainable Urbanism. 100 Units.

This course explores cutting-edge solutions to today's interrelated challenges of decarbonizing the economy, reversing the obesity epidemic, and replacing sprawl. In addition to learning about the current state of sustainable urban planning and design, students will apply to the Calumet region a collection of future-forward urban design strategies to build prosperous and sustainable urban communities that can thrive for years to come. Topics include community organizing; public health, safety, and welfare; governance; neighborhood planning and design; stormwater management; density, and net-zero-energy building design. While not a studio class, there will be opportunities to practice spatial design drawing, community engagement tactics, and sustainability metrics.

Instructor(s): Doug Farr Terms Offered: TBD

Prerequisite(s): Enrollment is based on acceptance into the Calumet Quarter Program.

Note(s): Calumet Quarter course for 17-18 AY. Not offered 18-19 or 19-20.

ENST 27325. Urban Ecology in the Calumet Region. 100 Units.

This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.

Instructor(s): Alison Anastasio Terms Offered: Spring

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter: Calumet program for Spring 2020.

Equivalent Course(s): PBPL 27325, GEOG 27325

ENST 27330. Spaces of Hope: The City and Its Immigrants. 100 Units.

The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life." (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another.

Instructor(s): Nada Petkovic Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27330, REES 21500, HIST 27713

ENST 27400. Epidemiology and Population Health. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

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

Prerequisite(s): STAT 22000 or other introductory statistics highly desirable. For BIOS students-completion of the first three quarters of a Biological Sciences Fundamentals sequence.

Equivalent Course(s): PPHA 36410, PBHS 30910, STAT 22810, HLTH 20910

ENST 27534. The Aspirational City: Chicago's Multicultural Communities. 100 Units.

No city has meant more to the hopes and dreams of more divergent groups of Americans than Chicago. The Aspirational City: Chicago's Multicultural Communities will explore the histories of Chicago's various racial, ethnic and marginalized communities and the ways in which they have sought to fashion the destinies of themselves, their communities, and the city of Chicago. The course is a weekly seminar open to both undergraduate and graduate students.

Terms Offered: Spring

Equivalent Course(s): CRES 27534, HIST 27308

ENST 28601. Ideas of Nature I. 100 Units.

Nature is, and has been, a fundamental category in human thought. Yet Arthur Lovejoy (1935) enumerated sixty-six senses in which the word had been used in European literature and philosophy. We examine the roles that the (nominally continuous) category of "nature" played in sources such as ancient religious texts, Greek and Roman philosophical writings, and medieval poetry and theology.

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

Prerequisite(s): ECON 20900, 21000, or 26500; or ENST 26500

Note(s): ENST 28601 and 28602 may be taken individually in any order. This course is offered in alternate years.

Equivalent Course(s): HIPS 29001, MDVL 28601

ENST 28702. Introduction to GIS and Spatial Analysis. 100 Units.

This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of "spatial" variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.

Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21

Equivalent Course(s): SOCI 30283, SOCI 20283, GEOG 28702, ARCH 28702, GEOG 38702

ENST 28728. Climate Change and Society: Human Impacts, Adaptation, and Policy Solutions. 100 Units.

Anthropogenic climate change is one of the most difficult challenges faced by modern society. A revolution in socioeconomic and environmental data, along with new and old insights from economics, can inform how we face this global challenge. During the course, our focus will be on the impacts of climate change upon society, and the necessity of solutions that deal with the global scope, local scales, and often unequal nature of the impacts. This interdisciplinary course covers the tools and insights from economic analysis, environmental science, and statistics that inform our understanding of climate change impacts, the design of mitigation and adaptation policies, and the implementation of these policies. Students will develop a mastery of key conceptual ideas from environmental economics relevant for climate change and acquire tools, both theoretical and empirical, for conducting analyses of climate impacts and policies. The latter part of the course will hone students' ability in applying these insights and tools through policy debates and presentations. The goal is to help students become informed and critically-minded practitioners of evidence-based, climate-informed policy making.

Instructor(s): Jina, A. Terms Offered: Winter

Prerequisite(s): PBPL 20000 or ECON 20000 or consent of instructor

Equivalent Course(s): PBPL 28728

ENST 28800. Readings in Spatial Analysis. 100 Units.

This independent reading option is an opportunity to explore special topics in the exploration, visualization and statistical modeling of geospatial data.

Instructor(s): K. Credit and M. Kolak Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): GEOG 28700, GEOG 38700

ENST 28900. Environmental and Science Policy. 100 Units.

With a strong emphasis on the fundamental physics and chemistry of the environment, this course is aimed at students interested in assessing the scientific repercussions of various policies on the environment. The primary goal of the class is to assess how scientific information, the economics of scientific research, and the politics of science interact with and influence public policy development and implementation.

Instructor(s): D. Coursey Terms Offered: TBD

Equivalent Course(s): PBPL 28900

ENST 28925. Health Impacts of Transportation Policies. 100 Units.

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment, and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

Terms Offered: Spring

Equivalent Course(s): ARCH 28925, PBPL 28925, HLTH 28925

ENST 28980. Readings in Urban Planning and Design. 100 Units.

This independent reading option is an opportunity to explore contemporary debates and theoretical arguments involved in the planning and design of cities.

Instructor(s): E.Talen Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): GEOG 38900, GEOG 28900

ENST 29421. Politics of Commemoration. 100 Units.

Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): L. Auslander Terms Offered: Spring

Equivalent Course(s): HIST 29421, ARCH 29421, GLST 29526, CRES 39421, HIST 39421, LLSO 29421, CRES 29421, JWSC 29421

ENST 29525. The Global Life of Things. 100 Units.

We are often told that the market has taken over all aspects of our social lives. The effects of this process can be seen in the financialization of the economy, the deregulation of labor, and the exploitation of natural resources. Goods are produced on one side of the world and consumed in another. Even college students are seen as investments that accrue value. How did this happen? This course will examine the deep history of how so much of the world became commodities. Focusing primarily on the seventeenth to the nineteenth centuries, we will ask how work, time, land, money, and people were commodified. We will also consider how historians and anthropologists have told the history of global capitalism through particular commodities, including sugar, cotton, meat, grain and mushrooms. Readings will span western Europe, India, the Atlantic World, Chicago, and contemporary Japan. Periodically, we will reflect on how these histories bear on questions of labor, gender, and the environment in the present day.

Instructor(s): O. Cussen Terms Offered: Spring

Equivalent Course(s): HIST 29525, GLST 29525

ENST 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.

The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material "space" of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious

disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.

Instructor(s): S. Burns Terms Offered: Autumn

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.

Equivalent Course(s): EALC 29527, HIST 39527, GLST 29527, HIST 29527, EALC 39527

ENST 29700. Reading and Research. 100 Units.

This course is a reading and research course for independent study not related to BA research or BA paper preparation.

Prerequisite(s): Consent of faculty supervisor and program director Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of faculty supervisor and program director

Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.

ENST 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.

This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): Registration by instructor consent only

Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.

Equivalent Course(s): PBPL 29701

ENST 29703. Readings and Research: Humans and Natural Environments. 100 Units.

This course is a readings and research course for independent study in Environmental and Urban Studies.

Instructor(s): Sabina Shaikh Terms Offered: Winter

Note(s): Enrollment by instructor consent only

ENST 29704. Readings and Research: Humans and Built Environments. 100 Units.

This course is a readings and research course for independent study in Environmental and Urban Studies.

Instructor(s): Sabina Shaikh Terms Offered: Spring

Note(s): Enrollment by instructor consent only

ENST 29720. Reading and Research: Calumet. 100 Units.

The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 29801. BA Colloquium I. 100 Units.

This colloquium is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. The class meets weekly.

Instructor(s): Graduate preceptor Terms Offered: Autumn

Prerequisite(s): Students must have an approved topic proposal and a faculty reader

Note(s): Required of students with fourth-year standing who are majoring in Environmental and Urban Studies.

Equivalent Course(s): GEOG 29801

ENST 29802. BA Colloquium II. 100 Units.

This colloquium assists students in conceptualizing, researching, and writing their BA theses.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Open only to students with fourth-year standing who are majoring in Environmental Studies

ENST 29900. B. A. Thesis (Reading and Research) 100 Units.

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

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

Prerequisite(s): Consent of instructor and program director

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



Fundamentals: Issues and Texts

Department Website: <http://fundamentals.uchicago.edu>

About Fundamentals

The Fundamentals program enables students to concentrate on fundamental questions by reading classic texts that articulate and speak to these questions. It seeks to foster precise and thoughtful pursuit of basic questions by means of (1) rigorous training in the interpretation of important texts, supported by (2) extensive training in at least one foreign language, and by (3) the acquisition of the knowledge, approaches, and skills of conventional disciplines: historical, religious, literary, scientific, political, and philosophical.

Rationale

A richly informed question or concern formulated by each student guides the reading of texts. Classic texts are also informed by such questions; for example, Socrates asks: What is virtue? What is the good? What is justice? Aristotle and Cicero explore the relation of civic friendship to society. Freud asks: What is happiness? Can humans be happy? Milton investigates how poetic vocation may be related to political responsibility. Students who are engaged by these questions and others like them, and who find them both basic and urgent, may wish to continue to explore them more thoroughly and deeply within the structure of the program which provides the wherewithal to address them on a high level.

That wherewithal is to be found in the fundamental or classic *texts* (historical, religious, literary, scientific, political, and philosophical) in which the great writers articulate and examine questions in different and competing ways. These books illuminate the persisting questions and speak to contemporary concerns because they are both the originators and exacting critics of our current opinions. These texts serve as colleagues who challenge us to think that something else might actually be the case than what we already think. The most important questions may, at bottom, be the most contested, and those most susceptible to, and most requiring, sustained, probing engagement.

This program emphasizes the firsthand experience and knowledge of major texts, read and reread and reread again. Because they are difficult and complex, only a small number of such works can be studied. Yet the program proposes that intensively studying a profound work and incorporating it into one's thought and imagination prepares one for reading any important book or reflecting on any important issue. Read rapidly, such books are merely assimilated into preexisting experience and opinions; read intensively, they can transform and deepen experience and thought.

Studying fundamental texts is, by itself, not enough. Even to understand the texts themselves, supporting studies and training are necessary: a solid foundation in at least one foreign language and in disciplines and subject matters pertinent to the main questions of students are essential parts of the major. Students benefit from knowledge of the historical contexts out of which certain problems emerged or in which authors wrote; knowledge of specific subject matters and methods; knowledge of the language in which a text was originally written, as well as an understanding of the shape a given language imparts to a given author; fundamental skills of analysis, gathering evidence, reasoning, and criticism; different approaches and perspectives of conventional disciplines. All these are integral parts of the educational task.

Individual Program Design

Genuine questions cannot be assigned to a student; they must arise from within. For this reason, a set curriculum is not imposed upon students. Each student's course of study must answer to his or her interests and concerns, and must begin from a distinctive concern. One student may be exercised about questions of science and religion; another about freedom and determinism; another about friendship and conversation; another by prudence, romance, and marriage; a fifth about distributive justice. Through close work with a suitably chosen faculty adviser, a student determines texts, text and author courses, and supporting courses as appropriate to address the student's Fundamentals question. Beginning with a student's questions and interests does not, however, imply an absence of standards or rigor; this program is most demanding.

Activities of Graduates

The Fundamentals program serves the purposes of liberal education, regarded as an end in itself, and offers no specific pre-professional training; yet Fundamentals graduates have successfully prepared for careers in the professions and in scholarship. Some are now pursuing work in law, medicine, journalism, ministry, government service, business, veterinary medicine, and secondary school teaching. Others have gone on to graduate schools in numerous fields, including classics, English, comparative literature, Slavic, history, philosophy, social thought, theology, religious studies, clinical psychology, political science, development economics, mathematics, film studies, and education.

Faculty

The faculty of the Fundamentals program comprises humanists and social scientists, representing interests and competencies in both the East and the West and scholarship in matters ancient and modern. This diversity and pluralism exists within a common agreement about the primacy of fundamental questions and the centrality of important books and reading them well. The intention is for the students to see and work with a variety of scholars presenting their approaches to and understanding of books that they love, that they know well, and that are central to their ongoing concerns.

Application to the Program

Students should apply in Spring Quarter of their first year to enter the program in their second year; the goals and requirements of the program are best met if students spend three years in the major. Students are interviewed and counseled

in order to discover whether or not their interests and intellectual commitments would be best served by this program. Admissions are decided on the basis of the application statement, interviews, and previous academic performance.

Program Requirements

The Fundamentals program comprises (a) **13 courses**, (b) the **Junior Paper**, and (c) the **Senior Exam**, for a total of 1500 units.

A. Course Work

Gateway Course (1 course) (Autumn Quarter or Winter Quarter): This course is specifically designed for the incoming cohort of Fundamentals students and is a mandatory part of the program. It is devoted to the close reading of one or two texts or the works of a single author, chosen because they raise challenging questions and present important and competing answers. Through this course, students will study a variety of ways in which a text can respond to their concerns and can compel consideration of its own questions.

1. **Text/Author Courses (7 courses).** The seven Text/Author courses are devoted to the study of one or two particular texts or the work of a particular author. Text/Author courses are generally cross-listed as FNDL courses in Class Search (<http://registrar.uchicago.edu/classes/>); if a relevant course is not cross-listed, the student should contact the coordinator to see if it can be counted towards the major. In years when the Gateway Course is offered in Autumn Quarter, entering students are required to take at least one Text/Author course in Winter Quarter; in years when the Gateway Course is offered in Winter Quarter, entering students are expected to take at least one Text/Author course in Autumn Quarter.

The Text/Author Courses and the Gateway Course—eight courses total—give each student the opportunity to develop a list of **six texts** that will become the basis of his or her Senior Exam (see below). This list should contain works in the area of the student's primary interest that examine that interest from diverse perspectives. One of the six must be studied in an original language other than English, the same language in which the student establishes competency (any exceptions must be approved by the chair).

2. **Supporting Courses (4 courses).** These are courses that complement the student's program, providing historical context, theoretical and methodological training, or other complements. They do not have to be listed as FNDL to satisfy this requirement, but they must be explicitly identified as supporting courses in consultation with the student's adviser.
3. **Foreign Language (1 course).** Students in the program are expected to achieve a level of proficiency in a foreign language sufficient to enable them to study in the original language (other than English) one of the texts on their examination list. Such training ordinarily requires two years of formal language instruction or its equivalent. The third quarter of the second year of the language is counted toward the major. In addition, students are required to take a course where they study a text in that language; the instructor of the course may be asked to provide an evaluation of the student's linguistic proficiency on the basis of this work. Students and instructors should work closely together in determining how the student will demonstrate competency in the language. As the achievement of proficiency may differ vis-à-vis length of study from language to language, it may prove harder for students of some languages to read a text in its entirety even after completing two years of instruction. Any students who believe that their language is so difficult that doing so is unrealistic may petition to have the requirement met by reading a clearly marked-out portion of the text—perhaps a chapter or two, or series of smaller sections. To be considered, the petition must set out a clear plan and must be signed by the instructor of the text in question.

B. The Junior Paper

In the Winter or Spring Quarter of their junior year, students write an extended essay called the Junior Paper. This project provides the opportunity for students to originate and formulate a serious inquiry into an important issue arising out of their work and to pursue the inquiry extensively and in depth in a paper of about twenty to twenty-five pages (roughly 8,000 to 10,000 words). At every stage in the preparation of the paper, students work closely with their Fundamentals faculty adviser. Students register in the independent study course FNDL 29901 in the quarter in which they write the paper; they are also expected to participate in the Junior Paper Colloquium that takes place in the Winter Quarter. Acceptance of a successful Junior Paper is a prerequisite for admission to the senior year of the program.

C. The Senior Examination

At the end of Week Six in the Spring Quarter of their senior year, students are examined on six texts they have studied in the context of their Text/Author courses and approved independent study courses. Preparation for this examination allows students to review and integrate their full course of study. During a three-day period, students write two substantial essays on questions designed for them by the associated faculty. The examination has a pedagogical intention, more than a qualifying one; its purpose is to allow students to demonstrate how they have related and integrated their questions, texts, and disciplinary studies. To take the examination, students register in FNDL 29902 in the Spring Quarter (or, with the consent of the chair, in the Autumn or Winter Quarters if there are scheduling issues).

Summary of Requirements

The Gateway Course	100
Seven Text/Author Courses	700
Four Supporting Courses	400

Third quarter of second-year foreign language *	100
FNDL 29901 Independent Study: Junior Paper	100
FNDL 29902 Independent Study: Senior Examination	100
Total Units	1500

* or credit for the equivalent, determined by petition

Grading, Advising, and Honors

Grading. The Junior Paper and Senior Examination (FNDL 29901 and FNDL 29902) are graded Pass/Fail; all other courses within the major must be taken for quality grades. Independent study courses must include a term paper, and students should be prepared to request statements of reference or evaluation from faculty with whom they have worked in this capacity.

Advising. Each student has a faculty adviser who is assigned to the student on the basis of their mutual interests and areas of expertise. The adviser closely monitors the student's choice of texts, courses, and language studies, allowing for the gradual development of a fitting and coherent program. The faculty adviser may also oversee the student's Junior Paper and is responsible for approving the final list of texts for the Senior Exam. In addition, the program coordinator is available for advice and consultation on all aspects of the program.

Honors. Honors are awarded by the Fundamentals faculty to students who have performed with distinction in the program. An overall GPA of 3.5 is necessary to be considered for honors, and special attention is paid to both the Junior Paper and the Senior Exam.

Academic Year 2020–21 Courses

Gateway Course (required for all incoming Fundamentals majors)

FNDL 21408. Vico's New Science. 100 Units.

This course offers a close reading of Giambattista Vico's masterpiece, *New Science* (1744)—a work that sets out to refute 'all opinions hitherto held about the principles of humanity.' Vico, who is acknowledged as the most resolute scourge of any form of rationalism, breathed new life into rhetoric, imagination, poetry, metaphor, history, and philology in order to promote in his readers that originary 'wonder' and 'pathos' which sets human beings on the search for truth. However, Vico argues, the truths that are most available and interesting to us are the ones humanity 'authored' by means of its culture and history-creating activities. For this reason the study of myth and folklore as well as archeology, anthropology, and ethnology must all play a role in the rediscovery of man. The *New Science* builds an 'alternative philosophy' for a new age and reads like a 'novel of formation' recounting the (hi)story of the entire human race and our divine ancestors. In Vico, a prophetic spirit, one recognizes the fulfillment of the Renaissance, the spokesperson of a particular Enlightenment, the precursor of the Kantian revolution, and the forefather of the philosophy of history (Herder, Hegel, and Marx). The *New Science* remained a strong source of inspiration in the twentieth century (Cassirer, Gadamer, Berlin, Joyce, Beckett, etc.) and may prove relevant in disclosing our own responsibilities in postmodernity.

Instructor(s): R. Rubini Terms Offered: Autumn

Note(s): Taught in English.

Equivalent Course(s): ITAL 32900, CMLT 32501, ITAL 22900, CMLT 22501

Independent Study (for registering for the Junior Paper and Senior Examination)

FNDL 29901. Independent Study: Junior Paper. 100 Units.

Students who are on campus will be required to attend a series of colloquium meetings in Winter Quarter, but should enroll in the quarter that they will write the Junior Paper. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chair.

FNDL 29902. Independent Study: Senior Examination. 100 Units.

Students should expect to register for this independent study in the Spring of their final year, the quarter in which they will take their Senior Exam. Exceptions to this can only be made with the consent of the program chair. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Terms Offered: Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chair.

Autumn Quarter Courses

FNDL 21404. Shakespeare II: Tragedies and Romances. 100 Units.

This course explores mainly major plays representing the genres of tragedy and romance; most (but not all) date from the latter half of Shakespeare's career. After having examined how Shakespeare develops and deepens the conventions of tragedy in *Hamlet*, *Othello*, *Macbeth*, *King Lear*, and *Antony and Cleopatra*, we will turn our attention to how he complicates and even subverts these conventions in *The Winter's Tale* and *The Tempest*. Throughout, we will treat the plays

as literary texts, performance prompts, and historical documents. Section attendance is required. This course is part of the College Course Cluster, The Renaissance. (Pre-1650, Drama)
 Instructor(s): Timothy Harrison Terms Offered: Autumn
 Equivalent Course(s): ENGL 16600, TAPS 28406

FNDL 22001. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's 'The History of Sexuality', with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

Instructor(s): A. Davidson Terms Offered: Autumn

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): GNSE 23100, RLST 24800, KNOW 27002, HIPS 24300, CMLT 25001, PHIL 24800

FNDL 22220. Marx's Capital, Volume I. 100 Units.

We will study the first volume of Karl Marx's Capital, attempting to understand the book on its own terms and with minimal reference to secondary literature. (A) (I)

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

Equivalent Course(s): PHIL 22220, PHIL 32220

FNDL 24003. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series 'The Decalogue' by one of the most influential filmmakers from Poland, Krzysztof Kie#lowski. Without mechanically relating the films to the Ten Commandments, Kie#lowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kie#lowski's own writings and interviews, including criticism by Zizek, Insdorf, and others.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): CMST 26705, REES 37026, REES 27026, CMST 36705

FNDL 24106. Readings in Maimonides' Guide of the Perplexed. 100 Units.

A careful study of select passages in Maimonides' Guide of the Perplexed, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.

Instructor(s): James Robinson Terms Offered: Autumn

Equivalent Course(s): NEHC 40470, ISLM 45400, RLST 21107, HREL 45401, RLVC 45400, JWSC 21107, MDVL 25400, HIJD 45400

FNDL 24500. The Ethics of War: Reading Michael Walzer's Just and Unjust Wars. 100 Units.

Questions about war, the taking of human life, the obligations of citizenship, the role of state power, and international justice are among the most pressing topics in ethics and political life. This class will examine these matters through a close reading of Michael Walzer's Just and Unjust Wars: A Moral Argument with Historical Illustrations, first published in 1977 and now in its 5th edition. Widely considered a classic in the ethics of war, JUW develops a theory for evaluating whether to enter war as well as decisions within war-what are known as the *jus ad bellum* and the *jus in bello*. Walzer applies his theory to a number of actual cases, ranging from military interventions to reprisals to terrorism to insurgencies to nuclear policy, all informed by the history of warfare and arguments in the history of Western thought. We will critically examine Walzer's theory, his use of cases, and the conclusions to which his arguments lead. Along the way, we'll examine core ideas in political morality, e.g., human rights; state sovereignty; morality, necessity, and extremity; liability and punishment, nonviolence, and killing and murder.

Instructor(s): Richard B. Miller Terms Offered: Autumn

Equivalent Course(s): RLST 24110

FNDL 24920. Primo Levi. 100 Units.

Witness, novelist, essayist, translator, linguist, chemist, and even entomologist. Primo Levi is a polyhedral author, and this course revisits his work in all its facets. We will privilege the most hybrid of his texts: The Search for Roots, an anthology that collects the author's favorite readings--a book assembled through the books of the others, but which represents Levi's most authentic portrait. By using this work as an entry point into Levi's universe, we will later explore his other texts, addressing issues such as the unsettling relationship between survival and testimony, the 'sinful' choice of fiction, the oblique path towards autobiography, and the paradoxes of witnessing by proxy.

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

Prerequisite(s): Open to advanced undergrads with consent of instructor.

Note(s): Taught in Italian.

Equivalent Course(s): JWSC 24920, ITAL 34920, ITAL 24920

FNDL 25200. Early Daoist Texts. 100 Units.

In this course, we will focus primarily on reading (in English) the Laozi and Zhuangzi, paying attention both to philosophical and historical issues. We'll also read several ancillary texts, such as the 'Nei ye' chapter of the Guanzi and the 'Yu Lao' and 'Jie Lao' chapter of the Han Feizi, as well as such unearthed manuscripts as the Tai Yi sheng shui and Heng xian. In all cases, we will be concerned first of all with what these texts may have meant to people in the Warring States period, and then only incidentally with how they have been understood in subsequent periods and places.

Instructor(s): E. Shaughnessy Terms Offered: Spring
Equivalent Course(s): EALC 25200

FNDL 25721. Literature as Self Help: The Poetry of Rainer Maria Rilke. 100 Units.

Rainer Maria Rilke's writing is famous for its lyrical intensity. The pathos of his poetic language appears to 'move' and 'touch' readers in an unparalleled way. Soldiers going to fight in the Second World War carried volumes of Rilke's poetry in their knapsacks and letters of fallen soldiers contained quotes from his verse ('Who talks of victory? To endure is all.'). Recent editions of his writings, such as *Rilke on Love and Other Difficulties* (1994), *Rilke for the Stressed* (1998) or *Words of Consolation* (2017), attest to Rilke being viewed as someone from whom readers expect insight into the value or vanity of life. In this course, we will read selections of Rilke's poetry and correspondence alongside excerpts from his writings on art to critically examine his language's purported ability to express our innermost feelings and to offer solace. Along the way, we will also pay attention to situating his work in the context of 'modernism.' Other readings by: Paul de Man 'Tropes (Rilke),' Rita Felski 'Uses of Literature,' Beth Blum 'Self-Help Compulsion: Searching for Advice in Modern Literature,' among others. Readings and discussions in English. Those who read German will read the texts in the original.

Instructor(s): Margareta Ingrid Christian Terms Offered: Autumn
Equivalent Course(s): GRMN 35721, GRMN 25721

FNDL 25802. Philosophical Petrarchism. 100 Units.

This course is a close reading of Petrarch's Latin corpus. Readings include the Coronation Oration, The Secret, and selections from Remedies for Fortune Fair and Foul, On Illustrious Men, On Religious Leisure, and The Life of Solitude. Special attention is devoted to Petrarch's letter collections (Letters on Familiar Matters, Letters of Old Age, Book without a Name, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch's self-consciousness as the 'father of humanism,' his relationship to Dante, autobiographism, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch's 'civic' reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.

Instructor(s): R. Rubini Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): ITAL 36002, ITAL 26002, MDVL 26002

FNDL 25910. Racine. 100 Units.

Racine's tragedies are often considered the culminating achievement of French classicism. Most famous for his powerful re-imaginings of Greek myth (Phèdre, Andromaque), his tragic universe nevertheless ranged considerably wider, from ancient Jewish queens to a contemporary Ottoman harem. We will consider the roots (from Euripides to Corneille) of his theatrical practice as well as its immense influence on future writers (from Voltaire to Proust, Beckett, and Genet).

Instructor(s): L. Norman Terms Offered: Autumn
Prerequisite(s): At least one French literature course, 21700 or higher.
Note(s): Course taught in French; all work in French for students seeking FREN credit; written work may be in English for those taking course for TAPS or FNDL credit.
Equivalent Course(s): FREN 35910, FREN 25910, TAPS 28476, TAPS 35910

FNDL 27301. Weimar Political Theology: Schmitt and Strauss. 100 Units.

This course is devoted to the idea of 'political theology' that developed during the interwar period in twentieth-century Central Europe, specifically Germany's Weimar Republic. The course's agenda is set by Carl Schmitt, who claimed that both serious intellectual endeavors and political authority require extra-rational and transcendent foundations. Along with Schmitt's works from the period, such as *Political Theology* and *The Concept of the Political*, we read and discuss the related writings of perhaps his greatest interlocutor, Leo Strauss.

Instructor(s): J. McCormick Terms Offered: Spring
Prerequisite(s): Consent of instructor.
Equivalent Course(s): PLSC 37301, PLSC 27301

Winter Quarter Courses

FNDL 21403. Shakespeare I: Histories and Comedies. 100 Units.

An exploration of some of Shakespeare's major plays from the first half of his professional career when the genres in which he primarily worked were comedies and (English) histories. Plays to be studied include *The Comedy of Errors*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Twelfth Night*, *Richard III*, *Richard II*, *Henry IV Parts 1 and 2*, and *Henry V*. A shorter and a longer paper will be required. (Pre-1650, Drama)

Instructor(s): Ellen MacKay Terms Offered: Winter
Prerequisite(s): general education requirement in the humanities
Equivalent Course(s): ENGL 16500, TAPS 28405

FNDL 21820. Italo Calvino: the Dark Side. 100 Units.

An intense reading of Italo Calvino's later works: We will contemplate the orbital debris of Cosmicomics and t zero, and we will follow the labyrinthine threads of *The Castle of Crossed Destinies* and *Invisible Cities*. After stumbling upon the suspended multiple beginnings of *If on a winter's night a traveler*, we will probe the possibilities of literature with the essays collected in *Una pietra sopra*. Finally, we will encounter Mr. Palomar, who will provide us with a set of instructions on how to neutralize the self and 'learn how to be dead.' The approach will be both philosophical and historical, focusing on Calvino's ambiguous fascination with science, his critique of the aporias of reason and the 'dementia' of the intellectual, and his engagement with the nuclear threat of total annihilation.

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

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 31820, ITAL 21820

FNDL 22010. The Cinema of Miloš Forman. 100 Units.

The films of Miloš Forman (1932-2018) reflect the turbulence of the 1960s, '70s, '80s and '90s, and 2000s by focusing on the underdog, the pariah, the eccentric. The subject matter to which Forman was drawn translated into his cinema with a signature bittersweet tone, emphatic narrative cogency, and lush spontaneity. This course is an intensive study of Forman's work from his 'New Wave' work in Czechoslovakia (*Loves of a Blonde*, *The Fireman's Ball*) to his U.S. studio successes (*One Flew Over the Cuckoo's Nest*, *Amadeus*), to his idiosyncratic and parabolic last films (*Man on the Moon*, *Goya's Ghosts*). Among other topics, the course contemplate the value of a dark sense of humor, cinematic gorgeousness, and artistic dissidence.

Instructor(s): Malynne Sternstein Terms Offered: Winter

Equivalent Course(s): CMST 26603, REES 32010, REES 22010, CMST 36603

FNDL 22417. Greek Comedy. 100 Units.

We will read in Greek Menander's *Dyskolos*, with an eye to understanding 'New Comedy' and its robust afterlife in Renaissance Europe and modern sitcoms. We will also devote some time to reading and assessing fragments from Menander's contemporaries. Coursework will include translation as well as secondary readings.

Instructor(s): Sofia Torallas Tovar Terms Offered: Spring

Prerequisite(s): GREK 20300

Equivalent Course(s): GREK 22417, GREK 32417

FNDL 26510. The Films of Alfred Hitchcock. 100 Units.

This course focuses on the films of Alfred Hitchcock, one of the greatest filmmakers of the 20th century. We study both his films and a variety of approaches to them. We investigate the enduring power of his movies; his contributions to genre and popular cinema; his storytelling techniques; his stylistic command; his approach to romance, suspense, and action; his status as a master and auteur; and his remarkable control over the audience's thoughts and feelings.

Instructor(s): Maria Belodubrovskaya Terms Offered: Winter

Equivalent Course(s): CMST 36500, ARTH 38405, CMST 26500, ARTH 28405

FNDL 27200. Dante's Divine Comedy 1: Inferno. 100 Units.

This is the first part of a sequence focusing on Dante's masterpiece. We examine Dante's *Inferno* in its cultural (i.e., historical, artistic, philosophical, sociopolitical) context. In particular, we study Dante's poem alongside other crucial Latin and vernacular texts of his age. They include selections from the Bible, Virgil's *Aeneid*, Augustine's *Confessions*, Ovid's *Metamorphoses*, and the stilnovist and Sicilo-Tuscan poets. Political turmoil, economic transformation, changing philosophical and theological paradigms, and social and religious conflict all converge in the making of the *Inferno*.

Instructor(s): J. Steinberg Terms Offered: Winter

Note(s): Taught in English.

Equivalent Course(s): MDVL 21900, ITAL 31900, ITAL 21900

FNDL 27716. Exemplary Leaders: Livy, Plutarch, and Machiavelli. 100 Units.

Cicero famously called history the 'schoolmistress of life.' This course explores how ancient and early modern authors—in particular, Livy, Plutarch, and Machiavelli—used the lives and actions of great individuals from the Greek and Roman past to establish models of political behavior for their own day and for posterity. Such figures include Solon, Lycurgus, Alexander, Romulus, Brutus, Camillus, Fabius Maximus, Scipio Africanus, Julius Caesar, and Augustus. We will consider how their actions are submitted to praise or blame, presented as examples for imitation or avoidance, and examine how the comparisons and contrasts established among the different historical individuals allow new models and norms to emerge. No one figure can provide a definitive model. Illustrious individuals help define values even when we mere mortals cannot aspire to reach their level of virtue or depravity. Course open to undergraduates and graduate students. Readings will be in English. Students wishing to read Latin, Greek, or Italian will receive support from the professors.

Instructor(s): J. McCormick, M. Lowrie Terms Offered: Winter

Equivalent Course(s): PLSC 27703, CLAS 37716, PLSC 47703, CLCV 27716

FNDL 27950. The Declaration of Independence. 100 Units.

This course explores important intellectual, political, philosophical, legal, economic, social, and religious contexts for the Declaration of Independence. We begin with a consideration of the English Revolution, investigating the texts of the Declaration of Rights of 1689 and Locke's *Second Treatise* and their meanings to American revolutionaries. We then consider imperial debates over taxation in the 1760s and 1770s, returning Benjamin Franklin's *Autobiography* to its original context. Reading Paine's *Common Sense* and the letters of Abigail Adams and John Adams we look at the multiple meanings of independence. We study Jefferson's drafting process, read the Declaration over the shoulders of people on both sides of the Atlantic, and consider clues to contemporary meanings beyond the intentions of Congress. Finally, we briefly engage the post-revolutionary history of the place and meaning of the Declaration in American life. (1650-1830, 1830-1940) This is a 2018-19 College Signature Course.

Instructor(s): Eric Slauter Terms Offered: Winter

Note(s): This was a 2018–19 College Signature Course.

Equivalent Course(s): ENGL 17950, HMRT 17950, HIST 17604, SIGN 26039, LLSO 27950

FNDL 28202. Introduction to the New Testament: Texts and Contexts. 100 Units.

An immersion in the texts of the New Testament with the following goals: 1. through careful reading to come to know well some representative pieces of this literature; 2. to gain useful knowledge of the historical, geographical, social, religious,

cultural and political contexts of these texts and the events they relate; 3. to learn the major literary genres represented in the canon ('gospels,' 'acts,' 'letters,' and 'apocalypses') and strategies for reading them; 4. to comprehend the various theological visions and cultural worldviews to which these texts give expression; 5. to situate oneself and one's prevailing questions about this material in the history of research, and to reflect on the goals and methods of interpretation; 6. to raise questions for further study.

Instructor(s): Margaret Mitchell Terms Offered: Winter

Prerequisite(s): Interest in this literature, and willingness to enter into conversation with like-minded and non-like-minded others on the texts and the issues involved in their interpretation.

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): RLST 12000, BIBL 32500, MDVL 12500

Spring Quarter Courses

FNDL 20905. Walter Benjamin: 1935-1938. 100 Units.

[Volume 3 of] Harvard's majestic annotated edition of the essays and fragments includes reflections on Brecht, Kafka and the collector Eduard Fuchs, an early version of the famous analysis of art in the age of mechanical reproduction (here more accurately translated as 'technological reproducibility') and the equally exhilarating inquiry into the nature of narrative, 'The Storyteller.' You feel smarter just holding this book in your hand.' -Michael Dirda, *The Washington Post*. In this course, we hold the book in our hands for extended periods of time to read it and discuss its contents. Extracurricular carriage of the book is encouraged.

Instructor(s): Malyne Sternstein Terms Offered: Spring

Prerequisite(s): Open to Fundamentals students and upperclass students in other majors.

Equivalent Course(s): REES 20905

FNDL 21201. Milton. 100 Units.

A study of Milton's major writings in lyric, epic, tragedy, and political prose, with emphasis upon his evolving sense of his poetic vocation and career in relation to his vision of literary, political, and cosmic history. Graduate students will be expected to do additional secondary reading. (Pre-1650, 1650-1830, Poetry), (Med/Ren)

Instructor(s): Joshua Scodel Terms Offered: Spring

Equivalent Course(s): ENGL 17501, RLST 25405

FNDL 21300. James Joyce: Ulysses. 100 Units.

This course considers themes that include the problems of exile, homelessness, and nationality; the mysteries of paternity and maternity; the meaning of the Return; Joyce's epistemology and his use of dream, fantasy, and hallucinations; and Joyce's experimentation with and use of language.

Equivalent Course(s): ENGL 21301

FNDL 21703. Plato: The Republic. 100 Units.

This course will guide students through a careful reading of Plato's Republic. Among questions we shall consider: What is justice and why think of it as a human excellence? What is the relation between politics, human psychology and metaphysics? Why does Plato write in dialogue form and why does he use myths, allegories and images in the course of his argument? What are the problems with democracy as Plato understood it? (A)

Instructor(s): B. Reece Terms Offered: Spring

Prerequisite(s): Those who are not Philosophy majors or Fundamentals majors should seek instructor permission to enroll.

Equivalent Course(s): PHIL 25704

FNDL 21804. Dante's Divine Comedy III: Paradiso. 100 Units.

An in-depth study of the third cantica of Dante's masterpiece, considered the most difficult but in many ways also the most innovative. Read alongside his scientific treatise the Convivio and his political manifesto the Monarchia.

Instructor(s): J. Steinberg Terms Offered: Spring

Prerequisite(s): Completion of the previous courses in the sequence not required, but students should familiarize themselves with the Inferno and the Purgatorio before the first day of class.

Note(s): Taught in English.

Equivalent Course(s): ITAL 32101, ITAL 22101, MDVL 22101

FNDL 21812. Pascal and Simone Weil. 100 Units.

Blaise Pascal in the seventeenth century and Simone Weil in the twentieth formulated a compelling vision of the human condition, torn between greatness and misery. They showed how human imperfection coexists with the noblest callings, how attention struggles with distraction and how individuals can be rescued from their usual reliance on public opinion and customary beliefs. Both thinkers point to the religious dimension of human experience and suggest unorthodox ways of approaching it. We will also study an important text by Gabriel Marcel emphasizing human coexistence and cooperation.

Instructor(s): T. Pavel Terms Offered: Spring

Prerequisite(s): Undergraduates must be in their third or fourth year.

Note(s): Taught in English. For French undergraduates and graduates, there will be a bi-weekly one-hour meeting to study the original French texts.

Equivalent Course(s): CMLT 39101, SCTH 38201, FREN 39100, RLST 24910, CMLT 29101, FREN 29100

FNDL 23518. Colloquium: How to Be Good. 100 Units.

Medieval Christians understood virtue as both a habit and a gift of grace. In this course, we will test this understanding by comparison with the definitions of virtue found in three complementary traditions: Greek, Jewish, and Confucian.

Readings will be taken from the New Testament, Thomas Aquinas, Aristotle, Plato, the Torah, the Talmud, and the Analects. Our purpose will be to discover how each of these systems of training the soul works, along with their similarities and differences.

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

Equivalent Course(s): HIST 23518, MDVL 23518, HIST 33518

FNDL 23599. Christian and Anti-Christian: Kierkegaard and Nietzsche on Religion and Morality. 100 Units.

This course explores two radically different assessments of religion and morality, one by the Protestant thinker Søren Kierkegaard, and the other by an arch-critic of religion and morality, Friedrich Nietzsche. The course will focus on their assessments of Christian faith and its relation to morality and the human good. Both thinkers wrote in complex and confusing styles: Kierkegaard used pseudonyms; Nietzsche wrote in aphorisms. In order to explore their styles of writing and their critiques of religion and morality we will read Kierkegaard's *Fear and Trembling* as well as Nietzsche's *On the Genealogy of Morals*. The general aim of the course, then, is to explore two seminal minds in the development of Western thought with the question in mind of their possible contribution to current theological and ethical thinking.

Instructor(s): William Schweiker Terms Offered: Spring

Equivalent Course(s): RLST 23599, THEO 33599, RETH 33599

FNDL 24612. Dostoevsky. 100 Units.

Dostoevsky was an inveterate risk-taker, not only at the baccarat tables of the Grand Casino in Baden-Baden, but in his personal life, his political activities, and his artistic endeavors. This course is intended to investigate his two greatest wagers: on the presence of the divine in the world and on the power of artistic form to convey and articulate this presence. Dostoevsky's wager on form is evident even in his early, relatively conventional texts, like *The Double*. It intensifies after his decade-long sojourn in Siberia, exploding in works like *The Notes from Underground*, which one-and-a-half centuries later remains an aesthetic and philosophical provocation of immense power. The majority of the course will focus on Dostoevsky's later novels. In *Crime and Punishment* Dostoevsky adapts suspense strategies to create a metaphysical thriller, while in *The Demons* he pairs a study of nihilism with the deformation of the novel as a genre. Through close readings of these works we will trace how Dostoevsky's formal experimentation created new ways of exploring realms of existence that traditionally belonged to philosophy and theology. The results were never comfortable or comforting; we will focus on interpreting Dostoevsky's metaphysical provocations.

Instructor(s): R. Bird Terms Offered: Spring

Equivalent Course(s): HUMA 24800, RLST 28204, RLIT 39501, REES 20013, REES 30013

FNDL 24921. Robert Musil: Altered States. 100 Units.

This course is an introduction to the work of Robert Musil, one of the major novelists of the twentieth century. We will focus on Musil's idea of the 'Other Condition' [der andere Zustand], which he once described in contrast to our normal way of life as a 'secret rising and ebbing of our being with that of things and other people.' What is this 'Other Condition': what are its ethics and aesthetics, and how can it be expressed in literature? We will begin with readings from Musil's critical writings and early narrative prose, then devote the majority of the quarter to his unfinished magnum opus, *The Man without Qualities*. Particular attention will be paid to Musil's experimentations with narrative form and his development of the genre of 'essayism'. Readings and discussion in English.

Instructor(s): Sophie Salvo Terms Offered: Spring

Equivalent Course(s): GRMN 24921, GRMN 34921

FNDL 25300. Nabokov: Lolita. 100 Units.

Lolita, light of my life, fire of my loins. My sin, my soul, *Lolita*: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth.' Popular as Nabokov's 'all-American' novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession with the novel's pedophilic plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration.

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

Equivalent Course(s): SIGN 26027, ENGL 28916, GNSE 24900, REES 20004

FNDL 26614. T.S. Eliot. 100 Units.

With the major new edition of Eliot's poems by Jim McCue and Christopher Ricks, the new volumes of Eliot's letters, and two separate new editions of Eliot's complete prose, we are in a position to rethink the meanings and force of Eliot's life work. The class will be devoted to careful reading of his poems, essays, plays, and correspondence, with attention to his literary, cultural, and political contexts.

Instructor(s): Rosanna Warren Terms Offered: Spring. Course will be taught spring 2021

Equivalent Course(s): SETH 36014, ENGL 34850, ENGL 26614

FNDL 27213. The Philosophy of Stanley Cavell. 100 Units.

The aim of this first course will be to offer a careful reading of three quarters of Stanley Cavell's major philosophical work, *The Claim of Reason*. The course will concentrate on Parts I, II, & IV of the book (with only very cursory discussion of Part III). We will look at other writings by Cavell insofar as they directly assist in an understanding of this central work of his. In particular, we will focus on Cavell's treatment of the following topics: criteria, skepticism, agreement in judgment, speaking inside and outside language games, the distinction between specific and generic objects, the relation between meaning and use, our knowledge of the external world, our knowledge of other minds, the concept of a non-claim context, the distinction between knowledge and acknowledgment, and the relation between literary form and philosophical content. We will read background articles by authors whose work Cavell himself discusses in the book, as well as related articles by Cavell. We will also discuss several of the better pieces of secondary literature on the book to have appeared over the course of the last

three decades. Though no separate time will be given over to an independent study of Wittgenstein's philosophy, we will take the required time to understand those particular passages from Wittgenstein to which Cavell himself devotes extended attention in his book and upon which he builds his argument.

Instructor(s): J. Conant Terms Offered: Spring

Prerequisite(s): One previous course in philosophy.

Equivalent Course(s): PHIL 37213, PHIL 27213

FNDL 29020. The Shadows of Living Things: The Writings of Mikhail Bulgakov. 100 Units.

What would your good do if evil did not exist, and what would the earth look like if all the shadows disappeared? After all, shadows are cast by things and people.... Do you want to strip the earth of all the trees and living things just because of your fantasy of enjoying naked light?" asks the Devil. Mikhail Bulgakov worked on his novel *The Master and Margarita* throughout most of his writing career, in Stalin's Moscow. Bulgakov destroyed his manuscript, re-created it from memory, and reworked it feverishly even as his body was failing him in his battle with death. The result is an intense contemplation on the nature of good and evil, on the role of art and the ethical duty of the artist, but also a dazzling world of magic, witches, and romantic love, and an irresistible seduction into the comedic. Laughter, as shadow and light, as the subversive weapon but also as power's whip, grounds human relation to both good and evil. Brief excursions to other texts that help us better understand *Master and Margarita*.

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

Equivalent Course(s): REES 29021, REES 39021

FNDL 29133. Benjamin Franklin and The Arts of Persuasion. 100 Units.

An examination of Franklin's lifelong attempts to persuade people to change their behavior without appearing to do so.

Instructor(s): Ralph Lerner Terms Offered: Autumn. Course will be taught in Autumn 2020

Prerequisite(s): Open to undergrads.

Equivalent Course(s): SCTH 39133

FNDL 29501. Mary Wollstonecraft and Mary Shelley. 100 Units.

This course examines the major works—novels, political treatises, letters, travel essays—of two of Romanticism's most influential women writers. We will attend to historical, intellectual, and cultural contexts as well as matters of literary concern, such as their pioneering development of modes like gothic and science/speculative fiction, Wollstonecraft's stylistic theories, and Shelley's scenes of imaginative sympathy. (Fiction, 1650-1830).

Instructor(s): Alexis Chema Terms Offered: Spring

Equivalent Course(s): GNSE 19500, ENGL 19500

Possible Supporting Courses

Supporting Courses are intended to provide further methodological training, historical context, and conceptual frameworks to enrich the student's engagement with the texts, topics, and ideas relevant to his or her project; the selection of such courses will therefore vary considerably from person to person. The list below is a selection of what Fundamentals students might consider as their Supporting Courses, but it is by no means an exhaustive or prescriptive list. Students are encouraged to make a habit of reading the catalogs of other relevant departments and to comb through Class Search (<https://coursesearch.uchicago.edu/>) to locate courses that speak to their interests. The program coordinator and the student's advisers are also valuable resources to consult when planning out the academic year.

ANTH 20003	Discovering Anthropology: Reading Race	100
ANTH 20009	Embodiment: Governance, Resistance, Ethics	100
ANTH 20701	Introduction to African Civilization I	100
ANTH 20702	Introduction to African Civilization II	100
ANTH 20703	Introduction to African Civilization III	100
ANTH 21015	Media, Culture & Society	100
ANTH 21107	Anthropological Theory	100
ANTH 21333	The Lived Body: Anthropology, Materiality, Meaningful Practice	100
ANTH 22129	The Vocation of a Scientist	100
ANTH 23101	Introduction to Latin American Civilization I	100
ANTH 23102	Introduction to Latin American Civilization II	100
ANTH 23103	Introduction to Latin American Civilization III	100
ANTH 24101	Introduction to the Civilizations of South Asia I	100
ANTH 24102	Introduction to the Civilizations of South Asia II	100
ANTH 24105	Rethinking the Middle East	100
ANTH 24307	Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences	100
ANTH 24312	Body & Soul: The Anthropology of Religion, Health, & Healing	100
ANTH 24315	Culture, Mental Health, and Psychiatry	100
ANTH 24316	Thinking Psychoanalytically: From the Sciences to the Arts	100
ANTH 24345	Anthropology and 'The Good Life': Ethics, Morality, Well-Being	100

ARTH 10100	Introduction to Art	100
ARTH 18000	Photography and Film	100
CLCV 21500	Medieval Book: History, Typology, Function	100
CLCV 22117	Fate and Duty: European Tragedy from Aeschylus to Brecht	100
CLCV 26037	Myth and Its Critics	100
CMST 10100	Introduction to Film Analysis	100
CMST 14502	Cinema and Poetry: The Modern City	100
CMST 24414	Soviet Science Fiction	100
CMST 27205	Film Aesthetics	100
EALC 10600	Topics in EALC: Ghosts & the Fantastic in Literature and Film	100
EALC 10704	Topics in EALC: The Modern Short Story in East Asia	100
EALC 24310	Nature in Korean Literature and Visual Culture	100
EALC 24626	Japanese Cultures of the Cold War: Literature, Film, Music	100
EALC 26800	Korean Literature, Foreign Criticism	100
ENGL 10400	Introduction to Poetry	100
ENGL 10600	Introduction to Drama	100
ENGL 10706	Introduction to Fiction	100
ENGL 12300	Poetry And Being	100
ENGL 15107	Some Versions of Apocalypse	100
ENGL 21102	Introduction to Postcolonial Literature and Theory	100
ENGL 23413	Introduction to Literary Theory	100
ENGL 23808	Sonnets from Wyatt to Yeats and Beyond	100
ENGL 26300	The Literature of Disgust, Rabelais to Nausea	100
FREN 21719	Histoire, Superstitions et Croyances dans le roman francophone des XXe et XXIe siècles	100
FREN 21903	Introduction à la littérature française III: Littérature à l'Age des Révolutions	100
FREN 24301	Le Regne Des Passions Au XVII	100
GNSE 10310	Theories of Gender and Sexuality	100
GRMN 27717	Opera in the Age of Its Mechanical Reproducibility	100
HIST 25425	Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet	100
HIST 26129	Paris Noir: African American Refuge in the City of Light	100
HIST 27705	Introduction to Black Chicago, 1893 to 2010	100
ITAL 22560	Poetic Postures of the Twentieth Century	100
ITAL 29600	The Worlds of Harlequin: Commedia Dell'arte	100
NEHC 20215	Babylon and the Origins of Knowledge	100
NEHC 20504	Introduction to the Hebrew Bible	100
NEHC 20630	Introduction to Islamic Philosophy	100
NEHC 20745	A Social History of the Poet in the Arab and Islamic World	100
PHIL 20000	Introduction to Philosophy of Science	100
PHIL 21002	Human Rights: Philosophical Foundations	100
PHIL 21600	Introduction to Political Philosophy	100
PHIL 21620	The Problem of Evil	100
PHIL 21834	Self-Creation as a Literary and Philosophical Problem	100
PHIL 22209	Philosophies of Environmentalism and Sustainability	100
PHIL 23000	Introduction to Metaphysics and Epistemology	100
PHIL 23205	Introduction to Phenomenology	100
PHIL 25000	History of Philosophy I: Ancient Philosophy	100
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	100
PHIL 27000	History of Philosophy III: Kant and the 19th Century	100
PHIL 29411	Consequentialism from Bentham to Singer	100
PLSC 21802	Global Justice and the Politics of Empire	100
PLSC 22700	Happiness	100
PLSC 23313	Democracy and Equality	100

PLSC 24201	Liberalism	100
PLSC 26152	A Right to Belong	100
PLSC 26615	Democracy's Life and Death	100
PLSC 28102	Political Theory in Dark Times	100
PLSC 28620	The Intelligible Self	100
PLSC 28701	Introduction to Political Theory	100
PLSC 28800	Introduction to Constitutional Law	100
PSYC 21950	Language, Culture, and Thought	100
PSYC 23000	Cultural Psychology	100
PSYC 23860	Beyond Good and Evil: The Psychology of Morality	100
PSYC 24055	The Psychological Foundations of Wisdom	100
PSYC 25901	Psychology for Citizens	100
REES 22008	The Fact of the Prague Spring: 1949-1989	100
REES 25602	Russian Short Fiction: Experiments in Form	100
REES 29010	Strangers to Ourselves: Emigre Literature and Film from Russia and Southeast Europe	100
REES 29018	Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe	100
RLST 10100	Introduction to Religious Studies	100
RLST 11030	Introduction to the Qur'an	100
RLST 23026	Suffering, Tragedy, and the Human Condition	100
RLST 24105	Religion, Ethics, War, and Resistance	100
SALC 20901	Indian Philosophy I: Origins and Orientations	100
SALC 20902	Indian Philosophy II: The Classical Traditions	100
SOCI 20002	Social Structure and Change	100
SOCI 20005	Sociological Theory	100
SOCI 20242	States, Markets, and Bodies	100
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	100
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos	100
SPAN 21903	Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia	100
SPAN 21910	Contemporary Catalan Literature	100
SPAN 22003	Introducción a las literaturas hispánicas: del modernismo al presente	100
SPAN 22218	De capa y espada: Martial Arts Culture in the Spanish Golden Age	100
SPAN 26210	Witches, Sinners, and Saints	100



Gender and Sexuality Studies

Department Website: <http://gendersexuality.uchicago.edu>

Program of Study

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender and Sexuality Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. Students can thus create a cluster of courses linked by their attention to gender or sexuality as an object of study or by their use of gender/sexuality categories to investigate topics in sexuality, social life, science, politics and culture, literature and the arts, or systems of thought.

Students in other fields of study may also complete a minor in Gender and Sexuality Studies. Information follows the description of the major.

Program Requirements

The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Class of 2021 should consult the Archived Catalogs and may direct any questions to Bonnie Kanter via email at bonniek@uchicago.edu.

The major is designed with flexibility in mind and is meant to provide students with the opportunity to design a course of study tailored to their particular concentrations. The major requires a total of thirteen courses—eleven courses plus a BA Seminar (GNSE 29800) and BA research project or essay (GNSE 29900). The eleven courses consist of a combination of courses from within Gender and Sexuality Studies and supporting courses in a different discipline (or further GNSE courses if the student chooses).

Students are required to take one Foundations course (GNSE 12000–14999), one Problems course (GNSE 11000-11199 or 20100–20399), and one Concepts course (GNSE 23101–23399). The Foundations courses are designed to provide an introduction to theories in the field of Gender and Sexuality Studies and are recommended as an entry point for the major. Concepts and Problems courses delve further in to a specific subject area and are a way to build upon prior knowledge in the field. Additionally, students must take GNSE 20001 Theories of Sexuality and Gender (or an approved substitute). This course is recommended for third- and fourth-year students following enrollment in other GNSE courses.

To complete the major requirements, students must take three or four additional GNSE courses and three or four supporting courses that can be further GNSE course work or courses in a different discipline that provide training in the methodological, technical, or scholarly skills needed to pursue research in the student's primary field. Within the GNSE course requirement, students must enroll in at least one course that is grounded in the social sciences and one course that is grounded in the humanities in order to explore how gender and sexuality work across different disciplines. All Gender and Sexuality Studies majors are advised, but not required, to take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. They may fulfill this general education requirement with another sequence and count GNSE 15002-15003 in the major.

Research Project or Essay

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Gender Studies Adviser who is a member of the Gender and Sexuality Studies Affiliated Faculty (<https://gendersexuality.uchicago.edu/research/faculty.shtml/>) in the student's primary field of interest. Majors will attend two workshops during the Spring Quarter of their third year at which point they will create a proposal for their thesis. (If students are studying abroad, they should meet with the BA preceptor individually in the quarter prior to departure.) Students are also required to attend a BA Seminar in Autumn and Winter Quarters of their fourth year. Enrollment in the corresponding course (GNSE 29800 B.A. Paper Seminar) can occur in either Autumn or Winter but attendance is required through both quarters. Registration for GNSE 29900 BA Essay is also required in any quarter during the student's fourth year. Students must submit the completed thesis by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements

MAJOR		
One Foundations course (GNSE 12000–14999)		100
One Problems course (GNSE 11000-11199 or 20100–20399)		100
One Concepts course (GNSE 23100–23399)		100
GNSE 20001	Theories of Sexuality and Gender *	100
Seven additional courses		700
Three to four additional GNSE courses (at least one course in humanities and one in social sciences)		
Three to four supporting courses (can be further GNSE course work or other courses with approval)		
GNSE 29800	B.A. Paper Seminar	100

GNSE 29900	BA Essay	100
Total Units		1300

The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Class of 2021 should consult Archived Catalogs and meet with the Student Affairs Administrator.

- * GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

Grading

Two of the supporting field courses may be taken for P/F grading. All other courses must be taken for a quality grade.

Honors

Students with a 3.25 or higher overall GPA and a 3.5 or higher GPA in the major are eligible for honors. Students must also receive a grade of A on their BA project or essay with a recommendation for honors from their faculty adviser.

Advising

Students are encouraged to design their program of study with the assistance of Bonnie Kanter, the Student Affairs Administrator and/or the Director of Undergraduate Studies. Regular check-ins are recommended to be sure all requirements are being met.

Minor Program in Gender and Sexuality Studies

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. A minor in Gender and Sexuality Studies allows students in other major fields to shape a disciplinary or interdisciplinary plan of study that will provide a competence in gender and sexuality studies. Such a minor requires a total of six courses:

GNSE 20001	Theories of Sexuality and Gender *	100
Five additional courses in Gender and Sexuality Studies		500
Total Units		600

- * GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

It is recommended, but not required, that students who minor in Gender and Sexuality Studies take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement. Students who elect the minor program in Gender and Sexuality Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The chair's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Nonmajors are encouraged to use the lists of faculty and course offerings as resources for the purpose of designing programs within disciplines, as an aid for the allocation of electives, or for the pursuit of a BA project. For further work in Gender and Sexuality Studies, students are encouraged to investigate other courses taught by resource faculty. For more information about Gender and Sexuality Studies, visit the Center for the Study of Gender and Sexuality website at gendersexuality.uchicago.edu (<http://gendersexuality.uchicago.edu>) or contact the Student Affairs Administrator at 773.702.2365.

Gender and Sexuality Studies Courses - Foundations

GNSE 12103. Treating Trans:- Practices of Medicine, Practices of Theory. 100 Units.

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans- theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like 'material bodies' and 'objective science'. Primary course questions include: 1.

Instructor(s): Paula Martin Terms Offered: Spring

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

Equivalent Course(s): HLTH 12103, CHDV 12103, HIPS 12103, ANTH 25212

GNSE 12104. Foundations in Masculinity Studies. 100 Units.

In recent years, the term 'toxic masculinity' has been used in contexts from the #MeToo movement to the rise of Donald Trump, from Gillette advertisements to the behavior of men on the reality show *The Bachelorette*. Why is the conversation around 'toxic masculinity' taking place in the United States at this moment? In this course, we will go beyond banal statements like 'toxic masculinity' and 'men are trash' to critically ask, What role does masculinity play in social life? How

is masculinity produced, and are there different ways to be masculine? This course provides students with an intensive introduction to the foundational theory and research in the field of masculinities studies. We will use an intersectional lens to study the ways in which the concept and lived experience of masculinity are shaped by economic, social, cultural, and political forces. We will examine how the gendered social order influences the way people of all genders perform masculinity as well as the ways men perceive themselves and other men, women, and social situations. Verbally and in writing, students will develop an argument about the way contemporary masculinity is constructed and performed.

Instructor(s): Rebecca Ewert Terms Offered: Spring

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

Equivalent Course(s): SOCI 28087

GNSE 12105. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Spring

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

Equivalent Course(s): ARCH 22105, ENST 12105, SOCI 28088, GLST 22105

GNSE 12106. Women of the Avant-Garde. 100 Units.

This course provides an introduction to the written materials of women artists who belonged to various twentieth-century avant-garde movements and circles. The institutions of 'woman art' and 'the avant-garde' will come under scrutiny as we consider the literary and archival miscellany of pan- & non-sexual, cross-generational, inter-aesthetic, multilingual, and transnational works by such makers as Gertrude Stein, Gwendolyn Brooks, Clarice Lispector, Frida Kahlo, and Yoko Ono. How do these artists conceive of their work and process as interventions into social, political, and historical realities? How does their subjective view of those realities provide an account of the identificatory powers of their gender and sexuality? We will examine the ways in which abstraction in writing becomes useful for commenting on issues raised by feminist and queer theory, periodization, canonization, and institution. Taking to the Regenstein's Special Collections Research Center, we will also open up the criticism, diaries, and letters of these artists to gain a new perspective on their creative processes. In addition to learning how to constellate these materials with the course readings, students will acquire hands-on experience in archival research, annotation, and curation as they make an archival project of their own. Students' final projects will serve as the basis for a prospective library exhibition in concert with Special Collections.

Instructor(s): Rivky Mondal Terms Offered: Winter

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

Equivalent Course(s): ENGL 12106

Gender and Sexuality Studies Courses - Problems

GNSE 20106. Capitalism, Gender, and Intimate Life. 100 Units.

What is the relationship between the capitalist economy and the gendered organization of society and identity of individuals? Are these two systems, or one? This class pursues these questions, seeking to understand capitalism as an everyday and intimate experience. How have markets and production shaped and been shaped by personal identity, and in particular gendered identity? We examine the historical interrelationships among practices of sexuality, marriage, family, reproduction, labor, and consumption and trace the economic dimensions of masculinity and femininity over time, focusing largely but not exclusively on US history. Assignments: Midterm paper (8-10 pages) applying a theoretical reading to a secondary text, and a final paper (15 pages) based on secondary research.

Instructor(s): G. Winant Terms Offered: Winter

Equivalent Course(s): LLSO 27906, HIST 27906, GNSE 30106, HIST 37906

GNSE 20107. Queer and Trans Cinema and Media. 100 Units.

In this course we explore the history of queer and transgender cinema and media in an effort to situate new developments in queer and trans cinema and media making. We will consider relevant theories about gender and sexuality and their implications for our categories of film and media analysis.

Instructor(s): Kara Keeling Terms Offered: Spring

Equivalent Course(s): CMST 20605, MAAD 10605, CMST 30605, GNSE 30107

GNSE 20108. Feminist Political Philosophy. 100 Units.

This course focuses on three interrelated themes in contemporary feminist political philosophy: objectification; the relation of gender oppression to the economic structure of society; and the problem of 'intersectionality,' that is, the problem of how to construct adequate theories of gender injustice given that gender 'intersects' with other axes of oppression, e.g. race and class. Authors we'll read include (but are not limited to) the following: Martha Nussbaum, Sandra Bartky, Iris Marion Young, Nancy Fraser, Patricia Hill Collins, bell hooks, Serene Khader and Tithi Bhattacharya. (A)

Instructor(s): T. Zimmer Terms Offered: Winter

Equivalent Course(s): PHIL 25405

GNSE 20110. Trans* Forms: On Gender and Genre. 100 Units.

Gender and genre share the common root term, 'genus,' which refers to classification. In this class, students will engage how authors make use of decolonial, antiracist, feminist and queer theory and praxis to approach and refigure gender's colonial

legacies. Reading across genres--memoir, poetry, and speculative fiction, to name a few --Trans* Forms attends to the remaking and proliferation of gender as matters of form. (Theory) This class counts as a Problems course for GNSE majors.
 Instructor(s): Riley Snorton Terms Offered: Winter
 Equivalent Course(s): ENGL 19980, CRES 19980

GNSE 20113. Inequalities. 100 Units.

This course analyzes inequality and the overt and covert violence that results from it. These inequalities are often grounded in gender and sex but also result from a complex intersection of sex gender systems with other historical factors such as city life, environment, media and so on. Inequality is what produces the experience of differential citizenship, a topic that exercises scholars the world over. In particular, those interested in issues of feminism, community, and ethnicity have studied why women (some women more than others) or particular social groups such as gay or trans groups, experience disenfranchisement more than their counterparts, even when, officially, many cultures/ nation states grant their members/ citizens formal legal equality. Many of the examples around which this course is framed emerge out of South Asia, but our analyses will be structured through an engagement with theoretical texts that address issues of gendered oppression and discrimination in other parts of the world. Readings will include historical, anthropological, literary texts.

Instructor(s): Rochona Majumdar Terms Offered: Autumn

Prerequisite(s): Students who have previously completed "Problems in the Study of Gender and Sexuality: Inequality" are not eligible to receive credit for this class.

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

Equivalent Course(s): SALC 30011, SALC 20113, GNSE 30111

GNSE 20114. Media Wars. 100 Units.

Media practices and discourses evoking war or violence are common today, such as the 'weaponization' of social media; 'cyber warfare' and attacks; 'online battlefields'; 'guerrilla' media tactics; 'The Great Meme War' and 'Infowars.com,' to name a few. In relationship with terms suggesting that we live in an age of 'post-truth' dominated by 'fake news' or 'fact-challenged' journalism, the media wars of today may seem unique to the twenty-first century. But in fact, the history of the use of media to either combat or spread ideas dates back centuries to the earliest phases of mass media and communication. In this class, we will proceed historically, broadly conceiving of media to include print and visual, cultural, and artistic forms, cinema, television, and the internet. While we will explore how media have historically been used to construct or counter dominant systems of representation, we will also discuss how different media forms function formally, learning to analyze how they construct discourses of truth as texts (documentary; propaganda). This class will also function as a contemporary research laboratory where students will be asked to track, evaluate, and theorize contemporary or historical media that are taking part in a so-called 'media war.'

Instructor(s): Jennifer Wild Terms Offered: Spring

Note(s): Please note: Students who have previously completed the course "Problems in the Study of Gender and Sexuality: Media Wars" are not eligible to receive credit for this class.

Equivalent Course(s): GNSE 30114, CMST 30904, SIGN 26061, MAAD 10904, CMST 20904

Gender and Sexuality Studies Courses - Concepts

GNSE 23127. Queer Letters and LGBTQ+ Lifeworlds. 100 Units.

This course asks after the social and aesthetic possibilities of queer literatures, with a particular interest in such life-writing forms as the personal letter and epistolary (or electronic) correspondence. What, we will ask, can attending to specifically LGBTQ+ correspondences and life-writings teach us about minoritarian lifeworlds and literary canons? And, vice versa, how does an attention to the sub- or counter-cultural spaces of queer literary production change the way we read even canonical literary texts? We will visit a variety of LGBTQ+ literary lifeworlds across the twentieth and twenty-first centuries - between London, Paris, New York, San Francisco - and engage a wide range of texts and media that represent and encode queer social circuits: collected correspondences, coterie literatures, auto/biographies, memoirs, poetry, and film. In so doing, we will develop a backdrop of queer theoretical scholarship devoted to questions of community-making, subcultural space and belonging, and queer time, including the work of José Esteban Muñoz, Juana María Rodríguez, Elizabeth Freeman, and Jack Halberstam. In addition to a self-designed archival, analytical, or creative final project, we will also hone archival research strategies through two excursions to local archives and experiment with creative and collaborative strategies for reading and writing as we challenge ourselves to think from the position of correspondents.

Instructor(s): Sarah McDaniel Terms Offered: Autumn

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

Equivalent Course(s): ENGL 23127

GNSE 23128. Home and Empire: From Little House on the Prairie to Refugee Camps. 100 Units.

What can living rooms tell us about Empires? What did it mean to be a housewife in an imperial society? This course answers these and other questions by exploring the relationship between domesticity and imperialism over the past three hundred years. We will explore how Catholic Native Potawatomi women decorated their homes in the early 18th century, how black South African maids interacted with white employers during apartheid, and how young male refugees in contemporary France try to make homes in the land of their former colonial ruler. Through this work students will unpack the racial, gendered, spatial, and political logics of imperial rule. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and home-life. Students will ultimately conduct a final research project on a topic of their choosing to explore this courses' themes in depth.

Students will work to challenge notions of home as an idyllic or a historical space and see the power and struggles that took place within walls.

Instructor(s): Greg Valdespino Terms Offered: Winter

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

Equivalent Course(s): HIST 29506

GNSE 23129. Gender and Consumption. 100 Units.

The course looks at the intricate relationship between consumption and gender and sexuality. Drawing on the sociology and history of consumer capitalism, it examines how consumer culture has been predicated on patriarchal and hierarchical notions of gender and sexuality, and how it also provided opportunities to challenge them. The course will ask and answer questions such as: What are the social and political meanings of consumption and how it has been gendered? How did consumer society and consumer culture develop in light of gendered ideologies and practices? And what are the models to challenge and change these institutions and their gendered reality? How has consumerism been related to the development of feminism? And how has feminist thought contributed to the critique of consumer capitalism? The course will examine the relationship of gender and sexuality to consumption through major sociological terms and concepts: How consumption, and gender, are practiced and experienced through space; how does consumption perpetuate and facilitate notions of class and class-distinction; how do consumption practices construct identities and gender-identities in particular; how have citizens, and especially women, used their status as consumers to promote political and feminist goals; and what are the relationships between consumption and the body? The course is recommended to students who are interested in the study of gender and sexuality, sociology, history, and anthropology.

Instructor(s): Yaniv Ron-El Terms Offered: Spring

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

Equivalent Course(s): SOCI 28090

GNSE 23130. Screwing Up: Shame, Apology, and Gender Theory. 100 Units.

What does it feel like to be wrong? How do we know when we have 'erred', and who decides what's right? How does feeling shame change how we think of ourselves and how we might behave in the future? What does the 'normative' in heteronormative mean? In this class, we will use the question of normativity-senses of wrongness and rightness and how those judgments are articulated, navigated, and enforced—to explore foundational concepts in and across theories of gender and sexuality. We will also examine the social performances of apology, guilt, regret, and remorse that occur when individuals believe they have erred. We will examine ways in which gender and bodily regimes of normativity occur in and around scenes of discomfort, uncertainty, and insecurity as well as through infrastructures of legality and policing. This course pairs our central theoretical texts from feminist, queer, critical race and disability studies with literary texts, works of poetry, and contemporary cultural objects in order to examine how these questions are enacted in a variety of lived and literary perspectives.

Instructor(s): Bellamy Mitchell Terms Offered: Autumn

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

Equivalent Course(s): ENGL 23130

Gender and Sexuality Studies Courses - Theories

GNSE 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): C. Riley Snorton Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): CHDV 20001, ENGL 20001, LLSO 20001, SOCI 20290

GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.

Beginning with the breakup of the New Left and the proliferation of 'new social movements' such as feminism, Black Power, and gay liberation, this seminar explores the key debates around which gender and sexuality were articulated as politically significant categories. How did feminist and queer politics come to be scripted increasingly in terms of identity and its negation? To what extent has a juridical and state-centered conception of politics come to displace quotidian practices of freedom and world-building? What are the limits to rights-oriented political movements? What are the political implications of the recent ontological turn to affect in feminist and queer theory?

Instructor(s): Linda Zerilli Terms Offered: Winter

Note(s): Undergraduates by consent only.

Equivalent Course(s): PLSC 21410, MAPH 36500, ENGL 30201, GNSE 31400, PLSC 31410, ENGL 21401

Gender and Sexuality Studies Courses - General

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.

This two-quarter sequence aims to expand students' exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.

The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, 'Kinship' and 'Creativity and Cultural Knowledge.' The 'Kinship' cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The 'Creativity and Cultural Knowledge' cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of 'difference' on cultural forms.

Instructor(s): Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

Three thematic clusters make up the second quarter. 'Politics' focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. 'Religion' contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities.

'Economics' looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15220. Unrequited Love in Fiction and Film. 100 Units.

Unrequited love stories are some of the most beloved romances in literature and film. Why do readers and audiences find unique pleasure in the agonizing tragedy of feelings not returned? And what does 'unrequited' really mean anyway? This class focuses on unrequited love from the perspective of mostly British women fiction writers and film writer/directors, toggling between eighteenth- and nineteenth-century literature and contemporary romances on screen. From Jane Austen to Céline Sciamma, Eliza Haywood to Sofia Coppola, we will consider how women tell stories of attractions plagued by lack of reciprocity, misunderstandings, persistent longing and social obstacles. Moving across centuries, genre and media, we will consider what changes and what remains consistent in how these women illustrate yearning and dissatisfaction. We will read theories of desire in literature and film by Lauren Berlant, Laura Mulvey, Renata Salecl and others in order to work towards a definition of 'unrequited love.' Our class will examine unrequitedness across registers, including as a source of dark humor in *The Favourite* and Austen, and as an occasion for psychological and real violence in *Mary Wollstonecraft and The Riot Club*. Throughout the course, we will ask ourselves as readers and viewers to interrogate our own investment in the resolution (or, more importantly, the lack thereof) of unrequitedness. (Fiction, 1650-1830, 1830-1940)

Instructor(s): Madison Chapman Terms Offered: Spring

Equivalent Course(s): ENGL 15220

GNSE 17612. The Art of Michelangelo. 100 Units.

The focus of this course will be Michelangelo's sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentant Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo's fraught relationship with patrons; his changing attitude towards religion, especially his engagement with the Catholic Reform; his sexuality and how it might bear on the representation of gender in his art and poetry; his 'official' biographies during Michelangelo's lifetime and complex, ambivalent, reception over the centuries; new ideas about Michelangelo that have emerged from the restoration and scientific imaging of many of his works. At the same time, the course will be an introduction of students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception.

Instructor(s): C. Cohen Terms Offered: Autumn

Note(s): This course meets the general education requirement in the arts.

Equivalent Course(s): FNLD 21411, ARTH 17612

GNSE 18804. America in the Nineteenth Century. 100 Units.

This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries' attempts to seize upon or challenge the nation's commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?

Instructor(s): N. Maor Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CRES 18804, AMER 18804, LLSO 22106, HIST 18804

GNSE 18950. Nineties Feminisms. 100 Units.

This course will survey feminist literatures of the 1790s, 1890s, and 1990s. We will cover works by authors like Mary Wollstonecraft, Sarah Grand, and Greta Gaard as well as feminist movements from New Woman ideal in the 1890s to ecofeminism and material feminisms in the 1990s. (1650-1830, 1830-1940, Theory)

Instructor(s): Caroline Heller Terms Offered: Autumn

Equivalent Course(s): ENGL 18950

GNSE 19860. Ladies Nite: Women Beatniks in Literary Counterculture. 100 Units.

Three writers do not a generation make.' Often relegated to status of wife or muse in the writings and history of the Beat Generation, women's literary contributions to this experimental zeitgeist remain largely unknown and unread. This course explores the dynamic body of work produced by female Beatniks from the 1950s-1970s. We first trace the Beat Generation's aesthetic roots within the experimental poetics of Romanticism and American Transcendentalism and then shift our focus to post-war Greenwich Village, Mexico, and the American West. We will delve into works from authors like Elise Cowen, Diane diPrima, Denise Levertov and Lucia Berlin, to investigate how women's authorship across place and form--chapbooks, poetry, memoirs, travel journals and films--gave voice to a vibrant, complex feminism awash with psychedelic drugs, sexual liberation and the metaphysical exploration deeply inherent to Beat counterculture. (Fiction, Poetry, 1830-1940)

Instructor(s): Carrie Taylor Terms Offered: Spring

Equivalent Course(s): ENGL 19860

GNSE 21019. Gender and Policy. 100 Units.

This course seeks to familiarize undergraduate students with historic and current policy in the US and in other developed countries concerning various aspects of women's lives at work and in the home. We will begin by discussing the reasons for the rise in female labor force participation between the 50s and the 80s. We will discuss the role of male deployment in WWII, the role of technological change in both fertility planning and in the invention of household appliances, and the role of changes in the demand for skilled labor. With this backdrop in mind, we will discuss the historic development of maternity leave policies in many European countries and evaluate the impact of these developments on female labor force participation. We will then turn to understanding the relative stagnation in female advancement in the past twenty-five years. The focus of this portion of the course will be to summarize recent trends in female labor force participation.

Instructor(s): Yana Gallen Terms Offered: Spring

Equivalent Course(s): PBPL 24520

GNSE 21001. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of 'normal' psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of 'culture' and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 31000, PSYC 33000, AMER 33000, ANTH 35110, EDSO 21100, PSYC 23000, CHDV 21000, CRES 21100, ANTH 24320, CHDV 31000

GNSE 21293. Global Family Change. 100 Units.

This course examines sociological perspectives on changes in marriage and childbearing that have swept the globe from 1850-today. We will examine changes in arranged marriage, marriage timing, first birth timing, contraception to limit childbearing, family size and divorce. We will review theories of family change, research designs for studying family change, and empirical data about family change. We will investigate family changes in specific sites in Africa, Asia, the Americas, Europe and the European diaspora. The course will also investigate specific factors likely to produce family change, including industrialization, mass education, mass media, health care, migration, and attitudes and beliefs. Finally, the course will consider some of the important consequences of these changing families around the world. Students will prepare an in-depth study of family change in one specific place and time. Course examples will highlight family changes in South Asia, but students are welcome to select any region and time period for their own study.

Instructor(s): W. Axinn Terms Offered: Autumn

Equivalent Course(s): GNSE 31293, SOCI 20293, SOCI 30293

GNSE 21303. Gender, Capital, and Desire: Jane Austen and Critical Interpretation. 100 Units.

Today, Jane Austen is one of the most famous (perhaps the most famous), most widely read, and most beloved of eighteenth- and nineteenth-century British novelists. In the two hundred years since her authorial career, her novels have spawned countless imitations, homages, parodies, films, and miniseries - not to mention a thriving 'Janeite' fan culture. For just as long, her novels have been the objects of sustained attention by literary critics, theorists, and historians. This course will offer an in-depth examination of Austen, her literary corpus, and her cultural reception as well as a graduate-level introduction to several important schools of critical and theoretical methodology. We will read all six of Austen's completed novels in addition to criticism spanning feminism, historicism, Marxism, queer studies, postcolonialism, and psychoanalysis. Readings may include Shoshana Felman, Frances Ferguson, William Galperin, Deidre Lynch, D.A. Miller, Edward Said, Eve Sedgwick, and Raymond Williams.

Instructor(s): Tristan Schweiger Terms Offered: Autumn

Equivalent Course(s): MAPH 40130, ENGL 21360, GNSE 41303, ENGL 41360

GNSE 21330. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair—a central theme in the writings of many women and men, secular and religious—and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between of feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

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

Equivalent Course(s): HIST 22121, RLST 21330, MDVL 21330

GNSE 21350. Early Modern Women Writing Trauma. 100 Units.

This course examines 16th and 17th century women's writing alongside the scholarship of trauma studies, with attention to themes of childhood suffering, loss, and geographical displacement. How did early modern authors employ a vocabulary for individual and collective encounters with death, illness, violence, and emotional disturbance prior to the modern conceptualization of trauma in the 20th century? What displaced histories are we able to access by bringing sustained focus to women's writing? We will explore how early modern women articulate questions around suffering, personhood, and macro categories of identity (such as race, gender, class, and disability) as well as how their writing might reframe and/or disrupt the category of trauma in contemporary theory. Early modern authors of focus will include, among others, Aphra Behn, Elizabeth Carey, Margaret Cavendish, and Katherine Philips; we will also read widely across genres and time periods, with a syllabus that incorporates materials ranging from early modern midwifery treatises to contemporary drama. (Pre-1650, 1650-1830, Theory)

Instructor(s): Beatrice Bradley Terms Offered: Autumn

Equivalent Course(s): ENGL 21350

GNSE 21500. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

Instructor(s): K. Pagel Terms Offered: Winter

Prerequisite(s): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor.

Note(s): CHDV Distribution: A

Equivalent Course(s): CHDV 21500, HLTH 21500, HIPS 22401, BIOS 23405

GNSE 22046. Introduction to Caribbean Studies. 100 Units.

Why have critics, writers, and artists described the Caribbean as 'ground zero' of Western modernity? Beginning with the period before European settlement, we will study slavery and emancipation, Asian indentureship, labor and social movements, decolonization, debt and tourism, and today's digital Caribbean. We will survey literary and visual cultures, primary source documents, and thought across the English, French, Spanish, and Dutch-speaking Caribbean. All readings will be available in translation. (Fiction, Theory)

Instructor(s): Kaneesha Parsard Terms Offered: Spring

Equivalent Course(s): CRES 20046, ENGL 20046, LACS 20046

GNSE 22048. Girlhood. 100 Units.

This course focuses on narratives in which the category of 'girl' or 'girlhood' is under construction, or called into question. We'll begin with a number of works from the eighteenth and nineteenth centuries (novels by Frances Burney, Jane Austen, Mary Wollstonecraft, Charlotte Brontë), and will move into novels, films, comics, and memoirs from the twentieth and twenty-first centuries that draw on or depart from some of those earlier texts. Throughout, the course will draw on work from fields like sociology, history, and feminist and queer theory to consider changing conceptions of childhood, adolescence, and development, as well as the way that intersections of race, class, gender, sexuality, and ability shape categories and narratives of 'girlhood.' (Fiction, 1650-1830)

Instructor(s): Heather Keenleyside Terms Offered: Spring

Equivalent Course(s): ENGL 22048

GNSE 22220. The Promise of Nightlife: Queer Desires & the Marketing of the Erotic. 100 Units.

In brief, this course will survey various forms of nightlife performance across the 20th and 21st century (drag, stripping, burlesque, variety shows & showgirl performance) alongside popular portrayals of nightlife industries. The course asks what it means (for performers and for pop culture more broadly) that nightlife is thought of as an escape from ordinary life and ordinary or conventional forms of work. The focus of this course will track nightlife performance and industries from the material perspective of the performers, organizers, and collectives that form to address economic, racial, and sexual constraints, in addition to thinking about the figure and function of nightlife in U.S. pop culture's imagination (through, for example, films like *Hustlers*, *Showgirls*, etc.). From both questions, we will think through different conceptions and geographies of spectacle, performance, and the erotic that undergird the world of nightlife entertainment. We will also hear from local nightlife performers/artists in Chicago with the option to attend a local nightlife outing as well. We will examine how nightlife has been approached through various disciplines from ethnomusicology, anthropology, performance studies,

literary and cultural studies and read works by selected scholars and performers including Esther Newton, Tim Lawrence, Luis-Manuel Garcia, Kia LaBeija, and madison moore.

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

Equivalent Course(s): TAPS 20220

GNSE 22266. Coming of Age: Autobiography, Bildungsroman, and Memoir in Victorian Britain and its Empire. 100 Units.

In this course, we will consider the broad generic category of 'coming of age' stories that characterized the literary writing of the nineteenth century. Across several different kinds of writing, a focus on the growth and development of the child into adulthood became an obsessive focus. We will read autobiographies by Mill and Martineau, Bildungsroman by Bronte and Eliot, memoirs by Dickens but also lesser known figures: working class autodidacts, women in childbirth, colonial subjects. We will, along the way, learn more about Victorian childhood, the emergence of developmental psychology, psychoanalysis, and the socio-psychological 'invention' of adolescence. (1830-1940)

Instructor(s): Elaine Hadley Terms Offered: Winter

Equivalent Course(s): ENGL 20266

GNSE 23002. Workshop: Regulation of Family, Sex, and Gender. 50 Units.

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse. Continuing students only.

Equivalent Course(s): GNSE 33002

GNSE 23004. The Poetics of Life in Modern Latin America. 100 Units.

How do Latin American authors imagine humans, animals, and other nonhuman lives? In what ways do considerations of race, gender, and species determine their cultural imaginary? This course will explore representations of life in Latin American fiction from the nineteenth century to the present. Paying special attention to subjects that are considered 'other' (women, indigenous people, animals, cyborgs), we will reflect on the ways in which bodies are valued, ordered, and discarded in stories and novels. Through this examination of the hierarchies of life, we will gain insights into the major shifts in Latin American politics of the past two centuries. Moreover, we will see how literature, often considered to simply 'mirror' contemporary values, may become a locus of resistance against racist, speciesist, and gender-based oppression and violence. Our readings will be complemented by excerpts from major cultural theorists and critics including Michel Foucault, Donna Haraway, and Gabriel Giorgi.

Instructor(s): A. Kulez

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 23020, SPAN 23020

GNSE 23100. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's 'The History of Sexuality', with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

Instructor(s): A. Davidson Terms Offered: Autumn

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): FNDL 22001, RLST 24800, KNOW 27002, HIPS 24300, CMLT 25001, PHIL 24800

GNSE 23106. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female 'hysteria,' evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

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

Equivalent Course(s): HIPS 29318, CHDV 29318, HIST 29318, HMRT 29318, HLTH 29318, CRES 29318

GNSE 23127. Queer Letters and LGBTQ+ Lifeworlds. 100 Units.

This course asks after the social and aesthetic possibilities of queer literatures, with a particular interest in such life-writing forms as the personal letter and epistolary (or electronic) correspondence. What, we will ask, can attending to specifically LGBTQ+ correspondences and life-writings teach us about minoritarian lifeworlds and literary canons? And, vice versa, how does an attention to the sub- or counter-cultural spaces of queer literary production change the way we read even canonical literary texts? We will visit a variety of LGBTQ+ literary lifeworlds across the twentieth and twenty-first centuries - between London, Paris, New York, San Francisco - and engage a wide range of texts and media that represent and encode queer social circuits: collected correspondences, coterie literatures, auto/biographies, memoirs, poetry, and film. In so doing, we will develop a backdrop of queer theoretical scholarship devoted to questions of community-making, subcultural space and belonging, and queer time, including the work of José Esteban Muñoz, Juana María Rodríguez, Elizabeth Freeman,

and Jack Halberstam. In addition to a self-designed archival, analytical, or creative final project, we will also hone archival research strategies through two excursions to local archives and experiment with creative and collaborative strategies for reading and writing as we challenge ourselves to think from the position of correspondents.

Instructor(s): Sarah McDaniel Terms Offered: Autumn

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

Equivalent Course(s): ENGL 23127

GNSE 23490. Sex in Twentieth-Century Europe. 100 Units.

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

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

Equivalent Course(s): HIST 23400, HLTH 23400, HIPS 23410, HMRT 23400

GNSE 23505. Ethnographic Approaches to Gender and Sexuality. 100 Units.

This methods course aims to prepare graduate students and advanced undergraduates for ethnographic research on topics focused on gender and sexuality. We will read articles and books showcasing ethnographic methodologies, and we will discuss benefits and limitations of various research designs. Class debates will cover epistemological, ethical, and practical matters in ethnographic research. We will discuss issues of positionality, self-reflexivity, and power. Students will be required to formulate a preliminary research question at the beginning of the course, and will conduct a few weeks of ethnographic research in a field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to produce a research proposal or a short paper based on their observations.

Instructor(s): Cate Fugazzola Terms Offered: Autumn Winter

Equivalent Course(s): SOCI 30319, MAPS 33503, GNSE 33505

GNSE 23506. Gender, Sex, and Culture. 100 Units.

This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.

Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn

Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.

Equivalent Course(s): ANTH 25216, MAPS 33502, ANTH 32925, GNSE 33506

GNSE 24514. Colonial Power in East Asia. 100 Units.

This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.

Instructor(s): J. Dahl Terms Offered: Winter

Equivalent Course(s): GLST 24514, EALC 24514, CRES 24514, HIST 24514

GNSE 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.

This course considers the often neglected presence of 'social outcasts' in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.

Instructor(s): C. Wang Terms Offered: Spring

Equivalent Course(s): CRES 24515, HIST 24515, EALC 24515

GNSE 24545. The Rise of Free Speech: Aesthetics, Politics and Censorship, 1857-2020. 100 Units.

This course will consider a variety of historical debates and controversies surrounding the concept of freedom of speech and expression, from 19th century obscenity law through instances of 20th century political and economic repression and on to the concept's cooptation by right-wing free market discourse and debates about hate speech in the present. Case studies from 19C-21C literature in English and English-translation. (Fiction, Poetry, 1830-1940, Theory)

Instructor(s): Zach Samalin Terms Offered: Spring

Equivalent Course(s): ENGL 24545

GNSE 24706. Japanese Art in the Sinosphere. 100 Units.

From the earliest centuries of the common era until the 1870s, Japanese writers, artists, and scholars considered themselves to be living in the Sinosphere: the realm of China's cultural and political centrality. Starting with a consideration of Chinese material culture in the Tale of Genji, we will proceed to address topics such as the relation between Chinese and Japanese handscroll paintings, the spread of Chinese-style ink monochrome painting in Japan, the rise of the Kano school as official painters and Chinese-style painting experts, and the immense popularity of literati painting and calligraphy. Korean painting's intersection with Chinese and Japanese art in the medieval and early modern periods will also factor into the discussion. We will evaluate the changing dynamics around political power and gender embodied in the Chinese/Japanese oppositional duality and reassess the prevailing narratives concerning how the Sinosphere faded from view in the Meiji era.

Instructor(s): C. Foxwell Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. Registration is permitted by instructor consent only.

Equivalent Course(s): GNSE 34706, ARTH 34706, ARTH 24706

GNSE 25210. American Epidemics, Past and Present. 100 Units.

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

Instructor(s): C. Kindell Terms Offered: Winter

Equivalent Course(s): CRES 25218, HIPS 25218, ENST 25218, GLST 25218, HLTH 25218, HIST 25218, AMER 25218

GNSE 25222. Feminist Perspectives on Science. 100 Units.

Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science's symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelyn Hammonds, Emily Martin, Sharon Trawick, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.

Instructor(s): P. Mostajir Terms Offered: Autumn 2020

Equivalent Course(s): HIPS 25202, ANTH 22124, SOCI 20517

GNSE 25262. Gender and Sexuality in a Transnational World. 100 Units.

This course, through attention to critical theory and expressive cultures, surveys gender and sexuality across time and place. Students will learn about theories of sex, gender, and sexuality; colonialisms and nationalisms; social movements; and war, migration, and technology. (Fiction, Theory)

Instructor(s): Kaneesha Parsard Terms Offered: Winter

Equivalent Course(s): ENGL 25262

GNSE 25404. Gender, Politics and Philosophy. 100 Units.

In this class we'll read classic and contemporary texts in the philosophy of gender that examine questions such as the following. What exactly is gender? And what is sex? What does it mean to be a man or a woman? Are these natural or social kinds-that is, do these words refer to phenomena that humans have discovered or to ones they've created? Should we continue to group all human beings into just two sex/gender categories-or should we instead expand the number of categories we use? Or should we stop classifying humans by sex and gender altogether? And who should have the authority to make these kinds of decisions? We will frequently ask how these conceptual matters bear on how we should live, how we should relate to others, and how we should organize social and political life. Readings will include works by authors such as

Simone de Beauvoir, Iris Marion Young, Angela Davis, Nancy Fraser, Sally Haslanger, Sandra Bartky, Patricia Hill Collins, Serene Khader and Katharine Jenkins. (A)
 Instructor(s): T. Zimmer Terms Offered: Winter
 Equivalent Course(s): PHIL 25404

GNSE 25602. Feminism, Race, Culture, and Liberation. 100 Units.

Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the 'oppressed' are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?

Instructor(s): T. Mandviwala Terms Offered: Winter

Note(s): Request AV room

Equivalent Course(s): CRES 25002, CHDV 25002

GNSE 26003. Introduction à l'autobiographie. 100 Units.

This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Péric, and Sarraute.

Instructor(s): A. James Terms Offered: Autumn

Prerequisite(s): FREN 20500 or 20503

Note(s): Taught in French. This is an introductory-level course.

Equivalent Course(s): FREN 26003

GNSE 26856. Queer Theory: Futures. 100 Units.

TBD

Instructor(s): Kris Trujillo Terms Offered: Winter

Equivalent Course(s): CMLT 36856, CRES 26856, GNSE 36856, RLST 26856, RLVC 36856, CMLT 26856, ENGL 36856, ENGL 26856

GNSE 27017. Passing. 100 Units.

In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present. Law provides a venue and a language through which forces of authority police categories of identity that, at Jean Stefancic and Richard Delgado observe, 'society invents, manipulates, or retires when convenient.' Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): KNOW 27017, CRES 27017, ENGL 27017

GNSE 27100. Sociology of Human Sexuality. 100 Units.

After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (including AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices. Network analytic approaches will be introduced.

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

Prerequisite(s): Introductory social sciences course

Equivalent Course(s): SOCI 20107, SOCI 30107

GNSE 27205. Reproductive Rights as Human Rights. 100 Units.

This course examines human rights approaches to reproductive health and justice with critical grounding in ethnographic case studies. We will begin by surveying major debates and tactics of feminist movements in North and South America, comparing visions of reproductive rights based on ideals of liberal individualism and private property with traditions of collective claims for social and economic rights. Our case studies include the Zika epidemic in Brazil, immigration and reproductive health care access in the United States, the shackling of pregnant women in U.S. prisons, the politics of sterilization and birth control in Puerto Rico, and the legalization of abortion in Mexico City. Hearing from guest speakers who work as lawyers, healthcare practitioners, activists and community organizers, we will consider reproductive rights as human rights in a field of contestation that involves diverse actors, state interests, and social movement histories.

Instructor(s): Amy Krauss, Postdoctoral Lecturer Terms Offered: Spring

Equivalent Course(s): HLTH 27205, GNSE 37205, HMRT 27205, HMRT 37205

GNSE 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often

dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical 'genealogy of the present' by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring

Equivalent Course(s): HIST 29009, HMRT 27536, CRES 27536, LACS 27536

GNSE 27539. The Politics of Black Queer Feminist Praxis. 100 Units.

This course critically interrogates contemporary 'status quo' power dynamics through a lens of Black Queer Feminism. This course understands Black Queer Feminism as a political praxis that operationalizes intersectionality by seeking to deconstruct normative and hegemonic systems of power. While many of the attendees of the Women's March of 2017 were white, over 53% of white women had just voted for Donald Trump in the 2016 presidential election. This comes at a stark comparison with the 94% of Black women that voted for Hillary Clinton. As one journalist cleverly wrote, this highlights a '53 percent problem in American Feminism'. This seminar-style course, through critical engagement with Black Queer Feminist praxis (thought and action), attempts to reconcile this 53 percent problem. We will begin with a history of Black feminist thought and transition to its contemporary iterations, including trans politics and queer theory. Along with a diasporic and transnational analysis, we will investigate: how do contemporary iterations of radical Black feminism engage with and resist against the state? How does Black Queer Feminism shape politics and society? The syllabus will incorporate readings from various disciplines including political science, sociology, and Black studies and will focus on how the simultaneity of hegemony shapes access to and relationships with power.

Instructor(s): Laterricka Smith Terms Offered: Spring

Equivalent Course(s): PLSC 21539, CRES 27539

GNSE 28202. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez Terms Offered: Autumn

Equivalent Course(s): HIST 38000, CRES 28000, GNSE 38202, AMER 28001, HIST 28000, AMER 38001, LACS 38000, LACS 28000, CRES 38000

GNSE 28307. Trans/Formations: Changing Bodies and Gender in Premodern Christianity. 100 Units.

The course surveys ancient and medieval Christian views on the body and gender with a particular interest in ideas of transformation, supplemented by contemporary readings in trans studies. The course focuses on a series of topics: the creation of human bodies, debates about matter, doctrines of the resurrection, eunuchs, possession, gender (non)conformity, and various modes of gender crossing. Thus, it provides both an introduction to major figures in the history of Christianity and a primer in religious-studies and historical methods in light of trans and queer studies. A central question for the course would be how to think about historical distance and anachronism in our use of theoretical lenses with the interpretation of sources. In addition to readings in contemporary feminist, queer, and trans thought, the course primarily treats Christian sources spanning a number of genres such as narrative, theological treatise, allegory, visionary literature, and forensic transcripts.

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

Equivalent Course(s): RLST 28307

GNSE 28498. Women, Development and Politics. 100 Units.

This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender inequities will be explored alongside a wide range of themes impacting majority-world women, such as free market globalization, health and sexuality, race and representation, participatory development, human rights, the environment and participation in politics. Course lectures will integrate policy and practitioner accounts and perspectives to reflect the strong influence development practice has in shaping and informing the field. Course materials will also include anti-racist, postcolonial and post-development interruptions to dominant development discourse, specifically to challenge the underlying biases and assumptions of interventions that are predicated on transforming 'them' into 'us'. The material will also explore the challenges of women participating in politics and what are the consequences when they do or do not.

Instructor(s): Bautista, M. and Chishti, M. Terms Offered: Autumn

Equivalent Course(s): LACS 28498, PBPL 28498

GNSE 28603. United States Labor History. 100 Units.

This course explores the history of labor and laboring people in the United States. It will consider the significance of work from the vantage points of law, culture, and political economy. Key topics will include working-class life, industrialization

and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace. The course is intended for freshmen through seniors, as well as majors in history and in other disciplines.

Instructor(s): A. Stanley Terms Offered: Autumn

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HMRT 28600, LLSO 28000, HIST 18600

GNSE 28775. Racial Melancholia. 100 Units.

This course provides students with an opportunity to think race both within a psychoanalytic framework and alongside rituals of loss, grief, and mourning. In particular, we will interrogate how psychoanalytic formulations of mourning and melancholia have shaped theories of racial melancholia that emerged at the turn of the twenty-first century. Turning to Asian American, African American, and Latinx theoretical and literary archives, we will interrogate the intersections of race, gender, and sexuality and ask: How do literatures of loss enable us to understand the relationship between histories of racial trauma, injury, and grief, on the one hand, and the formation of racial identity, on the other? What might it mean to imagine literary histories of race as grounded fundamentally in the experience of loss? What forms of reparations, redress, and resistance are called for by such literatures of racial grief, mourning, and melancholia? And, finally, how, if understood as themselves rituals of grief, might psychoanalysis and the writing of literature assume the role of religious devotion in the face of loss and trauma?

Instructor(s): Kris Trujillo Terms Offered: Autumn

Equivalent Course(s): ENGL 38775, CMLT 38775, ENGL 28775, RLVC 38775, RLST 28775, GNSE 38775, CRES 22775, CMLT 28775

GNSE 29001. Painting and Description in the Roman World: Philostratus' Imagines - Religion, Education, Sexuality. 100 Units.

This course explores Roman art, especially painting, through the single most thoughtful, playful and creative text on naturalistic painting written in antiquity. Arguably, it is the most interesting examination of the brilliance and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphrasis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus' descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage (!) but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. =Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.

Instructor(s): Ja# Elsner Terms Offered: Spring

Prerequisite(s): Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted).

Equivalent Course(s): ARTH 39001, GNSE 39001, ARTH 29001, RLVC 39001, RLST 29001

GNSE 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.

How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children's rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children's own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.

Instructor(s): N. Maor Terms Offered: Spring

Equivalent Course(s): CRES 29313, AMER 29313, HIST 29313, HMRT 29313, LLSO 20301

GNSE 29700. Readings in Gender Studies. 100 Units.

This is a general reading and research course for independent study not related to the BA thesis or BA research.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor. With prior approval, students who are majoring in Gender Studies may use this course to satisfy program requirements.

GNSE 29800-29900. BA Seminar; BA Essay.

GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay.

GNSE 29800. B.A. Paper Seminar. 100 Units.

GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay. This seminar provides students with the theoretical and methodological grounding in gender and sexuality studies needed to formulate a topic and conduct the independent research and writing of their BA essay. Prerequisite(s): Consent of instructor and program chairman Note(s): May be taken for P/F grading with consent of instructor.

Instructor(s): Jennifer Wild Terms Offered: Autumn

GNSE 29900. BA Essay. 100 Units.

The purpose of this course is to assist students in the preparation of drafts of their BA essay. An approved GNSE course may be substituted.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program chairman

Note(s): Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader.



Geographical Sciences

Department Website: <http://geography.uchicago.edu>

Program of Study

The discipline of geography contributes to an understanding of society by exploring the Earth's environment and its interactions with human life, by inquiring into cultures and societies from the perspective of area study, and by investigating problems of spatial organization. The BA program in geographical sciences offers a distinctive focus for general education and provides a background both for advanced specialization in the discipline and for study in other fields. Solid grounding in modern geography can lead to careers in government service, environmental consulting, marketing, publishing, planning, and teaching at all levels.

Program Requirements

The BA degree in geographical sciences calls for the satisfactory completion of eleven courses, at least eight of which must be in geographical sciences. These include an introduction to Geographic Information Systems/GIS (GEOG 28202 Geographic Information Science I); the senior seminar (GEOG 29800 Senior Seminar); and at least nine additional geography courses, up to three of which may be in approved related fields. A BA thesis is prepared in connection with the senior seminar.

Summary of Requirements: BA in Geographical Sciences

GEOG 28202	Geographic Information Science I	100
Nine additional geographical sciences courses; up to three may be in approved related fields		900
GEOG 29800	Senior Seminar	100
BA thesis		
Total Units		1100

Grading

All courses counted toward the geographical sciences major must be taken for quality grades.

Research Grants

Geographical sciences students may apply for small grants from the Ada Espenshade Wrigley Fund in support of extraordinary expenses connected with research leading to their BA thesis.

Honors

Honors are awarded to students with an overall GPA of 3.0 or higher who submit a BA thesis that is judged to be outstanding.

Awards

Each year the Committee on Geographical Sciences nominates fourth-year students for an Outstanding Senior in Geography Award from the Illinois Geographical Society and an Award for Excellence from the National Council for Geographic Education and the Association of American Geographers.

Minor in Geographic Information Science

Spatial thinking deals with the fundamental role of space, place, location, distance, and interaction—crucial to tackling many research questions in the social and physical sciences. The minor in geographic information science provides a coherent exposure to rigorous spatial thinking and its expression through the theories and methods of geographic information science. Geographic information science covers all aspects pertaining to accessing, storing, transforming, manipulating, visualizing, exploring, and reasoning about information where the locational component is important (spatial data). This includes the technical and computational aspects of geographic information systems, the methodologies of spatial analysis and spatial statistics, mapping, and geo-visualization, as well as societal aspects related to the use of geographic data.

The minor serves as a complement to other majors, such as computer science, statistics, economics, public policy studies, sociology, anthropology, political science, or environmental and urban studies, but would also be of value to majors in the humanities and physical sciences interested in the spatial aspects of their field.

The courses in the minor are open to geographical sciences majors, but the minor cannot be taken concurrently with a geographical sciences major.

Program Requirements for the Minor

The minor consists of six core courses* and one elective from a series of offerings. The core courses provide a coherent exposure to rigorous spatial thinking and its incorporation into the methodologies of geographic information systems, spatial analysis, and spatial data science.

The electives consist of courses that touch upon various aspects of spatial thinking, with different degrees of technical materials, and are intended to either act as “gateways” into the minor or to provide the opportunity for the application of spatial analysis in a range of fields.

The sequencing of courses is designed such that students can complete all requirements for the minor in one year of study (provided the statistics prerequisite has been taken prior).

The capstone course for the minor is GEOG 28000 GIScience Practicum, which may be taken concurrently with GEOG 28602 Geographic Information Science III. Students will develop a multifaceted GIS project incorporating spatial thinking in design, infrastructure, and implementation. Projects could include the development of a web application, dynamic dashboard, interactive storytelling map, infographic-driven policy brief, or research article, and can be carried out in conjunction with a thesis requirement of the student's major.

Summary of Requirements: Minor in Geographic Information Science

GEOG 28202	Geographic Information Science I	100
GEOG 28402	Geographic Information Science II	100
GEOG 28602	Geographic Information Science III	100
GEOG 28000	GIScience Practicum	100
GEOG 20500	Introduction to Spatial Data Science	100
STAT 22000	Statistical Methods and Applications (or equivalent) *	100
Any elective from the list of courses below		100
Total Units		700

Note: Many GEOG courses are also cross-listed with SOCI and ENST.

* Students who take STAT 22000 to satisfy a requirement in a major will complete a six course minor. Students who take STAT 22000 to satisfy only the GIS minor will complete a seven course minor.

Elective Options for the Minor in Geographic Information Science

One of the following courses may be taken to fulfill the elective course option for the minor in geographic information science.

GEOG 20273	Urban Spatial Archaeology I	100
GEOG 24600	Introduction to Urban Sciences	100
GEOG 24700	Introduction to Urban Planning	100
GEOG 25900	Introduction to Location Analysis	100
GEOG 27155	Urban Design with Nature	100
GEOG 28700	Readings in Spatial Analysis	100
GEOG 28702	Introduction to GIS and Spatial Analysis	100
GEOG 28800	History of Cartography	100
GEOG 28900	Readings in Urban Planning and Design	100

Note: many GEOG courses are also cross-listed with SOCI and ENST.

Advising and Grading

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. For students who have taken STAT 22000 (or equivalent) as a requirement for another major, minor, or general education requirement, an approved elective must replace that requirement.

Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The courses in the minor are open to geographical sciences majors, but the minor cannot be taken concurrently with a geographical sciences major.

Students who elect the minor must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the deadline above using a form available from the adviser.

Students may petition the program director to have a course counted as an elective that is not included on the current list of electives.

Geographical Sciences Courses

The following courses are for reference only. See Class Search at registrar.uchicago.edu/classes/ (http://registrar.uchicago.edu/classes/) for specific offerings. See the Geography webpage at geography.uchicago.edu (https://geography.uchicago.edu/) for further information on quarterly offerings.

GEOG 20273. Urban Spatial Archaeology I. 100 Units.

Space and time are fundamental concepts in urban spatial science. In this course, students will gain substantive and technical knowledge on how to analyze space and time through the tools of urban spatial archaeology. Specifically, this course will introduce students to various historical data sources on Chicago and New Orleans to digitize, then conduct a spatial historical

analysis of any topic of their choice. By taking a historical approach to the study of time and space, students will walk away from the course with (1) ways to conceptualize time and space when studying urban issues, and (2) skills for designing a project to empirically demonstrate the workings of time and space in the real world. At the end of this course, students will be expected to have produced a historical dataset for a research paper that will be completed in the next course sequence.

Instructor(s): R. Vargas Terms Offered: Winter

Prerequisite(s): GEOG 30500 and GEOG 38201

Equivalent Course(s): GEOG 30273, SOCI 20273, SOCI 30273

GEOG 23500. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. This course is part of the College Course Cluster, Urban Design.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 33500, ENST 24660, ARCH 24660

GEOG 24600. Introduction to Urban Sciences. 100 Units.

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): PBPL 24605, SOCI 20285, GEOG 34600, ENST 24600

GEOG 25900. Introduction to Location Analysis. 100 Units.

Understanding the location of business activities - agricultural, industrial, retail, and knowledge-based - has long been a focus for economic geographers, regional scientists, and urban planners. This course traces the key theories and conceptual models that have been developed over time to explain why economic activities tend to locate where they do. To introduce and explain these theories, this course covers several foundational concepts in economic geography and urban planning, such as: bid-rent theory, locational triangulation, various models of urban structure and growth, urban market areas, transportation, economic restructuring, and the 'back-to-the-city' movement. This course incorporates several GIS exercises to teach students the basic principles of location optimization and to help illuminate the foundational theoretical principles of economic geography.

Instructor(s): Kevin Credit Terms Offered: Autumn. Offered 2020-21

Equivalent Course(s): ENST 25910, GEOG 35900

GEOG 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.

This course is part of the College Course Cluster, Urban Design.

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

Note(s): This course offered in odd years.

Equivalent Course(s): HIST 28900, GEOG 36100, ENST 26100, HIST 38900

GEOG 26500. Transportation Geography. 100 Units.

Transportation is one of the most important issues facing regions today, due in large part to a host of recent concerns - the 'back to the city' movement, sustainability, freight traffic, autonomous vehicles - and some older ones, like suburban sprawl and aging infrastructure. This course introduces these issues in a GIScience framework by teaching students both the theory of transportation geography and empirical methods for analyzing transportation patterns in GIS. Methods covered include: network analysis, accessibility (walkability) analysis, spatial interaction models, and the economic analysis of transportation systems in GIS.

Instructor(s): Kevin Credit Terms Offered: Not offered 2020-21

GEOG 26510. Urban Analytics. 100 Units.

Urban analytics is a new field emerging at the intersection of urban planning practice and data science. While quantitative analytics have been used to study cities for some time, several new trends have begun to coalesce in the way that urban data is collected, analyzed, and used to make decisions: 1) increased velocity, volume, and variety in 'big', spatially-referenced

open source datasets generated by cities, 2) the development of easily-implementable machine learning, spatial analysis, and visualization techniques to analyze these data, and 3) cities' increasing use of new data, new technologies, and new approaches to decision-making and planning (e.g., 'Smart Cities'). The rise of this technological-quantitative framework has also raised concerns over public participation, representation, data transparency, 'crowd-sourcing', and equity. In this course, we will cover contemporary urban planning issues (such as transportation planning, economic development, and land use planning) and theory. We will also investigate several cutting-edge urban analytic methodological tools, applied to questions of relevance in planning practice using 'big' open source datasets.

Instructor(s): Kevin Credit Terms Offered: Spring. Offered 2020-21

Equivalent Course(s): GEOG 36510

GEOG 27155. Urban Design with Nature. 100 Units.

This course will use the Chicago region as the setting to evaluate the social, environmental, and economic effects of alternative forms of human settlement. Students will examine the history, theory and practice of designing cities in sustainable ways - i.e., human settlements that are socially just, economically viable, and environmentally sound. Students will explore the literature on sustainable urban design from a variety of perspectives, and then focus on how sustainability theories play out in the Chicago region. How can Chicago's neighborhoods be designed to promote environmental, social, and economic sustainability goals? This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): BPRO 27155, PBPL 27156, ENST 27155

GEOG 28000. GIScience Practicum. 100 Units.

This applied course in geographic information science builds upon and refines knowledge and geocomputational expertise gained in the GIScience sequence. Students will develop a multifaceted GIS project incorporating spatial thinking in design, infrastructure, and implementation. Projects could include the development of a web application, dynamic dashboard, interactive storytelling map, infographic-driven policy brief, or research article and are encouraged to link additional disciplines like health, sociology, economics, or political science.

Instructor(s): Kevin Credit Terms Offered: Spring. Offered 2020-21

Prerequisite(s): GEOG 38202; GEOG 38402

Equivalent Course(s): GEOG 38000

GEOG 28202. Geographic Information Science I. 100 Units.

This course introduces students to a wide range of geospatial technologies and techniques in order to explain the basic theory and application of geographic information systems (GIS). To do this, students will use open source or free software such as QGIS and Google Earth Pro to complete GIS lab exercises that cover a range of topics, including an introduction to different types of geospatial data, geographic measurement, GIS, principles of cartography, remote sensing, basic GIS mapping and spatial analysis techniques, remote sensing, and specific geospatial applications such as 3D modeling and geodesign. By providing a general overview of geospatial technologies, this course provides students with a broad foundational knowledge of the field of GIScience that prepares them for more specialized concepts and applications covered in future GIS courses.

Instructor(s): Kevin Credit Terms Offered: Autumn. Offered 2020-21

Equivalent Course(s): GEOG 38202

GEOG 28402. Geographic Information Science II. 100 Units.

This course investigates the theory and practice of infrastructure and computational approaches in spatial analysis and GIScience. Geocomputation is introduced as a multidisciplinary systems paradigm necessary for solving complex spatial problems and facilitating new understandings. Students will learn about the elements of spatial algorithms and data structures, geospatial topologies, spatial data queries, and the basics of geodatabase architecture and design.

Instructor(s): Marynia Kolak Terms Offered: Winter. Offered 2020-21

Prerequisite(s): GEOG 28202 /GEOG 38202. Students must receive a grade of C or higher in GEOG 28202/GEOG 38202 in order to register for this course.

Equivalent Course(s): GEOG 38402, ARCH 28402

GEOG 28602. Geographic Information Science III. 100 Units.

This advanced course extends and connects both foundational and functional GIScience concepts. Students will be introduced to advanced programming and scripting languages necessary for spatial analysis and GIScience applications. Additional topics include customization, enterprise GIS, web GIS, and advanced visualization and analytic techniques.

Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21

Prerequisite(s): GEOG 38202 and GEOG 38402. Students must receive a grade of C or higher in GEOG 28402/GEOG 38402 in order to register for this course.

Equivalent Course(s): ARCH 28602, GEOG 38602

GEOG 28700. Readings in Spatial Analysis. 100 Units.

This independent reading option is an opportunity to explore special topics in the exploration, visualization and statistical modeling of geospatial data.

Instructor(s): K. Credit and M. Kolak Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): ENST 28800, GEOG 38700

GEOG 28702. Introduction to GIS and Spatial Analysis. 100 Units.

This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of 'spatial' variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.

Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21

Equivalent Course(s): SOCI 30283, ENST 28702, SOCI 20283, ARCH 28702, GEOG 38702

GEOG 28800. History of Cartography. 100 Units.

This course offers a grand overview of the key developments in mapmaking throughout history worldwide, from pre-literate cartography to the modern interactive digital environment. It looks at the producers, their audience, the technologies and artistic systems used, and the human and global contexts in which they developed. The course also draws on the extensive map collections of Regenstein Library.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): GEOG 38800

GEOG 28900. Readings in Urban Planning and Design. 100 Units.

This independent reading option is an opportunity to explore contemporary debates and theoretical arguments involved in the planning and design of cities.

Instructor(s): E.Talen Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): GEOG 38900, ENST 28900

GEOG 29100. Undergraduate Tutorial. 100 Units.

This course is intended for individual study of selected geographical problems.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor.

Note(s): Available for either quality grades or for P/F grading.

GEOG 29700. Readings in Special Topics in Geography. 100 Units.

A program of supervised reading of a special topic in geography. Students will meet periodically with the instructor to discuss the readings, and submit a final paper critically reviewing the conceptual orientation and substantive content of the readings.

Instructor(s): M. Conzen, L. Anselin, E. Talen. Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor.

Note(s): Consent of instructor. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.



Geophysical Sciences

Department Website: <http://geosci.uchicago.edu>

Program of Study

The Department of the Geophysical Sciences (GEOS) offers unique programs of study in the earth, atmospheric, and planetary sciences. Topics include the physics, chemistry, and dynamics of the atmosphere, oceans, and ice sheets; past and present climate change; the origin and history of the Earth, moon, and meteorites; properties of the deep interior of the Earth and the dynamics of crustal movements; and the evolution and geography of life and the Earth's surface environments through geologic time. These multidisciplinary topics require an integrated approach founded on mathematics, physics, chemistry, and biology.

Both the BA and BS programs prepare students for careers that draw upon the earth, atmospheric, and planetary sciences. However, the BS degree provides a more focused and intensive program of study for students who intend to pursue graduate work in these disciplines. The BA degree also offers thorough study in the geophysical sciences, but it provides a wide opportunity for elective freedom to pursue interdisciplinary interests, such as environmental policy, law, medicine, business, and precollege education.

Program Requirements for the BA in Geophysical Sciences

The requirements for the BA degree in Geophysical Sciences involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- eight required science or mathematics courses
- seven elective courses pertinent to the major from the electives lists below, which must include:
 - one course in Computational Sciences (List 2)
 - four 20000-level courses designated GEOS in List 1
 - two more 20000-level science courses from any of Lists 1–2

Candidates for the BA in Geophysical Sciences complete a year of chemistry, a year of physics, a year of mathematics (including Calculus I-II), and a year of biology (GEOS 27300 Biological Evolution-Advanced and BIOS 20198 Biodiversity).

The requirement for the third quarter of mathematics may be satisfied by either completing the calculus sequence (recommended for students taking the more introductory MATH 13000s sequence but not specifically required or recommended for the higher tracks such as MATH 15000s, as the first two quarters offer a sufficiently comprehensive calculus training for students to move on to other courses) or taking one of the designated mathematical methods courses instead. In addition, students must complete one elective course from Computational Sciences (List 2).

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

A minimum of six additional 20000-level science courses are required. At least four must be GEOS courses from List 1. Up to two may be chosen from other science courses in List 1. Up to two may be chosen from Computational Sciences (List 2). One may be a field course.

Summary of Requirements for the BA in Geophysical Sciences

GENERAL EDUCATION

One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II *	
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II	
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II *	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
Both of the following: **		200
BIOS 20198	Biodiversity	

GEOS 27300	Biological Evolution-Advanced [%]	
Total Units		600
MAJOR		
GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
CHEM 11300 or CHEM 12300	Comprehensive General Chemistry III [*] Honors General Chemistry III	100
One of the following sequences:		300
PHYS 12100-12200-12300	General Physics I-II-III ^{*§}	
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat	
PHYS 14100-14200-14300	Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20250	Abstract Linear Algebra	
PHYS 22000	Introduction to Mathematical Methods in Physics	
MATH 13300	Elementary Functions and Calculus III [*]	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
One Computational Sciences course (List 2)		100
Six electives as follows: [†]		600
Four courses designated GEOS from List 1: Physical and Biological Sciences		
Two additional courses from List 1: Physical and Biological Sciences and/or from List 2: Computational Sciences		
Total Units		1500

^{*} Credit may be granted by examination.

^{**} Only Environmental Science and Geophysical Sciences majors may use this pairing to satisfy the general education requirement in the biological sciences. Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20153-20151) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

[†] Only one of these electives may be a field course (GEOS 29001, GEOS 29002, GEOS 29005) and only one of these electives may be GEOS 29700 Reading and Research in the Geophysical Sciences.

[§] PHYS 13100-13200-13300 or PHYS 14100-14200-14300 are the preferred courses. PHYS 12100-12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of chemistry. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

[%] Biological Evolution-Advanced has several cross-listings. Geophysical Sciences majors *must* register for it under the GEOS 27300 listing.

Program Requirements for the BS in Geophysical Sciences

The requirements for the BS degree in Geophysical Sciences involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- eight required science or mathematics courses
- ten elective courses pertinent to the major from the electives lists below, which must include:
 - two courses in Computational Sciences (List 2)
 - four 20000-level courses designated GEOS in List 1
 - four more 20000-level science courses from any of Lists 1–2: up to three non-GEOS courses from List 1, up to two from List 2

Candidates for the BS in Geophysical Sciences complete a year of chemistry, a year of physics, a year of mathematics (including Calculus I-II), and a year of biology (GEOS 27300 Biological Evolution-Advanced and BIOS 20198 Biodiversity).

The requirement for the third quarter of mathematics may be satisfied by either completing the calculus sequence (recommended for students taking the more introductory MATH 13000s sequence but not specifically required or recommended for the higher tracks such as MATH 15000s, as the first two quarters offer a sufficiently comprehensive calculus training for students to move on to other courses) or taking one of the designated mathematical methods courses instead. In addition, students must complete two elective courses from Computational Sciences (List 2). The requirements are structured to allow and encourage students to complete sequences that extend through the study of differential equations.

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

A minimum of eight additional 20000-level science courses are required. At least four must be GEOS courses from List 1. Up to three may be chosen from other science courses in List 1. Up to two may be chosen from Computational Sciences (List 2). One may be a field course. One may be GEOS 29700 Reading and Research in the Geophysical Sciences.

Summary of Requirements for the BS in Geophysical Sciences

GENERAL EDUCATION

One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II *
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II
One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II *
MATH 15100-15200	Calculus I-II
MATH 16100-16200	Honors Calculus I-II
Both of the following: **	200
BIOS 20198	Biodiversity
GEOS 27300	Biological Evolution-Advanced %
Total Units	600

MAJOR

GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
CHEM 11300 or CHEM 12300	Comprehensive General Chemistry III * Honors General Chemistry III	100
One of the following sequences:		300
PHYS 12100-12200-12300	General Physics I-II-III *§	
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat	
PHYS 14100-14200-14300	Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20250	Abstract Linear Algebra	
PHYS 22000	Introduction to Mathematical Methods in Physics	
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
MATH 13300	Elementary Functions and Calculus III *	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
Two Computational Sciences courses from List 2		200
Eight electives as follows: ‡		800
Four courses designated GEOS from List 1: Physical and Biological Sciences		

Four additional courses from List 1: Physical and Biological Sciences and/or List 2: Computational Sciences, but only up to three courses may be non-GEOS courses from List 1 and only up to two courses may be from List 2.

Total Units 1800

* Credit may be granted by examination.

** Only Environmental Science and Geophysical Sciences majors may use this pairing to satisfy the general education requirement in the biological sciences. Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20153-20151) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

‡ Only one of these electives may be a field course (GEOS 29001, GEOS 29002, GEOS 29005) and only one of these electives may be GEOS 29700 Reading and Research in the Geophysical Sciences.

§ PHYS 13100-13200-13300 or PHYS 14100-14200-14300 are the preferred courses. PHYS 12100-12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of chemistry. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

% Biological Evolution-Advanced has several cross-listings. Geophysical Science majors *must* register for it under the GEOS 27300 listing.

Lists of Elective Courses 1–2

List 1: Physical and Biological Sciences

Geophysical Sciences

GEOS 21000	Mineralogy	100
GEOS 21005	Mineral Science	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 21400	Thermodynamics and Phase Change	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 22040	Planet Formation in the Galaxy I: From Dust to Planetesimals	100
GEOS 22050	Planet Formation in the Galaxy II: From Planetesimals to Planets	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 22600	Topics in Earth Science: The Accretion of Extraterrestrial Matter Throughout Earth's History	100
GEOS 22700	Analytical Techniques in Geochemistry	100
GEOS 23205	Introductory Glaciology	100
GEOS 23600	Chemical Oceanography	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23900	Environmental Chemistry	100
GEOS 24220	Climate Foundations	100
GEOS 24230	Geophysical Fluid Dynamics: Foundations	100
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification	100
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	100
GEOS 24300	Paleoclimatology	100
GEOS 24705	Energy: Science, Technology, and Human Usage	100
GEOS 24750	Humans in the Earth System	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
GEOS 26100	Phylogenetics and the Fossil Record	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26600	Geobiology	100
GEOS 26650	Environmental Microbiology	100
GEOS 26905	Topics in Conservation Paleobiology	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100
GEOS 28300	Principles of Stratigraphy	100

GEOS 28600	Earth and Planetary Surface Processes	100
GEOS 29700	Reading and Research in the Geophysical Sciences	100

Field Courses in Geophysical Sciences

The department sponsors field trips that range in length from one day to several weeks. Shorter field trips typically form part of lecture-based courses and are offered each year. (The trips are open to all students and faculty if space permits.) Longer trips are designed as undergraduate field courses, and one such course may be used as an elective science course for the major. Destinations of field courses have recently included Baja California, Death Valley, Nevada, Salton Trough, Newfoundland, and the Bahamas.

GEOS 29001	Field Course in Geology	100
GEOS 29002	Field Course in Modern and Ancient Environments	100

Astronomy and Astrophysics

ASTR 24100	The Physics of Stars	100
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Biological Sciences

BIOS 20188	Fundamentals of Physiology	100
BIOS 20189	Fundamentals of Developmental Biology	100
BIOS 20196	Ecology and Conservation	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 22250	Chordates: Evolution and Comparative Anatomy	100
BIOS 23262	Mammalian Evolutionary Biology	100
BIOS 23266	Evolutionary Adaptation	100
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

Semester in Environmental Science/MBL

The following courses are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Registration in ENSC 23820 Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory, ENSC 24100 Ecology - Marine Biological Laboratory, and ENSC 29800 Independent Undergraduate Research in Environmental Sciences Marine Biological Laboratory, plus one of ENSC 24200 Methods in Microbial Ecology - Marine Biological Laboratory, ENSC 24300 Roles of Animals in Ecosystems # Marine Biological Laboratory, or ENSC 28100 Quantitative Environmental Analyses # Marine Biological Laboratory is required. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL generally in March of the year preceding the start of the semester. Admissions decisions will generally be sent in April. Note that these courses start at the beginning of September, typically four weeks prior to the start of the College's Autumn Quarter, and are completed by the end of Autumn Quarter. More information on the course content, the application process, and deadlines can be found at college.uchicago.edu/academics/semester-environmental-science/. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science.

ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 24100	Ecology - Marine Biological Laboratory	100
ENSC 24200	Methods in Microbial Ecology - Marine Biological Laboratory	100
ENSC 24300	Roles of Animals in Ecosystems # Marine Biological Laboratory	100
ENSC 28100	Quantitative Environmental Analyses # Marine Biological Laboratory	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences Marine Biological Laboratory	100

Chemistry

CHEM 20100-20200	Inorganic Chemistry I-II	200
CHEM 22000-22100-22200	Organic Chemistry I-II-III	300
CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics	300
CHEM 26700	Experimental Physical Chemistry [†]	100

[†] requires CHEM 26100

Physics

PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22600	Electronics	100
PHYS 22700	Intermediate Electricity and Magnetism II	100

List 2: Computational Sciences**Mathematics**

MATH 20000-20100	Mathematical Methods for Physical Sciences I-II §	200
MATH 15910	Introduction to Proofs in Analysis	100
or STAT 24300	Numerical Linear Algebra	
MATH 20250	Abstract Linear Algebra	100
MATH 20300	Analysis in Rn I	100
MATH 20400	Analysis in Rn II	100
MATH 20500	Analysis in Rn III	100
MATH 20310	Analysis in Rn I (accelerated)	100
MATH 20410	Analysis in Rn II (accelerated)	100
MATH 20510	Analysis in Rn III (accelerated)	100
MATH 21100	Basic Numerical Analysis	100
MATH 27000	Basic Complex Variables	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 38300	Numerical Solutions to Partial Differential Equations	100

Biological Sciences

BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	100
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Physics

PHYS 22000	Introduction to Mathematical Methods in Physics §§	100
PHYS 22100	Mathematical Methods in Physics §§§	100

Statistics

Any course in statistics at the 22000 level or higher. Some recommendations follow:

STAT 22000	Statistical Methods and Applications * ‡‡	100
or STAT 23400	Statistical Models and Methods	
STAT 22400	Applied Regression Analysis	100
STAT 22600	Analysis of Categorical Data	100
STAT 24400-24500	Statistical Theory and Methods I-II ‡‡‡	200
STAT 26100	Time Dependent Data	100

Computing

CMSC 12100	Computer Science with Applications I +	100
CMSC 12200	Computer Science with Applications II	100
CMSC 12300	Computer Science with Applications III	100
CMSC 23710	Scientific Visualization	100
CMSC 28510	Introduction to Scientific Computing	100
CMSC 34200	Numerical Hydrodynamics	100

* AP credit for STAT 22000 does not count toward the major requirements. Students with AP credit for STAT 22000 should plan to take at least one other course from List 2 (BA program) or two other courses from List 2 (BS program).

§ Recommended prerequisite is MATH 19620 or MATH 15300 or MATH 16300

§§ Would generally substitute for MATH 20000-20100

§§§ Recommended in addition to MATH 20000-20100 for advanced students—covers partial differential equations

‡‡ STAT 23400 has a higher programming component than STAT 22000

‡‡‡ Recommended for advanced students. Must be taken as a sequence to be credited. STAT 24400-24500 have no prerequisite but it is possible to take both STAT 23400 and STAT 24400-24500.

- + Students seeking to double major in Computer Science must complete CMSC 12100-1220-12300 as a sequence per the Computer Science rule.

Grading

Students majoring in geophysical sciences must receive quality grades in all courses taken to meet requirements in the major.

Honors

The BA or BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences; (3) an oral presentation of the thesis research. All theses will be examined by the supervisor and a second reader from the faculty. Manuscript drafts will generally be due in the sixth week of the quarter in which the student will graduate (fifth week in Summer Quarter), and final manuscripts and oral presentations in the eighth week (seventh week in Summer Quarter).

Students are strongly encouraged to reach out to potential faculty supervisors no later than their third year, since theses generally arise out of research projects already begun with faculty members. When a thesis topic is determined, students should notify the undergraduate adviser of their intent to complete a thesis and confirm their eligibility. GEOS 29700 Reading and Research in the Geophysical Sciences can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade.

Students who wish to submit a single paper to meet the honors requirement in geophysical sciences and the BA paper requirement in another major should discuss their proposals with the undergraduate advisers from both programs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the undergraduate advisers, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Sample BS Programs

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

Environmental Geochemistry		
CHEM 26200-26300	Thermodynamics; Chemical Kinetics and Dynamics	200
GEOS 21000	Mineralogy	100
GEOS 23600	Chemical Oceanography	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23900	Environmental Chemistry	100
GEOS 26650	Environmental Microbiology	100
GEOS 28300	Principles of Stratigraphy	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
STAT 23400	Statistical Models and Methods	100
Geochemistry		
CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics	300
GEOS 21000	Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 22200	Geochronology	100
GEOS 23600	Chemical Oceanography	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23900	Environmental Chemistry	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
Geophysics		
CMSC 12100-12200-12300	Computer Science with Applications I-II-III	300
GEOS 21000	Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 28100	Global Tectonics	100

PHYS 18500	Intermediate Mechanics	100
PHYS 22100	Mathematical Methods in Physics	100
Paleontology		
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
GEOS 21000	Mineralogy	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26600	Geobiology	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28300	Principles of Stratigraphy	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100
Physics of Climate		
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 24220	Climate Foundations	100
GEOS 24230	Geophysical Fluid Dynamics: Foundations	100
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification	100
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
STAT 23400	Statistical Models and Methods	100
Planetary Science		
GEOS 21200	Physics of the Earth	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 24220	Climate Foundations	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
GEOS 28600	Earth and Planetary Surface Processes	100
ASTR 24100	The Physics of Stars	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22100	Mathematical Methods in Physics	100
Structure/Tectonics		
GEOS 21000	Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100
MATH 20000	Mathematical Methods for Physical Sciences I	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
STAT 23400	Statistical Models and Methods	100

Geophysical Sciences Courses

GEOS 13100. Physical Geology. 100 Units.

This course introduces plate tectonics; the geologic cycle; and the internal and surface processes that make minerals and rocks, as well as that shape the scenery. Topics include: planetary geophysics; evidence leading to the theory of plate tectonics; natural hazards including earthquakes and volcanoes; economic geology including energy resources, ores, and mineral resources; crustal deformation and mountain building; and surface processes (erosion, groundwater). Laboratory exercises introduce identifying features of rocks and minerals, and interpreting geological maps. Biweekly writing assignments explore topics in geology that are supplemental to the lecture material. (L)

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

GEOS 13200. Earth History. 100 Units.

This course covers principles of historical inference in Earth science; the physical, chemical, and biological data that are used to reconstruct Earth history; and the geographic, biotic, and environmental development of Earth. Weekly labs focus on observation and interpretation of sedimentary rocks and fossil assemblages in hand samples. (L)

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

Prerequisite(s): GEOS 13100

GEOS 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

Instructor(s): D. Abbot Terms Offered: Spring

Prerequisite(s): MATH 13100-MATH 13200

Equivalent Course(s): ENSC 13300, ENST 13300

GEOS 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)

Instructor(s): D. MacAyeal Terms Offered: Not offered in 2020-21.

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENST 12300, PHSC 13400, ENSC 13400

GEOS 13410. Global Warming: Understanding the Forecast (Flipped Class) 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. This course covers the same material as PHSC 13400, but is organized using a flipped classroom approach in order to increase student engagement and learning.

Instructor(s): D. Abbot Terms Offered: Autumn Spring

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENSC 13410, ENST 13410, PHSC 13410

GEOS 13606. Natural Disasters: Science, Statistics, and Minimizing Risk. 100 Units.

This course investigates the mechanisms behind hurricanes, floods, earthquakes, and other natural hazards, and how to minimize the risks they can pose. First, we will apply the fundamental principles of physics, chemistry, and biology to understand the earth's climate, geology, and oceans, and how their conditions can become hazardous. Then we will apply this knowledge through physical experiments in the lab, 2D and 3D plots of data fields, and computer-assisted mathematical analysis. We will also explore how to use statistics to assess risk when we analyze data collected about hazards. By the end of the course, students will understand the nature of natural hazards as well as basic strategies for tackling complex scientific problems. Taught by two leading professors in the field, this will be an ideal course for students considering a STEM career, especially those wanting to apply hard science to real-world problems.

GEOS 13610. The Physics of Climate and Weather. 100 Units.

Rarely a month goes by without hearing some news about natural disasters around the world. Whether it is a hurricane, flooding, or a catastrophic wildfire, many of these disasters are associated with extreme weather events or climatic conditions. Increasingly, the conversation then turns towards global climate change and its potential effect on natural disasters. This course will provide you with the concepts needed to understand the fundamentals of weather and climate, how scientists apply the principles of physics and statistics to the earth's environment to dissect seemingly complex phenomena, and how these insights can be used to forecast not only the weather of tomorrow, but also the climate of the next century. By the end of this course you will learn how the atmospheric and oceanic environments of our planet operate, what causes impactful events to occur, how and why the climate and associated weather events may change in the future, and perhaps most importantly-how to think like a scientist by meshing principles of physics and statistics with observed data. You will also be exposed to some of the general tools and concepts of STEM research such as programming, problem solving, laboratory measurements, and technical writing.

Terms Offered: Summer

GEOS 13900. Biological Evolution. 100 Units.

This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction. This course is part of the College Course Cluster program: Climate Change, Culture and Society. (L)

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

Prerequisite(s): BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Note(s): Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900/BIOS 13123. Students using this course for credit in the GEOS or ENSC major register for GEOS 27300; additional work, including a term paper, will be required.

Equivalent Course(s): BIOS 13123

GEOS 21000. Mineralogy. 100 Units.

This course covers structure, chemical composition, stability, and occurrence of major rock-forming minerals. Labs concentrate on mineral identification with the optical microscope. (L)

Instructor(s): A. Campbell Terms Offered: Winter. Offered every other year.

Equivalent Course(s): GEOS 31000

GEOS 21005. Mineral Science. 100 Units.

This course examines the relationship between the structure of minerals, their chemistry, and their physical properties. Topics include crystallography, defect properties, phase transitions, and analytical tools, followed by detailed study of specific mineral groups.

Instructor(s): A. Campbell Terms Offered: Winter. Offered every other year.

Prerequisite(s): GEOS 21000 or consent of instructor.

Equivalent Course(s): GEOS 31005

GEOS 21100. Introduction to Petrology. 100 Units.

Students in this course learn how to interpret observable geological associations, structures, textures, and mineralogical and chemical compositions of rocks so as to develop concepts of how they form and evolve. Our theme is the origin of granitic continental crust on the only planet known to have oceans and life. Igneous, sedimentary, and metamorphic rocks; ores; and waste disposal sites are reviewed. (L)

Instructor(s): N. Dauphas Terms Offered: Spring

Prerequisite(s): GEOS 21000 is strongly recommended.

GEOS 21200. Physics of the Earth. 100 Units.

This course considers geophysical evidence bearing on the internal makeup and dynamical behavior of the Earth, including seismology (i.e., properties of elastic waves and their interpretation, and internal structure of the Earth); mechanics of rock deformation (i.e., elastic properties, creep and flow of rocks, faulting, earthquakes); gravity (i.e., geoid, isostasy); geomagnetism (i.e., magnetic properties of rocks and history, origin of the magnetic field); heat flow (i.e., temperature within the Earth, sources of heat, thermal history of the Earth); and plate tectonics and the maintenance of plate motions. (L)

Instructor(s): D. Heinz Terms Offered: Spring

Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.

Equivalent Course(s): GEOS 31200

GEOS 21205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.

This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.

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

Equivalent Course(s): GEOS 31205

GEOS 21400. Thermodynamics and Phase Change. 100 Units.

This course develops the thermodynamics of minerals, with emphasis on relations between thermodynamic variables and equations of state. Geological and geochemical applications include homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative multicomponent phase diagrams of petrological significance, and fluid-rock interactions.

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

Prerequisite(s): College-level chemistry and calculus.

Equivalent Course(s): GEOS 31400

GEOS 22040. Planet Formation in the Galaxy I: From Dust to Planetesimals. 100 Units.

This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.

Instructor(s): F. Ciesla

Prerequisite(s): One year of college-level calculus and physics or chemistry, or consent of instructor.

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 32040

GEOS 22050. Planet Formation in the Galaxy II: From Planetesimals to Planets. 100 Units.

This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine

the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.

Instructor(s): F. Ciesla

Prerequisite(s): Consent of instructor

Equivalent Course(s): GEOS 32050

GEOS 22060. What Makes a Planet Habitable? 100 Units.

This course explores the factors that determine how habitable planets form and evolve. We will discuss a range of topics, from the formation of planets around stars and the delivery of water, to the formation of atmospheres, climate dynamics, and the conditions that allow for the development of life and the evolution of complex life. Students will be responsible for periodically preparing presentations based on papers in peer-reviewed journals and leading the discussion. This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): Edwin Kite Terms Offered: Winter

Equivalent Course(s): GEOS 32060, ASTR 45900

GEOS 22200. Geochronology. 100 Units.

This course covers the duration of planetary differentiation and the age of the Earth (i.e., extinct and extant chronometers); timescales for building a habitable planet (i.e., the late heavy bombardment, the origin of the atmosphere, the emergence of life, and continent extraction); dating mountains (i.e., absolute ages, exposure ages, and thermochronology); the climate record (i.e., dating layers in sediments and ice cores); and dating recent artifacts (e.g., the Shroud of Turin). Prerequisite(s): Background in college-level geology, physics, and mathematics. Equivalent Course(s): GEOS 32200

Prerequisite(s): Background in college-level geology, physics, and mathematics.

Note(s): Equivalent Course(s): GEOS 32200

Equivalent Course(s): GEOS 32200

GEOS 22600. Topics in Earth Science: The Accretion of Extraterrestrial Matter Throughout Earth's History. 100 Units.

This course will provide a discussion of the nature and variability of extraterrestrial (ET) matter accreted throughout Earth's history that is preserved in the geological record. This record is a rich archive of ET matter whose study not only provides unique insight into the origin and evolution of different Solar System objects but also enables a better understanding of delivery mechanisms. The course will highlight periods of dramatically increased accretion rates and important impact events. This includes events such as the recent Chelyabinsk and Tunguska air blasts, the "global killer" Chicxulub impact 66 Ma ago, the Ordovician meteorite showers, all the way to cataclysmic events that occurred on early Earth. The course will also provide an introduction to related key techniques such as classification with material from the meteorite collection, the identification of impact craters, and the use of tracers of ET material in the geological record.

Instructor(s): P. Heck Terms Offered: Autumn

Prerequisite(s): Background in college-level geology and mineralogy or consent of instructor

Equivalent Course(s): GEOS 32600

GEOS 22700. Analytical Techniques in Geochemistry. 100 Units.

Modern geochemistry requires the use of many sophisticated laboratory instruments. The idea behind GEOS 32700 is to survey the major types of instrumentation used in geochemistry laboratories, including mass spectrometers, electron microscopes, x-ray microanalysis, DNA sequencing, etc. Students should come away from the course with a better appreciation of the inner workings of these instruments rather than treating them as black boxes. As a laboratory portion of the course, students will be trained and do a project using the TESCAN SEM-FIB in the Department of the Geophysical Sciences. The course is open to graduate students and advanced undergraduates.

Instructor(s): Andrew M. Davis & Michael J. Pellin Terms Offered: Autumn

Equivalent Course(s): GEOS 32700

GEOS 23205. Introductory Glaciology. 100 Units.

The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences, and related fields as well as graduate students considering research in glaciology and climate dynamics. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

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

Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.

Equivalent Course(s): GEOS 33205

GEOS 23600. Chemical Oceanography. 100 Units.

This course explores the chemistry of the ocean system and its variations in space and time. The oceans play an essential role in most (bio)geochemical cycles, interacting in various ways with the atmosphere, sediments, and crust. These interactions can be understood through studying the geochemical and isotopic properties of the ocean, its inputs and outputs, and its evolution as recorded in marine sediments and sedimentary rocks. Topics include: the marine carbon cycle, nutrient cycling, chemical sediments, and hydrothermal systems.

Instructor(s): Clara Blättler Terms Offered: Spring

Prerequisite(s): Completion of one of the following Chemistry Sequences: CHEM 10100-10200-11300 Introductory General Chemistry I-II; Comprehensive General Chemistry III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III AND either GEOS 13100 or GEOS 13200.

Equivalent Course(s): ENSC 23600, GEOS 33600

GEOS 23800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, focusing on biological and geological processes that shape the distributions of chemical species in the atmosphere, oceans, and terrestrial habitats. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, and sulfur are discussed, as well as chemical fundamentals of metabolism, weathering, acid-base and dissolution equilibria, and isotopic fractionation. The course examines the central role that life plays in maintaining the chemical disequilibria that characterize Earth's surface environments. The course also explores biogeochemical cycles change (or resist change) over time, as well as the relationships between geochemistry, biological (including human) activity, and Earth's climate.

Instructor(s): J. Waldbauer Terms Offered: Autumn

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): GEOS 33800, ENSC 23800

GEOS 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

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

Prerequisite(s): CHEM 11100-11200 or equivalent, and prior calculus course

Equivalent Course(s): ENST 23900, ENSC 23900, GEOS 33900

GEOS 24200. Fundamentals of Geophysical Fluid Dynamics. 100 Units.

This course is an introduction to geophysical fluid dynamics for upper-level undergraduates and starting graduate students. The topics covered will be the equations of motion, the effects of rotation and stratification, shallow water systems and isentropic coordinates, vorticity and potential vorticity, and simplified equations for the ocean and atmosphere.

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

Prerequisite(s): Knowledge of vector calculus, linear algebra, or consent of instructor

Equivalent Course(s): GEOS 34200

GEOS 24220. Climate Foundations. 100 Units.

This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. This course is part of the College Course Cluster program: Climate Change, Culture and Society. (L)

Instructor(s): Liz Moyer Terms Offered: Autumn

Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.

Note(s): Prior programming experience helpful but not required.

Equivalent Course(s): GEOS 34220

GEOS 24230. Geophysical Fluid Dynamics: Foundations. 100 Units.

This course is for incoming graduate students in physical sciences intending to take further courses in geophysical fluid dynamics, fluid dynamics, condensed matter physics, and other areas requiring this fundamental skill set. It sets the stage for follow-on courses that present the detail of the behavior of fluids and continua in geophysical, physical, chemical, and other settings. The material may be a student's first contact with continuum mechanics or a remedial or review for students who have previously taken similar courses. Topics include description of material properties in a continuum, including displacement, velocity, and strain rate; scalar, vector, and tensor properties of continua, strain, strain rate, and stress; derivations and understanding of mass, momentum, and energy conservation principles in a continuum; applications of conservation principles to simple rheological idealizations, including ideal fluids and potential flow, viscous fluids and Navier-Stokes flow, elasticity and deformation; introductory asymptotic analysis, Reynolds number; heat transfer by conduction and convection, convective instability, Rayleigh number; fluids in gravitational fields, stratification, buoyancy; elliptic, parabolic, and hyperbolic partial differential equations, typical properties of each. Prerequisite(s): Vector calculus, linear algebra, advanced classical mechanics, basic knowledge of computing. Undergrads who take this course should intend to complete a second fluid-dynamics course in Geophysical Sciences.

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

Prerequisite(s): Vector calculus, linear algebra, advanced classical mechanics, basic knowledge of computing. Undergrads who take this course should intend to complete a second fluid-dynamics course in Geophysical Sciences.

Equivalent Course(s): GEOS 34230

GEOS 24240. Geophysical Fluid Dynamics: Rotation and Stratification. 100 Units.

This course is an introduction to geophysical fluid dynamics for upper-level undergraduates and starting graduate students. The topics covered will be the equations of motion, the effects of rotation and stratification, shallow water systems and isentropic coordinates, vorticity and potential vorticity, and simplified equations for the ocean and atmosphere.

Instructor(s): T. Shaw Terms Offered: Winter

Prerequisite(s): PQ: GEOS 24230 or equivalent; Knowledge of mechanics (PHYS 13100 or equivalent), thermodynamics (PHYS 19700 or equivalent), vector calculus and linear algebra (MATH 20000-20100-20200 or equivalent)

Equivalent Course(s): GEOS 34240

GEOS 24250. Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans. 100 Units.

This course is part of the atmospheres and oceans sequence (GEOS 24220, 24230, 24240, 24250) and is expected to follow Geophysical Fluid Dynamics: Rotation and Stratification (GEOS 24240). The course demonstrates how the fundamental principles of geophysical fluid dynamics are manifested in the large-scale circulation of the atmosphere and oceans and their laboratory analogs. Topics include: balance of forces and the observed structure of the atmospheric and oceanic circulations, statistical description of the spatially and temporally varying circulation, theory of Hadley circulation, waves in the atmosphere and oceans, baroclinic instability, wind-driven ocean circulation.

Instructor(s): N. Nakamura Terms Offered: Spring

Prerequisite(s): GEOS 24230 and 24240, or consent of the instructor. Knowledge of vector calculus, linear algebra, and ordinary differential equations is assumed.

Equivalent Course(s): GEOS 34250

GEOS 24260. Radiation. 100 Units.

Develops the theory of radiation emission, absorption, and scattering by planetary atmospheres. Emphasis on the derivation and solution of the radiative transfer equation for plane parallel, horizontally homogeneous atmospheres.

Instructor(s): D. Abbot

Prerequisite(s): Advanced undergraduate level knowledge of electromagnetic theory, atomic structure, and differential equations.

Equivalent Course(s): GEOS 34260

GEOS 24300. Paleoclimatology. 100 Units.

This class will cover the theory and reconstruction of the evolution of Earth's climate through geologic time. After reviewing fundamental principles that control Earth's climate, the class will consider aspects of the climate reconstructions that need to be explained theoretically, such as the faint young sun paradox, snowball Earth episodes, Pleistocene glacial / interglacial cycles, and long-term Cenozoic cooling. Then we will switch to a temporal point of view, the history of Earth's climate as driven by plate tectonics and biological evolution, and punctuated by mass extinctions. This will allow us to place the theoretical ideas from the first part of the class into the context of time and biological progressive evolution.

Terms Offered: Winter

Prerequisite(s): One quarter of chemistry

Note(s): D. Archer

Equivalent Course(s): GEOS 34300

GEOS 24550. Ocean Circulation. 100 Units.

In this course we discuss the dynamics of the global-scale ocean circulation, which plays an important role in the climate system via the transport and storage of heat and carbon. Topics include the wind-driven ocean gyres, the ocean's thermocline, the turbulent Antarctic Circumpolar Current as a critical connector of the major ocean basins, as well as the meridional overturning circulation. The course aims to promote a fundamental understanding of ocean dynamics, rather than a purely empirical treatment, and hence builds on the fluid dynamical equations that govern the oceanic motions. The structure of the course includes a combination of lectures, in-class exercises, and discussion of material read by the students at home. The course is suitable for graduate students and upper-level undergraduates.

Instructor(s): Malte Jansen Terms Offered: Spring

Prerequisite(s): Prerequisite(s): GEOS 24230/34230 and GEOS 24240/34240, or consent of instructor. Knowledge of vector calculus, linear algebra, and ordinary differential equations is assumed.

Equivalent Course(s): GEOS 34550

GEOS 24600. Introduction to Atmosphere, Ocean, and Climate Modeling. 100 Units.

This hands-on course will discuss how we model atmosphere- ocean- and climate-dynamics using numerical models of varying complexity. We will discuss both the relevant physics as well as numerical techniques, including finite-difference methods for ordinary and partial differential equations, as well as spectral methods. The primary focus of the course will be on relatively simple models, including 1D energy balance models, radiative-convective columns, and quasi-geostrophic models for atmosphere and ocean dynamics, which can be fully understood and applied in the context of a quarter-long course. We will end with an overview of the physics and numerics used in more complex general circulation and coupled climate models. The course will be structured using a combination of lectures, in-class exercises, and discussion of homework exercises. Homework will include programming exercises as well as simulations and analysis using existing model code.

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

Prerequisite(s): Prerequisites: GEOS 24220/34220 "Climate foundations"; knowledge of vector calculus, linear algebra, and partial differential equations; basic knowledge of python (could potentially be replaced by significant programming experience in other languages). Recommended: Geophysical fluid dynamics 24220/34220 and 24240/34240.

Equivalent Course(s): GEOS 34600

GEOS 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): E. Moyer

Prerequisite(s): Knowledge of physics or consent of instructor.

Note(s): See GEOS 24750/ENSC 21150.

Equivalent Course(s): ENSC 21100, GEOS 34705, ENST 24705

GEOS 24750. Humans in the Earth System. 100 Units.

Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth's surface is now used for production of food for humans, and CO₂, the waste product of human energy use, now substantially affects the Earth's radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth's energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.

Terms Offered: Spring

Equivalent Course(s): ENSC 21150, GEOS 34750, ENST 24750

GEOS 25400. Intro to Numerical Techniques for Geophysical Sciences. 100 Units.

This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming-programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.

Instructor(s): Ciesla, F. Terms Offered: Winter

Equivalent Course(s): GEOS 35400

GEOS 26100. Phylogenetics and the Fossil Record. 100 Units.

Phylogenies are branching diagrams that reflect evolutionary relationships. In addition to providing information on the history of life, phylogenies are fundamental to modern methods for studying macroevolutionary and macroecological pattern and process. In the biological sciences, phylogenies are most often inferred from genetic data. In paleobiology, phylogenies can only be inferred from the fossilized remains of morphological structures, and collecting and analyzing morphological data present a different set of challenges. In this course, students will study both traditional and state-of-the-art approaches to inferring phylogenies in the fossil record, from data collection to interpretation. Lectures will explore the statistical underpinnings of phylogenetic methods, as well as their practical implementation in commonly used software. Topics will include: identifying and coding morphological characters, models of morphological evolution, parsimony, maximum likelihood, and bayesian methods, supertree approaches, and integrating time into phylogenetic inference. Fifty percent of the final assessment will come from a research paper due at the end of the quarter.

Instructor(s): G. Slater Terms Offered: Autumn. Course is offered every other year.

Prerequisite(s): BIOS 20197 or equivalent.

Equivalent Course(s): GEOS 36100

GEOS 26300. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups. (L)

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

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in Biological Sciences only; Completion of the general education requirement in the Biological Sciences, or consent of instructor.

Equivalent Course(s): GEOS 36300, EVOL 32400, BIOS 23261

GEOS 26600. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): ENSC 24000, GEOS 36600

GEOS 26650. Environmental Microbiology. 100 Units.

The objective of this course is to understand how microorganisms alter the geochemistry of their environment. The course will cover fundamental principles of microbial growth, metabolism, genetics, diversity, and ecology, as well as methods used to study microbial communities and activities. It will emphasize microbial roles in elemental cycling, bioremediation, climate, and ecosystem health in a variety of environments including aquatic, soil, sediment, and engineered systems.

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

Prerequisite(s): CHEM 11100-11200 and BIOS 20186 or BIOS 20197 or BIOS 20198

Equivalent Course(s): ENSC 24500, GEOS 36650

GEOS 26905. Topics in Conservation Paleobiology. 100 Units.

Paleobiological data from very young sedimentary records, including skeletal 'death assemblages' actively accumulating on modern land surfaces and seabeds, provide unique information on the status of present-day populations, communities, and biomes and their responses to natural and anthropogenic stress over the last few decades to millennia. This course on the emerging discipline of 'conservation paleobiology' uses weekly seminars and individual research projects to introduce how paleontologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including such basic questions as 'has a system changed, and if so how and when relative to suspected stressors?'. The course will include hands-on experience, either in the field or with already-collected marine benthic samples, to assess societally relevant ecological change in modern systems over time-frames beyond the reach of direct observation. Enrollment limited.

Instructor(s): S. Kidwell Terms Offered: Winter

Prerequisite(s): Additional Notes For undergraduates: completion of GEOS 13100-13200-13300 or equivalent or completion of a 20000 level course in Paleontology.

Equivalent Course(s): GEOS 36905, EVOL 36905

GEOS 27300. Biological Evolution-Advanced. 100 Units.

This course is an overview of evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinctions. Aimed at GEOS and ENSC majors, this course differs from GEOS 13900 in requiring a term paper, topic chosen from a list provided by the instructor (L).

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

Prerequisite(s): Prerequisite(s): BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Note(s): Terms Offered: Winter

GEOS 28000. Introduction to Structural Geology. 100 Units.

This course explores the deformation of the Earth materials primarily as observed in the crust. We emphasize stress and strain and their relationship to incremental and finite deformation in crustal rocks, as well as techniques for inferring paleostress and strain in deformed crustal rocks. We also look at mesoscale to macroscale structures and basic techniques of field geology in deformed regions.

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

Prerequisite(s): GEOS 13100

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38000

GEOS 28100. Global Tectonics. 100 Units.

This course reviews the spatial and temporal development of tectonic and plate tectonic activity of the globe. We focus on the style of activity at compressive, extensional, and shear margins, as well as on the types of basin evolution associated with each. (L)

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

Prerequisite(s): GEOS 13100 or consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38100

GEOS 28300. Principles of Stratigraphy. 100 Units.

This course introduces principles and methods of stratigraphy. Topics include facies analysis, physical and biostratigraphic correlation, and development and calibration of the geologic time scale. We also discuss controversies concerning the completeness of the stratigraphic record; origin of sedimentary cycles; and interactions between global sea level, tectonics, and sediment supply. (L)

Instructor(s): S. Kidwell Terms Offered: Autumn

Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38300

GEOS 28600. Earth and Planetary Surface Processes. 100 Units.

The focus of this course is geomorphology, both of the Earth and other planets. Moving from the controls on planetary-scale topography down to the scale of individual streams and hillslopes, the course will emphasize fluvial and aeolian sediment transport, and landscape evolution.

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

GEOS 29001. Field Course in Geology. 100 Units.

Students in this course visit classic locations to examine a wide variety of geological environments and processes, including active tectonics, ancient and modern sedimentary environments, and geomorphology.

Prerequisite(s): GEOS 13100-13200 and consent of instructor

Note(s): Interested students should contact the departmental counselor.

Equivalent Course(s): GEOS 39001

GEOS 29002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance. Enrollment allowed by permission of instructor. This course meets weekly in Winter Quarter prior to Spring Break field work.

Equivalent Course(s): GEOS 39002, ENSC 29002

GEOS 29003. Field Course in Oceanography. 100 Units.

Students in this course spend roughly a week sailing a tall ship from the SEA education program, learning oceanographic sampling techniques and data interpretation as well as principles of navigation and seamanship.

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29600. Science Writing Practicum. 100 Units.

Writing is fundamental to science and to the careers of scientists -- even a brilliant scientific idea has no impact if no one understands the paper describing it. In this practicum, students will learn to write papers that communicate their work clearly to the scientific community, that attract citations, and that are compelling even for experts from other fields and members of the general public. The course is intended for students engaged in research and at the stage of working on a paper intended for publication in a peer-reviewed journal, and students are expected to bring their work in progress. Students will learn to evaluate their writing to anticipate its effectiveness with different audiences, and to organize and revise it for maximal impact, using techniques from academic writing and science journalism and insights from cognitive theories of reading. Students from diverse backgrounds will read and critique one another's work weekly, learning to overcome barriers to communication between different communities of scholars and the public. We will also discuss techniques for effective science graphics and oral presentations. The course culminates in a practicum research presentation and production by each student of a final or near-final draft of a manuscript for submission.

Instructor(s): Jeff McMahon Terms Offered: Spring

Prerequisite(s): Consent only. Priority enrollment is given to students in UChicago's NRT research traineeship program on computational environmental sciences (nrt.geosci.uchicago.edu), PI Elisabeth Moyer. Write to jmcmahon@uchicago.edu to request consent to enroll.

Equivalent Course(s): GEOS 39600

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.

Independent study; regular meetings with Geophysical Sciences faculty member required. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleooceanography, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.

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

Prerequisite(s): Consent of instructor and departmental counselor

Note(s): Students are required to submit the College Reading and Research Course Form. Available to nonmajors for P/F grading. Must be taken for a quality grade when used to meet a requirement in the major.



Germanic Studies

Department Website: <http://german.uchicago.edu>

Program of Study

The program for the BA degree in Germanic Studies is intended to provide students with a wide ranging and highly personalized introduction to the language, literature, and culture of German-speaking countries and to various methods of approaching and examining these areas. It is designed to be complemented by other areas of study (e.g., anthropology, art history, comparative literature, economics, film studies, history, philosophy, political science, sociology).

Students in other fields of study may also complete a minor in Germanic Studies. Information follows the description of the major.

Program Requirements

Students majoring in Germanic Studies typically register for:

- Six German language courses at the second-year level and above (Or students may have satisfactory working knowledge of German, in which case they satisfy the required language courses through placement or accreditation examinations and may petition for back credits.)
- Three courses in German literature and culture
- Three courses in German literature and culture conducted in German, of which one may be a *departmental course* with a Languages Across the Curriculum (LxC) session and one may be an additional third-year course
- GRMN 29900 BA Paper

With prior approval of the Director of Undergraduate Studies (DUS), *students may count up to two relevant German-oriented courses from other departments* in the humanities or social sciences toward the requirements of the major in Germanic Studies.

Students must meet with the Director of Undergraduate Studies to discuss a plan of study as soon as they declare their major and no later than the end of Spring Quarter of their third year. *Students must have their programs approved by the DUS before the end of their third year.*

BA Paper

The BA paper typically is a research paper of a minimum of twenty-five pages. While the paper may be written in either English or German, it must include a bibliography that makes ample use of German-language sources. Students must submit a proposal for their BA paper to their faculty adviser by the beginning of the eighth week of Autumn Quarter in their senior year. A first draft of the paper is due on the first day of Spring Quarter, and the completed paper must be submitted by the beginning of the sixth week of Spring Quarter.

Germanic Studies will accept a paper or project used to meet the BA requirement in another major, under the condition that original German sources are used. Students should consult with both chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements

Second-Year German: One of the following three-course sequences:		300
GRMN 12001-12002-12003	Intensive German I-II-III	
GRMN 20100-20201-20300	Deutsche Maerchen; Grünes Deutschland; Kurzprosa 20. Jahrhundert *	
Third-Year German: Any three of the following courses: **		300
GRMN 21103	Erzaehlen	
GRMN 21303	Gedicht	
GRMN 21403	Philosophie	
GRMN 21503	Film	
GRMN 21603	Drama	
GRMN 21703	Medien und Gesellschaft	
Three courses in literature or culture taken in German ‡		300
Three courses in German literature and culture §		300
GRMN 29900	BA Paper	100
Total Units		1300

- * Or credit for the equivalent as determined by petition.
- ** With approval of the Director of Undergraduate Studies, one third-year course can be replaced by the independent project in Vienna.
- † One may be a course with a Languages Across the Curriculum (LxC) session taught within the Department of Germanic Studies; one may be an additional third-year course.
- § Two may be courses in other departments.

Grading

Students who are majoring in Germanic Studies must receive a quality grade in all courses taken to meet requirements in the major. Non-majors have the option of taking courses for P/F grading (except for language courses, which must be taken for quality grades). More than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.

Honors

Honors are reserved for students who achieve overall excellence in grades for courses in the College and within the major, as well as complete a BA paper that shows proof of original research or criticism. Students with an overall GPA of at least 3.0 for College work and a GPA of at least 3.5 in classes within the major, and whose GRMN 29900 BA Paper is judged superior by two readers, will be recommended to the Master of the Humanities Collegiate Division for honors.

Study Abroad

As early in their course of study as possible, interested students are encouraged to take advantage of one of the study abroad options that are available in the College. The five options are:

1. A program in Vienna, which is offered each Autumn Quarter, includes three courses of European Civilization, as well as German language instruction on several levels.
 - Vienna program: contact Lauren Schneider, lschneider12@uchicago.edu and consult study-abroad.uchicago.edu/programs/vienna-western-civilization (<https://study-abroad.uchicago.edu/programs/vienna-western-civilization/>)
2. The College also co-sponsors, with the Berlin Consortium for German Studies, a yearlong program at the Freie Universität Berlin. Students register for regular classes at the Freie Universität or at other Berlin universities. To be eligible, students must have completed the second year of German language courses or an equivalent, and should have completed all general education requirements.
 - Berlin Consortium: contact Elana Kranz, ekranz@uchicago.edu and consult study-abroad.uchicago.edu/programs/berlin-freie-universität-berlin (<https://study-abroad.uchicago.edu/programs/berlin-freie-universität-berlin/>)
3. Third-year majors can apply for a Romberg Summer Research Grant to do preparatory work for the BA paper.
 - Send your application, a *two-page single-spaced* description of your research project and a budget description, to the Director of Undergraduate Studies by March 1.
4. Students who wish to do a summer study abroad program can apply for a Foreign Language Acquisition Grant (FLAG) that is administered by the College and provides support for a minimum of eight weeks of study at a recognized summer program abroad. Students must have completed GRMN 10300 Elementary German For Beginners-3 or its equivalent to be eligible for FLAG support for the study of German. For more information, visit study-abroad.uchicago.edu/sitg (<http://study-abroad.uchicago.edu/sitg/>).
 - FLAG program: consult study-abroad.uchicago.edu/programs/foreign-language-acquisition-grant-flag (<https://study-abroad.uchicago.edu/programs/foreign-language-acquisition-grant-flag/>)
5. DAAD (German Academic Exchange Service) Programs
 - *DAAD German Studies Research Grant*: Supports third- or fourth-year students seeking a 1-2 month research experience in Germany
 - *DAAD Research Internships in Science and Engineering (RISE)*: Offers a stipend of 650 Euros per month for up to three months to conduct research in Germany over the summer
 - *DAAD Undergraduate Scholarship* (Supports second- and third-year students who wish to study and conduct research in Germany for 4 to 10 months)
 - *DAAD University Summer Course Grant* (Summer courses at German universities to help build your language skills while studying anything from film to politics to engineering)
 - *UA7 Study & Internship Program (SIP) in Germany* (Provides support for study at a German university, followed by an internship (including applied science research))

For other opportunities, details, and updates, visit ccrf.uchicago.edu/scholarships-and-fellowships/daad-german-academic-exchange-programs (<https://ccrf.uchicago.edu/scholarships-and-fellowships/daad-german-academic-exchange-programs/>) or contact Arthur Salvo at aksalvo@uchicago.edu.

More than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.

Foreign Language Proficiency Certificates

It is recommended that students studying German complete one of the College’s Language Proficiency Certificates (Practical or Advanced) as documentation of functional ability in German. Students who successfully pass a University of Chicago oral and written proficiency test will receive a certificate of proficiency in a foreign language and will have this proficiency noted on their transcripts. Students are eligible to take the Advanced examination after they have completed courses beyond the second year of language study and subsequently have spent a minimum of one quarter abroad in an approved program. FLAG students are also eligible. For more information, contact Maeve Hooper at hooperm@uchicago.edu, and consult languageassessment.uchicago.edu (<https://languageassessment.uchicago.edu/>).

Placement Testing

The German Placement Test is offered online to students registered at the University. Students may only take the Placement Test once. A score on the test does not confer credit, rather, it provides students with an entry point into the German language program. For questions or issues regarding placement, please contact the Director of the German Language Program, Maeve Hooper, hooperm@uchicago.edu.

Accreditation Testing

For issues regarding accreditation, please contact the Director of the German Language Program, Maeve Hooper, hooperm@uchicago.edu.

Minor Program in Germanic Studies

Students in other fields of study may complete a minor in Germanic Studies. The minor in Germanic Studies requires a total of six courses in addition to the second-year language sequence (GRMN 20100-20201-20300 Deutsche Maerchen; Grünes Deutschland; Kurzprosa 20. Jahrhundert) (or credit for the equivalent as determined by petition). These six courses usually include the third-year sequence and three literature/culture courses. Two of the literature/culture courses must be taken in German. Note that credit toward the minor for courses taken abroad must be determined in consultation with the director of undergraduate studies.

Students who elect the minor program in Germanic Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor and must submit a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director’s approval for the minor program should be submitted to the student’s College adviser by the deadline above on the form.

Courses in the minor may not be double counted with the student’s major(s) or with other minors and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following group of courses would comprise a minor in Germanic Studies. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Germanic Studies Minor Requirements

Third-Year German: Any three of the following courses: ‡		300
GRMN 21103	Erzaehlen	
GRMN 21303	Gedicht	
GRMN 21403	Philosophie	
GRMN 21503	Film	
GRMN 21603	Drama	
GRMN 21703	Medien und Gesellschaft	
Three courses in German literature and culture *		300
Total Units		600

- ‡ With approval of the Director of Undergraduate Studies, one third-year course can be replaced by the independent project in Vienna.
- * At least two must be taken in German. Of these one may be a departmental course with a Languages Across the Curriculum (LxC) session, and one may be an additional third-year course.

Minor Program in Norwegian Studies

See the Norwegian Studies page in this catalog for program requirements and courses for the minor in Norwegian Studies.

Yiddish Studies

Students may enroll in the beginning language sequence (YDDH 10100-10200-10300 Elementary Yiddish for Beginners I-II-III) as well as the intermediate sequence (YDDH 20100-20200 Intermediate Yiddish I-II). There are opportunities for independent study for students whose Yiddish is above the intermediate level. Courses in Yiddish literature taught in English are offered biannually through the Department of Germanic Studies and may also be available in the Department of Comparative Literature. Courses in Yiddish may also be applied to the major or minor in Jewish Studies.

Students interested in pursuing these degrees should consult Nancy Pardee (npardee@uchicago.edu). Students who study in the Yiddish program may be eligible for funding for supplemental Yiddish language study in the summers or for internships.

Undergraduates are eligible to apply for the Vladimir and Pearl Heifetz Memorial Fellowship and the Vivian Lefsky Hort Memorial Fellowship (for East European Jewish literature), and the Joseph Kremen Memorial Fellowship (for East European Jewish Arts, Music, and Theater) at the YIVO institute for Jewish Research. These are two–three-month in-residence (in New York) research grants: www.yivo.org/List-of-Fellowships (<https://www.yivo.org/List-of-Fellowships/>). Furthermore, the Greenberg Center for Jewish Studies offers undergraduate summer research grants: ccjs.uchicago.edu/undergraduate-summer-research-grants.

For further information on the Yiddish program and on opportunities, please contact Jessica Kirzane, Lecturer in Yiddish, jkirzane@uchicago.edu.

Yiddish Program Internship

Career Advancement and the Greenberg Center co-sponsor an undergraduate intern from the University of Chicago to work for *In geveb: A Journal of Yiddish Studies*.

German Courses (Language)

FIRST-YEAR SEQUENCE

GRMN 10100-10200-10300. Elementary German for Beginners I-II-III.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal.

GRMN 10100. Elementary German For Beginners-1. 100 Units.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal. No auditors permitted. Must be taken for quality grade.

Terms Offered: Autumn

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10200. Elementary German For Beginners-2. 100 Units.

Terms Offered: Winter

Prerequisite(s): GRMN 10100 or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10300. Elementary German For Beginners-3. 100 Units.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal. Prerequisite(s): GRMN 10200 or 10201, or placement. No auditors permitted. Must be taken for quality grade.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10200 or 10201, or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10123. Summer Intensive Introductory German. 300 Units.

Summer Introductory German is a 7-week course designed for students wishing to develop intermediate proficiency in reading, writing, listening and speaking for use in everyday communication. Students will work with authentic materials as well as gain familiarity with the different cultures of the German-speaking countries. The course meets Monday through Thursday for three hours per day, with additional 90-minute meeting times in the afternoon. Summer Introductory German is the equivalent of the 10100-10200-10300 sequence offered during the regular academic year at the University of Chicago and satisfies the university competency requirement. During Summer 2020, this course will be offered online and it will be adjusted accordingly.

Instructor(s): Staff Terms Offered: Summer

GRMN 10201. Elementary German 2. 100 Units.

This is an accelerated version of the GRMN 10100-10200 sequence intended for students with previous knowledge of the language. Prerequisite(s): Placement or consent of language coordinator. No auditors permitted. Must be taken for a quality grade.

Terms Offered: Autumn, Winter

Prerequisite(s): Placement or consent of language coordinator

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 12001-12002-12003. Intensive German I-II-III.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

GRMN 12001. Intensive German I. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German

late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.
Instructor(s): Staff Terms Offered: TBD

GRMN 12002. Intensive German II. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.
Instructor(s): Staff Terms Offered: TBD

GRMN 12003. Intensive German III. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.
Instructor(s): Staff Terms Offered: TBD

GRMN 13100. Reading German. 100 Units.

This course prepares students to read a variety of German texts. By the end of the quarter, students should have a fundamental knowledge of German grammar and a basic vocabulary. While the course does not teach conversational German, the basic elements of pronunciation are introduced.

Terms Offered: Spring

Note(s): Prior knowledge of German not required. No auditors permitted. This course does not prepare students for the competency exam. Must be taken for a quality grade.

SECOND-YEAR SEQUENCE

GRMN 20100-20201-20300. Deutsche Maerchen; Grünes Deutschland; Kurzprosa 20. Jahrhundert.

Second-Year Sequence

GRMN 20100. Deutsche Märchen. 100 Units.

This course is a comprehensive look at German fairy tales, including structure and role in German nineteenth-century literature, adaptation as children's books in German and English, and film interpretations. This course also includes a review and expansion of German grammar.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20201. Grünes Deutschland. 100 Units.

Over the past three decades Germany has become a global leader in environmentalism and sustainability practices. This course develops students' proficiency in all four skills (speaking, listening, reading, writing) and reviews basic grammar while exploring various aspects of 'Green Germany,' from recycling and transportation to renewable energies (die Energiewende) to the history of the green movement. We investigate environmental practices and attitudes in German-speaking countries while comparing them with those in the US and other countries. In doing so, we consider whether environmental practices in German-speaking countries represent positive and feasible models for other countries. Students work with authentic and current materials (articles, websites, videos) and pursue a variety of independent projects (research, creative), including a final project on how to make the university campus more sustainable.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Prerequisite(s): GRMN 20100 or placement exam

GRMN 20300. Kurzprosa aus dem 20. Jahrhundert. 100 Units.

This course is a study of descriptive and narrative prose through short fiction and other texts, as well as media from the twentieth century, with a focus on grammatical issues that are designed to push toward more cohesive and idiomatic use of language.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20200 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

THIRD-YEAR SEQUENCE

GRMN 21103-21303-21403-21503-21603-21703. Drama; Erzählen; Film; Gedichte; Medien und Gesellschaft; Philosophie.

It is not necessary to take these courses in sequence. These courses serve as preparation for seminar-style classes. Students work with a variety of texts and learn to present and participate in instructor- and student-led discussions of relevant issues and topics. Student also write short essays and longer research papers. Work in grammar, structure, and vocabulary moves students toward more idiomatic use of German.

GRMN 21103. Erzaehlen. 100 Units.

It is not necessary to take these courses in sequence, but three of the four courses are required for the major. These courses serve as preparation for seminar-style classes. Students work with a variety of texts and learn to present and participate in instructor- and student-led discussions of relevant issues and topics. Student also write short essays and

longer research papers. Work in grammar, structure, and vocabulary moves students toward more idiomatic use of German. This course develops advanced German skills through the study of narratives of various authors from different periods. Prerequisite(s): GRMN 20300 or placement Note(s): No auditors permitted. Must be taken for a quality grade.

Terms Offered: Autumn

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21303. Gedicht. 100 Units.

This course develops advanced German skills through the study of poetry of various authors from different periods.

Terms Offered: Spring

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21403. Philosophie. 100 Units.

This course develops advanced German skills through the study of philosophical texts of various authors from different periods.

Terms Offered: Spring, Offered in even-numbered years.

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21503. Film. 100 Units.

Instructor(s): Staff Terms Offered: TBD

GRMN 21603. Drama. 100 Units.

This course develops advanced German skill through the study of dramas and/or films of various authors/directors from different eras.

Instructor(s): Staff Terms Offered: TBD

GRMN 21703. Medien und Gesellschaft. 100 Units.

Instructor(s): Staff Terms Offered: TBD

GRMN 21203. Drama und Film. 100 Units.

This course develops advanced German skills through the study of dramas and/or films of various authors/directors from different eras.

Terms Offered: Winter

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21803. Arbeitskulturen: Trends in the German-Speaking Working World. 100 Units.

This advanced language course will cover the economic and political bases of the European Union, an overview of the German-speaking world's largest industries, the contemporary emphasis on sustainable business practices, as well as the on-going process of Brexit. Brexit brings key questions, such as the value of the common currency, immigration mobility within the Bloc and Germany's role as economic and political leader of the group into focus. We will practice skills such as effective digital correspondence, presentations, and interviewing strategies. Students may tailor major assignments to their specific field or industry of interest with the aim of securing a summer internship or developing an in situ research project. All reading and discussion in German.

Instructor(s): Nicole Burgoyne Terms Offered: Autumn

Prerequisite(s): Prerequisite(s): GRMN 20300 or placement exam

Languages Across the Curriculum (LxC)

LxC courses have two possible formats: (1) an additional course meeting during which students read and discuss authentic source material and primary texts in German; or (2) a course in another discipline (such as history) that is taught entirely in German. Prerequisite German language skills depend on the course format and content. LxC courses maintain or improve students' German language skills while giving them a unique and broadened perspective into the regular course content.

German Courses (Literature and Culture)

All literature and culture courses are conducted in German unless otherwise indicated. Students who are majoring or minoring in German and take courses taught in English are expected to do the majority of their course work in German.

GRMN 22320. Das magische Wort: Knights and Nuns in the Middle Ages. 100 Units.

This course explores an array of medieval literature in order to describe its conceptions of magic and the mystical. We will consider the chivalric tradition, comparing texts such as the 'Nibelungenlied,' Wolfram von Eschenbach's 'Parzival' and Gottfried von Strassburg's 'Tristan' with an epic poem by Hartmann von Aue. Having characterized the kinds of magic operative in such texts, we will move onto religious texts ranging from the 'Heliand' to testimonies of religious ecstasy by Hildegard von Bingen and Mechthild von Magdeburg. Key contradictions to be considered include magic's permeation of everyday life, but also it's fantastic or even sacred status. To what extent could magic or sublime states be put to use by the protagonists of each of these texts and how did such forces function as an instrument of fate or divine will? All reading and discussion in German.

Instructor(s): Nicole Burgoyne Terms Offered: Spring

Prerequisite(s): Prerequisite(s): GRMN 20300 or placement exam

GRMN 22321. Aby Warburg and the Origins of Kulturwissenschaft. 100 Units.

This course explores Aby Warburg as a founder of Kulturwissenschaft in the context of other thinkers of the time such as Sigmund Freud and Walter Benjamin. Trained as an art historian with an expertise in Renaissance art, Warburg morphed into a historian of images (i.e., Bildwissenschaft) and - more broadly - into a historian of culture. We will trace Warburg's cultural historical method as it develops primarily from philology, but also art history, anthropology, the comparative study of religions, and evolutionary biology. How does Warburg read culture? What is his methodological approach for examining a wide variety of cultural artifacts ranging from Ovid's *Metamorphoses*, Poliziano's poetry, and Dürer's etchings to postal stamps and news photographs? How can these artifacts be vehicles for cultural memory? And how does the transmission of cultural memory in artworks manifest itself in different media such as literary texts, religious processions, astrological treatises, photography, and painting? Moreover, how does Warburg's work help us contextualize and historicize 'interdisciplinarity' today?

Instructor(s): Margareta Ingrid Christian Terms Offered: Autumn

Note(s): Conducted in English.

Equivalent Course(s): GRMN 32321

GRMN 24321. Literature of the Weimar Republic. 100 Units.

In this course, we will turn to the 'golden twenties' of the previous century to examine a series of texts from Germany's first republic, its first democratic period, between 1918 and 1933. The Weimar Republic was a period of political experimentation; of exceptional intellectual and artistic creativity; and of social upheaval. We will close-read texts, alongside a selection of films and artworks, and situate them in their turbulent historical context. Readings include: Walter Benjamin, Anna Seghers, Siegfried Kracauer, Ernst Bloch, Ricarda Huch, Alfred Döblin, Bertolt Brecht, Erich Kästner, Gertrud Kolmar. Readings and discussions in English. Those who read German will read the texts in the original.

Instructor(s): Margareta Ingrid Christian Terms Offered: Autumn

Equivalent Course(s): GRMN 34321

GRMN 24921. Robert Musil: Altered States. 100 Units.

This course is an introduction to the work of Robert Musil, one of the major novelists of the twentieth century. We will focus on Musil's idea of the 'Other Condition' [der andere Zustand], which he once described-in contrast to our normal way of life-as a 'secret rising and ebbing of our being with that of things and other people.' What is this 'Other Condition': what are its ethics and aesthetics, and how can it be expressed in literature? We will begin with readings from Musil's critical writings and early narrative prose, then devote the majority of the quarter to his unfinished magnum opus, *The Man without Qualities*. Particular attention will be paid to Musil's experimentations with narrative form and his development of the genre of 'essayism'. Readings and discussion in English.

Instructor(s): Sophie Salvo Terms Offered: Spring

Equivalent Course(s): FNDL 24921, GRMN 34921

GRMN 25421. Babylon Berlin: Politics and Culture in the Weimar Period. 100 Units.

This seminar will focus on the political and cultural turmoil of the Weimar Republic. Course material will include novels, poetry, political essays, philosophy, visual art, and film. Among authors and artists addressed: Ernst Jünger, Walter Benjamin, Alfred Döblin, Fritz Lang, Georg Grosz, Irmgard Keun, Hannah Höch, Bertold Brecht, Carl Schmitt.

Instructor(s): Eric Santner Terms Offered: Spring

Note(s): Advanced undergrad by consent only.

Equivalent Course(s): GRMN 35421

GRMN 25521. The Romantic Mountain. 100 Units.

Caspar David Friedrich's painting *Der Wanderer über dem Nebelmeer* (1818), in which a figure, back turned enigmatically to the viewer, gazes out on a vast foggy expanse from a craggy mountain, has become virtually synonymous with German Romanticism. The experience of standing on top of a mountain or of voyaging deep into its interior touches on aesthetics (particularly the sublime), science (the rise of geology), and, increasingly, industrialization, spoliation, and related modern phenomena such as alpinism and tourism. This course examines the Romantic fascination with mountains from a number of cultural perspectives, as well as its after-life in the early 20th-century Bergfilm genre. Readings of, among others: Kant, Tieck, Hoffmann, Heine, and Stifter. Readings and discussions in German

Instructor(s): Catriona MacLeod Terms Offered: Winter

GRMN 25721. Literature as Self Help: The Poetry of Rainer Maria Rilke. 100 Units.

Rainer Maria Rilke's writing is famous for its lyrical intensity. The pathos of his poetic language appears to 'move' and 'touch' readers in an unparalleled way. Soldiers going to fight in the Second World War carried volumes of Rilke's poetry in their knapsacks and letters of fallen soldiers contained quotes from his verse ('Who talks of victory? To endure is all.'). Recent editions of his writings, such as *Rilke on Love and Other Difficulties* (1994), *Rilke for the Stressed* (1998) or *Words of Consolation* (2017), attest to Rilke being viewed as someone from whom readers expect insight into the value or vanity of life. In this course, we will read selections of Rilke's poetry and correspondence alongside excerpts from his writings on art to critically examine his language's purported ability to express our innermost feelings and to offer solace. Along the way, we will also pay attention to situating his work in the context of 'modernism.' Other readings by: Paul de Man 'Tropes (Rilke),' Rita Felski 'Uses of Literature,' Beth Blum 'Self-Help Compulsion: Searching for Advice in Modern Literature,' among others. Readings and discussions in English. Those who read German will read the texts in the original.

Instructor(s): Margareta Ingrid Christian Terms Offered: Autumn

Equivalent Course(s): GRMN 35721, FNDL 25721

GRMN 28446. Apocalypse Now: Scripts of Eschatological Imagination. 100 Units.

Apocalyptic fantasies are alive and well today - in beach reads and blue chip fiction; in comic books and YA novels; in streaming TV shows, Hollywood blockbusters, and ironic arthouse cinema. These apocalyptic fantasies follow well-established scripts that often date back millennia. Apocalypse scripts allow their users to make sense of the current crisis and prepare for an uncertain future. The course will be divided into two parts. The first half will be devoted to texts, art, and movies that dwell on the expectation of the end and narratively measure out the time that remains. We will begin with examining the biblical ur-scripts of an apocalyptic imaginary, the Book of Daniel in the Old and the Book of Revelation in the New Testament, as well as Saint Paul's messianism in the Letter to the Romans; and then move on to medieval apocalyptic fantasies of the Joachim of Fiore and others; and end with the apocalypticism underlying the religious reforms of Girolamo Savonarola and Martin Luther. The second half will focus on life after the apocalypse - the new freedoms, and new forms of political life and sociality that the apocalyptic event affords its survivors. Readings will include the political theory of marionette, capabilities, and neoprimitivism; literary theory of speculative fiction; and post-apocalyptic narratives by Octavia Butler, Jean Hegland, Richard Jefferies, Cormac McCarthy, and Colson Whitehead. Readings and discussions in English.

Instructor(s): Chris Wild Mark Payne Terms Offered: Winter

Equivalent Course(s): RLST 28446, RLVC 38446, CMLT 28446, CMLT 38446, GRMN 38446

GRMN 29700. Reading and Research Course in German. 100 Units.

No description available. Prerequisite(s): Consent of instructor and director of undergraduate studies Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

GRMN 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Fourth-year standing. Consent of instructor and director of undergraduate studies.

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

Yiddish Courses**YDDH 10100-10200-10300. Elementary Yiddish for Beginners I-II-III.**

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills. Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

YDDH 10100. Elementary Yiddish I. 100 Units.

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills.

Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

Instructor(s): Jessica Kirzane Terms Offered: Autumn

Equivalent Course(s): JWSC 20300

YDDH 10200. Elementary Yiddish for Beginners-II. 100 Units.

In this course, students will extend basic Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should have a basic understanding of regional Yiddish variations in pronunciation and spelling, be able to understand and participate in a conversation in an increasingly comfortable and complex way, read simple texts with ease, have experience tackling more complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): YDDH 10100

Equivalent Course(s): YDDH 37400, JWSC 20400

YDDH 10300. Elementary Yiddish III. 100 Units.

In this course, students will acquire intermediate Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should be able to conduct a conversation on a wide range of topics, be comfortable tackling complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture. Students will also be introduced to basic Yiddish research skills.

Equivalent Course(s): JWSC 20500, YDDH 37500

YDDH 20100. Intermediate Yiddish I. 100 Units.

This course offers students the opportunity to study the Yiddish language at the intermediate level. It reviews and extends students' knowledge of the grammar of the Yiddish language, enhances vocabulary, and includes literary and cultural readings. Designed to further develop listening, speaking, reading comprehension, and writing skills.

Instructor(s): Jessica Kirzane Terms Offered: Autumn

Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.

Equivalent Course(s): JWSC 27301

YDDH 20200. Intermediate Yiddish II: Archival Skills. 100 Units.

This course offers students the opportunity to study the Yiddish language at the intermediate level. The focus of this course is learning to navigate and study from a variety of archival materials including newspapers, music archives, and historical texts. The course is designed to further develop listening, speaking, reading comprehension, and writing skills and to give students tools to continue Yiddish reading and research independently.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.

Equivalent Course(s): JWSC 27401, YDDH 39600

YDDH 21000. Advanced Yiddish I: Readings in Yiddish Literature. 100 Units.

In this class, students will be exposed to essays, short stories, poetry and other writings by some of the great Yiddish writers of the twentieth century, including Abraham Reisin, Bella Chagall, Abraham Sutzkever, Esther Kreitman, and Dovid Bergelson. Students will write critical essays and creative responses, listen to excerpts read aloud, participate in discussions and debates. This course will be conducted entirely in Yiddish.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): Prerequisite(s): Intermediate Yiddish I, or permission from the instructor.

Equivalent Course(s): YDDH 31000, JWSC 27610

YDDH 21721. Women Who Wrote In Yiddish. 100 Units.

This course explores memoirs, plays, essays, poetry, novels, and journalistic writing of women who wrote in Yiddish, as well as a discussion of the context in which they wrote and their reception and self-perception as 'women writers.' Among the writers whose work may be represented in this course are Glikl, Yente Mash, Kadya Molodowsky, Chava Rosenfarb, Yente Serdatsky, Rosa Palatnik, Anna Margolin, Celia Dropkin, Rokhl Korn, Beyle Shaechter-Gottesman, Gitl Shaechter-Viswanath, Bella Chagall, Blume Lempel, Esther Kreitman, Debora Vogel, Rokhl Brokhes, Sarah Hamer-Jacklyn, Malka Lee, Ida Maze, Roshelle Weprinski, Miriam Karpilove, Zina Rabinovitz, Rokhl Szabad, Rokhl Faygnberg, Paula Prilutsky, Shira Gorshman, Esther Shumiatscher-Hirshbein and Freydl Shtok. Many of these writers have been underexamined in the history of Yiddish literary studies and this course will bring renewed attention to their work. This course will be taught in English with readings translated from Yiddish.

Instructor(s): Jessica Kirzane Terms Offered: Spring

Equivalent Course(s): GNSE 31721, YDDH 31721, JWSC 27651, GNSE 21721



Global Studies

Department Website: <http://globalstudies.uchicago.edu>

Program of Study

The Global Studies major is an interdisciplinary major concerned with the interconnected and interdependent nature of the contemporary world. Its main task is to understand how sites, objects, and concepts contribute to worldwide connections, from ecological concerns to human rights campaigns. Students majoring in Global Studies will take courses throughout the College, often with particular interests in Anthropology, Environmental Studies, History, or a specific regional study.

Instead of beginning with “global” and “local,” the typical categories of globalization studies, the Global Studies program contends that the distinctions between sites and trends, between objects far and near, and between the cosmopolitan and the vernacular emerge from empirical studies. Students are encouraged to exercise close attention to mundane practices, everyday materialities, and lived experiences. With a good grounding in case studies, students in the program are expected to be able to reflect upon the implications of their research interests, both inside and outside the classroom. Students carry these interests on to a variety of careers and professional opportunities following graduation.

Program Requirements

Students must complete a total of 13 courses (including one approved elective and two BA seminars), a research activity, and a language requirement, broken down in the following manner:

Introductory Courses (2 courses)

All students are required to take the two-quarter introductory sequence to the major, GLST 23101-23102 Global Studies I-II. These courses are offered annually and in sequence in the Autumn and Winter Quarters. Students are expected to complete the sequence in their second year, if possible, especially if they plan to study abroad during their third year.

Thematic Tracks (8 courses)

The body of the major (eight courses in all) is comprised of courses selected from four overlapping thematic tracks of study. Students will select two tracks, a primary and a secondary one, and complete five courses in the former and three in the latter. The selection of the primary and secondary tracks should be linked to the student's BA research interests. The tracks are outlined below with *sample classes that might fall within each category*, but more detailed information about these tracks may be found on the Global Studies website (<http://globalstudies.uchicago.edu>).

Governance and Affiliations

This track focuses on politics and claims to authority within power relations. It tries to stand a middle ground between extremes of privileging nation-states and solely valuing micro-sites of governance. Themes could range from UN agencies to online protests, humanitarian intervention to surveillance and corporate governance.

CRES 22150 Contemporary African American Politics
PLSC 27016 Popular Culture, Art, and Autocracy
PLSC 29500 Drugs, Guns, and Money: The Politics of Criminal Conflict

Knowledge and Practice

This track focuses on the production and circulation of knowledge, with an eye towards how that process is situated. Often there will be a science and technology component, but other times habitual/instinctual know-how will be highlighted. Themes could range from regulatory standards, countercultural movements, and cultural artifacts to consumer politics and media studies.

HIST 24206 Medicine and Culture in Modern East Asia
ENGL 29202 Objects, Things, and Other Things
SOCI 20208 Internet and Society

Cultures at Work

This track focuses on the entanglements of culture, economics, and politics. It focuses on cultural production, often of a physical nature, as well as cultural modes of reception. Themes could range from global brands, sweatshops, and rituals of food production/consumption to gaming and consumer politics. Much of “everyday life” would also apply.

ANTH 21725 Mass Mediated Society and Japan
GLST 24101 Paperwork
ECON 22650 Creativity

Bodies and Nature

This track focuses on bodily nature (broadly construed) and ecological relationships. Particular attention is paid to environmental and health-related topics, and not always with a focus on human beings. Themes could range from sustainability, ecotourism, and pandemics to modern beauty practices, health movements, and animal studies.

BIOS 13140 The Public and Private Lives of Insects
ANTH 28210 Colonial Ecologies
GRMN 24416 Biocentrism: The Concept of Life in German Literature and Art

Elective (1 course)

Students will select one elective course to further their BA research, often late in their third or early in their fourth year. This course should be chosen after discussion with the program administrator, and can include:

- A regional studies course that furthers the student's cultural and historical knowledge in their BA research topic
- A research methodology course (e.g., ANTH 21420 Ethnographic Methods) that will equip the student for better collection of primary source materials
- An introductory course in another major that has a direct connection to the BA research topic
- A language course that will help the student read texts or interact with persons pertaining to their BA research topic

These options are not exhaustive and should only be used as guiding ideas for the elective requirement. Students should seek program approval for their choice of elective course before registering, and the elective should be completed before the Winter Quarter of the student's fourth year.

Research Activity Requirement

Students will be expected to complete a structured activity or program exploring global issues related to their intended BA project, often in an international setting.

This major activity might be:

- An internship (academic year or summer)
- Select study abroad programs, often through the Study Abroad office
- A volunteer opportunity
- A well-defined field research project

Students should work with the program administrator to identify appropriate opportunities and should have their activity approved ahead of the experience itself. Most activities should last no less than six weeks, though intensive programs with shorter durations may be considered.

The research activity should be linked to the student's BA thesis and serve as an introduction to that topic. International experiences are encouraged for the completion of this requirement, but the requirement may be met with domestic projects dealing with global issues (for example, an internship with a domestic NGO).

BA Seminars and Thesis (2 courses)

Students are required to take the two-quarter BA seminar (GLST 29800 BA Thesis Seminar I and GLST 29801 BA Thesis Seminar II) in Autumn and Winter Quarters of their fourth year. The first BA deadline occurs during the Spring Quarter of a student's third year. At that time, students must have submitted a topic proposal, secured a faculty reader, and completed a faculty reader form. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Successful completion of the thesis requires a passing grade from the faculty reader.

The Global Studies major thesis must be clearly organized around a contemporary global issue. *Students may double-major*, but double-majoring with another program that also requires a BA thesis would entail (a) the second major's program accepting the Global Studies thesis as fulfilling that program's BA requirements or (b) the student completing an additional BA thesis for the second major.

Regardless of the requirements of the second major, Global Studies majors are required to complete both quarters of the fourth-year BA seminar. Thesis seminars from other major programs will *not* count toward the Global Studies BA Thesis Seminar requirement.

Foreign Language Requirement

The Global Studies language requirement can be completed in two ways:

1. Students may complete the equivalent of a seventh quarter of language study in a single language. Credit for the seventh and final quarter of the language must be earned by University of Chicago course registration. If the final term of study in a foreign language focuses on cultural studies, it may be used in an appropriate primary or secondary thematic track, as outlined above.
2. Students may obtain an Advanced Language Proficiency Certification, which is documentation of advanced functional ability in reading, writing, listening, and speaking. For details, visit the Foreign Language Proficiency Certifications (<https://languageassessment.uchicago.edu/flpc/>) page.

Summary of Requirements

GLST 23101-23102	Global Studies I-II	200
Five courses in a primary thematic track		500
Three courses in a secondary thematic track		300
GLST 29800	BA Thesis Seminar I	100
GLST 29801	BA Thesis Seminar II	100

One program elective	100
Total Units	1300

Honors

Students with an overall GPA of 3.2 or higher and an in-major GPA of 3.5 or higher will be eligible for honors. For the awarding of honors, the BA thesis must also be judged 'high pass' by the faculty reader.

Advising

Students should select their courses for the Global Studies major in close consultation with the program administrator. The Global Studies program publishes a list of courses approved for the major each quarter, both online and outside the Global Studies program office, Gates-Blake 119.

Students should meet with the program administrator early in their final year to be sure they have fulfilled all requirements.

Grading

Students who are majoring in Global Studies must receive quality grades in all courses meeting the requirements of the degree program (i.e., they cannot use Pass/Fail or audited courses for major requirements).

Global Studies Courses

GLST 20004. Introduction to Asian American Studies. 100 Units.

On May 6, 1882, the United States passed the Chinese Exclusion Act, the first major federal legislation of its kind to explicitly exclude an entire ethnic group. More than a century later, as the U.S. grappled with a deadly outbreak of COVID-19, President Donald Trump insisted upon referring to the virus as 'Chinese,' reigniting historical and racialized anxieties of 'Yellow Peril' and 'Asian invasion,' even as Asians across the country reported incidents of anti-Asian discrimination and violence. This course seeks to bridge these two moments by providing a critical examination of contemporary Asian American experience through the social, political, and historical contexts that come to bear upon it. Focusing on East and Southeast Asian communities, it will interrogate theories of race, class, and identity, alongside issues of immigration/migration, transnationalism, labor, citizenship, generational dissonance, and activism. Engaging a variety of historical events, social movements, racialized imaginaries, critical writings, and cultural representations, we will consider how Asian American history is vitally shaped by not only repression and assimilation, but also radicalism and innovation.

Instructor(s): Victoria Nguyen Terms Offered: Winter

Equivalent Course(s): ANTH 23608, CRES 20004

GLST 20150. Sustainable Urban Development. 100 Units.

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

Instructor(s): Evan Carver Terms Offered: Spring Winter

Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Equivalent Course(s): ENST 20150, ARCH 20150, PBPL 20150

GLST 21310. Water: Economics, Policy and Society. 100 Units.

Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.

Instructor(s): Sabina Shaikh Terms Offered: Spring

Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)

Equivalent Course(s): ECON 16510, LLSO 21310, ENST 21310, PBPL 21310

GLST 21405. Inventing Race in the British Empire. 100 Units.

This course reveals how the British encounter with racial difference in the Caribbean, Australasia, and India could both validate and subvert the project of empire- building. We will begin by examining the ways in which ethnographical and anthropological societies in the metropole clashed over the question of racial differentiation in the nineteenth century. We will then determine how these 'scientific' theories of race were deployed in colonial settings; did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? By investigating how an array of actors instrumentally invoked race to accomplish specific objectives, we will further deconstruct the narrative of a unitary, overarching 'civilizing mission.' A host of primary sources, including anthropological treatises, missionary accounts, public speeches, and fictional works, will aid us in this pursuit.

Instructor(s): Z. Leonard Terms Offered: Spring

Equivalent Course(s): CRES 21405, SALC 21405, HIST 21405

GLST 21700. Applied Research in Environment, Development and Health. 100 Units.

This course engages students in collaborative research on topics that connect the environment, health, agriculture and development. After identifying a shared theme, students will design and commence a plan of research with the goal of producing content including reading lists, research and policy briefs, data visualizations, maps, blog posts and web content, as well as creative media such as podcasts. Students will also apply their findings to programming surrounding the Frizzell Speaker and Learning Series for 2020-21 by identifying possible keynote speakers and curating other events. Students are strongly encouraged but not required to enroll in both the autumn and winter courses to gain the full benefit of a sustained research experience.

Instructor(s): Shaikh, Sabina Terms Offered: Autumn

Equivalent Course(s): GEOG 21710, PBPL 21700, ENST 21700

GLST 22100. Contentious Natures: Race, Nature, and Power. 100 Units.

Drawing on anthropology, critical race theory, feminist studies, postcolonial studies, and STS, this course examines how race and nature work in tandem as domains of power. Tracking how race and nature are vitally intertwined, we interrogate the racial politics of climate, wilderness, local ecologies, biology, and space and place. Ultimately, the course considers how contested and essentialized notions of nature are crucial to environmental politics, as well as the formation of citizenship, territory, projects of development, and modern regimes of governance.

Instructor(s): Victoria Nguyen Terms Offered: Winter

Equivalent Course(s): CRES 12100, ANTH 23609

GLST 22105. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Spring

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

Equivalent Course(s): ARCH 22105, ENST 12105, SOCI 28088, GNSE 12105

GLST 22200. Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives. 100 Units.

This course offers an introduction to the core theoretical foundations of critical race studies, with an emphasis on historical, global, and intersectional approaches to the study of race and ethnicity. Critical race studies, which posits that race is endemic to society, is an interdisciplinary study that calls us to address unequal relationships of power and domination by analyzing the historical and global construction, emergence, and consequences of race. Drawing on historical, global, and intersectional case studies, this course aims to establish a foundation of key terms, theories, and ideas in the field as well as familiarize students with a broad survey across time and world regions. It challenges us to question how race has informed ideas about power, oppression, and liberation in history and the modern world. Readings will draw on classic and contemporary texts from critical race theory, history, feminist studies, post-colonial studies, disability studies, and anthropology, as well as films, podcasts, and class excursions. Evaluation will be based on class participation, short papers, and an independent presentation.

Instructor(s): Deirdre Lyons Terms Offered: Autumn

Equivalent Course(s): LACS 13200, HIST 19010, CRES 12200, GNSE 15200

GLST 22855. Childhood, Migration, and Nation. 100 Units.

While the figure of mobile children is central to academic and public debates about migration worldwide, this course asks students to step back and reconsider a question that is frequently taken for granted: 'What is a child?' The intersections between childhood and other categories of personhood, such as migrant laborers and refugees, complicate our assumptions about what it means to be a 'child' and the ways children fit into the ideologies of nation-states. Ambiguous representations of migrant children also problematize human rights and humanitarian discourses that often depict them as vulnerable, passive, and inseparable from their family units. The analytical focus on young mobile subjects who are in the process of 'growing up' call our attention to questions of temporalities and different modes of imagination which come to mediate the ongoing socialization of the child by state, family, and schools. In this course, we will critically discuss both theoretical concerns, ethnographic projects, films, and contemporary news media in the US, Asia, and elsewhere which take '(im)migrant children' as an object of inquiry. We will examine 1) the intersection between childhood and other personhood categories along the citizen-migrant continuum, and 2) institutional interventions and everyday practices of the child which are mediated by different ideologies about being children and being (non)citizens of a particular state.

Instructor(s): Moodjalin Sudcharoen Terms Offered: Spring, Spring 2021

Equivalent Course(s): CHDV 22855, HMRT 22855, ANTH 22855

GLST 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.

This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed

foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects. Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.

Instructor(s): Erin McFee Terms Offered: Autumn, Autumn 2020

Prerequisite(s): PQ. Course materials and discussions will be in both Spanish and English; Spanish fluency required.)

Equivalent Course(s): LACS 23083, ANTH 23083, LACS 32335, HMRT 23083, ANTH 32335

GLST 23101-23102. Global Studies I-II.

This is the Global Studies program's core sequence, typically taken during a student's second year. Global Studies I is an orientation course for students interested in majoring in Global Studies, while Global Studies II seeks to impart important theories and research practices through intensive, critical readings.

GLST 23101. Global Studies I. 100 Units.

What is the 'globe' in Global Studies? This course introduces the Global Studies major by considering how people have organized and conceptualized political and social difference across space. From World Systems theory and coloniality to the movement of global capital and the problem of the nation-state, we will prioritize approaches offering insight into the unequal distribution and flow of power worldwide. This course will also provide brief introductions to the pressing issues confronting Global Studies today, including public health and infectious disease, borders and migration, climate change, and transnational religious and political movements.

Instructor(s): Callie Maidof Terms Offered: Autumn

GLST 23102. Global Studies II. 100 Units.

This second part of the introductory course sequence for Global Studies majors is focused on the development of students' own substantive research proposals. All new readings that Global Studies students encounter will help them to think theoretically through relevant multidisciplinary literatures - including from sociology, anthropology, and history, among many others - to begin asking their own distinct research questions. We will then develop relevant bibliographies and targeted empirical objectives attuned to diverse possible 'data' sources, including in material culture or in archives, in texts or in landscapes, in ethnographic or mass mediated narratives, or on burgeoning digital platforms. Discussion, writing assignments, and in-class workshops will help us discern and appreciate the craft of academic research, including the careful identification of sites, objects, potential interlocutors, primary and secondary materials. The course will leave students with a full draft of their thesis proposals

Instructor(s): Kohl, Owen Terms Offered: Winter

Prerequisite(s): GLST 23101

GLST 23129. Transnational Queer Politics and Practices. 100 Units.

This course aims to examine gender and sexual practices and identities in a transnational perspective. As people and ideas move across national, cultural, and racial borders, how is sexuality negotiated and redefined? How are concepts such as 'global queerness' and the globalization of sexualities leveraged for change? How are queer identities and practices translated, both culturally and linguistically? To explore transnational articulations of queerness we will draw on a range of theoretical perspectives, including postcolonial, feminist, queer, and indigenous approaches to the study of sexualities. We will engage with scholarship on the politics of global gay rights discourses, on the sexual politics of migration, and on the effects of colonialism and neoliberal capitalism. By analyzing queer experiences and practices in a transnational context, our goal is to decenter and challenge Western-centric epistemologies and to dive into the complexities of cultural representations of queerness around the globe.

Instructor(s): Cate Fugazzola Terms Offered: Spring

Equivalent Course(s): GNSE 33119, SOCI 30323, MAPS 33129, GNSE 23119

GLST 23317. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.

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

Instructor(s): Hilary Leatham Terms Offered: Winter. This course was offered Winter 2020

Equivalent Course(s): HIPS 21347, ARCH 21347, ANTH 21347

GLST 23403. Borders, (Im)mobilities and Human Rights. 100 Units.

What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a

framework of human rights, this course will investigate how contemporary issues in migration—such as border management, illicit movement, and the fuzzy distinction between forced and economic migration—raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.

Equivalent Course(s): ANTH 25255, CHDV 23403, HMRT 23403

GLST 23404. Forced Exile: Displacement, Development and Disaster. 100 Units.

According to the International Organization for Migration (IOM), forced migration involves coercion, including threats to life and livelihood that arise from natural or human-induced causes. What constitutes coercion, and who deserves to migrate? How are threats to life and livelihood recognized and to what extent can they be minimized? In this course, we will examine the conditions of forced exile, ranging from violence and persecution, to environmental degradation and climate change, to the economic decimation of local communities. Moreover, we will critically examine how governments and international organizations respond to forced exile through securitization techniques and long term development projects to reduce the so called 'push factors' that compel people to migrate. We will draw on a range of materials, including ethnographies, policy documents, documentaries, and the perspectives of course visitors, to examine cases of forced migration in Syria, El Salvador, Bangladesh, Eritrea, Haiti, and elsewhere.

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

Prerequisite(s): N/A

Note(s): CHDV Distribution Area: C

Equivalent Course(s): HMRT 23404, CHDV 23404

GLST 24210. Politicizing the Passions: Emotions and Collective Action. 100 Units.

The first objective of this course is to develop a critical understanding of the different disciplinary and methodological approaches to emotion and its place in political life. To that end, we will begin by analyzing how rationality and emotion are conceptualized and theorized in different disciplines. Throughout the course we will consider the conceptions and methodologies of competing models of the place of emotion in politics, examining both macro and micro approaches, and considering questions such as: how do we measure emotions? Are emotions primarily physiological or cognitive? Are emotions at base universal or socially and culturally constructed? What are the processes by which private, individual emotions become public, collective, and politically relevant? The first half of the course is organized thematically by political effect. The second half of the course is designed to discern patterns and identify concrete ways that specific emotions—such as fear, shame, anger, and hope—shape politics.

Instructor(s): Mekawy, Yasmeen Terms Offered: Spring

Equivalent Course(s): PLSC 24210

GLST 24214. Cities in Modern China: History and Historiography. 100 Units.

China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities 'modern,' but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of 'China-centered' scholarship in the 1970s to the 'global turn' of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

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

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): ARCH 24214, HIST 24214, ENST 24214, EALC 24214

GLST 24233. Food Politics in a Global World. 100 Units.

Food Politics' means so many things: Trust, risk, danger. Safety, regulation, retail, and consumption across wildly different scales: global, (trans)national, urban, regional, local, distant, foreign. Diets, fasts, binges. Canning, refrigeration, cafeterias, farmers' markets, and the cold aisles of supermarkets. Educated consumers, mass panics, and the 'distant' bodies of humanitarian aid. In this class, ethnographic and comparative approaches to food politics will be our lens into recognizing, discussing, and thinking about food as a critical site of global politics. We will examine articulations of social differences, performances and performativities of bodies (gendered, migrant, public, private, clandestine, hungry, satiated, healthy, and criminal), transnational battles over regional and local 'purity,' and sensibilities that do or do not trust sites of economic and/or political authority positioned far away. Indeed, food politics are just as much a window into the investigative and critical potentials of ethnography in a global world as they are a way to recognize the moral, popular, imaginary, and experiential processes at work and constitutive of taken-for-granted political actor-abstractions such as 'the state' 'the economy' and 'the public.'

Instructor(s): Czarnecki, Natalja Terms Offered: Winter

Equivalent Course(s): ENST 24233, ANTH 25322

GLST 24302. Early Modern China: An Age of Global Transformation, 1500-1800. 100 Units.

The period between 1500 and 1800 was pivotal in the emergence of the modern world. We tend to focus on Europe and the Americas when we think of the changes that occurred in this period. However, this was also an age of dramatic transformation for China in ways that were connected and/or similar to changes unfolding elsewhere. After reviewing how the legacy of the Mongol conquests shaped early modern Eurasia, we will examine a series of intertwined developments that were characteristic of not only China but also global experiences in this period: population growth, expanded commercial activity, silver imports from the Americas, and the adoption of 'New World' crops, such as maize and sweet potatoes. We will then look at how new intellectual currents and major shifts in government policies responded to these new social and economic realities. We will examine two developments—print culture and colonialism—that play important roles in narratives of early modern European history but are no less applicable to Chinese history. Our course will end with a consideration of how the growth of the early modern period generated not only tremendous wealth but also considerable political and ecological challenges that modern actors would struggle to overcome. For the final project, students will design a museum exhibit that focuses on one aspect of China's early modern history and underscores the global interconnectedness of this period.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 14302, ENST 24302, EALC 14302

GLST 24303. Modern Korean History. 100 Units.

This course focuses on the modern history of a country that is well known for shifting its course at dizzying speed. Beginning with the last monarchic dynasty's 'opening' to the world in the late nineteenth century, the course will move on to deal with radical transformations such as Japanese colonization and Korea's subsequent liberation in 1945; the civil war, national division, and dictatorship in the two Koreas; and the economic miracle and democratization in the South and nuclear development in the North. How do we understand recent events, such as the South Korean president's impeachment in 2017 and the North Korean leader's high-profile diplomatic detentes in 2018? Do they come out of nowhere, or can we find an underlying consistency based on an understanding of the long twentieth century? Through a careful study of Korea's modern history, this course is designed to reveal the longer trajectories of Korea's historical development, showing how the study of this contentious peninsula becomes a study of modern world history.

Instructor(s): J. Jeon Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 14303, EALC 14303

GLST 24340. Political Ecologies of Colonialism: Local and Global. 100 Units.

The rapidly warming planet makes it clear that the natural and human worlds are inseparable and that local ecologies are inextricable from global political and economic processes. While resulting devastation has more recently emerged as global crisis, the assimilation of local landscapes and ecologies into global social processes has a deep history. This class considers the development and intensification of such global connections through the lens of political ecology. It contextualizes local ecological changes wrought by expansive colonial powers - poisoned mountains, mono-cropped landscapes, and disappeared forests - within the emergence of a global economy in the early modern era. The course is roughly divided into two parts. First, it examines the political ecology of colonialism, considering links between extractive practices of land management and the imbalances of power typical of colonial contexts. Secondly, it assesses how the extraction and expansion inherent to colonial projects provided impetus to the emerging global economy from the 16th to 20th centuries, and considers how those historical processes continue to reverberate into the present. While historicizing contemporary environmental issues, students will be introduced to political ecology, environmental history, 'the Anthropocene' concept, theories of commodification and value, and world systems analysis.

Instructor(s): Raymond Hunter Terms Offered: Spring

Equivalent Course(s): ENST 24340, ANTH 28505

GLST 24406. Sovereign Rights: Decolonization and the Cold War in Image and Word. 100 Units.

This course explores two historical processes often discussed in isolation: decolonization and the Cold War. Through our particular emphasis on solidarity movements arising from the global South, we consider a point in time during which shouts for political and economic equality among nations envisioned potential futures that would alter the global landscape. What transformed perceptions of the 'Third World' from a loose coalition of governments that sought to upend contemporary global structures, into an amorphous constitution of states perpetually in need of humanitarian aid? Over the course of the quarter we will explore these trajectories through a mixture of primary documents and visual sources, contextualized by both foundational historical scholarship and more recent interventions. Short writing assignments, library and museum visits, and class discussions will culminate in an opportunity for students to use course themes to design their own exhibit according to their own interests.

Instructor(s): Eilin Rafael Pérez, Graduate Lecturer Terms Offered: Spring

Equivalent Course(s): CRES 21306, HMRT 23406

GLST 24425. Ships, Trains, and Planes: A Global History of Vessels and Voyagers, 18th Century to the Present. 100 Units.

From 'La Amistad' to the airplanes of September 11, vessels make history. And yet, we often take for granted the fact that they also contain history. Investigating the sociocultural pasts of vessels and the politics of mobility, this course poses two overarching questions. How have ships, trains, and airplanes shaped the behavior and outlooks of modern humans, and how has the experience of being in transit evolved over the past three centuries? Beginning with sailing ships of the eighteenth

century and winding its way to the airplane via steamships and railways, the course explores how vehicles and transit have inspired and coerced humans into unique forms of subjectivity. Through case studies and primary sources from across world history, vessels in transit will be analyzed as engines of modernity and sites of emancipation, but also as tools of terror and laboratories of power.

Instructor(s): C. Fawell Terms Offered: Spring

Equivalent Course(s): ANTH 22161, HIST 29425

GLST 24514. Colonial Power in East Asia. 100 Units.

This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.

Instructor(s): J. Dahl Terms Offered: Winter

Equivalent Course(s): GNSE 24514, EALC 24514, CRES 24514, HIST 24514

GLST 24655. Are You Not Entertained? The Anthropology and Politics of 'Fun' 100 Units.

Spaces throughout our uncertain present have often been referred to as 'post-industrial.' However, many cities, regions, and laborers remain dedicated to bringing novel, entertaining product including films, music, and devices to diverse markets. Among skeptics, an old functionalist question has reemerged: Do seemingly lighthearted institutions, venues, and technogadgets enable capitalism's continued transnational primacy through their capacity to distract? Are pressing social problems including gross wealth imbalance, state surveillance, and punitive policing ignored in favor of never-ending amusement? No doubt, theoreticians from various walks of life have long deemed entertainers, gizmos, and the audiovisuals that they conjure critical in winning hearts, minds, and conflicts - both foreign and domestic. By following ambivalent, aspirational genres through a range of distinct, yet kindred 21st century industries, we will critically consider entertainment's capacity to reflect, challenge, and shape political economy. Our bi-weekly lectures, readings, and discussions will draw upon social practices and performances that have awkwardly aimed to do more than merely amuse by supposedly educating, enlightening, and benefitting consumers. We will first consider (post-) colonial and Cold War historical genealogies by looking closely at battlegrounds of fun such as the Soviet circus, the Yugoslav music and film industries, and the State Department's jazz 'jambassadors.'

Instructor(s): Kohl, Owen Terms Offered: Winter

Equivalent Course(s): ANTH 25920

GLST 24701. Political Anthropology. 100 Units.

This course introduces students to the anthropological study of politics and the political. Classes are seminar-style discussions with a mix of group discussions, mini-lectures, writing workshops, and in-class small group activities. In addition to reading major theoretical and empirical contributions to the field, students will also learn how to conduct meeting- and event-based ethnography and to compose ethnographic writing. Major assignments include conducting fieldwork, handing in periodic field notes journals, and a final paper assignment that weaves together field data with course readings. Authors include, but are not limited to the following: Abrams, Anderson, Aretxaga, Comaroff and Comaroff, Evans-Pritchard, Foucault, Mbembé, McGovern, Mitchell, Mosse, Nelson, Povinelli, Rabinow, Ramirez, Scott, Sharma and Gupta, Silverstein, Taussig, Trouillot, and Weber.

Instructor(s): Erin McFee Terms Offered: Winter. Course offered Winter 2020

Equivalent Course(s): ANTH 34701, ANTH 24701, PBPL 24702

GLST 24725. Humans After Violence. 100 Units.

What happens to individuals and societies after experiences with violence? This course takes a critical look at scholarship and practitioner efforts to understand and influence those who make and unmake violence and who are implicated in its aftermath. The four units - violence, trauma, subjectivity, and reconciliation - explore and problematize each of these domains of inquiry. Throughout the course, we will draw from both foundational and emerging texts in anthropology and related disciplines as we critically examine the 're' in contexts of violence: re-integration of ex-combatants, re-entry of the formerly incarcerated individuals, re-turn of displaced populations, and re-conciliation among war affected peoples. What are the reach and limits of these discourses in contexts of violence and physical and socioeconomic insecurity? How is social life in these settings differentially experienced according to gender and stages of the life course? The course will also include an examination of methodological approaches to studying violence-affected individuals and communities as well as issues of decolonizing research, non-extractive approaches, reflection on relations of power and inequality, and trauma-informed approaches to research and engagement. Students will develop a case study of their choosing over the quarter and receive dedicated classroom instruction on writing interdisciplinary literature reviews.

Instructor(s): Erin McFee Terms Offered: Winter. Winter 2021

Prerequisite(s): Open to 3rd or 4th year undergraduates and masters students

Equivalent Course(s): ANTH 24725, HMRT 34721, HMRT 24725, ANTH 34721

GLST 24741. Politics and Popular Culture in the Middle East. 100 Units.

This course will examine the relationship between popular culture and politics in the MENA. Pop culture, such as cinema, television, street art, music, and social media, has been a means of both resisting and shoring up authority, of affirming and subverting societal norms and taboos, and of motivating and expressing political action. We will critically examine examples of pop culture from societies throughout the region, analyzing their connection to power structures and changes in ideology and nationalism, gender/class/religious identity and practice, militarism and insurgency, and state power. This course will

draw on research approaches in anthropology, sociology, media studies, and political science to theorize the role of popular culture in reflecting, challenging, and expanding political horizons in the region.

Instructor(s): Mekawy, Yasmeen Terms Offered: Autumn

Equivalent Course(s): PLSC 24741

GLST 24801. Anthropological Approaches to Global Hip Hop(s) 100 Units.

In this course, our goal will be to further develop a series of tools with which to study hip hop in its local, regional, and transnational diversity. How do artists make affinities and draw distinctions along aesthetic, political, and other social lines? What symbolic status and importance do artists outside of urban North America accord the genre's US and African-American historical lineages? What role do states and industries play in mediating the forms that so-called global hip hops assume? Hip hop scholars have productively analyzed the genre and its associated messages and styles by way of analytics like post-industrialization, authenticity, resistance, 'flows,' and identity. We will also explore the ways in which hip hop relates to genre and semiotic ideology, subjectivity and publics/groups/nations. Toward these ends, seminar discussion will consider historical and audiovisual material from French, Senegalese, German, Russian, Mongolian, American, post-Yugoslav, and other scenes. Through a variety of screenings, listenings, and other activities, we will encounter a diverse range of hip hop's crafts in addition to rap, including beat-making, -boxing, and DJing/turntablism/controllerism. Course readings will address ethnographic, historical, journalistic, and artistic considerations of hip hop's creative practices, while situating these in more abstract, yet relevant debates within anthropology, ethnomusicology, and media studies.

Instructor(s): Owen Kohl Terms Offered: Spring

Equivalent Course(s): ANTH 25909

GLST 24901. The Politics of Plant Life: Edens, Plots, and Ruins. 100 Units.

How do plant ecologies materialize conflicted and incommensurate political formations? How are political ideals, collectivities, or anxieties reflected in the matter and meaning of plant life across its many social guises (as food, magic, medicine, drugs, industrial commodities, mortal enemies, alien invaders, and more)? How might radical attention to the complexities of our lives with plants help us to formulate ethical and political possibilities in the wake of conflicted histories and in midst of uncertain planetary futures? This course explores possibilities for understanding political imaginaries through the lens of plant life. We will attend to the history of social and natural scientific understandings of plant life as these shaped foundational concepts in social and political theory (including concepts of culture, race, gender and sexuality, economy, and history). We will examine how the scientific, military, and commercial transformation of plant natures was central to political projects from 18th century imperialism to 21st century counter-insurgency, from World War to the 'War on Drugs,' from colonization to climate crisis. This seminar brings together historical sources, classical theoretical texts, and contemporary ethnographic projects with experimental and multi-media materials to explore the history of plant life's entanglement with imagined political histories and futures--apocalyptic, utopian and revolutionary.'

Instructor(s): Amy McLachlan Terms Offered: Spring

Equivalent Course(s): ENST 24902, ANTH 23806, ANTH 33809

GLST 25132. Debate, Dissent, Deviate: Literary Modernities in South Asia. 100 Units.

This class introduces students to the modernist movement in post-independence South Asia. Modernism will be understood here as a radical experimental movement in literature, film, photography and other arts, primarily aimed at critiquing mainstream narratives of history and culture. Given its wide scope, we will analyze a variety of texts over the ten-week duration of the class. These include novels, short stories, manifestos, essays, photographs, and films. The chronological span of the class is from the 1930s to the 1970s. Our aim will be to understand the diverse meanings of modernism as we go through our weekly readings. Was it a global phenomenon that was adopted blindly by postcolonial artists? Or were there specifically South Asian innovations that enable us to think about the local story as formative of global modernism? What bearings do such speculations have on genre, gender, and medium, as well as on politics? I will help situate the readings of each week in their specific literary and political contexts. Students will be able to evaluate, experiment with, and analyze various forms of modernist literary expressions emerging out of South Asia. This class will provide them with critical tools to interpret, assess, compare, and contrast cultural histories of non-Western locations and peoples, with an eye for literary radicalism. No prior knowledge of any South Asian language is necessary.

Instructor(s): S. Dasgupta Terms Offered: Autumn

Equivalent Course(s): KNOW 25320, CRES 25320, SALC 25320, ENGL 25320, GNSE 25320

GLST 25209. Jews, Arabs, and Others: Nations from the Nile to the Jordan. 100 Units.

This course considers nationbuilding as an ongoing and recurring process in the Middle East, realigning identities and communities according to the political concerns of the time. In particular, we will examine how Arabs and Others have figured in the political imagination of both Egypt and Israel-Palestine. When can Egyptians, Palestinians, and Israelis consider themselves 'Arab'--and when not? What are the stakes of naming Arab-ness or claiming it for oneself? To answer these questions, this course will include readings on Arab nationalism and minorities in Egypt, the question of Jewish versus Israeli nationalism, Arab (or Mizrahi) Jews in Israel, and the relationship of Palestinian nationalism to the borders that have been drawn within the historic land of Palestine.

Instructor(s): Callie Maidhof Terms Offered: Autumn

Equivalent Course(s): ANTH 24110

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

This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on

fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.

Instructor(s): C. Kindell Terms Offered: Winter

Equivalent Course(s): CRES 25218, HIPS 25218, ENST 25218, GNSE 25210, HLTH 25218, HIST 25218, AMER 25218

GLST 25250. Global Disaster Ecologies: Interspecies Exposures and Immunities. 100 Units.

This class explores ecologies that thrive, transform, or collapse under severe anthropogenic pressures. Construing 'ecology' and 'disaster' broadly, it attends to human and nonhuman interdependencies in contexts at once different and related: (post)war landscapes, sites of modern agriculture and food production, and extreme weather events attributed to global climate change. The class asks: what social and ecological relations become possible, thinkable, and tenable when scientific and experiential facts of natural destruction meet optimistic ideologies of conservation, resilience, and climate finance? Interdisciplinary class readings will place special emphasis on honeybees' collapse and worldwide insect decline.

Instructor(s): Jasarevic, Larisa Terms Offered: Autumn

Equivalent Course(s): ENST 25250, ANTH 24835

GLST 25310. Extinction, Disaster, Dystopia: Environment and Ecology in the Indian Subcontinent. 100 Units.

This course aims to provide students an overview of key environmental and ecological issues in the Indian subcontinent. How have the unique precolonial, colonial, regional and national histories of this region shaped the peculiar nature of environmental issues? We will consider three major concepts- 'extinction', 'disaster' and 'dystopia' to see how they can be used to frame issues of environmental and ecological concern. Each concept will act as a framing device for issues such as conservation and preservation of wildlife, erasure of adivasi (first dwellers) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students' ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various media: both literary and visual, such as autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and environmental history.

Instructor(s): Joya John Terms Offered: Spring

Equivalent Course(s): ENGL 22434, CRES 25310, HIST 26806, SALC 25310

GLST 25311. Imperialism, Anti-colonialism, and Decolonization. 100 Units.

This course examines the impetus toward decolonization and the aftermath of independence of former British and French colonies. The course seeks to grasp decolonization as ambivalent and contradictory, that is, as simultaneously (if unexpectedly) the culmination of both imperialist ambitions and anti-colonial politics. It will consider: How and when did the demand for decolonization first come to be articulated? What underlying circumstances shaped the decolonization in the twentieth century? How are we to make sense of the 'post-coloniality' that resulted after decolonization? The syllabus, which moves chronologically (with some exceptions), starts with India, privileging it as the first and, in some respects, exemplary instance of the ideological debates on imperialism, but will also touch on examples from Africa and the Caribbean. The course will register the significance of the rise of the Soviet Union after World War I in shaping the development of nationalist movements worldwide in the twentieth century. It will conclude on the melancholic notes that express the failure of anti-colonial movements to secure their stated objectives of democratic self-determination and economic independence.

Instructor(s): Sunit Singh Terms Offered: Winter

Equivalent Course(s): CRES 25311

GLST 25316. Making a Home in the Colonial City: Insights from Literature, Films, and History. 100 Units.

The proposed course is an invitation to students to imagine the life-worlds, experiences, and spaces of the colonized populations of South Asia, particularly, from the perspective of city-dwellers. The objective of the course is three-fold: thematic, methodological, and epistemological. First, to introduce students to debates in colonial modernity using the narrative of the rise of modern cities in colonial India. Second, to equip students to handle different kinds of primary material in order to understand the interconnections between colonialism, urban space, and indigenous responses. Finally, to open up the exciting field of colonial and postcolonial studies to anyone interested in South Asia, its literature, its films, its history, and its people.

Instructor(s): Sanjukta Poddar Terms Offered: Autumn

Equivalent Course(s): GNSE 25316, SALC 25316

GLST 25320. Poverty and Urban Development: the Right to Housing in Latin America. 100 Units.

Bringing a wide variety of disciplinary texts into conversation, this course leads towards a holistic understanding of the historically rooted and globally entangled housing condition of Latin America's urban poor. It encourages students to read along the grain of developmental discourse at different stages of twentieth-century development, thus advancing students' capacity to critically situate and condition global and national policies. The course analytically foregrounds problems of governance, resource distribution, and sociopolitical complexity, providing students with a representative range of case studies from across the subcontinent and interrogating what it means for social and economic goods to be labeled human rights. Throughout the course, students will examine diverse housing arrangements and policies in the context of national, regional, and global development histories. Ultimately, this course advances comprehension of the particularities of contemporary Latin American societies, and that which they share with the Global South and the world at large.

Instructor(s): Gonzalez, Ines Escobar Terms Offered: Spring
Equivalent Course(s): ENST 25320, ANTH 23097

GLST 25350. The Arab Uprisings: Social Movements and Revolution in the MENA. 100 Units.

This course examines the reasons for and variations in contemporary uprisings in the Middle East. At once theoretical and empirical, the class focuses on events in Tunisia, Egypt, Yemen, Bahrain, Syria, Libya in the first wave, followed by Sudan, Algeria, Lebanon, and Iraq in the second wave, considering them in relation to prevailing social scientific theories of change and management. We will cover the following topics: the causes and meanings of 'revolution'; the rise of new social movements in a neoliberal era; authoritarianism and the various roles of the military; the importance of digital publics; popular culture and artistic practices in the context of ongoing tumult; cultural, generational, and gender dynamics; the causes of civil war; and the influence of regional and international super-powers. Throughout the class we will make connections between the Arab uprisings and theories of social movements and revolutions, evaluating different lenses of analysis, such as the state, class, and culture and ideology. In addition to academic texts, the course will also draw on a wide range of other materials such as memoirs, short films, documentaries, songs, and social media.

Instructor(s): Mekawy, Yasmeen Terms Offered: Autumn
Equivalent Course(s): PLSC 25350

GLST 25630. Religious Violence. 100 Units.

Are there 'proper' or 'improper' practices of religion? Is it at best a matter of private belief, to be kept separate from or protected by the state? Or is it something that at times requires the state's intervention? Does religion represent the last vestiges of the premodern world, or is it something that is integral to modern life? To answer these questions, we will call on anthropologists and other social scientists and theorists to understand, first, what is 'religion,' and then what is, can be, or should be its relationship to gender, the nation, and the modern state in various historical and geographical locations, with particular attention to the Middle East and South Asia.

Instructor(s): Callie Maidhof Terms Offered: Spring
Equivalent Course(s): ANTH 24730, RLST 26630

GLST 25701. Anthropology of Borders. 100 Units.

Today, the world may seem more connected than ever. Infectious disease, data, global capital, and even 'culture' seem to travel in the blink of an eye. At the same time, we're witnessing the fortification of borders, and a resurgence of rightwing ethnonationalist populism on both sides of the Atlantic. Borders take on new significance national debates and security policy, and for those who rarely come into contact with borders, they may seem like mere metaphor for how a nation positions itself with regard to immigration, public health, and trade. But beyond the party platforms of politicians in the world's capitol, borders are very real places, constituted by the practices of state and non-state actors alike, and creating new forms of life in response to the technologies that police them. In this course, we will take an anthropological view of borders in order to understand how they are created, policed, and inhabited, following and bucking trends in the micropractices of military, police, and bordercrossers both legal and illegal.

Instructor(s): Callie Maidhof Terms Offered: Winter
Equivalent Course(s): ANTH 25256

GLST 25841. Global Viral News Lab: Crises, Inequalities, and Pandemic Trajectories of Global news and info. 100 Units.

Through news portals, podcasts, and other media, students will track recent journalistic work on the political, economic, and other forms of social fallout from the COVID-19 pandemic. Ethnic and racial politics, class conflict, and the obsession with quantification have all consistently re-emerged as issues and frequently as dangerous tropes in coverage. Moreover, omnipresent 'crisis' narratives often slip into easy justifications for bipartisan corporate bailouts, surveillance, and the unequal access of intricate, amplified social hierarchies. How does clickbait news-making pose threats to an ideology of supposedly unmediated, unfiltered, 'just the facts' information-sharing (including in academia)? How do viruses, illness, and health emerge as both news stories and metaphors for understanding the contemporary media and social landscape? In this experimental lab, students will track reporting on the pandemic to think critically about the social construction of narrative.

Instructor(s): Kohl, Owen Terms Offered: Autumn
Equivalent Course(s): ENST 25841

GLST 26105. Methods: Ethnographic, Archival, and Otherwise Mediated. 100 Units.

In this seminar practicum, students will learn how to question, follow, and otherwise illuminate objects, sites, and subjects that researchers construct as 'data' sources. The first half of the course will be writing and reading intensive. Closely examining established researchers' work, we will unpack reflexive, ethical, embodied, and practical strategies that will improve our developing projects. We will sharpen the key questions of our thesis proposals or develop new plans formulated around social life in our city. How do traces of specific activities lurk, at times curiously under-acknowledged, behind scholarship geared toward different publics? What value should we accord scholarly research methods - ethnographic, archival, or otherwise - in a present laden with other powerful techniques and rhetorical technologies? The second half of the course is focused on honing an array of practical skills, including interviewing, participant observation, archival targeting, composing field notes and other forms of representational media. What are the affordances and constraints of these approaches and communication forms? Once cultivated, new ways of tuning our attentions will underscore how a) cultural knowledge is spatiotemporally specific; and b) the politics of media and method are necessarily entangled. Global Studies and other majors will develop transposable tools and valuable questions before they later embark on further data collection and rigorous research.

Instructor(s): Owen Kohl Terms Offered: Spring

GLST 26220. Virtual Ethnographic Field Research Methods. 100 Units.

'Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.' - Tom Boellstorff, from *Ethnography and Virtual Worlds: A Handbook of Method* This course is designed to provide students in the social sciences with a review of ethnographic research methods, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, 'being there'/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we're all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography.'

Terms Offered: Summer

Equivalent Course(s): ENST 20224, SOSC 30224, SOCI 20515, ANTH 31432, ANTH 21432, SOSC 20224

GLST 26225. Ethnographic Methods. 100 Units.

This is a course on how to do ethnographic research. While recent decades have seen scholars rightfully insist on the artistic and inherently personal quality of 'doing' and 'writing' ethnography, the course aims to illuminate the regulating structures of thought and practice underpinning every piece of original ethnographic work. The course is both a reading and a research workshop. As a reading workshop, it seeks to enable students to read ethnography like ethnographers: identifying and learning from the inner workings of the research project at the heart of each ethnographic text. As a research workshop, the course progressively leads students to construct and implement a research project of their own. Students will methodically enact the physical techniques and analytic practices emerging from their reading of ethnography. Throughout the course, we will grapple with the challenges facing an ethnographic researcher and identify the building blocks of an ethnographic project. In this effort, we will focus on the posing of a research question; the formulation of conceptual frameworks; constructing a statement of problem; actors and informants; the semiotics and pragmatics of interviewing; analysis of interactions qua participant-observer, and historical approaches in ethnography. Students will also experiment with forms of non-verbal visual representation.

Instructor(s): Gonzalez, Ines Escobar Terms Offered: Winter

Equivalent Course(s): ENST 26225

GLST 26230. The Craft of Research Design. 100 Units.

Research methodologies are the backbone of academic thinking and of sound arguing and yet they are too often taken for granted or unduly dismissed as mere technicalities. In the course of this class, the students will learn to discern intricacies of research design in exemplary pieces of scholarship. Students will also have a chance to develop essential elements of a research project designed in accordance with their own research interests. Aside from introducing students to examples of how some concrete research problems were investigated in the fields, in the libraries and archives, and on the Internet, the class readings focused on bodies, medicine, and health will help students conceptualize the most persistent research puzzle: human bodies and cultural subjectivities.

Instructor(s): Jasarevic, Larisa Terms Offered: Spring

Equivalent Course(s): ENST 26235

GLST 26244. Research Approaches to Global New Media. 100 Units.

The development of new media technology has prompted questions about and challenges to conceptions of power, knowledge, and subjectivity. In this course we will examine how different groups around the world use digital media in the construction of new identities, subcultures, virtual public spheres, and new forms of political participation. This course will equip students with methodological tools for studying new media, including discourse analysis, digital ethnography, and other interpretive methods. The goal of this course is not only to acquaint students with the theoretical and epistemological underpinnings of such methods, but to put them into practice through class exercises and a final multi-media research project.

Instructor(s): Mekawy, Yasmeen Terms Offered: Spring

Equivalent Course(s): ENST 26244, PLSC 26244

GLST 26275. Doing Fieldwork: Mobilizing Ethnography to Investigate a Radically Transforming Global World. 100 Units.

In the age of 'post-truth' politics; of globally-scaled and mediatized flows of information, bodies, and biological threats; of magnified uncertainties related to public safety, to conditions of geopolitical belonging, and to human rights themselves, how do we, as ethical researchers, approach emergent social issues in a radically transforming global world? In this course, students will explore the investigative and critical potentials of qualitative research, with a focus on ethnographic fieldwork and discursive analysis. How do we recognize, collect, and make sense of fieldwork data, when our questions deal with seemingly intangible concepts? What does 'home' mean, for immigrant and diasporic communities and what do concepts like 'place,' 'space,' and memory have to do with it? How do people in urban contexts, especially those who rely on mass transit, service and gig economy workers, and first responders in cities like Chicago manage daily life in conditions of existential, biological, and extreme economic threat in the age of COVID-19? How do we 'know' experiential categories like anxiety when we see them, and how do we, as ethical researchers, find answers to questions in our ethnographic materials, without imposing our own conceptual constructs on them? In this collaborative forum, students will practice, share, and critically engage with ethnographic methods, including participant observation, documentation, interviewing, historical research, and discourse analysis.

Instructor(s): Czarnecki, Natalia Terms Offered: Winter

Equivalent Course(s): ENST 26275

GLST 26801. The Global Urban. 100 Units.

This course was conceived with the aim of 'globalizing' urban scholarship. To this end, we will highlight different urban trajectories and forms and different ways of being urban around the world. We will focus on urban experiences in the Global South and in Southeast Asia particularly. We will spend the first week of the course discussing how and why Southern cities are different. We will talk about their explosive growth in the twentieth century, the precarious nature of urban employment, informal settlement as a major urban form, the housing divide as a social structure distinct to such cities, class formation, economic and spatial restructuring under neoliberalism, and the nature of urban citizenship. We will spend the second week examining two very different cases: Manila and Phnom Penh. In the third week, we will focus exclusively on Hong Kong, and students will be tasked with conducting their own urban fieldwork.

Instructor(s): Marco Garrido Terms Offered: Summer

Equivalent Course(s): ENST 26801

GLST 26804. Frontiers and Borders in South Asia. 100 Units.

Sometimes the frontline of empires and nation-states, sometimes neglected or inaccessible, peripheral spaces are often of core concern to the central state. The aim of this upper-level undergraduate seminar is to examine the history of borders, borderlands, and frontiers as political and social concepts and as produced spaces. We will examine an array of case studies in addition to more theoretical scholarship that spans the disciplines of history, environmental studies, political science, anthropology, and geography. While using South Asia (itself a rather recently invented 'area') as the primary geographic and historical focus this course will not be bound exclusively to it. The first goal of the course is to explore the evolution of key concepts such as space, territory, frontier, and borders/borderlands. The second goal is to develop methods for analyzing subjects that are simultaneously physical spaces and political, social, and historical ideas. Finally, it seeks to introduce students to areas that often fall beyond the penumbra of historical surveys centered on the nation-state. No prior knowledge of South Asian history is assumed. Weekly readings will average 150 pages. Note: No prior knowledge of South Asian history is assumed.

Equivalent Course(s): SALC 26804, GEOG 26400, HIST 26804

GLST 26807. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter. Not offered in 2020-2021

Prerequisite(s): None

Equivalent Course(s): ANTH 22131, MENG 20300, ENST 20300, HIPS 20301, HIST 25426

GLST 26810. A Global History of South Asia: Migration in the Age of Empire. 100 Units.

Departing from narratives that privilege the rise of a static, territorially bounded, Indian nation-state, this course will examine modern South Asian history (roughly 1600 to present) through the lens of migration and trans-regional encounters. Analyzing shifting perceptions of 'the global' as a spatial concept, we will study labor flows in the Indian Ocean, the colonial state's myriad efforts to circumscribe the movement of its subjects, and population transfers between various colonial sites. Entering the later nineteenth century, we will chart the influence of migration, both historical and contemporary, on nationalist thought; we will also discuss the issues posed by the international circulation of political dissenters. Finally, we will engage with fictional representations of the Partition of India and accounts of the social tensions stemming from South Asian immigration into Britain proper. Featuring moral reform literature, petitions, family histories, and anti-colonial tracts, this course will equip students with the skills to interrogate a range of primary sources and familiarize them with recent trends in global and colonial history.

Instructor(s): Z. Leonard Terms Offered: Autumn

Equivalent Course(s): HIST 26810, SALC 26810

GLST 27702. About Nature: From Science to Sense. 100 Units.

Consider mushrooms,' Anna Tsing (2012) suggests to those who are curious about human nature and she points to the relational and biological diversity found at the unruly edges of the global empire-the governmentalized, politicized, commoditized culture nature of capitalism. This class follows the suit, tracking the scent of what evidently remains, thrives, withdraws, overwhelms, and inspires wonder in the guises of the natural, wild, organic, or awesome.

Instructor(s): L. Jasarevic Terms Offered: Winter

Equivalent Course(s): ANTH 25117, INST 27702

GLST 27703. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.

Social thought has recently reopened the subject matter of the 'world': what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or 'collateral survival' (Tsing 2015). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the 'worlds' and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, 'minimalist metaphysics,' 'new materialisms,' 'speculative realisms,

eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.

Terms Offered: Spring

Equivalent Course(s): ANTH 25118

GLST 27704. The End Tales: Recounting, Retrieving the Altering Worlds. 100 Units.

The class seeks to explore diverse modes of recounting contemporary more-than-human worlds in the face of the dire future of the planet. Working under the rubrics of 'environmental tragedy' (Foster 2015), Anthropocene (Nimmo 2015), the 'catastrophic times,' (Stengers 2015), and the 'death of a civilization' (Dibley 2015), thinkers across the humanities and social sciences are honing conceptual resources for comprehending and communicating the consequences of the global political economy and lifestyle that destabilizes the biosphere, endangers wildlife, and fails to instill genuine changes in the face of the 'dangerous, unpredictable, and potentially catastrophic climate change' (Foster 2015). The class joins the cause but shifts attention to the empirical materials that insistently thread together the ecological with cosmological, practical with eschatological and metaphysical concerns. How can scholars listen to these overtones with a fresh attention? Could we repurpose them responsibly and productively for the task of telling and teaching about the present and contemplating the future? The class endeavors to find room for the vernacular and textual reservoirs of compelling storytelling about metaphysical meaning and cosmological relations that make-up and ruin the Earth that might be otherwise (dis)missed.

Instructor(s): Jasarevic, Larisa Terms Offered: Autumn Spring

GLST 28092. Nations and Nationalism. 100 Units.

What is a Nation? How do nations come into being? What does it mean to be a part of a national group? These questions will be explored over the quarter through close readings and discussions of both classical theories of nationalism as well as the critiques that have been leveled against them. Studying both classical and contemporary approaches to nationalism, the class will consider how scholars have grappled with the from whence and how a nationalism over time. Over the course of the quarter we will critique ideas of nationalism; consider the efficacy of nation and nationalism as categories of analysis; and will use cases from post-Soviet and post-socialist spaces to ground our discussions in the later part of the quarter, exploring narrative, performative, and material aspects of nationalism in the contemporary period.

Instructor(s): M. O'Shea Terms Offered: Spring

Equivalent Course(s): SOCI 28092

GLST 29091. Governing the Global Economy. 100 Units.

How is the global economy governed? Through what institutions, legal mechanisms, and norms? What role do Anglo-American law, international law, and other legal regimes play in the flow of capital, goods, and people across state borders? Seeking to answer these questions, this three-week intensive course draws from history, law, economics, political science, and political philosophy in order to both understand the development of global economic governance over time and critically assess what paths it might take in the future.

Instructor(s): Jonathan Levy Terms Offered: Summer

Equivalent Course(s): LLSO 29091

GLST 29430. The Planned Economy: A Global History of Central Planning, from Bismarck to the Green New Deal. 100 Units.

This course will change the way you think about politics. One of the most urgent political questions for any modern society is what economic activity to leave to private actors and what economic activity to place under state control. Today we hear much political debate over whether capitalism or socialism is superior, and what these terms mean. This debate can obscure the historical fact that many different ideological systems around the globe have experimented with highly centralized, state-directed economic organization. In what contexts have these experiments succeeded and failed? What counts as success and failure? To what extent has one experiment in central planning studied and/or learned from examples that preceded it? This course pursues these questions beginning with the origins of modern central planning in Prussia and later during World War I. It goes on to assess other experiments in central planning, including the New Deal, the Soviet Union and Maoist China; the Axis Powers of Italy, the Third Reich, and Imperial Japan; and later in the postcolonial global south from India to Ghana. The class ends by contemplating the Green New Deal and the role of central planning in the future of the United States.

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

Equivalent Course(s): EALC 29430, HIST 29430

GLST 29524. Approaches to World History. 100 Units.

What is world history? This seemingly simple question is a source of great debate, such as the heated responses to the College Board's recent decision to cut material prior to 1450 from AP World History. How we answer it says a great deal about how we view the world and history generally. This course introduces answers to this question by previous scholars and challenges students to assess how these answers relate to their own education and intellectual interests at the University of Chicago. We will touch on major approaches and trends in the growing field of world history, including civilizational studies, the 'great divergence' or 'rise of the West,' world-systems theory, environmental history, 'big history,' and the study of specific people, places, and objects in the context of world history. Students will leave with a solid grounding in one of the most vibrant and contentious fields of history today and a better understanding of the diversity of ways to situate historical narratives and current events into a global perspective.

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

Equivalent Course(s): HIST 29524

GLST 29525. The Global Life of Things. 100 Units.

We are often told that the market has taken over all aspects of our social lives. The effects of this process can be seen in the financialization of the economy, the deregulation of labor, and the exploitation of natural resources. Goods are produced on one side of the world and consumed in another. Even college students are seen as investments that accrue value. How did this happen? This course will examine the deep history of how so much of the world became commodities. Focusing primarily on the seventeenth to the nineteenth centuries, we will ask how work, time, land, money, and people were commodified. We will also consider how historians and anthropologists have told the history of global capitalism through particular commodities, including sugar, cotton, meat, grain and mushrooms. Readings will span western Europe, India, the Atlantic World, Chicago, and contemporary Japan. Periodically, we will reflect on how these histories bear on questions of labor, gender, and the environment in the present day.

Instructor(s): O. Cussen Terms Offered: Spring
Equivalent Course(s): ENST 29525, HIST 29525

GLST 29526. Politics of Commemoration. 100 Units.

Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): L. Auslander Terms Offered: Spring
Equivalent Course(s): HIST 29421, ARCH 29421, CRES 39421, ENST 29421, HIST 39421, LLSO 29421, CRES 29421, JWSC 29421

GLST 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.

The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material 'space' of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.

Instructor(s): S. Burns Terms Offered: Autumn
Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.
Equivalent Course(s): ENST 29527, EALC 29527, HIST 39527, HIST 29527, EALC 39527

GLST 29700. Reading/Research: Global Studies. 100 Units.

This is a reading and research course for independent study not related to BA research or BA paper preparation. Note/Prerequisite: College Reading and Research Course form required, along with consent of instructor and program director.

Terms Offered: Autumn Spring Winter

Prerequisite(s): GLST 23101, GLST 23102; consent of instructor and program director

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

GLST 29800. BA Thesis Seminar I. 100 Units.

This weekly seminar, taught by GLST faculty is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. Students must have approved topic proposals and faculty readers to participate in the seminar.

Instructor(s): Larisa Jasarevic, Amy Maclachlan Terms Offered: Autumn

Prerequisite(s): GLST 23101 and GLST 23102

Note(s): Required of students with fourth-year standing who are majoring in Global Studies. Students planning to graduate autumn quarter are not permitted to enroll.

GLST 29801. BA Thesis Seminar II. 100 Units.

This weekly seminar, taught by GLST faculty, offers students continued BA research and writing support. Students present drafts of their work and critique the work of their peers.

Instructor(s): Larisa Jasarevic and Amy Maclachlan Terms Offered: Winter

Prerequisite(s): GLST 29800

Note(s): Required of students with fourth-year standing who are majoring in Global Studies. Students planning to graduate winter quarter are not permitted to enroll.

GLST 29900. BA Thesis: Global Studies. 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation. Note/

Prerequisite: College Reading and Research Course form required, along with consent of instructor and program director.

Prerequisite(s): Consent of instructor and program director

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



Health and Society

Department Website: <https://voices.uchicago.edu/healthandsocietyminor/>

Program of Study

The Health and Society minor explores the social, political, and economic processes that shape individual and population health. Disability, experiences of illness, categories of disorder, ideals of well-being, and models of medical intervention can all vary between cultural settings and across history. Rapid changes in medicine and biotechnology create new understandings and expectations about illness, health, and well-being. At the same time, inequalities in access to care and in health outcomes across populations, in the United States and globally, have become important to conversations in policy and practice alike. At the individual level, how and where one lives may influence a range of conditions and outcomes including mental health, the onset of diabetes, and the length of life. Health is also influenced—in both positive and negative ways—by our relationships and social networks. Finally, people's life chances and health trajectories form within frameworks of health care policy and systems of provision and exposure to environments that reflect historical legacies, economic activity, and political choices. To understand health in its broader contexts, this minor encompasses a range of disciplines and methods in the social sciences, and differential emphases on theory, practice, and policy implications.

A minor in Health and Society will provide a background for medical school, the allied health professions, public health, health policy, health advocacy, the study of law with an emphasis on health, and doctoral work in a range of social science disciplines.

Application to the Health and Society Minor

College students in any field of study may complete a minor in Health and Society. The flexibility of this minor complements majors in any of the disciplines. Students who elect the minor program in Health and Society must contact the program administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor. The program administrator must submit approval on the form provided by the College for the minor to a student's College adviser by the Spring Quarter of a student's third year.

Summary of Minor Requirements

The Health and Society minor requires a total of five courses, including HLTH 17000 Introduction to Health and Society, which provides exposure to a range of approaches and perspectives in the social sciences, and four approved courses designated as counting toward the Health and Society minor. Please see the Approved Courses list below.

HLTH 17000	Introduction to Health and Society	100
or HLTH 17001	Introduction to Health and Society II	
Four electives chosen from the list of Approved Courses *		400
Total Units		500

* Students may only include one of the following methods courses toward the minor: ANTH 21420 Ethnographic Methods, CHDV 20100 Human Development Research Design, CHDV 20101 Applied Statistics in Human Development Research, ECON 21010 Statistical Methods in Economics, PLSC 22913 The Practice of Social Science Research, SOCI 20001 Sociological Methods, SOCI 20004 Statistical Methods of Research, SOSC 20112 Introductory Statistical Methods and Applications for the Social Sciences, or SOSC 20223 Ethnographic Research Methods.

Approved Courses

These courses may be used to satisfy the minor course requirements. Additional approved courses will be updated annually. Please check the Health and Society website (<https://voices.uchicago.edu/healthandsocietyminor/>) for complete listings and for information about current course offerings.

Up to one of the following:

ANTH 21420	Ethnographic Methods	100
CHDV 20100	Human Development Research Design	100
CHDV 20101	Applied Statistics in Human Development Research	100
ECON 21010	Statistical Methods in Economics	100
PLSC 22913	The Practice of Social Science Research	100
SOCI 20001	Sociological Methods	100
SOCI 20004	Statistical Methods of Research	100
SOSC 20112	Introductory Statistical Methods and Applications for the Social Sciences	100
SOSC 20223	Ethnographic Research Methods	100

Any of the following:

ANTH 21333	The Lived Body: Anthropology, Materiality, Meaningful Practice	100
ANTH 21345	Living with Toxins: Anthropology of Environmental Health	100
ANTH 24309	Reproductive Worlds	100

ANTH 24335	Introduction to Medical Anthropology and Critical Studies of Global Health	100
ANTH 24341	Topics in Medical Anthropology	100
ANTH 24352	Health, Value, Politics	100
ANTH 25100	Anthropology of the Body	100
BPRO 22610	Medical Ethics: Who Decides and on What Basis?	100
BPRO 22800	Drinking Alcohol: Social Problem or Normal Cultural Practice?	100
BPRO 28300	Disability and Design	100
BPRO 28900	Inequality: Origins, Dimensions, and Policy	100
CCTS 20400	Health Disparities in Breast Cancer	100
CCTS 21007	Clinical and Health Services Research: Methods and Applications	100
CCTS 21008	Health Systems in Low- and Middle-Income Countries	100
CHDV 20000	Introduction to Human Development	100
CHDV 20440	Inequality, Health and the Life Course	100
CHDV 20805	Body & Soul: The Anthropology of Religion, Health, & Healing	100
CHDV 21500	Darwinian Health	100
CHDV 23204	Medical Anthropology	100
CHDV 23301	Culture, Mental Health, and Psychiatry	100
CHDV 23305	Critical Studies of Mental Health in Higher Education	100
CHDV 23405	Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters	100
CHDV 23440	Health, Medicine, and Human Rights	100
CHDV 25250	Disability in Local and Global Contexts	100
CHDV 27860	History of Evolutionary Behavioral Sciences	100
CHSS 32000	Introduction to Science Studies	100
ECON 24450	Inequality and the Social Safety Net: Theory, Empirics, and Policies	100
ECON 27720	Economics and Regulation of Health Care Markets: Theory and Empirics	100
GNSE 12103	Treating Trans-: Practices of Medicine, Practices of Theory	100
GNSE 21301	Global Mental Health	100
HIPS 17300	Science, Culture, and Society in Western Civilization I	100
HIPS 17402	Science, Culture, and Society in Western Civilization II: History of Medicine I	100
HIPS 17501	Science, Culture, and Society in Western Civilization III	100
HIPS 29629	Tutorial: Romantic Bodies: Theater in the History of Science and Medicine	100
HIPS 29635	Tutorial: Power and Medicine	100
HIST 20111	History of Death	100
HIST 25308	Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences	100
HIST 29678	History Colloquium: Medicine and Society	100
HLTH 17001	Introduction to Health and Society II	100
HMRT 21403	Health in a Changing America: Social Context and Human Rights	100
KNOW 21408	History of Medicine	100
KNOW 27015	Graphic Medicine	100
KNOW 29901	XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S.	100
KNOW 29971	XCAP: The Experimental Capstone - What is an Intervention (for Mental Health)?	100
MAPS 32800	Experiencing Madness: Empathic Methods in Cultural Psychiatry	100
MAPS 36900	Anthropology of Disability	100
PBHS 27450	Social Inequalities in Health: Race/Ethnicity & Class	100
PBHS 28010	Introduction to Health Economics	100
PBHS 30910	Epidemiology and Population Health	100
PBHS 31900	Global Health Metrics	100
PBHS 35100	Health Services Research Methods	100
PBHS 35500	Introduction to U.S. Health Policy and Politics	100
PBPL 26690	The Politics of Health Care	100
PBPL 28925	Health Impacts of Transportation Policies	100
PHIL 21609	Topics in Medical Ethics	100

PPHA 38300	Health Economics and Public Policy	100
PPHA 38310	Healthcare and Healthcare Reform	100
PSYC 21750	Biological Clocks and Behavior	100
PSYC 22350	Social Neuroscience	100
PSYC 22580	Child Development in the Classroom	100
PSYC 23800	Introduction to Learning and Memory	100
RLST 24103	Bioethics	100
RLST 28900	Magic, Science, and Religion	100
SOCI 20001	Sociological Methods	100
SOCI 20004	Statistical Methods of Research	100
SOCI 20107	Sociology of Human Sexuality	100
SOCI 20215	Urban Health	100
SOCI 20275	Sociology of Health and Aging	100
SOCI 28080	Sociology of Medicine	100
SOSC 18100	Topics in Behavioral and Social Sciences Relevant to Medicine	100

Advising and Grading

Students who elect the minor program in Health and Society must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the Spring Quarter of a student's third year.

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.



History

Department Website: <https://history.uchicago.edu/content/undergraduate-programs> (<https://history.uchicago.edu/content/undergraduate-programs/>)

Program of Study

For decades the University of Chicago has been a leader in the study of history, through its pioneering civilization studies programs, its intensive research-based undergraduate curriculum, and its training of academic historians as both researchers and teachers. Majoring in history not only enables you to become a consumer of academic knowledge, it also prepares you to become a producer of knowledge. Undergraduate history courses first train you to explore large-scale social, cultural, and political processes by defining concrete, researchable questions. Subsequently, as a history major, you are taught how to locate the primary and secondary sources necessary to develop answers to these questions. Finally, faculty assist you in transforming your research into historical arguments that shed light on the multiple ways in which our world, our very reality, has transformed over time. History is excellent preparation for a wide field of endeavors—from law, government, and public policy to the arts and business.

Students interested in a history major should consult the associate director before the end of their second year; it is, however, possible to join the major as a third-year student.

Program Requirements

In addition to the civilization sequences, students can choose from more than eighty history courses that are offered each year to undergraduates. Some of these are introductory lectures ('Gateway courses'), others are small seminars devoted to the intense study of a particular historical moment, theme, or event. Students must take twelve courses for the history major.

Courses without a HIST number may be used only with departmental permission; students should submit a petition before the end of Winter Quarter of the fourth year to the associate director to have them considered (see Petitioning for Outside Credit). Students may use one civilization sequence (up to three courses in the same sequence) to count toward history major requirements, but only if these courses are not also being used to count toward general education requirements.

History majors currently have the option of pursuing one of two tracks: the Regular Track or the Research Track. Beginning with the Class of 2021, history majors will have the choice of three tracks: the Colloquium Track, the Capstone Track, and the BA Thesis Track. The Class of 2020 is not affected by this change.

Class of 2020 Requirements

Regular Track

Six courses in a major field	600
Six electives	600
One of the twelve courses above must be a Research Colloquium (HIST 29600s)	
Total Units	1200

Research Track

Six courses in a major field	600	
Four electives	400	
One of the ten courses above must be a Research Colloquium (HIST 29600s) §		
HIST 29801	BA Thesis Seminar I	100
HIST 29802	BA Thesis Seminar II	100
Total Units		1200

§ Students on the Research Track should complete their Research Colloquium before Spring Quarter of their third year.

Students wishing to pursue the Research Track must officially declare their intention to do so with the associate director by sixth week of Winter Quarter during their third year. Only students in the Research Track are eligible for honors.

Classes of 2021+ Requirements

Colloquium Track

Six courses in a major field	600	
Five electives	500	
One of the eleven courses above must be a Research Colloquium (HIST 29600s)§		
HIST 29803	Historiography	100
Total Units		1200

Capstone Track

Six courses in a major field	600	
Four electives	400	
One of the ten courses above must be a Research Colloquium (HIST 29600s)§		
HIST 29803	Historiography	100
HIST 29804	Capstone Seminar (Autumn)	100
Total Units		1200

BA Thesis Track

Six courses in a major field		600
Three electives		300
One of the nine courses above must be a Research Colloquium (HIST 29600s) §		
HIST 29803	Historiography	100
HIST 29801	BA Thesis Seminar I	100
HIST 29802	BA Thesis Seminar II	100
Total Units		1200

§ Students on the BA Thesis Track should complete their Research Colloquium before Spring Quarter of their third year.

Students wishing to pursue the Capstone Track or the BA Thesis Track must officially declare their intention to do so with the associate director by sixth week of Winter Quarter during their third year. Only students in the BA Thesis Track are eligible for honors.

Major Field

Students in all tracks are required to take six courses in, or directly related to, their chosen main field. Students construct the main field and choose their other courses in close consultation with the associate director, subject to final approval by the faculty chair of the Undergraduate Studies Committee.

The major field is usually defined by time and space. Examples are nineteenth- or twentieth-century US history, colonial Africa, the Atlantic world in the early modern or modern period, ancient Greece, or medieval Europe. Thematic major fields are also possible: for example, African American, Jewish, or gender history. Major fields may also be methodologically defined: for example, intellectual, economic, gender, political, or urban history. Students pursuing a major field in urban history might take courses ranging from 'Rome: The Eternal City' to 'Cities from Scratch: The History of Urban Latin America'; a focus on economic history might include 'Economic Change in China' and 'The History of US Capitalism.' In the case of thematically or methodologically defined major fields, it is particularly important to consult closely with the associate director to ensure coherence.

Electives

In addition to the six courses in the main field, students must also take a number of elective courses, which vary by track (see the summaries of requirements above). Electives should complement the main field, extend the range of your historical awareness, and explore varying approaches to historical analysis and interpretation. You are encouraged to take courses that introduce significant civilizational or chronological breadth into your studies, or a different methodology or theme than you are studying in your major field.

Research Colloquium (HIST 29600s)

Students who major in history must take at least one history colloquium, though they are welcome to take more than one. Depending on the topic, the colloquium may count as one of the six courses comprising the student's major field or as one of the history electives, depending on the relevance of the colloquium to the student's major field. Students interested in pursuing the Research/BA Thesis Track should take a colloquium prior to Spring Quarter of their third year, while those pursuing other tracks can take a colloquium at any point prior to graduation. The colloquia are offered on a variety of topics each year and enable advanced College students to pursue research projects.

These courses expose students to the methods and practice of historical research and writing. Students are required to compose an original research paper that is at least fifteen pages in length. For students who are planning to begin graduate study the year following graduation, the colloquium provides them with the opportunity to produce a writing sample based on primary sources that they can use for their applications.

Historiography (HIST 29803)

Beginning with the Class of 2021, all majors are required to take HIST 29803 Historiography. This course provides disciplinary training for majors and will be offered at least twice each academic year to ensure students are able to fulfill the requirement. It is recommended that students pursuing the Capstone Track or Research/BA Thesis Track take this course by the end of their third year. The Class of 2020 is not affected by this change.

Track Options

Regular Track (Class of 2020)/Colloquium Track (Classes of 2021+)

Students in the Class of 2020 who choose the Regular Track are required to complete twelve courses: six in a major field, and six electives. Students in the Classes of 2021+ also complete twelve courses: six in a major field, five electives, and Historiography. The Research Colloquium may count toward either the major field or the electives. These tracks are designed for students with broad-ranging interests who want to take more electives. These tracks also offer greater flexibility to take the Research Colloquium at any time before graduation.

Capstone Track

Students who choose the Capstone Track are required to complete twelve courses: six in a major field, four electives, Historiography, and one Capstone Seminar. The Research Colloquium may count toward either the major field or the electives. Capstone Track students develop and carry out an original research project that does not take the form of a BA thesis. This Capstone project allows students to draw on innovative trends within the historical discipline, such as digital history, spatial history, and public history. Projects such as a podcast, an online exhibit, or a documentary 'short' will cultivate new skills as well as new modes of communication and presentation with an eye to engaging wider audiences for students' scholarship.

Capstone Seminar (HIST 29804)

The Capstone Seminar is a one-quarter course spread out over Autumn and Winter Quarters of the fourth year. Like in the BA Thesis Track, students find and research a historical topic they find compelling, but Capstone students also determine and create the form in which they want to explore it. The seminar encourages students to think in the broadest possible terms about what form this project might take, by introducing them to historians and organizations that work in public history, documentary filmmaking, podcasts, museums, data, etc. The seminar will then guide students in the development of their individual Capstone projects.

Research Track (Class of 2020)

Students admitted to the Research Track are required to complete twelve courses for the major: six in a major field, four electives, and two BA seminars. The Research Colloquium may count toward either the major field or the elective field requirement. Students planning to pursue graduate study in history or those wishing to go into a research-intensive career, such as journalism, law, or policy analysis, are encouraged to pursue the Research Track.

BA Thesis Track (Classes of 2021+)

Students admitted to the BA Thesis Track are required to complete twelve courses for the major: six in a major field, three electives, Historiography, and two BA seminars. The Research Colloquium may count toward either the major field or the elective field requirement. Students planning to pursue graduate study in history or those wishing to go into a research-intensive career, such as journalism, law, or policy analysis, are encouraged to pursue the BA Thesis Track.

BA Thesis Seminars (HIST 29801 and HIST 29802)

With the approval of the faculty chair of the Undergraduate Studies Committee, the committee places students into a Spring Quarter BA thesis seminar before the end of Winter Quarter. In the seminar students develop a research proposal, which they submit at the end of Spring Quarter.

Students pursuing the Research/BA Thesis Track are required to take two BA thesis seminars and complete a BA thesis. The BA thesis is a three-quarter-long research project in which students develop a significant and original interpretation of a historical issue of their choosing. These are the culmination of the history program and range from forty to sixty pages in length. The BA thesis seminars assist students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques.

Students formally register for two quarters, during the Spring Quarter of their third year (HIST 29801 BA Thesis Seminar I) and Winter Quarter of their fourth year (HIST 29802 BA Thesis Seminar II), though they are also expected to be actively engaged during the intervening Autumn Quarter. Students who are out of residence in Spring Quarter of their third year take BA Seminar I in Autumn Quarter of their fourth year (see Study Abroad below). BA Thesis Seminar I meets weekly in the Spring Quarter of the third year, but only every other week during the autumn and winter terms of the fourth year. Throughout the period of researching and writing the thesis, students benefit from the company of their peers and the guidance of their preceptor. A preceptor is an advanced history graduate student who serves as the seminar instructor and as the second reader of the thesis. The student must receive a B grade in BA Seminar I to continue in the Research/BA Thesis Track and enroll in BA Seminar II.

BA Thesis

The deadline for submission of the BA thesis is the second Friday of Spring Quarter. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the associate director. Students graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify, the department establishes individual deadlines and procedures.

With approval from the undergraduate faculty chairs in two departments, history students may be able to write a BA thesis that meets requirements for a dual major. Students must consult with both chairs before the end of Spring Quarter of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Application to Research, Capstone, or BA Thesis Track

Students wishing to pursue one of these tracks must submit a major form indicating their plans as well as a short description of their proposed Capstone or BA thesis topic to the associate director by sixth week of Winter Quarter during their third year.

Students are eligible to apply for funding for summer research from the Department of History and the PRISM (Planning Resources and Involvement for Students in the Majors) program. Students are also encouraged to take advantage of funding that is available for language study abroad through the Foreign Language Acquisition Grant (FLAG) program. For details on available funding, students should consult the associate director.

Other Course Information

Course Numbering

History courses numbered 10000 to 29999 are intended primarily for College students; 10000-level courses are introductory. Some 20000-level courses have 30000-level equivalents when they are open to graduate students. To register for 20000/30000 cross-listed courses, undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49999 are intended primarily for graduate students, but are open to advanced College students with the consent of the instructor. Undergraduates registered for 40000-level courses are held to the graduate-level requirements.

Reading and Research Courses

Students interested in pursuing a program of study that cannot be met by means of regular courses have the option of devising a reading and research course (HIST 29700 Readings in History) that is taken individually and supervised by a member of the Department of History faculty. Such a course requires the approval of the associate director and the prior consent of the instructor with whom the student would like to study. Note: Enrollment in HIST 29700 is open only to students who are doing independent study that is not related to the research or writing of the BA thesis. As a general rule, only one reading and research course can be counted towards the history major.

Petitioning for Outside Credit

The Department of History offers a wide variety of courses each quarter, and majors are strongly encouraged to take history courses to fulfill the requirements of the major. In some instances, courses that originate outside the department can be used to fulfill the course requirements of the major. To receive history credit for nondepartmental courses, you must petition the Undergraduate Studies Committee for approval. A few things to keep in mind:

- Petitions must include a course description, a syllabus, and a statement of purpose that addresses the value of the course for your proposed course of study.
- Students should submit a petition before the end of Winter Quarter of the fourth year to the associate director.
- Courses taken abroad may also be used towards the major, pending approval of the petition, however more than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.
- Petitions for courses abroad must include course syllabi, descriptions, and course work.
- Generally, no more than two petitions per student will be approved.
- Documentation of approved petitions must be provided to the College adviser in a timely fashion for processing.

Grading

Courses counting towards the history major are normally taken for quality grades. The History Research Colloquium (HIST 29600s), HIST 29801 BA Thesis Seminar I, and HIST 29802 BA Thesis Seminar II must be taken for quality grades. In exceptional circumstances, students who are majoring in history may petition to allow a course taken for a pass/fail grade to count towards the requirements of the major. Students wishing to do so should consult with the associate director. A pass grade is to be given only for work of C- quality or higher. Students should also consult with their College adviser about the appropriateness of pass/fail grading options in their larger program of study.

Honors

Students pursuing the Research/BA Thesis Track who have done exceptionally well in their course work and have written an outstanding BA thesis are recommended for honors. Candidates must have an overall GPA of 3.0 or higher and a GPA of 3.7 or higher in the twelve courses counting towards the major. Readers submit BA theses for departmental honors that they judge to be of particular distinction. If the department concurs, the student is awarded honors. Students who fail to meet the deadline for submission of the BA thesis are not eligible for honors consideration.

Double Major

Students planning to double major in history and another discipline are encouraged to do so, with the following stipulations:

- Double counting: Courses that are cross-listed with another department may be used for both majors.
- BA thesis and seminar: Double majors pursuing the Research Track must fulfill the requirements pertaining to the BA thesis, including taking part in the BA seminar.

Minor in History

Students specializing in all disciplines are welcome to minor in history. Majors in such fields as global studies, political science, public policy studies, economics, and philosophy find that a history minor complements their major by providing a historical understanding of social, cultural, political, and economic issues, while those majoring in such disciplines as mathematics and the sciences use the minor to explore a different area of interest and to develop their humanistic understanding of the world. Students may choose to take courses in a variety of fields, time periods, and thematic topics, with the aim of developing a broad understanding of historical change across time and space, or they may choose to focus specifically on a more narrowly defined field of interest.

Students wishing to pursue the minor should contact the associate director and complete the minor declaration form no later than the end of the third year. The associate director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Requirements

The history minor requires a total of six courses chosen in consultation with the associate director. All minors beginning with the Class of 2021 are required to take HIST 29803 Historiography, as one of their six courses. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors; (2) may not be counted toward general education requirements; (3) may not be petitioned in from other departments; (4) must be taken for quality grades; and (5) must consist of more than half of the courses bearing University of Chicago course numbers.

Study Abroad

The Department of History strongly supports study abroad. The course work requirements have been arranged to make this possible, but prior planning is required, especially for those pursuing the Research Track. If at all possible, it is best to study abroad during Autumn and/or Winter Quarters of the third year. However, if a full-year study abroad experience is desired, that is still compatible with the Research/BA Thesis Track. One section of the BA seminar (combining requirements of BA Seminar I and II in an accelerated manner) meets in Autumn Quarter to accommodate fourth-year students who have been abroad third year; these students register for BA Seminar II with the rest of their third-year cohort. All Research/BA Thesis Track history majors are required to be on campus for Autumn and Winter Quarters of their fourth year in order to complete the BA thesis.

History Courses

HIST 10101-10102-10103. Introduction to African Civilization I-II-III.

African Civilization introduces students to African history in a three-quarter sequence. Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

HIST 10101. Introduction to African Civilization I. 100 Units.

Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): ANTH 20701, MDVL 10101, CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.

Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.

Instructor(s): K. Hickerson Terms Offered: Winter

Equivalent Course(s): CRES 20802, ANTH 20702

HIST 10103. Introduction to African Civilization III. 100 Units.

Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of person-hood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.

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

Equivalent Course(s): ANTH 20703, CRES 20303

HIST 10800-10900. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HIST 10800. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): ANTH 24101, MDVL 20100, SALC 30100, SOSC 23000, SALC 20100

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, SOSC 23100, SALC 20200

HIST 11301. Global British Empire to 1784: War, Commerce, and Revolution. 100 Units.

This course traces the origins, development, and revolutionary transformation of the British Empire. Students will explore the English Civil War, King Philip's War, Bacon's Rebellion, the development of slavery, the Revolution of 1688, the making of British India, the rise of Irish discontent, the Scottish Jacobite Rebellions, the causes of the American Revolution, and the transformation of the British Empire into an authoritarian state. Students will read selections from Locke, Defoe, Swift, Franklin, Burke, and many others.

Instructor(s): S. Pincus Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): LLSO 21301

HIST 12001. Medieval History: Theories & Methods. 100 Units.

This course will introduce students to research methods and historical theories that are central to the field of medieval European history (500-1500 AD). The first section of the course is designed to give students a grounding in some of the most important historical narratives (political, social, economic, religious, intellectual, cultural) about the medieval period. Students will then spend the middle weeks of the quarter exploring the different types of original sources (written and non-written) that historians use to conduct research on the Middle Ages. This section of the course will include class time at the Regenstein Library's Special Collections Research Center. In the final weeks, we will concentrate on some of the scholarly debates that have shaped the modern field of medieval history. Grades will be determined on the basis of a midterm exam, a final exam, two short papers, and classroom discussion.

Instructor(s): J. Lyon Terms Offered: Autumn

Note(s): No prior knowledge of medieval European history is required; the course is open to all undergraduates.

Equivalent Course(s): MDVL 12001

HIST 12203. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.

Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy's entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). This is a History Department Gateway course. First-year students and non-History majors welcome.

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

Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 (sect 53) Reading and Research: History.

Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): MDVL 12203, CLCV 22216, SIGN 26034, FNDL 22204, ITAL 16000, KNOW 12203, RLST 22203

HIST 12700-12800. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

HIST 12700. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21100, MUSI 12100

HIST 12800. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): MUSI 12200, SOSC 21200

HIST 13001-13002-13003. History of European Civilization I-II-III.

Has Europe ever been civilized? This sequence, which satisfies the general education requirement in civilization studies, invites students to discuss the simultaneously creative and destructive forces inherent in centuries of European history. While resisting shallow critiques and caricatures of Europe's role in the world, students examine in depth major themes in the history of European ideas about civilization, including the interplay of faith, reason, and secularism; the individual, family, and mass society; and monarchy, revolution, and democracy. Students not only grapple with big questions and transformative ideas but also consider unique perspectives and ordinary people by reading a variety of different kinds of historical evidence. The sequence provides students with foundational skills and knowledge for the University of Chicago general education core curriculum more broadly, which owes much of its intellectual project to European ideas of knowledge and education. In keeping with the traditions of the core curriculum, students contextualize and interrogate sources in small, rigorous, and textually immersive classes. Learn to think historically! There are three parts to this sequence. Parts I and II cover the period from approximately the fall of Rome to the present and should be taken in sequence in the Autumn-Winter or Winter-Spring Quarters. The optional Part III treats specialized topics in greater depth in the Spring Quarter.

HIST 13001. History of European Civilization I. 100 Units.

The first part of the sequence examines the period from approximately 500 to 1700 in European history. It challenges students to question two-dimensional, rigid narratives about the fall of Rome, the Dark Ages, the Renaissance and Reformation, and the early Enlightenment by reading historical sources with empathy and attention to their authors' own perspectives. For example, we explore the entanglement of the political, economic, and religious by reading a chronicle written by a monk; we examine gender relations and daily life by reading men's and women's personal letters; and we investigate the earliest contacts between Europeans and the peoples of the Americas by reading eyewitness accounts of their interactions. In the process of recovering the lived experiences of medieval and early modern Europeans, the course engages with the sophisticated societies and cultures of premodern Europe, which many subsequent generations post-1700 would come to label backwards and uncivilized.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Students must take a minimum of two quarters of European Civilization to fulfill the general education requirement; register for the same section each quarter.

HIST 13002. History of European Civilization II. 100 Units.

The second part of the sequence examines the period from approximately 1700 to the present in European history. Major topics include the Enlightenment, the French Revolution, industrialization, the world wars, and the European Union. This course challenges students to do more than simply define conceptual terms like imperialism, nationalism, liberalism, capitalism, and communism. We situate these and other grand narratives in new ideas of progress, new technologies and forms of knowledge production, and the material transformations of everyday life. Changes in media (newspapers, radio, films, etc.) and the rise of mass production and consumption in these centuries were both the cause and effect of many of the events we will be discussing. Sources include nineteenth-century novels, eyewitness accounts to revolution and the Holocaust, and speeches and manifestos of the political and cultural avant-garde. Throughout the course, we will continuously examine the paradoxes that have shaped modern Europe: its resilience and fragility, its great experiments in liberty and tragic acts of violence.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): HIST 13001

HIST 13003. History of European Civilization III. 100 Units.

Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. In the third part of the History of European Civilization sequence, students will have the opportunity to explore in greater depth a particular aspect of European history. Topics in recent years have included 'The Enlightenment: Foundations and Interpretations,' 'Women, Piety, and Heresy in Premodern Europe,' 'Crusades: History and Imagination,' 'Crossing the Channel: England and France,' and 'Church and State in European History.' Students should refer to <https://history.uchicago.edu/content/courses> for course titles and topic descriptions.

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

Prerequisite(s): For the 3-qtr sequence register for HIST 13003 after completing HIST 13001-13002. Only HIST 13001-13002 complete the 2-qtr sequence.

Note(s): Students may not combine HIST 13003 with one other quarter of European Civilization to fulfill the general education requirement. Spring 2021 topics: (section 1) Women, Piety, and Heresy in Premodern Europe; (section 2) Crossing the Channel: England and France

HIST 13100-13200-13300. History of Western Civilization I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence.

HIST 13100. History of Western Civilization I. 100 Units.

This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing texts produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E, and (3) to assist them in discovering the developmental connections between these various epochs. 13100: The first course focuses on the history of Classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to <https://canvas.uchicago.edu/> and check the page for this course for the first day's reading assignment; you will be expected to be prepared.

Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer

Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.

This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing texts produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E, and (3) to assist them in discovering the developmental connections between these various epochs. 13200: The second course explores major themes in the Middle Ages, the Renaissance, and the Reformation. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to <https://canvas.uchicago.edu/> and check the page for this course for the first day's reading assignment; you will be expected to be prepared.

Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter

Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.

This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing texts produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E, and (3) to assist them in discovering the developmental connections between these various epochs. 13300: The third course undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence concludes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians.

This sequence fulfills the general education requirement in civilization studies. Students should log on to <https://canvas.uchicago.edu/> and check the page for this course for the first day's reading assignment; you will be expected to be prepared.

Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring Summer

Prerequisite(s): These courses must be taken in sequence.

HIST 13500-13600-13700. America in World Civilization I-II-III.

The America in World Civilization sequence is nothing like your high school history class, for here we examine America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the qualitative methodology of historical thinking. It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III). This sequence meets the general education requirement in civilization studies.

HIST 13500. America In World Civilization I. 100 Units.

America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.

The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women's rights and antislavery; the development of industrial capitalism; urbanism and social inequality.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13700. America in World Civilization III. 100 Units.

The third quarter America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America's role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13900-14000-14100. Introduction to Russian Civilization I-II-III.

This three-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization.

HIST 13900. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 24000, REES 26011

HIST 14000. Introduction to Russian Civilization II. 100 Units.

The second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, R. Bird Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 24100, REES 26012

HIST 14100. Introduction to Russian Civilization III. 100 Units.

The third quarter of Russian Civilization is a new (2020) addition to the curriculum. When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. In spring 2021 this course will explore the nature of state socialism, or 'communism'-the political and economic system that governed

much of the world's population during the twentieth century-and the transition from that system to alternative modes of governance. Course material will emphasize the experience of the (former) Soviet Union and Eastern Europe, where communism as a system has disappeared most completely, but many of the lessons of transition apply also to China, Vietnam, North Korea, and Cuba. A nontrivial portion of the course covers the nature of communism, as both the tasks and obstacles of transition are determined in part by the character of the previous system. However, the bulk of the material addresses postcommunist policies, institutions, and outcomes.

Instructor(s): S. Gehlbach Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.

Equivalent Course(s): SOSC 24200, REES 26015

HIST 14302. Early Modern China: An Age of Global Transformation, 1500-1800. 100 Units.

The period between 1500 and 1800 was pivotal in the emergence of the modern world. We tend to focus on Europe and the Americas when we think of the changes that occurred in this period. However, this was also an age of dramatic transformation for China in ways that were connected and/or similar to changes unfolding elsewhere. After reviewing how the legacy of the Mongol conquests shaped early modern Eurasia, we will examine a series of intertwined developments that were characteristic of not only China but also global experiences in this period: population growth, expanded commercial activity, silver imports from the Americas, and the adoption of 'New World' crops, such as maize and sweet potatoes. We will then look at how new intellectual currents and major shifts in government policies responded to these new social and economic realities. We will examine two developments-print culture and colonialism-that play important roles in narratives of early modern European history but are no less applicable to Chinese history. Our course will end with a consideration of how the growth of the early modern period generated not only tremendous wealth but also considerable political and ecological challenges that modern actors would struggle to overcome. For the final project, students will design a museum exhibit that focuses on one aspect of China's early modern history and underscores the global interconnectedness of this period.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): GLST 24302, ENST 24302, EALC 14302

HIST 14303. Modern Korean History. 100 Units.

This course focuses on the modern history of a country that is well known for shifting its course at dizzying speed. Beginning with the last monarchic dynasty's 'opening' to the world in the late nineteenth century, the course will move on to deal with radical transformations such as Japanese colonization and Korea's subsequent liberation in 1945; the civil war, national division, and dictatorship in the two Koreas; and the economic miracle and democratization in the South and nuclear development in the North. How do we understand recent events, such as the South Korean president's impeachment in 2017 and the North Korean leader's high-profile diplomatic *détentes* in 2018? Do they come out of nowhere, or can we find an underlying consistency based on an understanding of the long twentieth century? Through a careful study of Korea's modern history, this course is designed to reveal the longer trajectories of Korea's historical development, showing how the study of this contentious peninsula becomes a study of modern world history.

Instructor(s): J. Jeon Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): EALC 14303, GLST 24303

HIST 15100-15200-15300. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present. Taking these courses in sequence is not required.

HIST 15100. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 10800, CRES 10800, SOSC 23500

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): J. Ketelaar Terms Offered: Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, CRES 10900, EALC 10900

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): J. Jeon Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, CRES 11000, SOSC 23700

HIST 15602-15603-15604. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

HIST 15602. Ancient Empires I. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of 'empire' itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20011, CLCV 25700

HIST 15603. Ancient Empires II. 100 Units.

The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Equivalent Course(s): CLCV 25800, NEHC 20012, MDVL 20012

HIST 15604. Ancient Empires III. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, NEHC 20013

HIST 15611. Islamicate Civilization I: 600-950. 100 Units.

This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): MDVL 20201, NEHC 30201, ISLM 30201, RLST 20201, HIST 35621, NEHC 20201

HIST 15612. Islamicate Civilization II: 950-1750. 100 Units.

This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi'i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the 'gunpowder empires' of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.

Instructor(s): Franklin Lewis Terms Offered: Winter

Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-I (NEHC 20601), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): ISLM 30202, MDVL 20202, RLST 20202, NEHC 30202, HIST 35622, NEHC 20202

HIST 15613. Islamicate Civilization III: 1750-Present. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the 'modern' Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): ISLM 30203, HIST 35623, RLST 20203, NEHC 30203, NEHC 20203

HIST 16101-16102-16103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

HIST 16101. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.

Instructor(s): Emilio Kourí Terms Offered: Autumn

Equivalent Course(s): CRES 16101, LACS 16100, HIST 36101, SOSC 26100, ANTH 23101, LACS 34600

HIST 16102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

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

Equivalent Course(s): PPHA 39770, CRES 16102, HIST 36102, ANTH 23102, LACS 34700, LACS 16200, SOSC 26200

HIST 16103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): B. Fischer Terms Offered: Spring

Equivalent Course(s): HIST 36103, PPHA 39780, CRES 16103, LACS 34800, SOSC 26300, ANTH 23103, LACS 16300

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. It surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

HIST 16700. Ancient Mediterranean World I: Greece. 100 Units.

This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.

Instructor(s): C. Kearns Terms Offered: Autumn

Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.

Part II surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus will be upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire. The course will also cover the questions of social organization (free and unfree people, foreigners), gender relations, religion, and specific forms of the way of life of the Romans. It will be based both on lectures and on discussions of textual or archaeological documents in smaller discussion groups.

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

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

Part III examines late antiquity, a period of paradox. The later Roman emperors established the most intensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims. Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.

Instructor(s): R. Payne Terms Offered: Spring
 Equivalent Course(s): CLCV 20900, MDVL 16900

HIST 17410–17411, HIST 17510–17512 (HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503) Science, Culture, and Society in Western Civilization

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

HIST 17310. Science, Culture, and Society in Western Civilization I: Greek & Roman Science. 100 Units.

This undergraduate core course represents the first quarter of the Science, Culture, and Society in Western Civilization sequence. Taking these courses in sequence is recommended but not required. This quarter will focus on aspects of ancient Greek and Roman intellectual history, their perceived continuities or discontinuities with modern definitions and practices of science, and how they were shaped by the cultures, politics, and aesthetics of their day. Topics surveyed include history-writing and ancient science, the cosmos, medicine and biology, meteorology, ethnography and physiognomics, arithmetic and geometry, mechanics, taxonomy, optics, astronomy, and mechanical computing.

Instructor(s): J. Wee Terms Offered: Autumn. Offered Autumn 2020
 Equivalent Course(s): HIPS 18300

HIST 17410. Science, Culture, and Society in Western Civilization II: Renaissance to Enlightenment. 100 Units.

This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.

Instructor(s): R. Richards Terms Offered: Autumn. Course was offered in Autumn 2019.
 Equivalent Course(s): KNOW 18400, HIPS 18400

HIST 17411. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.

This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.

Instructor(s): M. Rossi Terms Offered: Autumn. Course was offered in Autumn 2019
 Equivalent Course(s): HIPS 18401

HIST 17511. Science, Culture, and Society in Western Civilization III: History of Medicine 1900-Present. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since 1900. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

Instructor(s): M. Rossi Terms Offered: Winter. Course was offered in Winter 2020
 Equivalent Course(s): HIPS 18501

HIST 17512. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.

This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Course was offered in Spring 2020.
 Equivalent Course(s): HIPS 18502

HIST 17513. Science, Culture, and Society in Western Civilization III: History of Social Science. 100 Units.

'Social Science' now is generally used to refer to the various disciplines devoted to the study of humanity in its social manifestations: sociology, social and cultural anthropology, economics, political science, geography, and history. But these disciplines employ radically different methodologies, rooted in distinct histories. While positive social science and the application of statistics to society began in the context of French Revolutionary nation-building, ethnographic methods emerged in the very different context of British imperial encounters with 'exotic' cultures. In the midst of a growing interest in 'society' and 'culture,' distinct methodological schools with competing social and cultural ontologies and methodologies emerged across Europe. This course studies these traditions, and their development in the social and cultural contexts of revolution, empire, racial justice, and disciplinary institutionalization.

Instructor(s): P. Mostajir Terms Offered: Autumn Spring. Offered in Autumn and Spring 2021
 Equivalent Course(s): HIPS 18503

HIST 17606. American Revolutions. 100 Units.

In 1750, 'British America' was a diverse and fractious collection of colonies huddled along the eastern seaboard, on the margins of the churning waters of the Atlantic world. Forty years later, thirteen of those remote American settlements had become, through rebellion and war, into a revolutionary nation. The traumatic passage of this transformation established the world's first modern republic and set in motion an age of democratic revolutions that reverberated in Europe, the Caribbean, Latin America, and western North America. This course explores this remarkable epoch in early American history. Topics include the first global military struggle (the Seven Years War); the transformation from scattered urban riots against taxes into a rebellion against the world's strongest imperial power; the everyday experience of occupation, insurgency, and civil war; Black and Native American struggles for independence; experiments in women's rights, radical democracy, and religious freedom; the fragility of the new union and the ragged road toward a federal nation-state; and the revolutionary idealism that inspired revolutions in France, Haiti, and the Americas, with consequences that shaped the early United States and all its diverse peoples. Grades will be based on three short papers and one final paper. This lecture course is open to non-History majors and does not presume any previous history coursework.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): AMER 17606, CRES 17606, LLSO 27606

HIST 17805. America in the Twentieth Century. 100 Units.

This is a thematic lecture course on the past 115 years of US history. The main focus of the lectures will be politics, broadly defined. The readings consist of novels and nonfiction writing, with a scattering of primary sources. Assignments: Three 1,500-word papers.

Instructor(s): J. Dailey Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): AMER 17805, LLSO 25904

HIST 18101. Democracy in America? 100 Units.

This course will explore the unlikely career of democracy in US history. Throughout its past, the United States has been defined by endless and unpredictable struggles to establish and extend self-government of one kind or another—even as those struggles have encountered great resistance and relied on the exclusion or subordination of some portion of society to underwrite expanding freedom and equality for those enjoying the fullest benefits of citizenship. American democracy has also relied on a conceptual separation between state and society that has necessarily broken down in practice, as political institutions produced and sustained economic forms like slavery or the corporation, social arrangements like the family, and cultural values such as freedom—even as private interests worked their reciprocal influence over public institutions. Over the course of the quarter we will explore this contested history of democracy in America through a close reading of classic texts, including Tocqueville's famous study, contextualized by the most current historical scholarship. Small, incremental writing assignments and individual presentations will culminate in a final essay that can emphasize philosophical/theoretical or historical/empirical questions according to students' interests. Students will also have the option of conducting their own original research to satisfy some portion of the coursework, which may lead to subsequent internship opportunities with relevant faculty.

Instructor(s): J. Sparrow Terms Offered: Spring

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): LLSO 28101

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

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

HIST 18301. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

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

Equivalent Course(s): SOSC 24001, CRES 24001, ANTH 24001

HIST 18302. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): ANTH 24002, CRES 24002, SOSC 24002

HIST 18303. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

HIST 18600. United States Labor History. 100 Units.

This course explores the history of labor and laboring people in the United States. It will consider the significance of work from the vantage points of law, culture, and political economy. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace. The course is intended for freshmen through seniors, as well as majors in history and in other disciplines.

Instructor(s): A. Stanley Terms Offered: Autumn

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HMRT 28600, LLSO 28000, GNSE 28603

HIST 18702. Race, Politics, and Sports in the United States. 100 Units.

Kneeling or standing for the national anthem? Breaking the glass ceiling, coming out of the closet, or crossing the color line in sports? This course will take up the question of why sports are so central to American identity and what historic role sports and athletes have played in American political life. Muhammad Ali, Billie Jean King, Jackie Robinson, and Bill Russell are only a few of the athletes who fought for freedom, inclusion, and equality in sports and American life. Through close critical readings of popular and scholarly writing, memoirs, and visual culture (film and television), we will examine the seminal overlapping events in sports history and American history to understand the collision and convergence of our politics and sports culture.

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

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): CRES 18702

HIST 18804. America in the Nineteenth Century. 100 Units.

This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries' attempts to seize upon or challenge the nation's commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?

Instructor(s): N. Maor Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CRES 18804, AMER 18804, GNSE 18804, LLSO 22106

HIST 18806. Introduction to Black Chicago, 1893-20. 100 Units.

This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.

Instructor(s): A. Green Terms Offered: Autumn

Equivalent Course(s): CRES 18806, LLSO 28806, AMER 18806

HIST 18901. Inequality, Politics, and Government in US History. 100 Units.

This class explores the relationship between social inequality and political democracy in US history. How have American political institutions dealt with and reflected the contradictions of 'all men are created equal'? What is the meaning of political citizenship in a socially stratified society? How have social movements and conflicts shaped the institutions of state and the meaning of citizenship? The class touches on slavery and freedom; land and colonialism; racial discrimination; labor relations; gender and sexuality; social welfare policy; taxation and regulation; urban development; immigration; policing and incarceration. Assignments: One primary document analysis (2-3 pages), one secondary reading paper (3-5 pages), and a final paper analyzing a particular political movement, conflict, or policy (10-12 pages).

Instructor(s): G. Winant Terms Offered: Spring

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): GNSE 18901, AMER 18901, LLSO 18901, CRES 18901

HIST 20110. Trans-Saharan Africa. 100 Units.

Should Mediterranean and sub-Saharan Africa be treated as one or two historical units? What was the global and regional significance of medieval and early modern trans-Saharan caravan trade? How are we to understand the vast empires that sprang up in the West and Central Sudan during this era? How and in what form did Islam and the broader culture that accompanied it spread across this entire region? What was the role of slavery in the economic and cultural development of both North and West-West Central Africa? To what extent did European colonial rule and its aftermath alter or encourage the social and cultural processes initiated by trans-Saharan contacts? We will consider these questions in this course, which will mix lectures on Tuesdays with discussion of readings on Thursdays. Assignments: Two short 3-5-page critical papers on specialized readings and one longer final essay of 10-12 pages.

Instructor(s): R. Austen Terms Offered: Spring

Equivalent Course(s): HIST 30110, CRES 30110, CRES 20110

HIST 20312. Imperialism before the Age of Empires? 100 Units.

This course offers a critical analysis of the use of concepts such as empire and imperialism in the historiography of ancient Mesopotamia to address political formations that developed (and vanished) from the Early to Late Bronze Ages (mid-3rd to late-2nd millennium BCE). Drawing from theoretical studies on imperialism and the imperial constructions that developed in the Iron Age and beyond (starting with the Neo-Assyrian and Neo-Babylonian empires), this seminar will explore the nature of power, control, and resource management in these early formations, and how they qualify (or not) as imperial policies. Students will address a substantial part of Mesopotamian history (from the Sargonic down to the Middle Assyrian and Babylonian periods) and study in depth some key historiographical issues for the history of Early Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, readings of secondary literature in common academic languages (especially French and German) are to be expected. This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and MA program in the CMES.

Instructor(s): Hervé Reculeau Terms Offered: Winter

Equivalent Course(s): NEHC 20737, HIST 30312, NEHC 30737

HIST 20507. The Idea of Freedom in Antiquity. 100 Units.

Freedom may be the greatest of American values. But it also has a long history, a dizzying variety of meanings, and a huge literature. This course will be an introduction to critical thinking on freedom (primarily political freedom) with an emphasis on Greco-Roman texts. The first half of the class will focus on Greek authors, including Herodotus, Euripides, and Aristotle. The second half will focus on Roman authors, from Cicero to Livy to Tacitus. The ancient texts will be supplemented by modern literature on freedom, such as John Stuart Mill and Isaiah Berlin.

Instructor(s): A. Horne Terms Offered: Autumn

Equivalent Course(s): CLAS 34319, CLCV 24319, HIST 30507, LLSO 24319

HIST 20902. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.

Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of 'barbarians' entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least, on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns—especially nationalism—that have often shaped historical accounts of ethnogenesis in the period as well as bio-historical approaches—such as genetic history—that sometimes sit uneasily with the recent advances of historians.

Instructor(s): R. Payne Terms Offered: Autumn

Prerequisite(s): Open to advanced undergraduates and graduate students.

Equivalent Course(s): LLSO 20902, CLCV 23718, HIST 30902, NEHC 20802, MDVL 20902, CLAS 33718, NEHC 30802

HIST 21404. Britain in the Age of Steam 1783-1914. 100 Units.

Britain in the Victorian era rose to global dominance by pioneering a new fossil fuel economy. This course explores the profound impact of coal and steam on every aspect of Victorian society, from politics and religion to industrial capitalism and the pursuit of empire. Our historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through comparison with Victorian energy use. Assignments include short essays based on energy 'field work' and explorations in material culture.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring

Equivalent Course(s): LLSO 21404, HIST 31404, ENST 21404, CHSS 31404, HIPS 21404

HIST 21405. Inventing Race in the British Empire. 100 Units.

This course reveals how the British encounter with racial difference in the Caribbean, Australasia, and India could both validate and subvert the project of empire-building. We will begin by examining the ways in which ethnographical and anthropological societies in the metropole clashed over the question of racial differentiation in the nineteenth century. We will then determine how these 'scientific' theories of race were deployed in colonial settings; did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? By investigating how an array of actors instrumentally invoked race to accomplish specific objectives, we will further

deconstruct the narrative of a unitary, overarching 'civilizing mission.' A host of primary sources, including anthropological treatises, missionary accounts, public speeches, and fictional works, will aid us in this pursuit.

Instructor(s): Z. Leonard Terms Offered: Spring

Equivalent Course(s): CRES 21405, SALC 21405, GLST 21405

HIST 22019. Grey Zones: Ethics and Decision-Making in the Holocaust. 100 Units.

How do ordinary men become ruthless killers? What constitutes 'collaboration' or 'resistance' in the context of total war and genocide? How can we analyze human behavior in a world where normal rules of ethical conduct do not apply? Nearly 75 years after the liberation of Auschwitz, the Holocaust still stands as a touchstone in debates about ethics, morality, agency, historical memory, democracy, citizenship, and human rights. This course is foregrounded in the notion that human behavior during Holocaust cannot be understood through the extreme binaries of good and evil, or black versus white. Rather, we will explore the complexities and nuances of human behavior in extremis. Through a series of case studies, we will focus on the experience and behavior of six (sometimes overlapping) groups of people: perpetrators, victims, bystanders, collaborators, resisters, and rescuers. In doing so, we will pay close attention to the moral considerations and ethical dilemmas that influenced their decision-making, as well as the ways in which gender, class, age, ethnicity, and political and religious ideology influenced these choices. At the same time, we will examine the effects that strategic considerations, as well as actual, available options, had on human behavior during this momentous state-sponsored genocide. In grappling with the dilemmas of human agency, we will critically evaluate the changing meanings of human rights, choice, trauma, and survival throughout the course of the Holocaust.

Instructor(s): Anna Band, Graduate Lecturer Terms Offered: Autumn

Equivalent Course(s): JWSC 28315, HMRT 28315

HIST 22121. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair—a central theme in the writings of many women and men, secular and religious—and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

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

Equivalent Course(s): RLST 21330, MDVL 21330, GNSE 21330

HIST 22207. The Social History of Alcohol in Early Modern Europe. 100 Units.

This course will examine the multifaceted role that beer, wine, cider, and spirits played in European society and will challenge students to consider how a seemingly familiar commodity was a key component in shaping early modern social relations. It will focus on several major themes that have guided historical inquiry and show how hard drink intersects with and entangles these histories. Major themes will include alcohol and gender relations; state legality and taxation; moral policing; environmental projects and crises; labor and technology; and colonialism. Using both primary and secondary sources will push students to look below the surface to see how drink alternately challenged or reinforced social hierarchies, much as it continues to do in the present time.

Instructor(s): C. Rydell Terms Offered: Winter

Equivalent Course(s): HIPS 22207, HLTH 22207

HIST 22310. The Commons: Environment and Economy in Early Modern Europe. 100 Units.

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

Instructor(s): O. Cussen Terms Offered: Winter

Equivalent Course(s): HIPS 22310, ENST 22310, LLSO 22310

HIST 23103. East Central Europe, 1880-Present. 100 Units.

The past 150 years have brought democratization, mass politics, two violent world wars, and no less than four different political regimes to the lands between Germany and the Soviet Union. The focus of this course will be on the forces that have shaped Eastern European politics and society since the 1880s. How and why was a multinational and multilingual empire transformed into self-declared nation states? How has mass migration reshaped East European societies? What were the causes and consequences of ethnic cleansing in East Central Europe? How did the experience of total war transform the states and societies? How did citizens respond to and participate in the construction of socialist societies after the Second World War? And finally, what changes and challenges has the transition from socialism to capitalism brought to the region since 1989? The course will focus on the Habsburg Monarchy and its successor states, particularly Czechoslovakia, Poland, and Hungary, with occasional discussion of the former Yugoslavia and Romania. Assignments: Three short papers (5-6 pages).

Instructor(s): T. Zahra Terms Offered: Winter

Equivalent Course(s): LLSO 23103, HIST 33103

HIST 23210. Urban Core in Paris. 100 Units.

This course is both an introduction to how historians think about cities and a history of cities from the Middle Ages through the Cold War. Most of the examples are drawn from Europe, with a special focus for the version of the course taught in Paris on that city, but significant attention is given to Africa and the United States. The course is chronological in organization, but each class also focuses on a different theme, such as the place of politics, industrial development, migration, culture, and commerce in the transformation of urban forms and experiences.

Instructor(s): L. Auslander Terms Offered: Winter

Prerequisite(s): Admission to the Paris: Social Sciences Urbanism program

HIST 23400. Sex in Twentieth-Century Europe. 100 Units.

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

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

Equivalent Course(s): GNSE 23490, HLTH 23400, HIPS 23410, HMRT 23400

HIST 23414. Central Europe, 1740 to 1918. 100 Units.

The purpose of this course is to provide a general introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1740 until 1914. The course will be evenly balanced between consideration of the history of Prussia and later of kleindeutsch Germany, and of the history of the Austrian lands. A primary concern of the course will be to identify and to elaborate key comparative, developmental features common both to the German and the Austrian experience, and, at the same time, to understand the ways in which German and Austrian history manifest distinctive patterns, based on different state and social traditions. There is no language requirement, although students with a command of German will be encouraged to use it.

Instructor(s): J. Boyer Terms Offered: Spring

Prerequisite(s): Consent of instructor; third- and fourth-year undergraduates & first-year graduate students who have not yet had a general introduction to eighteenth- & nineteenth-century Central European history.

Equivalent Course(s): HIST 33414

HIST 23517. The Authoritarian Personality: History and Theory. 100 Units.

Can you pick a fascist out of a crowd? Can crowds turn ordinary people into authoritarian zombies? This course offers an overview of the development of psychological research into authoritarianism. Our inquiry will unfold in three stages. Part I (Weeks 1-3) examines the emergence of the authoritarian personality - in rumor and reality - in interwar Europe. Part II (4-7) looks at texts that prepared the ground for Adorno's infamous Authoritarian Personality (1950). Part III (7-10) deals with the search for anti-authoritarian personalities and scholars updating this research to respond to contemporary political developments.

Instructor(s): David Gutherz Terms Offered: Winter. This course will be taught winter 2020

Equivalent Course(s): SCTH 20667

HIST 23518. Colloquium: How to Be Good. 100 Units.

Medieval Christians understood virtue as both a habit and a gift of grace. In this course, we will test this understanding by comparison with the definitions of virtue found in three complementary traditions: Greek, Jewish, and Confucian. Readings will be taken from the New Testament, Thomas Aquinas, Aristotle, Plato, the Torah, the Talmud, and the Analects. Our purpose will be to discover how each of these systems of training the soul works, along with their similarities and differences.

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

Equivalent Course(s): FNDL 23518, MDVL 23518, HIST 33518

HIST 23706. The Soviet Union. 100 Units.

This lecture course surveys the making and unmaking of the Soviet Union as a society, culture, economy, superpower, and empire from 1917 to 1991. The Soviet Union began as an unprecedented radical experiment in remaking society and economy, ethnic and gender relations, personal identities, even human nature, but in the course of its history, it came to resemble other (capitalist) societies, sharing, in turn, their violence, welfare provisions, and consumerism. The story of this transformation-from being unique and exhilarating to being much like everyone else, only poorer and more drab-will be at the center of our exploration. The main themes of the course include social and cultural revolutions; ideology and the role of Marxism; political violence from the birth of the socialist state to the end of the Stalin terror; origins, practices, aesthetics, legacies, and critiques of Stalinism; law, dissent, and human rights; nationality policies and the role of ethnic minorities; the economy of shortages and the material culture it created; institutions of daily life (communal apartments, courtyards, peasant markets, dachas, and boiler rooms); socialist realism and the Soviet dreamworld.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): REES 23706

HIST 24001. Love and Eros: Japanese History. 100 Units.

An examination of cultural forms of affection and the erotic throughout history on the Japanese archipelago. Materials from ancient myth-historical, aristocratic-literary, Buddhist-devout, Confucian-chaste, and commercialized-erotic imaginations (along with others) will be examined. Several film screenings required.

Instructor(s): J. Ketelaar Terms Offered: Winter

Note(s): Familiarity with Japanese history and language helpful but not required.

Equivalent Course(s): GNSE 34001, EALC 34001, GNSE 24001, HIST 34001, EALC 24001

HIST 24212. Family, State, and Community in China, 1750-Present. 100 Units.

Upper-level undergraduate course, combining lectures, discussions, and other formats (e.g., group projects) as appropriate. No previous background in Chinese history is required, but students who are complete novices in this area may find some additional reading helpful. Major themes include the breakdown of the Qing empire and the formation of a modern national state which had different expectations of its citizens than the Qing had had of their subjects; changes in kinship and family life; gender roles; notions of the individual; and changing bases of authority in local society.

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

Equivalent Course(s): EALC 24212

HIST 24214. Cities in Modern China: History and Historiography. 100 Units.

China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities 'modern,' but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of 'China-centered' scholarship in the 1970s to the 'global turn' of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

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

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): GLST 24214, ARCH 24214, ENST 24214, EALC 24214

HIST 24508. Human Rights in Japanese History. 100 Units.

This course examines how the modern concept of 'rights' and 'human rights' localized in Japan and how different parties in Japan have used the language of human rights in attempts to remake Japan's social, cultural, and legal landscape. We will explore a wide range of topics including the translation of Eurocentric rights talk in East Asia, colonization and decolonization, statelessness and migration, transitional justice and reconciliation, biopolitical rights and bio-citizenship, indigenous rights, and women and gender-specific rights. Throughout the course we pay special attention to the ways in which rights talk and human-rights politics in Japan intertwine with the country's efforts to modernize and build the 'nation within the empire' and, after its defeat in WWII, to close off its 'long postwar' and reconcile with its neighbors. This is an introductory course, and no previous knowledge of Japanese history or the international history of human rights is required. However, you should be prepared to read (and watch, browse, and listen to) a wide array of primary and secondary sources that destabilize the most common vocabulary and concepts we take for granted in contemporary human-rights talk such as race, state responsibility, and the very notion of universalism so central to the idea of human rights.

Instructor(s): K. Pan Terms Offered: Winter

Equivalent Course(s): HMRT 25408, EALC 24508

HIST 24513. Documentary Chinese. 100 Units.

This course guides students through critical readings of primary historical documents from approximately 1800 through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts, secret memorials to the throne from officials, official reports to superiors and from superiors, funereal essays, depositions ('confessions'), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook 'The Rebellion of Chung Jen-chieh' (Harvard-Yenching Institute). The textbook provides ten different genres of document with vocabulary glosses and grammatical explanations; all documents relate to an 1841-42 rebellion in Hubei province. Assignments: Each week prior to class students electronically submit a written translation of the document or documents to be read; a day after the class they electronically submit a corrected translation of the document or documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required.

Instructor(s): G. Alitto Terms Offered: Autumn

Prerequisite(s): A reading knowledge of modern (baihua) Chinese and some familiarity with classical Chinese (wenyan) or Japanese Kanbun. Other students may take the course with permission from the instructor.

Equivalent Course(s): HIST 34513, EALC 34513, EALC 24513

HIST 24602. Objects of Japanese History. 100 Units.

The collections of Japanese objects held at the University of Chicago's Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago will be examined as case studies in museum studies, collection research, and, more specifically, in the interpretation of things 'Japanese.' Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections themselves and the relation of these collections to museum studies per se.

Instructor(s): C. Foxwell & J. Ketelaar Terms Offered: Spring

Prerequisite(s): We will make several study trips to the Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago during class time.

Equivalent Course(s): HIST 34602, ARTH 29505, EALC 39504, ARTH 39505, EALC 29504

HIST 24612. Chinese Frontier History, circa 1600-Present. 100 Units.

A study of frontier regions, migration, and border policies in Qing (1644-1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where the Qing/China was adjacent to some other polity it recognized), ethnically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration.

Instructor(s): K. Pomeranz Terms Offered: Autumn

Note(s): Friday discussion section registration is required, but only if you plan to attend. Discussions are optional and attendance is not required to receive course credit. Sect 1 (1.30) is for undergrads and sect 2 (2.30) is for grads.

Equivalent Course(s): HIST 34612, EALC 24712, EALC 34712

HIST 24700. Histories of Japanese Religion. 100 Units.

An examination of select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history.

Instructor(s): J. Ketelaar Terms Offered: Spring

Equivalent Course(s): RLST 22505, EALC 24700, EALC 34700, HIST 34700, HREL 34705

HIST 24905. Darwin's 'On the Origin of Species' and 'The Descent of Man' 100 Units.

This lecture-discussion class will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's Beagle voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2019 was the 210th anniversary of Darwin's birth and the 160th anniversary of the publication of *On the Origin of Species*. (B) (II)

Instructor(s): R. Richards Terms Offered: Winter

Equivalent Course(s): CHSS 38400, PHIL 23015, HIST 34905, FNDL 24905, PHIL 33015, HIPS 24901

HIST 25017. Tutorial: Antiquity, Archaeology, and Anthropology: Humanism and the Rise of Science in Germany. 100 Units.

What do Homeric poetry and human skulls have in common? What about the Old Testament and Mycenaean pottery shards? Or Roman ruins and entomology? They were all used to illuminate the course of human history and they all transformed pre-existing conceptions about the past. This course traces the development of the human sciences from a general and preparatory program of humanistic study into specialized research disciplines focused on the production of new knowledge. Through a focus on the study of antiquity, archaeology, and anthropology in Germany, students will examine how information about the humanity and its past was produced, what the function or purpose of such knowledge was, and how this changed over time. They will also investigate the ways in which broader political, social, and cultural concerns shaped scientific research and were, in turn, shaped (or not) by it. In so doing this class explores how, why, and in what ways the development of German science was fundamentally and intrinsically shaped by humanistic inquiries about history and humanity. It also challenges linear notions of disinterested, secular, scientific progress as well as the modern division between natural sciences, human sciences, and the humanities.

Instructor(s): K. Palmieri Terms Offered: Autumn. Autumn 2019

Equivalent Course(s): KNOW 28000, HIPS 29633

HIST 25021. TUT: The World's Columbian Exposition: Science, Race, Gender, & Music at the 1893 Chicago World Fair. 100 Units.

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

Instructor(s): A. Clark Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): GNSE 25021, CRES 25021, HIPS 29639

HIST 25022. TUTORIAL - Vitalism and Teleology in Biology: Historical and Philosophical Approaches. 100 Units.

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

Instructor(s): B. Deadman Terms Offered: Winter. Winter 2020

Equivalent Course(s): HIPS 29638

HIST 25023. Tutorial: Evolution Beyond Darwin. 100 Units.

One of the most identifiable images associated with evolution is the visage of Charles Darwin. Historical narratives of evolution center on Darwin's work, and scientific publications today still note whether or not Darwin pre-empted their ideas. This course aims to build a narrative of evolution that brings the story up to today, asking why so many see Darwin as a shorthand for evolution and what consequences that might have for the development and communication of the science. In addition, it will interrogate other 'iconic' images and narratives in evolution, like the tree of life. We will ask where our ideas about evolution have come from, how they are perpetuated, and what consequence that might have for the discipline of evolutionary biology. The course has three aims: 1) to provide a historical understanding of evolution after Darwin; 2) to reflect on how evolution is communicated between scientists and to the broader public, and to ask how 'icons' or Darwin himself suggest implicit meanings counter to the work of the scientists; and 3) to more broadly examine what is a science-a process or a body of knowledge?

Instructor(s): E. Kitchen Terms Offered: Spring. Spring 2021

Equivalent Course(s): HIPS 29637

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

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

Instructor(s): C. Kindell Terms Offered: Winter

Equivalent Course(s): CRES 25218, HIPS 25218, ENST 25218, GNSE 25210, GLST 25218, HLTH 25218, AMER 25218

HIST 25304. Goethe: Literature, Science, Philosophy. 100 Units.

This lecture-discussion course will examine Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of Young Werther* through the final states of *Faust*. Along the way, we will read a selection of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with Kant (especially the latter's third Critique) and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in 'the eternal feminine.'

Instructor(s): R. Richards Terms Offered: Autumn

Note(s): German would be helpful, but it is not required.

Equivalent Course(s): PHIL 30610, PHIL 20610, HIPS 26701, HIST 35304, GRMN 35304, GRMN 25304, CHSS 31202, KNOW 31302, FNLD 25315

HIST 25426. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter. Not offered in 2020-2021

Prerequisite(s): None

Equivalent Course(s): ANTH 22131, MENG 20300, ENST 20300, HIPS 20301, GLST 26807

HIST 25610. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, MDVL 20601, NEHC 20601, RLST 20401

HIST 25616. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals' engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): NEHC 20603, RLST 20403, SOSC 22200

HIST 25704-25804-25904. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

HIST 25704. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): HIST 35704, ISLM 30500, MDVL 20501, NEHC 30501, NEHC 20501, CMES 30501, RLST 20501

HIST 25804. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

Instructor(s): J. Woods Terms Offered: Winter

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 35804, CMES 30502, NEHC 20502, NEHC 30502, MDVL 20502, ISLM 30600

HIST 25904. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the 'modern' Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, NEHC 30503, NEHC 20503

HIST 26130. History of Spain, 1876-Present. 100 Units.

The course is designed as a general introduction to the political, cultural, and social history of Spain from the Restauración to the 2000s. The course's fundamental aim is to sparkle students' curiosity to learn more and to think history-American, 'Latin,' European, African-with its indispensable ingredient revisited, namely, Spain.

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

Equivalent Course(s): LACS 36130, HIST 36130, LACS 26130

HIST 26220. Brazil: Another American History. 100 Units.

Brazil is in many ways a mirror image of the United States: an almost continental democracy, rich in natural resources, populated by the descendants of three continents, shaped by colonialism, slavery, and sui generis liberal capitalism. Why, then, has Brazil's historical path been so distinct? To explore this question, this course will focus on the history of economic development, race, citizenship, urbanization, the environment, popular culture, violence, and the challenge of democracy. Assignments: Weekly reading, participation in discussions, weekly journal posts, and a final paper.

Instructor(s): B. Fischer Terms Offered: Winter

Note(s): Some background in Latin American or Brazilian studies useful.

Equivalent Course(s): LACS 36220, HIST 36220, LACS 26220

HIST 26317. Development and Environment in Latin America. 100 Units.

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

Instructor(s): Diana Schwartz
 Francisco Terms Offered: Winter

Equivalent Course(s): LACS 26382, HIST 36317, LACS 36382, GEOG 26382, ENST 26382, HIPS 26382, ANTH 23094

HIST 26318. Indigenous Politics in Latin America. 100 Units.

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

Instructor(s): Diana Schwartz
 Francisco Terms Offered: Winter

Equivalent Course(s): LACS 26380, ANTH 23077

HIST 26320. Latin American Historiography, 19th-21st Century. 100 Units.

Review of recent trends in the history of the regions. Weekly reviews.

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

Equivalent Course(s): LACS 36322, HIST 36320, LACS 26322

HIST 26321. Greater Latin America. 100 Units.

What is 'Latin America,' who are 'Latin Americans' and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on the other? This course explores the history of Latin America as an idea, and the cultural, social, political and economic connections among peoples on both sides of the southern and eastern borders of the United States. Students will engage multiple disciplinary perspectives in course readings and assignments and will explore Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin of the concept of 'Latin' America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and racial and ethnic politics.

Instructor(s): Diana Schwartz
 Francisco Terms Offered: Autumn

Equivalent Course(s): LACS 26386, CRES 26386, ANTH 23003

HIST 26322. A History of Public Spaces in Mexico, 1520-2020. 100 Units.

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By gauging the degree to which these sites were truly open to the public, it addresses questions of social exclusion, resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers the individuals and groups that helped to define these places. This allows us to read street vendors, prostitutes, students, rioters, and the 'prole' as central historical actors. Through case studies and primary sources, we will examine palpable examples of how European colonization, various forms of state building, and more recent neoliberal reforms have transformed ordinary Mexicans and their public spaces.

Instructor(s): C. Rocha
 Terms Offered: Spring

Equivalent Course(s): LACS 25322, ARCH 26322, ENST 26322

HIST 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.

This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. Assignments: Weekly reading, a midterm exam or paper, a final paper, participation in discussion, and weekly responses or quizzes.

Instructor(s): B. Fischer
 Terms Offered: Winter

Note(s): Some background in Latin American studies or Cold War history useful.

Equivalent Course(s): LLSO 26409, LACS 26409, LACS 36409, HIST 36409

HIST 26418. The Mexican Political Essay. 100 Units.

Alfonso Reyes famously described the essay as a centaur. A hybrid form of expression: part literature and part science. This course introduces students to the rich tradition of the Mexican political essay. Students will discover the value of these open approximations to history, institutions, culture, identity. As a literary form, it may elude the methodological rigours of political science, but it represents a peculiar perspective to understand change and continuity in Mexican history, to question authority and tradition, to offer guidelines to action. We will discuss the value of the essay form as opposed to the academic production of political science. Identity and democracy, the meaning of history and the urgency of action;

the role of intellectuals and the nature of Mexico's contradictions will be considered in the course through the imaginative observations of Emilio Rabasa, Luis Cabrera, Jorge Cuesta, Alfonso Reyes, Octavio Paz, Rosario Castellanos, Gabriel Zaid and other Mexican essayists.

Instructor(s): Jesús Silva-Herzog Márquez Terms Offered: Autumn

Equivalent Course(s): LACS 35123, HIST 36418, LACS 25123

HIST 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery-at different times in different places-resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne Terms Offered: Spring

Equivalent Course(s): NEHC 36614, CLAS 36620, CLCV 26620, HIST 36614, SALC 36614, NEHC 26614, SALC 26614, MDVL 26614

HIST 26615. Time and its discontents: thinking and experiencing time in South Asia through the ages. 100 Units.

While we usually think of time and its relentless march as an immutable, universal and abstract category, this course will explore competing and contested notions of time and history and their periodization. This interdisciplinary seminar aims to introduce students to the sociocultural worlds of South Asia through the prism of Time. Instead of looking at the cultural, religious and scientific realms of ancient, medieval and colonial South Asia changing through time, we will explore the changes that time itself, as a concept but also as a lived reality has undergone throughout the convoluted history of South Asia. We will revisit key concepts and ideas pertaining to the cosmology of Ancient and Medieval South Asia, such as the eras of the world according to old scientific and religious treatises, and how these ideas shaped the understanding of the place of mankind in history and the world. We will also study the intellectual challenges that these notions of time posed to the first Europeans that encountered them, and how our modern notion of time and its periodization was forged in this encounter. Rather than thinking of Time and temporalities in South Asia as part of an outdated and disproved world-view, this course will strive to present South Asia and the non-European world not only as subjects to Western temporalities, but as important places where theoretical propositions were made about time-space and its divisions.

Instructor(s): E. Acosta Terms Offered: Autumn

Note(s): While the course relies heavily in South Asian world-views, a previous acquaintance with the histories and mythologies stemming from this part of the world is not necessary. This course will be of interest to students of different backgrounds. The approach is interdisciplinary, ranging from history, anthropology, religious studies, etc.

Equivalent Course(s): RLST 25321, SALC 25321

HIST 26810. A Global History of South Asia: Migration in the Age of Empire. 100 Units.

Departing from narratives that privilege the rise of a static, territorially bounded, Indian nation-state, this course will examine modern South Asian history (roughly 1600 to present) through the lens of migration and trans-regional encounters. Analyzing shifting perceptions of 'the global' as a spatial concept, we will study labor flows in the Indian Ocean, the colonial state's myriad efforts to circumscribe the movement of its subjects, and population transfers between various colonial sites. Entering the later nineteenth century, we will chart the influence of migration, both historical and contemporary, on nationalist thought; we will also discuss the issues posed by the international circulation of political dissenters. Finally, we will engage with fictional representations of the Partition of India and accounts of the social tensions stemming from South Asian immigration into Britain proper. Featuring moral reform literature, petitions, family histories, and anti-colonial tracts, this course will equip students with the skills to interrogate a range of primary sources and familiarize them with recent trends in global and colonial history.

Instructor(s): Z. Leonard Terms Offered: Autumn

Equivalent Course(s): SALC 26810, GLST 26810

HIST 26811. Enlightenment Modernity and Colonial South Asia. 100 Units.

In Kant's words, the work of public reasoning was the condition for 'man's exit from self-imposed immaturity.' In the colony, however, the critique of existing society as insufficiently reasonable came to be caught up in the justification of Britain's 'liberal' colonial project, and the obligation to Reason autonomously was embroiled in the case for empire. The Indian pursuit of enlightened reason was deeply aware of its uncomfortable proximity to empire, yet intellectuals of a variety of stripes advanced claims of 'enlightenment. Would the appeal to Reason bring about a new moral world or a derivatively imitative landscape? Could the Enlightenment be so truly universal that the colonized could claim it without disowning their past? What relationship would the moral resources of India's past share with the task social critique for a new generation of radical intellectuals? In order to address the promise and perils of colonial Enlightenment and its most controversial debates, this course will focus on a variety of primary and secondary sources. We will look at arguments penned by a range of Indian and British thinkers and at how the rich historiography of India's 19th century may be placed in productive dialogue with the normative theory produced by Europe's 'Enlightenment.' Turning to the history of 19th century India will help us complicate the history of the Enlightenment as a whole, and contribute to help draft a new and broader answer: what is 'Enlightenment?'

Instructor(s): T. Newbold Terms Offered: Spring

Equivalent Course(s): KNOW 25322, SALC 25322

HIST 26812. Tolerance and Intolerance in South Asia. 100 Units.

Few places in the world are as embroiled in the problem of diversity as South Asia, where sectarian violence-fought mainly along religious lines, but also along caste, gender, and linguistic lines-is at the center of political maneuvering. South Asia offers important lessons in how people manage to live together despite histories of mutual strife and conflict about communities and castes. Focusing on the period of British colonial rule, this class explores different instances and ideologies of toleration and conflict. How were South Asian discourses of toleration by such leaders as Gandhi and Nehru different from their European counterparts (e.g., John Locke and John Rawls)? How did their ideologies differ from those articulated by their minority peers such as Ambedkar, Azad, and Madani? We will analyze constitutive precepts, namely secularism, syncretism, toleration. Our attention here will be on the universal connotations of these ideas and their South Asian expression. Fifth week onward, we will turn our attention to select thinkers: Gandhi, Ambedkar, Azad, Madani. Our focus here will be on the ways that each intellectual negotiated the thorny issues of toleration, difference, ethnicity, and belonging. All the thinkers covered in this class had an active presence in nationalist era politics. Finally, we will read historical accounts of some of the most frequent causes of intolerance, namely cow slaughter, music played before the mosque, and desecration of sacred objects.

Instructor(s): T. Reza Terms Offered: Spring

Note(s): All reading materials will be available in English. No prior knowledge of South Asian history or South Asian languages is required.

Equivalent Course(s): CRES 25323, KNOW 25323, SALC 25323, RLST 25323

HIST 27001. Law and Society in Early America, 1600-1800. 100 Units.

This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It will emphasize the interaction of social development and legal development and will explore the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime.

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

Prerequisite(s): Upper-level undergraduates and early state graduate students.

Equivalent Course(s): HIST 37001, LLSO 26000

HIST 27006. Not Just the Facts: Telling About the American South. 100 Units.

The great jurist Oliver Wendell Holmes Jr. once observed: 'The main part of intellectual education is not the acquisition of facts but learning how to make facts live.' This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of 'truth.'

Instructor(s): J. Dailey Terms Offered: Autumn

Prerequisite(s): Open to upper-level undergraduates.

Equivalent Course(s): AMER 37006, LLSO 25411, AMER 27006, HIST 37006

HIST 27117. Becoming Modern: American Religion in the 1920s. 100 Units.

Terms such as 'acids of modernity' and the 'modern temper' were commonly used in the 1920s to describe a new phenomenon in American history. Historians still regard the 1920s as a significant moment in US History, even while revising older narratives that viewed such changes as leading to a decline in church attendance and religious practice. In the 1920s, the nation struggled with the effects of massive immigration, decades of urbanization, and significant cultural and social changes that had profound implications for religious practice and belief. This course takes an extended look at the 1925 Scopes Trial, the fundamentalist modernist controversy, and the intellectual and cultural challenges to traditional religious beliefs and practices. Some attention is devoted to increasing religious and cultural diversity as a challenge to Protestant dominance.

Instructor(s): Curtis Evans Terms Offered: Winter

Equivalent Course(s): RLST 13302, HIST 37117, RAME 43302

HIST 27118. Christianity Confronts Capitalism: Natural Law, Economics, and Social Reform. 100 Units.

Christianity's relationship with commerce was fraught long before the industrial era. After all, it upheld property rights alongside the poor's beatitude. And, even as industrial capitalism's critics tied the faith to the economic system, Christian thinkers popularized ideas of social justice and the Social Gospel in response to laissez faire's limits. This course will combine intellectual, social, and legal history to examine how various Christian traditions have grappled with liberal capitalism-and its revolutionary critics. We will explore these traditions' competing visions of a moral political economy, how their adherents attempted to put them into action, and where these attempts placed them vis-à-vis society and civil authorities-especially when this place was the court room. After a brief unit on key Judeo-Christian texts bearing on political and economic activity, we will consider various churches' alternatives to liberal capitalism and revolutionary movements' materialism-including Catholic Social Thought from 1891's *Rerum novarum* to Pope Francis's *Laudato si'* and Abraham Kuyper's neo-Calvinist tradition. We will put these in dialogue with practical efforts from Social Gospel reformers, Catholic Workers, and Latin American Liberation Theology to Hobby Lobby or Chick-Fil-A's attempt at Evangelical business. Throughout, students will consider questions about the relationships between church and state, doctrine and practice, and natural law and the law of the market.

Instructor(s): Robert Kaminski Terms Offered: Winter

Equivalent Course(s): LLSO 29067

HIST 27308. The Aspirational City: Chicago's Multicultural Communities. 100 Units.

No city has meant more to the hopes and dreams of more divergent groups of Americans than Chicago. The Aspirational City: Chicago's Multicultural Communities will explore the histories of Chicago's various racial, ethnic and marginalized communities and the ways in which they have sought to fashion the destinies of themselves, their communities, and the city of Chicago. The course is a weekly seminar open to both undergraduate and graduate students.

Terms Offered: Spring

Equivalent Course(s): ENST 27534, CRES 27534

HIST 27309. Portals to the Past: Studying History through Chicago's Collections. 100 Units.

This course offers a rare opportunity to explore Chicago's world-class museums, libraries, and collections, as we learn to study history through objects. We will consider the history of slavery through silver teapots and mahogany furniture, the history of science through specimen collecting, the challenges of self-representation through oil-on-canvas portraiture and paper silhouettes, the culture of death through gravestones, and the role of space in religious life. To do this we will rarely be in a classroom, but rather 'on the road,' encountering real objects, discussing them with expert curators, librarians, and scholars. You will be challenged to look closely, see what others do not, and gather evidence. In an increasingly image and object saturated culture, this course will empower students to understand the arguments and ideas embedded in things and to critically engage how material objects actively shape our lives. This approach will enhance your ability to see, think, analyze, and argue a set of skills that can be transferred to any discipline or career path you may choose.

Instructor(s): C. Allison Terms Offered: Summer

HIST 27310. African American History, 1865-2016. 100 Units.

This class will introduce students to the key themes, events, problems and advances within African American history, after the end of slavery. Readings will include Reconstruction-era documents, Ida B. Wells, Ned Cobb, W. E. B. Du Bois, Howard Thurman, Septima Clark, Philippe Wamba, and Audre Lorde among others. Assignments will include two papers and a series of short response pieces.

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

Equivalent Course(s): CRES 27330, AMER 37310, HIST 37310, CRES 37330

HIST 27311. Race and Religion in Chicago. 100 Units.

This course is a chronological and thematic overview of a number of key themes and theoretical concerns in the study of race and religion in the U.S. from 1865 to the present. Taking Chicago as a case study, the course will introduce students to key topics in the study of race and religion in the U.S. Most of the course will focus on black-white racialization in Chicago during this period-interrogating the construction of and contestation over whiteness among Catholics, Protestants, Jews, and new religious movements from the late nineteenth century and through much of the twentieth century, as well as tracing the 'spiritual afterlife of slavery' in Chicago's churches, synagogues, mosques, and other places of worship, and also in the everyday lives of Chicago's religious citizens. The readings and class discussions will also open out to consider other religious issues and projects in Chicago (e.g., Latinx, Indian American, and Indigenous religious communities). Topics for class readings and discussions will be ordered by the week and will alternate between broader theoretical and historiographical issues pertaining to race and religion in the U.S. (first meeting of the week) and closer examinations of the same themes/questions in the context of the religious life of Chicago (second meeting of the week). In this way, Chicago provides a 'laboratory' for observing, testing, and refining historical and theoretical claims about race and religion in the United States.

Instructor(s): Joel Brown Terms Offered: Spring

Equivalent Course(s): CRES 27720, RLST 27720

HIST 27414. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

Equivalent Course(s): CRES 27530, GNSE 27530, ARTH 27530, ANTH 25214

HIST 27900. Asian Wars of the Twentieth Century. 100 Units.

This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.

Instructor(s): B. Cumings Terms Offered: Spring

Equivalent Course(s): EALC 27907, EALC 37907, CRES 37900, CRES 27900, HIST 37900

HIST 27906. Capitalism, Gender, and Intimate Life. 100 Units.

What is the relationship between the capitalist economy and the gendered organization of society and identity of individuals? Are these two systems, or one? This class pursues these questions, seeking to understand capitalism as an everyday and intimate experience. How have markets and production shaped and been shaped by personal identity, and in particular gendered identity? We examine the historical interrelationships among practices of sexuality, marriage, family, reproduction, labor, and consumption and trace the economic dimensions of masculinity and femininity over time, focusing largely but not

exclusively on US history. Assignments: Midterm paper (8-10 pages) applying a theoretical reading to a secondary text, and a final paper (15 pages) based on secondary research.

Instructor(s): G. Winant Terms Offered: Winter

Equivalent Course(s): LLSO 27906, GNSE 30106, GNSE 20106, HIST 37906

HIST 28000. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez Terms Offered: Autumn

Equivalent Course(s): HIST 38000, CRES 28000, GNSE 38202, AMER 28001, AMER 38001, LACS 38000, LACS 28000, GNSE 28202, CRES 38000

HIST 28004. The Carceral State in Modern America. 100 Units.

In this course, we will examine the origins of mass incarceration in the United States—a country that only accounts for five percent of the world's population but nearly a quarter of its prison population. We will trace the ideologies and state apparatuses that have shaped the American carceral state from the post-Civil War era to the twenty-first century. Central themes will include: the criminalization of racialized and marginalized communities; the rise of new policing regimes, along with new methods of surveillance and confinement; and the connection between welfare programs and penal policies. Over the course of this quarter, we will also discuss the emergence of social movements that have advocated for the rights of incarcerated people, as well as the eradication of prison labor and the abolition of prisons altogether.

Instructor(s): N. Maor Terms Offered: Autumn

Equivalent Course(s): AMER 28004, CRES 28004, LLSO 21701, HMRT 28004

HIST 28305. Alcohol and American Society. 100 Units.

Contests about America's political economy and legal regime had long been tied to alcohol policy and drinking culture when the Sons of Liberty made Boston's Green Dragon Tavern their unofficial 'headquarters of the Revolution.' Americans' drinking habits have remained a key battleground ever since. This class will explore major themes in the development of America's political, economic, and sociocultural life and legal regime through its relationship with intoxicating beverages from the colonial era to the present. Topics covered will include rum's role in empire; the legacy of the common law doctrines regulating public houses in civil rights law; the role of colonial tavern culture in the Revolution; persistent conflicts over taxation; ethnoreligious conflict surrounding the temperance movement; Prohibition and organized crime; the brewing industry's roles in financialization, corporate consolidation, and labor struggles; the construction of homogenized consumer culture and the postmodern quest for 'authenticity;' and the legal regime shaping craft brewers' business environment. Through discussions drawing on primary sources as well as the history, social science, and law literatures, we will analyze how Americans defined the bounds of the political community, individual rights, and state power. Over the quarter students will incrementally build on these experiences toward their final projects: original research papers drawing on primary sources exploring these themes.

Instructor(s): Robert Kaminski Terms Offered: Spring

Equivalent Course(s): LLSO 28030

HIST 28811. American Conservatism since 1945. 100 Units.

American conservatism was at a low ebb in the early 1950s. It was politically irrelevant and, perhaps worse, boasted no coherent intellectual movement. Yet the conservative movement's path from the height of the (supposed) midcentury consensus through the rise of Reagan, the Tea Party, and Trump stands at the heart of America's modern political history. And conservative politicians could draw upon a vast new network of economists, lawyers, think tanks, and other organizations for support. This course will explore the American right's emergence from the wilderness to success at the ballot box, in public-policy debates, and in the courtroom. It will draw upon primary sources as well as the history and social science literatures to analyze conservatism as an intellectual, sociopolitical, and legal movement. We will examine the different traditions making up the American right, the institutions that brought them together, and the movement's history. Did conservatism represent a single coherent movement? What did it (aim to) conserve? What were the roles of corporate power, religion, libertarianism, populism, and racial bias in its ascendance? How did Chicago-School economists and the conservative legal movement shape the polity? The class will conclude with a unit exploring the present political moment. What are the origins of Trumpism? Is it a break with conservatism's past or an evolution of the movement? What do current debates bode for the future of American politics?

Instructor(s): Robert Kaminski Terms Offered: Autumn

Equivalent Course(s): LLSO 28020

HIST 28812. Struggle and Solidarity: The Politics of Chicago Labor in the 19th and 20th Centuries. 100 Units.

In this course we will question how and why Chicago was important to the way we think about 'work.' Employment, equity, wages, and security are certainly of debate throughout the nation today, but Chicago has been at the forefront of this contentious conversation for the last two hundred years. In order to better understand the relationship between advancing capitalism, labor politics, the workers' body, exploitation, and resistance we will analyze the Haymarket Massacre, the Chicago Stockyards, and the African-American Pullman Porters. To be sure, laborers built this city with broad shoulders, but also with a commitment to struggle and solidarity that changed the social, political, and economic landscape of the

United States and the world forever. What about the confluence of labor and capital sparked these events? How does union organization work on a pragmatic level as well in regards to ideological (re)formation? In what other ways can populations resist oppression? How do class, race, capital, and labor intersect in society over time and why do those relationships shift? What are the differences or similarities regarding labor issues between Chicago and other parts of the world?

Instructor(s): K. Bryce Lowry Terms Offered: Spring, Spring 2021

Equivalent Course(s): ANTH 25422, ENST 25422

HIST 29000. Latin American Religions, New and Old. 100 Units.

This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; new and New Age religions.

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

Equivalent Course(s): CRES 29000, MAPS 39200, HIST 39000, RLST 21401, LACS 39000, LACS 29000, CRES 39000, HCHR 39200

HIST 29007. Capitalism and Revolution in the Atlantic World. 100 Units.

What was the relationship between the 'Age of Revolutions' and the rise of capitalism? This course places the social and political upheavals in France, Haiti, and the Americas between 1776 and 1821 in the context of broader developments in the long eighteenth century, including innovations in finance (debt, credit, banks, corporations), the expansion of overseas commerce and colonial slavery, and the emergence of Enlightenment political economy. Above all, we will consider the extent to which the institutional and intellectual structures of the world economy determined both the causes and the outcomes of the revolutions. Readings will cover long-standing debates in the scholarship concerning social class and revolution; the imperial origins of national consciousness; humanitarian reform and the abolition of slavery; colonialism and industry; and the legacy of eighteenth-century revolutions in the twenty-first century.

Instructor(s): O. Cussen Terms Offered: Autumn

Equivalent Course(s): CRES 29007, LACS 29007, AMER 29007

HIST 29008. Slave Abolition and Its Afterlives. 100 Units.

In recent years scholars and activists have (re)turned to the abolitionist movement of the 19th century in order to gain critical traction on the interlocking operations of racism, capitalism, and patriarchy. The return of abolitionism reveals an aspiration to learn from the failures of the past in order to generate new strategies to overcome the structures of domination that pervade our social and political lives. This quarter we will read a series of texts produced before and after the formal end of slavery in the United States with particular attention paid to the revisions, retrospections, and reformulations made to conceptions of freedom. How did abolitionists understand the meaning of freedom before Emancipation? What political transformations did they endorse? Did formal emancipation actualize or reframe the abolitionist imaginary? We will also track two unfulfilled promises in the thought of black scholars and activists: the attempt to secure economic independence for freed slaves and critiques of patriarchal rule within the family. By tracking these political projects, we will raise questions about the re-emergence of abolitionist promises. How does the present trend to appropriate abolition occlude key political disagreements among early and mid-nineteenth century activists? Which strand of abolitionism are we inheriting in the twenty-first century? Why? These questions will anchor our course and help us think about the uses of history for our own political present.

Instructor(s): Larry Svabek Terms Offered: Winter

Equivalent Course(s): PLSC 21540, CRES 27540

HIST 29009. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical 'genealogy of the present' by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring

Equivalent Course(s): HMRT 27536, GNSE 27536, CRES 27536, LACS 27536

HIST 29201. Puerto Rico. 100 Units.

An examination of the current situation of Puerto Rico in historical perspective. Assignments: Short papers, quizzes, midterm exam, final paper.

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

Equivalent Course(s): LACS 39201, LACS 29201, HIST 39201

HIST 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.

How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children's rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children's own experiences and how

adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.

Instructor(s): N. Maor Terms Offered: Spring

Equivalent Course(s): CRES 29313, AMER 29313, GNSE 29313, HMRT 29313, LLSO 20301

HIST 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female 'hysteria,' evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

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

Equivalent Course(s): HIPS 29318, CHDV 29318, HMRT 29318, GNSE 23106, HLTH 29318, CRES 29318

HIST 29426. Lost Histories of the Left. 100 Units.

When most Americans think about 'the left,' Marxism, Soviet state socialism, or European social democracy spring to mind. This class will explore alternative-but now largely forgotten-blueprints for revolutionizing the political and social order that emerged in the nineteenth century. We will pay special attention to utopian socialism, early anticolonial movements, the Jewish Labor Bund, and anarchism. Examining the intellectual underpinnings of these movements, their influence on the modern world, and the factors that led to their demise, we will also consider what lessons they can teach to those committed to realizing a better future today.

Instructor(s): F. Hillis Terms Offered: Winter

Equivalent Course(s): JWSC 29626, HIST 39426, REES 36080, REES 26080

HIST 29427. Fashion, Empire, Capitalism. 100 Units.

Clothing, what anthropologist Terence Turner termed 'the social skin,' mediates between individuals and society. Chosen to articulate personal taste or assigned as uniforms to signify a collective identity, fashion is marked by politics, both historically and in the contemporary world. Today, the fashion industry employs one in six people on earth and is one of the largest contributors to global carbon emissions. Considering fashion in relation to empires and capitalism can shed light on the forces of the past and asks how these continue to animate the present. This course will include museum visits and object-centered analysis of specific kinds of dress, such as Nazi uniforms, the zoot suit, saris, and kanga cloth. It will analyze social difference articulated through fashion in colonial Lima and twentieth-century Khartoum; global and imperial competitions over fashion-related commodities, such as Dutch, French, and English imperial officials attempt to break the Spanish monopoly of Aztec cochineal, a brilliant red dye that was once one of the world's most prestigious commodities; and consumers' influence on markets, such as nineteenth-century Zanzibari women dictating styles and driving competition between Indian, American, and British cloth producers. Finally, the course, examines the place of fashion within the histories of imperialism and capitalism by examining the transformations in cotton production that ignited the Industrial Revolution.

Instructor(s): K. Hickerson Terms Offered: Winter

Note(s): Assignments: material analyses, essays, and an original research project.

Equivalent Course(s): GNSE 29427

HIST 29429. Writing History. 100 Units.

The course is designed to be an invitation to history reading and writing. It aims at introducing students to different history-writing traditions, with special, alas not exclusive, focus on the Iberian world. Do we need history? Why? How have different people written history? How and when did history become a profession and how did this take place in different countries? Why do nations and histories seem to be synonymous? These are the kinds of questions that will be addressed by the course.

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

HIST 29430. The Planned Economy: A Global History of Central Planning, from Bismarck to the Green New Deal. 100 Units.

This course will change the way you think about politics. One of the most urgent political questions for any modern society is what economic activity to leave to private actors and what economic activity to place under state control. Today we hear much political debate over whether capitalism or socialism is superior, and what these terms mean. This debate can obscure the historical fact that many different ideological systems around the globe have experimented with highly centralized, state-directed economic organization. In what contexts have these experiments succeeded and failed? What counts as success and failure? To what extent has one experiment in central planning studied and/or learned from examples that preceded it? This course pursues these questions beginning with the origins of modern central planning in Prussia and later during World War I. It goes on to assess other experiments in central planning, including the New Deal, the Soviet Union and Maoist China; the Axis Powers of Italy, the Third Reich, and Imperial Japan; and later in the postcolonial global south from India to Ghana. The class ends by contemplating the Green New Deal and the role of central planning in the future of the United States.

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

Equivalent Course(s): EALC 29430, GLST 29430

HIST 29506. Home and Empire: From Little House on the Prairie to Refugee Camps. 100 Units.

What can living rooms tell us about Empires? What did it mean to be a housewife in an imperial society? This course answers these and other questions by exploring the relationship between domesticity and imperialism over the past three hundred years. We will explore how Catholic Native Potawatomi women decorated their homes in the early 18th century, how black South African maids interacted with white employers during apartheid, and how young male refugees in contemporary France try to make homes in the land of their former colonial ruler. Through this work students will unpack the racial, gendered, spatial, and political logics of imperial rule. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and home-life. Students will ultimately conduct a final research project on a topic of their choosing to explore this courses' themes in depth. Students will work to challenge notions of home as an idyllic or a historical space and see the power and struggles that took place within walls.

Instructor(s): Greg Valdespino Terms Offered: Winter

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

Equivalent Course(s): GNSE 23128

HIST 29522. Europe's Intellectual Transformations, Renaissance through Enlightenment. 100 Units.

This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interlinked intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the 'new philosophy' of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade.

Instructor(s): A. Palmer Terms Offered: Autumn

Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.

Note(s): First-year students and non-History majors welcome.

Equivalent Course(s): SIGN 26036, FREN 29322, HCHR 39522, HIST 39522, KNOW 29522, FREN 39322, KNOW 39522, RLST 22605

HIST 29632. History Colloquium: The CIA and American Democracy. 100 Units.

This colloquium will examine all aspects of American intelligence and its influence on history, politics, society, and academe since the inception of the Office of Strategic Services during World War II. Particular attention will be paid to how intelligence is gathered and interpreted, intelligence failures and why they happened, the close association between top Ivy League universities and origins of US intelligence, the penetration of the early Central Intelligence Agency by British individuals spying for the Soviets, the wide influence of the CIA in the 1950s and 1960s on major aspects of American life, the crisis of US intelligence in the late 1960s and through the 1970s, the revival of intelligence vigor in the 1980s, and the uses and misuses of intelligence in the recent wars in Iraq and Afghanistan. Assignments: Six or seven books during the course of the colloquium, a few films outside of class time, a paper of roughly fifteen pages in the seventh week of the term, and a final exam (a mix of essay questions with questions on the reading). Outstanding participation in colloquium will merit an increment in the final grade, which otherwise will be determined equally by the outside paper and final exam.

Instructor(s): B. Cumings Terms Offered: Spring

Prerequisite(s): Priority registration is given to History majors.

HIST 29652. History Colloquium: Migration and Citizenship. 100 Units.

Looking through a broad interdisciplinary lens, this colloquium examines the history of migration and citizenship. The focus is largely on the United States, but, given its topic, the course will necessitate transnational and comparative histories. How did nineteenth- and early twentieth-century 'sojourners' become 'citizens'? What constituted the public's perception of some immigrants as unassimilable aliens and others as an ostensible 'model minority'? We will interrogate not only what it means to have been and to be an immigrant in America but also what it means to be a citizen in a multiracial democracy. The class is not a survey course. We will be taking on specific episodes and themes in immigration history. Assignments: An original research paper (15-20 pages) using primary and secondary sources.

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

Prerequisite(s): Priority registration is given to History majors

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

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

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

Prerequisite(s): Priority registration is given to History majors.

Equivalent Course(s): HIPS 29678

HIST 29680. History Colloquium: The American Apocalypse. 100 Units.

This research colloquium explores the way people have imagined the end of the world in recent US history. Exploring specific apocalyptic visions such as evangelical ideas about the end of days, fears of a Y2K computer glitch, survivalist prediction of mass infrastructure breakdown, and predictions about climate change, we will consider what such imaginaries mean for American life, history, identity, and politics. We will focus on fictional texts, including *The Handmaid's Tale*, *The Turner Diaries*, *Left Behind*, *Parable of the Sower*, *On Such a Full Sea*. Students will complete a 12-15-page original research paper, engaging an apocalypse of their choice.

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

Prerequisite(s): Consent of instructor; priority registration is given to History majors.

HIST 29681. History Colloquium: Radical America. 100 Units.

This undergraduate research colloquium explores various sorts of radicalisms (religious, political, sexual, environmental) from the eighteenth century to the present. Students will write a fifteen-page work of original historical research.

Instructor(s): J. Dailey Terms Offered: Autumn

Prerequisite(s): Priority registration is given to History majors.

HIST 29682. History Colloquium: The History of the Museum. 100 Units.

What do people do in museums and why does it matter? This junior colloquium addresses this question and the history of history museums from the emergence of the public museum in eighteenth-century Europe through its many iterations around the world to the present day. Throughout our attention will be on the historical relationship between museums and their publics. What role have public museums played in shaping communities of nation, gender, race, faith, and class? We will also take up how different communities have themselves shaped the role of museums in public life, defining their missions, determining their contents, and calling their purpose into question. Common readings, visits to local institutions, and close observation of objects and images will prepare students to write a final paper drawing on original primary source research on a museum-related topic of their choosing.

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

Prerequisite(s): Priority registration is given to History majors.

HIST 29683. History Colloquium: Race, Slavery, and Nation. 100 Units.

This undergraduate research colloquium examines the relationship between slavery and republicanism in the early United States. With an interdisciplinary approach and transnational perspective, it considers the contested role of chattel slavery in the creation of US political systems, market relations, social hierarchies, and cultural productions. We will use primary sources and secondary literature to consider the possibilities and limits of archival research; contingent histories of race-making; the relationship between slavery and capitalism; the workings of domination, agency, and resistance; and black 'freedom dreams' in the antebellum United States. Assignment: an original research paper (15-20 pages) using primary and secondary sources.

Instructor(s): Course is taught by Rashauna Johnson, a new faculty member in the Department of History. Terms Offered: Autumn

Prerequisite(s): Priority registration is given to History majors.

HIST 29700. Readings in History. 100 Units.

Students are required to submit the College Reading and Research Course Form. Prerequisite(s): Consent of instructor and the History undergraduate advisor.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and the associate director of History's Undergraduate Studies Committee.

HIST 29801-29802. BA Thesis Seminar I-II.

History students in the research track are required to take HIST 29801-29802. Third-year students in the research track and in residence in Chicago take BA Thesis Seminar I in Spring Quarter. Those who are out of residence take the seminar in Autumn Quarter of their fourth year.

HIST 29801. BA Thesis Seminar I. 100 Units.

History majors are required to take HIST 29801-29802. BA Thesis Seminar I provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. It culminates in students' submission of a robust BA thesis proposal that will be critiqued in class. Guidance will also be provided for applications for research funding.

Instructor(s): P. O'Donnell (autumn); C. Kindell & C. Rydell (spring) Terms Offered: Autumn Spring

Prerequisite(s): All third-year history students in the research track and in residence in Chicago take HIST 29801 in spring quarter. Those who are out of residence take it in autumn quarter of their fourth year. You must receive a B grade in BA Seminar I to continue in the research track and enroll in BA Seminar II.

HIST 29802. BA Thesis Seminar II. 100 Units.

BA Seminar II is a forum to successfully complete the BA thesis, the topic of which was developed in BA Seminar I, in a structured forum that allows for ongoing discussion and peer review. Autumn Quarter is devoted to completing the research and beginning the writing of the thesis. By the end of the quarter students will have drafted 10-15 pages. Over the course of the Winter Quarter students will complete a draft of the thesis, which will be workshoped in the biweekly sessions. The final deadline for submission of the thesis is the second week of the Spring Quarter.

Instructor(s): C. Kindell & C. Rydell Terms Offered: Winter

Prerequisite(s): HIST 29801; students register for the seminar in both autumn and winter quarters; the seminar meets every other week in autumn and winter for 10-weeks total.

Note(s): Sections 1 & 3 meets on odd weeks of term and sections 2 & 4 meets on even weeks.

HIST 29803. Historiography. 100 Units.

The course provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. Students will gain analytical, research, and writing tools that will assist them in their capstone projects, research colloquia, or BA theses. Assignments: Weekly response papers, short presentation and paper, take-home final exam.

Instructor(s): P. O'Donnell Terms Offered: Autumn Spring Winter

Prerequisite(s): Historiography is required for all majors, but open to all students.

Note(s): We recommend that Capstone and Research/BA Thesis students take Historiography in the 3rd year.

HIST 29804. Capstone Seminar (Autumn) 000 Units.

Capstone Seminar is a forum to create, discuss, and critique History capstone projects. Early weeks of the seminar will be devoted to exploring various forms historical work can take, from museum installations to podcasts and documentaries. In-process work will be shared and critiqued in workshops. The final deadline for submission of the Capstone Project is the second week of spring quarter.

Instructor(s): P. O'Donnell Terms Offered: Autumn

Prerequisite(s): Students register for the seminar in both autumn and winter quarters; the seminar meets every other week in autumn and winter for 10-weeks total.



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

Program of Study

The BA program in the History, Philosophy, and Social Studies of Science and Medicine (HIPS) is designed for College students interested in studying science in terms of its historical development, conceptual structure, and social role. Students in the program must do sufficient work in one or more sciences to acquire a sound foundation for studying the nature of science. After securing this basis, they are expected to gain an understanding of how science arose, as well as how the content of scientific thought has changed and is changing, because of both its own internal dynamic and its interaction with the larger society in which it is embedded.

The HIPS program is designed to make possible the study of a wide range of social, historical, and conceptual issues relating to science. Students completing the program follow a number of different careers. Some pursue graduate study in the history and philosophy of science or in some field of science. Others find the program valuable preparation for the study of medicine, law, public policy, or science journalism. More generally, the goal of the program is to provide students with a sound basis on which to interpret and evaluate science and science policy. Some students choose to construct a degree program combining the requirements for the HIPS major with those for a major in the physical or biological sciences. Others, having met the HIPS program requirements, use electives to broaden their liberal arts education.

Students in other fields of study may also complete a minor in HIPS. Information follows the description of the major.

HIPS Sponsor

The Morris Fishbein Center for the History of Science and Medicine sponsors the HIPS program. Further information can be obtained in the center's office (SS 207) and at fishbein.uchicago.edu (<http://fishbein.uchicago.edu>).

Program Requirements

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

1. The Foundation. All students must:

- a. complete an approved sequence that fulfills the biological sciences general education requirement;
- b. complete the general education requirement in the physical sciences with a physics sequence (PHYS 12100-12200 General Physics I-II or equivalent) or a chemistry sequence (CHEM 11100-11200 Comprehensive General Chemistry I-II, CHEM 10100 Introductory General Chemistry I and CHEM 10200 Introductory General Chemistry II, or equivalent), or have earned a score of 5 on the AP Chemistry or Physics test or a score of 4 or 5 on the AP Physics C Mechanics and E&M test;
- c. complete a calculus sequence (MATH 13100-13200 Elementary Functions and Calculus I-II or higher), or have earned a score of 5 on the AP Calculus BC test;
- d. complete three courses on the origins and development of science in the West: one course in each of the following three chronological periods: ancient, early modern, and modern.

2. Advanced Science. In addition to the science courses typically taken as part of the general education requirements, students are expected to take three courses in science, social sciences, or mathematics beyond the introductory level. They select these advanced courses according to their special aims, their area of concentration, and the subject of their bachelor's thesis.

3. Areas of Concentration. All students in the program determine an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. In consultation with the program director and their program adviser, students select five courses to constitute this concentration area. For example, some students may be particularly interested in the intellectual and social interactions between changing scientific knowledge and institutions, on the one hand, and evolving social institutions, on the other; a second group may be concerned with either epistemological issues related to the growth of science or moral and political problems attending the employment of technology; and a third group may wish to emphasize the study of science as a social or cultural activity.

4. Tutorials. Students are required to take two tutorial courses; this is typically done early in their program. With a specific focus that changes each year, these tutorials are small classes (from three to ten students) that emphasize discussion and writing. An updated list of courses is available in the HIPS office (SS 207) or at registrar.uchicago.edu/classes (<http://registrar.uchicago.edu/classes>).

5. Bachelor's Thesis and Junior Seminar. Third-year students enroll in a designated one-quarter seminar (HIPS 29800 Junior Seminar: My Favorite Readings in the History and Philosophy of Science) that deals with general aspects of history, philosophy, and social studies of science and medicine. In Spring Quarter of their third year, students must discuss their proposal for their bachelor's thesis with the program director. In consultation with the program director, students then sign up for a reading and research course (HIPS 29700 Readings and Research in History, Philosophy, and Social Studies of Science and Medicine) with an appropriate faculty member. In their fourth year, this research course should lead to a bachelor's thesis (HIPS 29900 Bachelor's Thesis) that integrates each student's academic studies, bringing them to bear on

a significant question related to some historical, conceptual, ethical, or social aspect of science. Fourth-year students also enroll in a two-quarter HIPS 29810 Bachelor's Thesis Workshop, which is comprised of meetings that focus on organizing, researching, writing, and revising the thesis.

Summary of Requirements

GENERAL EDUCATION

Three courses: one from each of the following chronological periods:	300
Ancient: HIPS 18300	
Early Modern: HIPS 18400-18403	
Modern: HIPS 18500-18503	
An approved sequence that fulfills the biological sciences general education requirement	200
One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or equivalent) *
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *
PHYS 12100-12200	General Physics I-II (or higher) *
MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *
Total Units	900

MAJOR

Three courses in science, social sciences, or mathematics beyond the introductory level		300
Five courses in an area of concentration		500
Two tutorials		200
HIPS 29700	Readings and Research in History, Philosophy, and Social Studies of Science and Medicine	100
HIPS 29800	Junior Seminar: My Favorite Readings in the History and Philosophy of Science	100
HIPS 29900	Bachelor's Thesis	100
HIPS 29810	Bachelor's Thesis Workshop	100
Total Units		1400

* Credit may be granted by examination.

Examples of Concentrations

The following are meant to illustrate areas of concentration. They are not prescriptive, only suggestive. For the particular courses that might constitute their area of concentration, students should consult with the director of the program, examine this course catalog, and visit registrar.uchicago.edu/classes (<http://registrar.uchicago.edu/classes/>).

History and Philosophy of Biological Science

HIPS 23600	History and Theory of Human Evolution	100
BIOS 29321	Problem of Evil: Disease?	100
HIPS 23900	Biological and Cultural Evolution	100
HIPS 25801	Evolutionary Theory and Its Role in the Human Sciences	100
HIPS 27860	History of Evolutionary Behavioral Sciences	100
Total Units		500

Philosophy of Science

HIPS 20300	Scientific/Technological Change	100
HIPS 22000	Introduction to Philosophy of Science	100
HIPS 22708	Planetary Britain, 1600-1900	100
HIPS 24900	Natural Philosophy 1200-1800	100
HIPS 25400	Philosophy of Mind and Science Fiction	100
Total Units		500

History of Medicine and Medical Ethics

HIPS 21600	Advanced Medical Ethics: Health Care	100
HIPS 21911	Medical Ethics: Who Decides and on What Basis?	100
HIPS 25900	Darwinian Medicine	100
HIPS 26901	History and Philosophy of Psychology	100

HIPS 27300	Medicine and Culture	100
Total Units		500

Admission

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

Honors

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

Grading

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

Advisers

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

Minor Program in History, Philosophy, and Social Studies of Science and Medicine

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

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

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

Students must complete one tutorial course.

The remaining five courses for the minor program should constitute an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. Students select the courses that constitute this concentration in consultation with the program director and their program adviser.

Students who elect the minor program in HIPS should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the program. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on a form obtained from the adviser.

The following groups of courses would satisfy the requirements for a minor in HIPS. They are only meant to illustrate possible plans of study; they are not prescriptive.

Group 1

Tutorial:		100
HIPS 29405	Tutorial: Evolution and Pragmatism	
Concentration in History and Philosophy of Biology:		500
HIPS 22700	Philosophical Problems in the Biological Sciences	
HIPS 23600	History and Theory of Human Evolution	
HIPS 23900	Biological and Cultural Evolution	
HIPS 25801	Evolutionary Theory and Its Role in the Human Sciences	
BIOS 29321	Problem of Evil: Disease?	
Total Units		600

Group 2

Tutorial:		100
HIPS 29606	Tutorial: Medicine, Disease, and Death in American History	
Concentration in History of Medicine and Medical Ethics:		500
HIPS 21400	Intro To Medical Ethics	

HIPS 21600	Advanced Medical Ethics: Health Care
HIPS 24800	Gender: Hist of Sci Tech Med
HIPS 25900	Darwinian Medicine
HIPS 27300	Medicine and Culture
<hr/>	
Total Units	600

History, Philosophy, and Social Studies of Science and Medicine Courses

HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503 Science, Culture, and Society in Western Civilization

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

HIPS 18300. Science, Culture, and Society in Western Civilization I: Greek & Roman Science. 100 Units.

This undergraduate core course represents the first quarter of the Science, Culture, and Society in Western Civilization sequence. Taking these courses in sequence is recommended but not required. This quarter will focus on aspects of ancient Greek and Roman intellectual history, their perceived continuities or discontinuities with modern definitions and practices of science, and how they were shaped by the cultures, politics, and aesthetics of their day. Topics surveyed include history-writing and ancient science, the cosmos, medicine and biology, meteorology, ethnography and physiognomics, arithmetic and geometry, mechanics, taxonomy, optics, astronomy, and mechanical computing.

Instructor(s): J. Wee Terms Offered: Autumn. Offered Autumn 2020

Equivalent Course(s): HIST 17310

HIPS 18400. Science, Culture, and Society in Western Civilization II: Renaissance to Enlightenment. 100 Units.

This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.

Instructor(s): R. Richards Terms Offered: Autumn. Course was offered in Autumn 2019.

Equivalent Course(s): KNOW 18400, HIST 17410

HIPS 18401. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.

This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.

Instructor(s): M. Rossi Terms Offered: Autumn. Course was offered in Autumn 2019

Equivalent Course(s): HIST 17411

HIPS 18501. Science, Culture, and Society in Western Civilization III: History of Medicine 1900-Present. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since 1900. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

Instructor(s): M. Rossi Terms Offered: Winter. Course was offered in Winter 2020

Equivalent Course(s): HIST 17511

HIPS 18502. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.

This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Course was offered in Spring 2020.

Equivalent Course(s): HIST 17512

HIPS 18503. Science, Culture, and Society in Western Civilization III: History of Social Science. 100 Units.

'Social Science' now is generally used to refer to the various disciplines devoted to the study of humanity in its social manifestations: sociology, social and cultural anthropology, economics, political science, geography, and history. But these disciplines employ radically different methodologies, rooted in distinct histories. While positive social science and the application of statistics to society began in the context of French Revolutionary nation-building, ethnographic methods emerged in the very different context of British imperial encounters with 'exotic' cultures. In the midst of a growing interest in 'society' and 'culture,' distinct methodological schools with competing social and cultural ontologies and methodologies emerged across Europe. This course studies these traditions, and their development in the social and cultural contexts of revolution, empire, racial justice, and disciplinary institutionalization.

Instructor(s): P. Mostajir Terms Offered: Autumn Spring. Offered in Autumn and Spring 2021
Equivalent Course(s): HIST 17513

HIPS 20003. Discovering Anthropology: Reading Race. 100 Units.

Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in *Homo sapiens* have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to its role in retarding social progress, and the extermination and exploitation of some populations and individuals.

Instructor(s): R. Tuttle Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): ANTH 38305, ANTH 20003, CRES 12300

HIPS 20300. Scientific/Technological Change. 100 Units.

Equivalent Course(s): PHIL 30300, CHSS 42300, PHIL 20300

HIPS 20301. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter. Not offered in 2020-2021
Prerequisite(s): None
Equivalent Course(s): ANTH 22131, MENG 20300, ENST 20300, GLST 26807, HIST 25426

HIPS 20401. Philosophy of Mind. 100 Units.

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

Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): PHIL 23501

HIPS 20500. Intermediate Logic. 100 Units.

This course provides a first introduction to mathematical logic for students of philosophy. In this course we will prove the soundness and completeness of deductive systems for both propositional and first-order predicate logic. (B) (II)

Instructor(s): A. Vasudevan Terms Offered: Winter
Prerequisite(s): Elementary Logic (PHIL 20100) or its equivalent.
Equivalent Course(s): PHIL 39600, CHSS 33600, PHIL 29400

HIPS 20700. Elementary Logic. 100 Units.

An introduction to the concepts and principles of symbolic logic. We learn the syntax and semantics of truth-functional and first-order quantificational logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.

Instructor(s): Autumn 2020: G. Schultheis; Winter 2021: M. Kremer Terms Offered: Autumn Winter
Equivalent Course(s): LING 20102, PHIL 20100, PHIL 30000, CHSS 33500

HIPS 20905. Advanced Logic. 100 Units.

Since Russell's discovery of the inconsistency of Frege's foundation for mathematics, much of logic has revolved around the question of to what extent we can or cannot prove the consistency of the basic principles with which we reason. This course will explore two main efforts in this direction. We will first look at proof-theoretic efforts towards demonstrating the consistency of various foundational systems, discussing the virtues and limitations of this approach. We will then closely examine Gödel's theorems, which are famous for demonstrating limits on the extent to which we can formulate consistency proofs. Much has been written on the implications of Gödel's theorems, and we will spend some time trying to carefully separate what they really entail from what they do not entail. Assessment will be by regular homework sets. Intermediate logic or prior equivalent required. (II) and (B).

Instructor(s): K. Davey Terms Offered: Spring
Prerequisite(s): Elementary Logic or equivalent
Equivalent Course(s): CHSS 39405, PHIL 39405, PHIL 29405

HIPS 21000. Introduction To Ethics. 100 Units.

In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)

Instructor(s): C. Vogler Terms Offered: Winter

Equivalent Course(s): FNDL 23107, PHIL 21000

HIPS 21100. Celebrity and Science in Paleoanthropology. 100 Units.

This seminar explores the balance among research, 'showbiz' big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.

Instructor(s): R. Tuttle Terms Offered: TBD

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 21406, ANTH 38300

HIPS 21347. To Preserve or Destroy? Anthropologies of Heritage. 100 Units.

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

Instructor(s): Hilary Leatham Terms Offered: Winter. This course was offered Winter 2020

Equivalent Course(s): ARCH 21347, ANTH 21347, GLST 23317

HIPS 21407. The Vocation of a Scientist. 100 Units.

Max Weber wrote that to be a scientist one needed a 'strange intoxication' with scientific work and a 'passionate devotion' to research as a calling. And yet, such passion seemed to conflict with the ideal of value-neutral inquiry. This class considers the vocation of science since the turn of the twentieth century. What political, economic, and cultural forces have shaped scientific professions in the United States? How are scientists represented in public culture? How was American science experienced during the colonization of the Philippines? By exploring these questions, this class will examine the values and norms that make science into a meaningful vocation.

Terms Offered: TBD

Equivalent Course(s): ANTH 22129, KNOW 21407

HIPS 21408. History of Medicine. 100 Units.

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

Equivalent Course(s): HIST 25314, CCTS 21408, KNOW 21408

HIPS 21409. History of Extraterrestrial Life. 100 Units.

In 2014, the Vatican Radio made a splash when it reported that the pontiff, Pope Francis, condoned the baptism of extraterrestrials-if they so desired it. 'Who are we to close doors?' he asked rhetorically. It was both a metaphor for spiritual inclusion and an accurate representation of the modern Vatican's position on the possibilities of modern astrobiology and the search for extrasolar planets, fields whose rapid growth over the past two decades make serious consideration of extraterrestrial life seem like a uniquely modern phenomena. Its history, however, is in fact many centuries old. In this course we will examine the development of beliefs concerning life in the universe from the sixteenth century to the present. How did historical actors understand the nature, abilities, and location of extraterrestrial life, and its relationship to man and god? We will analyze connections between these beliefs and contemporary political, social, scientific, and religious developments. These include the role of the plurality of worlds in the debates over heliocentrism, its impact and application in the context of deism and social and political freethought, its literary and artistic depictions and use as a tool of satire and social commentary, its influence on natural philosophy, its decline and the subsequent rise of alien conspiracists and their critics, and how and why conceptions of the extraplanetary other took a dark and sinister turn toward the early-to-mid twentieth century.

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

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

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

legacies of science? From the interpretation of archaeological ruins to the design of new medical technologies, this class will examine science and technology as political practice in Africa.

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

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

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

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

HIPS 21413. Sex and Enlightenment Science. 100 Units.

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

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

HIPS 21414. What is Technology? 100 Units.

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

Equivalent Course(s): KNOW 21414

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

Indigenous people are often seen as 'objects' of social theory; this course considers their role as subjects of social theory-makers of modern knowledge who made foundational contributions to basic ideas about humanity. We will take up three case studies, each of which highlights an indigenous people who unleashed a cascade of fresh thinking: the Australian Aborigines who influenced the ideas of Émile Durkheim and Sigmund Freud; the Native peoples of the Northwest Coast of America who stimulated Franz Boas to reconstruct the concept of culture; and the indigenous peoples of the Trobriand Islands who shaped Bronisław Malinowski's ideas about gifts, hospitality, and reciprocity. As we will see, much of what we call social theory turns out to rely on a vast archive of nonstate knowledge generated by indigenous intellectuals.

Instructor(s): Isaiah Lorado Wilner Terms Offered: Spring

Equivalent Course(s): CRES 21419, KNOW 21419

HIPS 21428. Apes and Human Evolution. 100 Units.

This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.

Instructor(s): R. Tuttle Terms Offered: Spring, Spring 2021

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): ANTH 38600, EVOL 38600, ANTH 21428, BIOS 13253

HIPS 21609. Topics in Medical Ethics. 100 Units.

Decisions about medical treatment, medical research and medical policy often have profound moral implications. Taught by a philosopher, three physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, abortion, organ markets, research ethics, and distributive justice in health care. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): HLTH 21609, PHIL 21609, BIOS 29314, BPRO 22612

HIPS 22000. Introduction to Philosophy of Science. 100 Units.

We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper's deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B) (II)

Instructor(s): T. Pashby Terms Offered: Autumn

Equivalent Course(s): PHIL 32000, PHIL 22000, HIST 25109, HIST 35109, CHSS 33300

HIPS 22207. The Social History of Alcohol in Early Modern Europe. 100 Units.

This course will examine the multifaceted role that beer, wine, cider, and spirits played in European society and will challenge students to consider how a seemingly familiar commodity was a key component in shaping early modern social relations. It will focus on several major themes that have guided historical inquiry and show how hard drink intersects with and entangles these histories. Major themes will include alcohol and gender relations; state legality and taxation; moral policing; environmental projects and crises; labor and technology; and colonialism. Using both primary and secondary sources will push students to look below the surface to see how drink alternately challenged or reinforced social hierarchies, much as it continues to do in the present time.

Instructor(s): C. Rydell Terms Offered: Winter

Equivalent Course(s): HIST 22207, HLTH 22207

HIPS 22310. The Commons: Environment and Economy in Early Modern Europe. 100 Units.

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

Instructor(s): O. Cussen Terms Offered: Winter

Equivalent Course(s): ENST 22310, HIST 22310, LLSO 22310

HIPS 22401. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

Instructor(s): K. Pagel Terms Offered: Winter

Prerequisite(s): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor.

Note(s): CHDV Distribution: A

Equivalent Course(s): GNSE 21500, CHDV 21500, HLTH 21500, BIOS 23405

HIPS 22708. Planetary Britain, 1600-1900. 100 Units.

What were the causes behind Britain's Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.

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

HIPS 22709. Introduction to Philosophy of Quantum Mechanics. 100 Units.

In this class we examine some of the conceptual problems associated with quantum mechanics. We will critically discuss some common interpretations of quantum mechanics, such as the Copenhagen interpretation, the many-worlds interpretation and Bohmian mechanics. We will also examine some implications of results in the foundations of quantum theory concerning non-locality, contextuality and realism. (B) (II)

Instructor(s): T. Pashby Terms Offered: Spring

Prerequisite(s): Prior knowledge of quantum mechanics is not required since we begin with an introduction to the formalism. Only familiarity with high school geometry is presupposed but expect to be introduced to other mathematical tools as needed.

Equivalent Course(s): PHIL 32709, PHIL 22709, CHSS 32709, KNOW 22709

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

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

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

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

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

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

Equivalent Course(s): HIST 23400, GNSE 23490, HLTH 23400, HMRT 23400

HIPS 24300. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's 'The History of Sexuality', with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

Instructor(s): A. Davidson Terms Offered: Autumn

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): FNDL 22001, GNSE 23100, RLST 24800, KNOW 27002, CMLT 25001, PHIL 24800

HIPS 24341. Topics in Medical Anthropology. 100 Units.

This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how 'disease' and 'health' in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.

Instructor(s): P. Sean Brotherton Terms Offered: Winter. Winter 2021

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

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

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

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

TBD

Instructor(s): Kaushik Sunder Rajan Terms Offered: TBD

Equivalent Course(s): HLTH 24352, ANTH 24352

HIPS 24401. Freud & Psychoan: Lec/Cse Stud. 100 Units.

TBD

Equivalent Course(s): PSYC 38501, PSYC 28501, FNDL 23302

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

This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can deflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.

Instructor(s): S. Graeter Terms Offered: TBD

Equivalent Course(s): ANTH 23026, LACS 24706

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

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

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

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

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

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

Instructor(s): Lily Ye Terms Offered: Spring

Equivalent Course(s): CHDV 25011

HIPS 25014. Introduction to Environmental History. 100 Units.

How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.

Instructor(s): F. Albritton Jonsson Terms Offered: Winter

Equivalent Course(s): HIST 25014, CHSS 35014, ENST 25014, HIST 35014

HIPS 25114. Natural History and Empire, circa 1500-1800. 100 Units.

This course will examine natural history—broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people—in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern sources of natural history from antiquity and their (re)interpretation in imperial context; early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of

Instructor(s): J. Niermeier-Dohoney Terms Offered: Autumn

Equivalent Course(s): ENST 25114, HIST 25114

HIPS 25121. The Brazil-Argentina Nuclear Cooperation Agreement and Thermoelectric Transition in Brazil. 100 Units.

In this course we present a history of Brazil-Argentina nuclear cooperation and how Brazil is planning the transition of its electric matrix from predominantly hydraulic towards a mix with increased share of nuclear power. Proliferation risks are a main concern of international community when nuclear programs expansion is considered. The Brazilian-Argentine Agency for Accounting and Control of Nuclear Materials, created in 1991, has been fundamental in assuring the international community (via the International Atomic Energy Agency) that the nuclear materials and facilities of both countries are being used for peaceful purposes. Domestically, the debate has been environmental in nature, and concerns topics ranging from mining to power generation, and from radioactive materials disposal to radiation effects in living organisms and major accidents. These diplomatic, environmental, social and political issues are in turn dependent on technical details of the thermoelectric generating process, and this nexus of issues provides the topics for the course.

Instructor(s): Ramos, Alexandre Terms Offered: Autumn

Note(s): Tinker Visiting Professor Autumn 2018

Equivalent Course(s): LACS 25121, PPHA 39921, CHSS 35121, LACS 35121

HIPS 25202. Feminist Perspectives on Science. 100 Units.

Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science's symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelyn Hammonds, Emily Martin, Sharon Traweck, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.

Instructor(s): P. Mostajir Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): ANTH 22124, GNSE 25222, SOCI 20517

HIPS 25205. Computers, Minds, Intelligence & Data. 100 Units.

How are we co-evolving with our machines? How do we teach ourselves and our computers how to learn? What kinds of human intelligences do we promote in liberal education in comparison with artificial intelligence(s)? Through our distributed

cognition with tools of all kinds, as we engage in participatory culture using digital computers and networks, we provide information that generates the basis for big (and small) data. At the crux of our investigation-on the one hand into reading and conversation and on the other hand into algorithms and information theory-are issues about human action and the multifaceted agency of the universal Turing machine-as mobile phone, laptop, internet, robot.

Equivalent Course(s): MAAD 14205, HUMA 25205

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

In contrast to print culture and electronic culture, yet embedded in them, contemporary digital culture engages us in human-computer systems empowered as media for mobile communication in the global network society. In our conjoined online and offline environments, we inhabit human-computer hybrids in which (for instance) we learn, imagine, communicate, pay attention, and experience affect. How can we understand and critique our theories, concepts, practices, and technologies of intelligence and information in relation to the capacities of these digital machines with which we co-evolve? For exploring this question, our case studies include comparing artificial and natural intelligences, as well as examining algorithms and their socio-political impacts, in current web functionalities such as search (Google) and social media (Facebook, Twitter).

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

Equivalent Course(s): HUMA 25206, LLSO 25206

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

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

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

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

HIPS 25209. American Pragmatism: The Theory and Influence of a Philosophical Movement. 100 Units.

From a philosophical point of view, pragmatism is a tradition that seeks to overturn long-standing dogmas by reframing the relationship between subject and object, redefining the analytic category of 'experience,' and most famously, reconstructing theories of truth and meaning. It comprises a complete philosophical system, including metaphysics, philosophy of science, logic, social and political philosophy, ethics, and aesthetics. From a historical point of view, pragmatism was an intellectual movement which originated in a philosophy club in Harvard University in the late 19th century; became the predominant philosophical tradition in the United States for over half a century; influenced theories, practices, and styles across the arts, humanities, social sciences, education policy, and social work; clashed and conversed with the Germanophone tradition of logical positivism arriving from Europe during the inter-war years; and then all but vanished from American philosophy departments during the McCarthy era. This course will equip students with a theoretical, philosophical understanding of pragmatism, as well as an understanding of its historical context and lasting influence.

Instructor(s): P. Mostajir Terms Offered: Spring, Spring 2020

HIPS 25210. Medical Ethics in the Hospital and Clinic. 100 Units.

In this course, we depart from the ethical conversations that UChicago students may be used to having in the Core. Instead, we will examine the ethical quandaries that involve patients and families, doctors, nurses, researchers, and larger society by using a clinical perspective to frame our discussions. How is good medicine practiced? How should physicians think about conflicting social, professional, and personal duties? How do physicians integrate their knowledge with considerations about wider society to provide ethical care for patients? In the first week, we will introduce basic frameworks to organize our thinking around complex ethical problems in medical practice. We will use these frameworks to discuss general issues of ethical import to all fields of medicine: informed consent, decisional capacity, and end-of-life care. Most of our time will be spent exploring the big ethical questions in various medical specialties: surgery, psychiatry, obstetrics and gynecology, and pediatrics. Consideration will also be given to ethical research practices and global health service. Weekly, lectures regarding relevant clinical and basic medical scientific topics will be offered to inform students' ethical decision-making.

Instructor(s): S. Server Terms Offered: TBD Winter, Winter 2021

HIPS 25211. Computers, Minds, Intelligence and Data. 100 Units.

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

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

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

This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on

fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.

Instructor(s): C. Kindell Terms Offered: Winter

Equivalent Course(s): CRES 25218, ENST 25218, GNSE 25210, GLST 25218, HLTH 25218, HIST 25218, AMER 25218

HIPS 25309. History of Perception. 100 Units.

Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants' own sensations and perceptions of the world around them.

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

HIPS 25421. Censorship from the Inquisition to the Present. 100 Units.

Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, *The History of Censorship*, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.

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

HIPS 25427. The Global Atomic Age. 100 Units.

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

Instructor(s): T. Kahle

Equivalent Course(s): HIST 25427, ENST 25427

HIPS 25600. History of Statistics. 100 Units.

This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories. This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.

Instructor(s): S. Stigler Terms Offered: Spring

Prerequisite(s): Prior statistics course

Equivalent Course(s): STAT 26700, CHSS 32900, STAT 36700

HIPS 25808. Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences. 100 Units.

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

Instructor(s): M. Rossi

Note(s): This course fulfills part of the KNOW core seminar requirement. PhD students should register for KNOW 40202 to be eligible to apply for the SIFK dissertation fellowship.

Equivalent Course(s): HIST 25308, HIST 35308, CHSS 35308, KNOW 25308, ANTH 24307, KNOW 40202, ANTH 34307

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

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

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

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

Equivalent Course(s): PHIL 26000, MDVL 26000

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

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

Equivalent Course(s): HIST 26121, LACS 26121

HIPS 26230. Death Panels: Exploring dying and death through comics. 100 Units.

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

Instructor(s): Brian Callendar Terms Offered: Spring

Equivalent Course(s): KNOW 36230, ARTV 20018, KNOW 26230

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

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

Instructor(s): Diana Schwartz Francisco Terms Offered: Winter

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

HIPS 26617. Sciences as Solutions to Latin American Challenges, 1500-2000. 100 Units.

Equivalent Course(s): LACS 26617, HIST 26107

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

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

Instructor(s): E. Escobar Terms Offered: Autumn

Equivalent Course(s): KNOW 27004, NEHC 20215, HIST 25617

HIPS 27005. Secrecy and Science. 100 Units.

This course traces the relationship between openness, secrecy, and the construction of scientific knowledge. Our sources span several millennia of intellectual history, from cuneiform tablets containing glassmaking recipes and the 'secrets of the gods,' to Medieval alchemical recipes, and to the first museums of natural history. We will investigate how and why science shifted from a subject intended for the elite few, to a more democratic ideal that embraced public demonstration. The role

of patronage in the development of scientific knowledge, and the complex interaction between science and religion will be central to our discussions. Writing assignments will respond to thematic questions based on the readings.

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

HIPS 27301. Medical Anthropology. 100 Units.

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

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

Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.

Note(s): CHDV Distribution: C, D; 3, 4

Equivalent Course(s): ANTH 40330, KNOW 43204, CHDV 23204, CHDV 43204, ANTH 24330, HLTH 23204

HIPS 27501. Freud: Human Dev/Personality. 100 Units.

Equivalent Course(s): HUDV 31300

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.

An introduction to psychoanalytic thinking and its philosophical significance. A question that will concern us throughout the course is: What do we need to know about the workings of the human psyche-in particular, the Freudian unconscious-to understand what it would be for a human to live well? Readings from Plato, Aristotle, Freud, Bion, Betty Joseph, Paul Gray, Lacan, Lear, Loewald, Edna O'Shaughnessy, and others.

Equivalent Course(s): FNLD 28210, PHIL 28210, SETH 37501, PHIL 38209

HIPS 28319. Ephron course: Imagining Nature among the Greeks. 100 Units.

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

Instructor(s): L. Wash Terms Offered: Winter

Equivalent Course(s): CLCV 28319

HIPS 28350. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

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

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn

Prerequisite(s): for BIOS 29209: This course does not meet the requirements for the Biological Sciences major.

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): ARTV 20014, BIOS 29209, HLTH 29901, KNOW 29901, ANTH 24360

HIPS 29412. The Face in Western Culture from the Mona Lisa to the Selfie. 100 Units.

The course will approach the history of the human face from a variety of disciplinary perspectives, ranging across art history through to the history of science and technology. Topics will include the Mona Lisa and Renaissance portraiture; early modern identity and identity documents; the discipline of physiognomy; Johann Kaspar Lavater and the makings of racial science; the impact of photography; Alphonse Bertillon and the 'mug shot'; smiles in advertisements; biometrics to facial recognition technologies; and the art and science of the selfie. The course will draw on specialized readings from secondary literature alongside a wide range of literary and visual primary sources, including scientific texts, paintings, drawings,

identity documents, photographs, advertisements, cosmetics, and prosthetic parts. The subject offers a great deal of room for the selection of a topic for a research paper on a subject of students' choices.

Prerequisite(s): Open to upper-level undergraduates.

Equivalent Course(s): HIST 29412

HIPS 29637. Tutorial: Evolution Beyond Darwin. 100 Units.

One of the most identifiable images associated with evolution is the visage of Charles Darwin. Historical narratives of evolution center on Darwin's work, and scientific publications today still note whether or not Darwin pre-empted their ideas. This course aims to build a narrative of evolution that brings the story up to today, asking why so many see Darwin as a shorthand for evolution and what consequences that might have for the development and communication of the science. In addition, it will interrogate other 'iconic' images and narratives in evolution, like the tree of life. We will ask where our ideas about evolution have come from, how they are perpetuated, and what consequence that might have for the discipline of evolutionary biology. The course has three aims: 1) to provide a historical understanding of evolution after Darwin; 2) to reflect on how evolution is communicated between scientists and to the broader public, and to ask how 'icons' or Darwin himself suggest implicit meanings counter to the work of the scientists; and 3) to more broadly examine what is a science-a process or a body of knowledge?

Instructor(s): E. Kitchen Terms Offered: Spring, Spring 2021

Equivalent Course(s): HIST 25023

HIPS 29638. TUTORIAL - Vitalism and Teleology in Biology: Historical and Philosophical Approaches. 100 Units.

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

Instructor(s): B. Deadman Terms Offered: Winter, Winter 2020

Equivalent Course(s): HIST 25022

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

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

Instructor(s): A. Clark Terms Offered: Autumn, Autumn 2020

Equivalent Course(s): GNSE 25021, CRES 25021, HIST 25021

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

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

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

Prerequisite(s): Priority registration is given to History majors.

Equivalent Course(s): HIST 29678

HIPS 29700. Readings and Research in History, Philosophy, and Social Studies of Science and Medicine. 100 Units.

Reading and Research for HIPS seniors working on their senior thesis.

Terms Offered: Autumn Spring Winter

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

HIPS 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female 'hysteria,' evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

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

Equivalent Course(s): CHDV 29318, HIST 29318, HMRT 29318, GNSE 23106, HLTH 29318, CRES 29318

HIPS 29800. Junior Seminar: My Favorite Readings in the History and Philosophy of Science. 100 Units.

This course introduces some of the most important and influential accounts of science to have been produced in modern times. It provides an opportunity to discover how philosophers, historians, anthropologists, and sociologists have grappled with the scientific enterprise, and to assess critically how successful their efforts have been. Authors likely include Karl Popper, Thomas Kuhn, Robert Merton, Steven Shapin, and Bruno Latour.

Instructor(s): R. Richards Terms Offered: Autumn

Equivalent Course(s): HIST 25503

HIPS 29810. Bachelor's Thesis Workshop. 100 Units.

Thesis writing workshop for HIPS seniors.

Terms Offered: Autumn, Spring, Winter

HIPS 29900. Bachelor's Thesis. 100 Units.

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

Terms Offered: Autumn, Winter, Spring

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



Human Rights

Department Website: <http://humanrights.uchicago.edu>

The Pozen Family Center for Human Rights

The Pozen Family Center for Human Rights, founded in 1997 as the Human Rights Program, supports innovative, interdisciplinary teaching and research projects that explore the theory and practice of human rights. The Pozen Center advances the global study of human rights through:

- A rigorous liberal arts curriculum that combines humanities and social sciences perspectives and analysis with practice-oriented teaching;
- Research initiatives that bring together faculty and students from across the University to address the challenges of human rights in a global world of diverse histories, politics, religions, and cultures;
- Programs designed to enhance the University community's engagement with local, national, and international human rights issues, practices, and organizations.

The Human Rights Internship Program (<http://humanrights.uchicago.edu/internships/>) provides funded summer fellowships to College, graduate, and professional students to gain hands-on experience at host organizations around the world and in the United States. The Pozen Center also advances human rights research through grants to faculty and doctoral students that support innovative scholarship, as well as conferences and symposia. Multi-year faculty initiatives develop projects such as health and human rights, philosophical approaches to labor rights, and changing norms of refugee protection. The Pozen Center fosters a human rights culture at the University of Chicago and in the broader community with public events (<http://humanrights.uchicago.edu/page/events/>) throughout the year. Conferences, lectures, workshops, performances, and exhibitions bring scholars and practitioners from around the world to explore human rights in theory and practice.

Human Rights Curriculum

The Human Rights Curriculum (<https://humanrights.uchicago.edu/page/curriculum/>) includes a College Human Rights civilization studies sequence, a College minor (<https://humanrights.uchicago.edu/collegeminor/>), an introduction to contemporary concepts and issues in human rights, a Spring Human Rights Study Abroad Program in Vienna (<https://study-abroad.uchicago.edu/programs/vienna-human-rights/>), and a variety of elective courses with distinct disciplinary, thematic, and/or regional perspectives.

HMRT 10100 Human Rights in World Civilizations I and HMRT 10200 Human Rights in World Civilizations II comprise a two-quarter sequence that explores how human rights have been constructed across transnational, imperial, national, and local spaces in a variety of civilizational vernaculars while exposing students to their contested genealogies, limits, and silences. The sequence is primary source driven and discussion based, with readings drawn from a range of texts from the political and the legal to the literary, aural, and visual. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

Undergraduate Minor in Human Rights

College students in any field of study may complete a minor in Human Rights. The minor is an interdisciplinary plan of study that provides students the opportunity to become familiar with the theoretical, historical, and comparative perspectives on human rights. The flexibility of this course of study complements majors in any of the disciplines. A minor in Human Rights will provide a background for graduate study in many disciplines or for careers that incorporate human rights analysis or advocacy, including medicine, law, film-making, social work, public policy, teaching, journalism, or government service.

The Human Rights minor requires a total of five courses, including:

1. One introductory course. Choose from one of the following:

HMRT 21001	Human Rights: Contemporary Issues	100
HMRT 21002	Human Rights: Philosophical Foundations	100
HMRT 20101	Human Rights I in Vienna: Philosophical Foundations of Human Rights	100
HMRT 20201	Human Rights II in Vienna: History and Theory	100
HMRT 20301	Human Rights III in Vienna: Contemporary Issues in Human Rights	100

2. Four approved Human Rights (HMRT) courses or cross-listed courses.

It is recommended but not required that students who minor in Human Rights take HMRT 10100-10200 Human Rights in World Civilizations I-II to fulfill their general education requirement in civilization studies.

Summary of Requirements for the Minor in Human Rights

One of the following:		100
HMRT 21001	Human Rights: Contemporary Issues	
HMRT 21002	Human Rights: Philosophical Foundations	

HMRT 20101	Human Rights I in Vienna: Philosophical Foundations of Human Rights	
HMRT 20201	Human Rights II in Vienna: History and Theory	
HMRT 20301	Human Rights III in Vienna: Contemporary Issues in Human Rights	
Four approved HMRT courses or cross-listed courses		400
Total Units		500

To apply for the minor, students must receive the Pozen Center Executive Director's approval on a form obtained from their College adviser. This form must then be returned to the College adviser by the end of Spring Quarter of their third year.

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

Due to recent changes in the Human Rights minor, students in the Classes of 2017 and 2018 who have enrolled in the minor as of July 1, 2016, can seek approval of other combinations of Human Rights courses from the Pozen Center Executive Director.

Human Rights Courses

HMRT 10100-10200. Human Rights in World Civilizations I-II.

This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.

The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. 'Anti-Slavery, Humanitarianism, and Rights' focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. 'Declarations as a Human Rights Genre' examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.

Instructor(s): J. Ransmeier, B. Laurence, Staff Terms Offered: Autumn

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

Equivalent Course(s): SOSC 24900

HMRT 10200. Human Rights in World Civilizations II. 100 Units.

Four thematic clusters structure the second quarter. 'Migration, Minorities, and Refugees' examines minority rights, the evolution of legal norms around refugees, and human trafficking. 'Late Twentieth Century Human Rights Talk' explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. 'Global Justice' considers forms of international criminal law, transitional justice, and distributive justice. 'Indigenous Rights as Human Rights' takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.

Instructor(s): B. Laurence, E. Osborn, Staff Terms Offered: Winter

Prerequisite(s): HMRT 10100

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

Equivalent Course(s): SOSC 24901

HMRT 20101-20201-20301. Human Rights I in Vienna: Philosophical Foundations of Human Rights; Human Rights II in Vienna: History and Theory; Human Rights III in Vienna: Contemporary Issues in Human Rights.

Human Rights in Vienna

HMRT 20101. Human Rights I in Vienna: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic, and pressing problems, such as global poverty, torture, and genocide. (V) (I)

Instructor(s): D. Brudney Terms Offered: Spring

HMRT 20201. Human Rights II in Vienna: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern 'human rights' culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): T. Zahra Terms Offered: Spring

HMRT 20301. Human Rights III in Vienna: Contemporary Issues in Human Rights. 100 Units.

This interdisciplinary course presents a practitioner's overview of human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and

medical professionals, traditional and new media, and social movements. The Vienna edition of the course will expose the students to issues in contemporary human rights relevant to Europe today. Topics will include the relationship between rights and citizenship in contemporary Europe, the balance between rights and security (including the prohibition against torture), and the recognition of children's rights as human rights.

Instructor(s): S. Gzesh Terms Offered: Spring

HMRT 20200. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern 'human rights' culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): TBA Terms Offered: Winter

Equivalent Course(s): CRES 29302, HIST 39302, HIST 29302, LLSO 27100, INRE 31700, HMRT 30200

HMRT 21001. Human Rights: Contemporary Issues. 100 Units.

This course examines basic human rights norms and concepts and selected contemporary human rights problems from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview of the present crises and significant actors on the world stage, we will then examine the political setting for the United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of impunity and accountability, notions of 'exceptionalism,' and the emerging issue of the 'shamelessness' of authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.

Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Winter

Equivalent Course(s): LLSO 21001, HIST 29304, LACS 21001

HMRT 21002. Human Rights: Philosophical Foundations. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)

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

Equivalent Course(s): HIST 39319, HIST 29319, PHIL 21002, PHIL 31002, INRE 31602, MAPH 42002, HMRT 31002, LLSO 21002

HMRT 21005. Militant Democracy and the Preventative State. 100 Units.

Are states of exception still exceptional? The current debates and developments as well as the existential governmental crises has led to a securitization of rights. State security discourse narrates how states understand and mediate their legal obligations and has been used justify pre-emptive actions and measures which otherwise would not fit within an international law framework. When narrated in the public square, States often construct a discourse around a necessity defence-measures that may be extra-legal but argued to be necessary to protect democratic values and the democratic 'way of life.' This typifies what we refer to as 'militant democratic' language of the 'preventive state' and has been most visible in the raft of antiterrorism measures that were introduced after the events of September 11, 2001 and remain to date. This course will examine the impact of militant democracy and the preventative state on the current human rights landscape. It will look specifically how the narrative of prevention and protection has impacted normative changes to fundamental human rights and how the permanence of emergency is beginning to give the concept of 'securitization of rights' legal legs.

Instructor(s): Kathleen Cavanaugh, Senior Lecturer, Pozen Center for Human Rights Terms Offered: Autumn

HMRT 21007. The Politics of Human Rights Law. 100 Units.

In contrast to the notion that international law is a 'stable set of normative demands opposed to international politics,' it is 'better understood as an aspect of hegemonic contestation, a technique of articulating political claims in terms of legal rights and duties' (Koskeniemi 2004:197). As a hegemonic technique, law is a surface over which political struggles are waged, reflecting back the political uncertainties of the time. That international law is situated within, not apart from political realities is not in question and before we can begin to explain universal international law, we must first clarify 'what or whose view of international law is meant' (199). This course challenges a traditional reading of international law by examining the politics of law. Specific attention will be paid to the interface between emergency powers and international law. When are international law principles relevant? What guidance or constraints does international law impose on emergency powers? What is the relationship between national and international control mechanisms? How do international law mechanisms supervise or monitor the exercise of emergency powers-from the 'global war on terror' to Covid19-- and how effective are they? The course will provide students with a toolkit to [re]conceptualise international law in order to better understand the hegemonic contestation over the rights-based discourse.

Instructor(s): Kathleen Cavanaugh, Senior Lecturer, Pozen Center for Human Rights Terms Offered: Autumn

HMRT 21400. Health and Human Rights. 100 Units.

This course attempts to define health and health care in the context of human rights theory and practice. Does a 'right to health' include a 'right to health care'? We delineate health care financing in the United States and compare these systems with those of other nations. We explore specific issues of health and medical practice as they interface in areas of global conflict: torture, landmines, and poverty. Readings and discussions explore social determinants of health: housing, educational institutions, employment, and the fraying of social safety nets. We study vulnerable populations: foster children, refugees, and the mentally ill. Lastly, does a right to health include a right to pharmaceuticals? What does the big business of drug research and marketing mean for our own country and the world?

Instructor(s): R. Sherer, E. Lyon Terms Offered: Winter

Equivalent Course(s): MEDC 60405, HMRT 31400

HMRT 21499. Philosophy and Philanthropy. 100 Units.

Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their resources to worthy causes—for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)

Instructor(s): B. Schultz Terms Offered: Winter

Note(s): This course will feature a number of guest speakers and be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement. Students will also be presented with some practical opportunities to engage reflectively in deciding whether, why and how to donate a certain limited amount of (course provided) funding.

Equivalent Course(s): PLSC 21499, PHIL 21499, MAPH 31499

HMRT 21648. Languages of Migration: Literature, Law, and Language Justice. 100 Units.

For decades, human rights activists and lawmakers in the United States have been fighting for a person's right to speak their native language before the law, implying that language justice could be achieved through the use of interpreters. At the same time, a new generation of poets and fiction writers has been exercising alternative approaches to language justice, shifting the focus from speakers to listeners, and from the legal to the personal. This course brings these seemingly separate discourses into conversation in an attempt to trace the assumptions that undergird different formulations of language justice in the late 20th century and 21st century. Drawing on Edward Said's *The Public Role of Writers and Intellectuals*, we will examine NGO statements and immigration court hearings side by side with poetry and fiction by Monica de la Torre, Antonio Ruiz Camacho, Irena Klepfisz, Joseph Brodsky and others. As we analyze theories of identity, desire, language and responsibility and engage with thinkers such as Andrea Long Chu, Hannah Arendt and Aamir Mufti, we will consider the potential implications of bringing literature and law into conversation with one another.

Instructor(s): Yael Flusser Terms Offered: Spring

Equivalent Course(s): CMLT 21648, ENGL 21648

HMRT 21748. Global Human Rights Literature. 100 Units.

This course surveys key human rights texts (philosophical texts, literary works, and legal documents) of the 20th and 21st centuries. By reading global literatures alongside international human rights instruments, and by treating literature as an archive of ideas that circulate among a literary public invested in human rights, this course explores the importance of art and literature to legal and political projects and provides students with the opportunity to conceptualize the role of narrative for human rights advocacy and human rights imaginaries. We will chart the rise of the global human rights movement, beginning with the 1940s up to our contemporary moment, paying close attention to key human rights issues such as genocide, citizenship, enforced disappearance, detention, apartheid, refugee crises, and mass incarceration. Readings will include works by Anna Seghers, Primo Levi, Hannah Arendt, Jacobo Timerman, Aleksandr Solzhenitsyn, Rigoberta Menchú, Ngũgĩ wa Thiong'o, Antje Krog, Dave Eggers, and Albert Woodfox.

Instructor(s): Nory Peters Terms Offered: Winter

Equivalent Course(s): CRES 21748, CMLT 21748

HMRT 22210. Justice at Work. 100 Units.

In this class we will explore questions of justice that arise in and around work. We will consider concepts such as exploitation and domination as they apply to workers under capitalism. We will explore the foundation of the right to strike, and the right to form a union. We will consider the merits of different justifications for workplace democracy and worker control. We will explore the role of domestic injustice in sustaining wage inequality for women, and consider the relationship of race to capitalism. We explore these topics through a variety of normative lenses, drawing on cutting edge work in the liberal, neo-republican, Marxist, feminist, and human rights traditions. (A)

Instructor(s): B. Laurence Terms Offered: Winter

Equivalent Course(s): PHIL 21606

HMRT 22217. Reimagining Justice in the Chicago Police Torture Cases. 100 Units.

From 1972 to 1991, former Chicago police commander Jon Burge and white detectives under his command systematically tortured over 117 Black people in police custody. In May 2015, 43 years after the first known instance of torture, Chicago became the first municipality in the U.S. to provide reparations to those harmed by racially-motivated law enforcement violence, passing legislation for survivors of the Burge police torture regime. This course explores the evolution of decades of community activism and creative organizing undertaken in the Jon Burge torture cases. We will consider the following questions: What do these cases and the activism surrounding them reveal about policing and the criminal legal system? What role did torture survivors and those directly impacted by Burge torture play in struggles for justice? How can we reimagine systems of justice and accountability? How can society reckon with legacies of state violence and their ongoing impact in communities today?

Instructor(s): Alice Kim, Pozen Center for Human Rights Lab Director Terms Offered: Winter

HMRT 22235. Incarceration and Justice. 100 Units.

This course explores the impact of long-term sentencing practices in Illinois and nationwide. Largely neglected, even amid a robust and ongoing national conversation about mass incarceration, more than 200,000 people are serving life without parole (LWOP) or virtual life sentences in the United States. Current efforts to decarcerate often pit 'non-violent offenders' against 'violent offenders,' those deserving versus those undeserving of mercy or second chances. Nelson Mandela, who was imprisoned for twenty-seven years in South Africa, said: 'no one truly knows a nation until one has been inside its jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones.' We will deploy Mandela's standard to explore the long reach of long-term sentencing as we engage multiple mediums (memoir, personal testimony, poetry, film, art) to take an up-close and personal look at the lived experiences of those who have faced long-term removal from their communities into prison and how individuals, groups and communities are challenging what has been termed 'death by incarceration.'

Instructor(s): Alice Kim, Pozen Center for Human Rights Lab Director Terms Offered: Spring

HMRT 22241. Human Rights Research and Writing I. 100 Units.

This course provides an introduction to human rights theory and method for students working on disciplinary or interdisciplinary BA thesis projects that examine human rights topics.

Instructor(s): Nathaniel Gonzalez, Alec Wang, Social Science Teaching Fellows Terms Offered: Autumn

Prerequisite(s): Consent Required.

Note(s): This is a Pass/Fail class

HMRT 22242. Human Rights Research and Writing II. 100 Units.

This course provides an introduction to human rights theory and method for students working on disciplinary or interdisciplinary BA thesis projects that examine human rights topics.

Instructor(s): Nathaniel Gonzalez, Alec Wang, Social Science Teaching Fellows Terms Offered: Winter

Prerequisite(s): Consent Required.

Note(s): This is a Pass/Fail class

HMRT 22243. Human Rights Research and Writing III. 100 Units.

This course provides an introduction to human rights theory and method for students working on disciplinary or interdisciplinary BA thesis projects that examine human rights topics.

Instructor(s): Nathaniel Gonzalez, Alec Wang - Social Science Teaching Fellows Terms Offered: Spring

Prerequisite(s): Consent Required.

Note(s): This is a Pass/Fail class

HMRT 22304. Constitutional Rights to Liberty and Procedural Due Process in Chicago. 100 Units.

This seminar builds toward the draft of a viable research project on how constitutional rights to liberty and procedural due process have been historically applied (or ignored) in Chicago. Over ten weeks, you will learn how the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the U.S. Constitution relate to local law enforcement practice. Today, debate is fierce as to whether, and to what extent, these procedural rights are upheld or ignored in criminal law enforcement at the local level. You will be expected to join this debate in your own Chicago-focused research projects.

Instructor(s): Kyla Bourne, Graduate Lecturer, Pozen Center for Human Rights Terms Offered: Autumn

HMRT 22855. Childhood, Migration, and Nation. 100 Units.

While the figure of mobile children is central to academic and public debates about migration worldwide, this course asks students to step back and reconsider a question that is frequently taken for granted: 'What is a child?' The intersections between childhood and other categories of personhood, such as migrant laborers and refugees, complicate our assumptions about what it means to be a 'child' and the ways children fit into the ideologies of nation-states. Ambiguous representations of migrant children also problematize human rights and humanitarian discourses that often depict them as vulnerable, passive, and inseparable from their family units. The analytical focus on young mobile subjects who are in the process of 'growing up' call our attention to questions of temporalities and different modes of imagination which come to mediate the ongoing socialization of the child by state, family, and schools. In this course, we will critically discuss both theoretical concerns, ethnographic projects, films, and contemporary news media in the US, Asia, and elsewhere which take '(im)migrant children' as an object of inquiry. We will examine 1) the intersection between childhood and other personhood categories along the citizen-migrant continuum, and 2) institutional interventions and everyday practices of the child which are mediated by different ideologies about being children and being (non)citizens of a particular state.

Instructor(s): Moodjalin Sudcharoen Terms Offered: Spring, Spring 2021

Equivalent Course(s): CHDV 22855, ANTH 22855, GLST 22855

HMRT 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.

This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects. Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.

Instructor(s): Erin McFee Terms Offered: Autumn. Autumn 2020

Prerequisite(s): PQ. Course materials and discussions will be in both Spanish and English; Spanish fluency required.)

Equivalent Course(s): LACS 23083, GLST 23083, ANTH 23083, LACS 32335, ANTH 32335

HMRT 23114. A Kind of Wild Justice: Vengeance, Justice, and the Law. 100 Units.

How do we, in liberal democracies, distinguish between vengeance and justice? Does the law operate as an instrument solely of the latter, or of both, in turn? How do claims to human rights and towards the repair of historical injustices come to be cast as harboring a spirit of resentment and vengefulness? In this course, we consider the vexed relationship between vengeance, justice, and the law as these concepts have been understood in democratic theory and politics, with a particular focus on how claims to human rights come to register as either just or vengeful.

Instructor(s): Agatha Slupek, Graduate Lecturer Terms Offered: Spring

HMRT 23214. Ethnic Conflict in Comparative Perspective. 100 Units.

This course introduces students to contemporary debates on the significance and implications of group identification within the context of ethnic conflict. Specifically, students will come away from the course with a deep understanding of theories of group identity and will be able to use these theories to examine and compare contemporary cases of group-based violence. We will use these theories to ask questions like: are diverse societies more prone to group violence? what is the relationship between the economy and group conflict? and, what causes neighbors turn on each other? Throughout the course students will be exposed to research from around the globe, encouraging a deeply local but constantly comparative approach to social science. Note that we will grapple with difficult issues in this course such as lynching, ethnic riots, and genocide.

Instructor(s): Nathaniel Gonzalez, Postdoctoral Lecturer, Pozen Center for Human Rights Terms Offered: Winter

HMRT 23216. Cold War, Religion and Religious Freedom in East Asia. 100 Units.

Religious freedom' is enshrined in not only liberal democratic constitutions but also in constitutions of socialist nation-states such as North Korea, although the latter are frequently dismissed by the West as veneers of democracy. The concept of 'religious freedom' has been used by the West (i.e. United States) to categorize the world into 'modern' and 'anti-modern,' 'free' and 'communist' throughout the Cold War. Yet, how did 'religion' emerge as a category in East Asia? What did 'religious freedom' mean in the context of occupations, divisions and hot/cold war? How was religion managed by states, and how did religious communities negotiate with local and global political currents? By pivoting to East Asia as a privileged site of analysis, this course will interrogate the notions of 'religion' and 'religious freedom' as they were articulated and mobilized for various motives. Core areas of analysis will include the relationship between religion and state-building, religion and human rights, and religion and empire. Moreover, this course decouples the temporal qualifier 'Cold War' from 'East Asia' to challenge conventional demarcations of the Cold War (1945-1991), for its 'end' is still a contested discussion.

Instructor(s): Sandra Park, Graduate Lecturer Terms Offered: Spring

HMRT 23400. Sex in Twentieth-Century Europe. 100 Units.

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

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

Equivalent Course(s): HIST 23400, GNSE 23490, HLTH 23400, HIPS 23410

HMRT 24007. Human Rights in Asia. 100 Units.

TBD

Instructor(s): Johanna Ransmeier, History, Teng Biao, Pozen Visiting Professor Terms Offered: Winter

HMRT 24108. Reproductive Justice Beyond Rights. 100 Units.

This course surveys major debates and tactics of feminist and queer movements between global norths and souths, comparing visions of reproductive and sexual rights based on ideals of liberal individualism and private property with traditions of collective rights claims, practices of care and solidarity, and more expansive visions of reproductive wellbeing and justice. Some of our case studies include the Zika epidemic in Brazil, Mothers Reclaiming Our Children in the U.S., and movements for abortion access in Latin America. Hearing from guest speakers who work as lawyers, healthcare

practitioners, activists and community organizers, we will consider reproductive and sexual rights in a field of contestation that involves diverse state interests and social movement histories.

Instructor(s): Amy Krauss, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Spring
Equivalent Course(s): HMRT 34108

HMRT 24208. Incarceration and Justice. 100 Units.

This course will examine long-term sentencing practices and policies in Illinois and nationwide. Policies implemented in the 1980s and 1990s—particularly life without the possibility of parole, mandatory minimums, and 'three strikes and you're out' laws—contributed to a prison population increase of more than 1.5 million people over the last thirty years. This seminar will explore the impact of these laws and policies, paying special attention to Illinois. In particular, we will explore who is serving life or virtual life sentences, efforts to reverse long-term sentencing policies, and a growing movement to decarcerate.

Instructor(s): Alice Kim Terms Offered: Autumn

Prerequisite(s): Human Rights in World Civilizations 1 or 2 (HMRT 10100/10200); or Contemporary Issues in Human Rights (HMRT 21001); or an HMRT listed elective course is required as a prerequisite. Undergrads Only.

HMRT 24506. Disability in East Asia: Past and Present. 100 Units.

Why does disability matter to East Asia? This course uses this overarching question to anchor discussions on the role disability plays in historical and contemporary issues of social inequality and human rights in China, Japan and Korea. Students will think critically about disability identities, institutions, theories, experiences, and interactions that have made disability what it is today. We will learn to narrate disability from a wide range of sources that represent bodily impairments (blindness, madness, autism, trauma, deformities etc.) in medicine, literature and film, and to relate disability narratives to theoretical debates over stigma, medicalization, the politics of inclusion and exclusion, and human rights. We will also to look more closely into the lives of 'disabled persons'—who they are, how they are disabled and by what circumstances, how they identify themselves and are represented in different media. More broadly, this course unsettles the concept of East Asia by making sense of disability as 'difference' and to think about how it may expand our 'mainstream' assumptions of body, culture and society.

Instructor(s): Alec Wang, Graduate Lecturer, Pozen Center for Human Rights Terms Offered: Spring

HMRT 24508. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.

This course considers the often neglected presence of 'social outcasts' in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.

Instructor(s): Alec Wang, Graduate Lecturer, Pozen Center for Human Rights Terms Offered: Spring

HMRT 24701. Human Rights: Migrant, Refugee, Citizen. 100 Units.

The fundamental principle underlying human rights is that they are inherent in the identity of all human beings, regardless of place and without regard to citizenship, nationality, or immigration status. Human rights are universal and must be respected everywhere and always. Human rights treaties and doctrines mandate that a person does not lose their human rights simply by crossing a border. While citizens enjoy certain political rights withheld from foreigners within any given nation-state, what ARE the rights of non-citizens in the contemporary world? Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.

Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Winter

Prerequisite(s): A prior course in Human Rights or a migration-related topic would be desirable but not necessary
Equivalent Course(s): LACS 25303

HMRT 24720. Trust after Betrayal: Society-Building in the Aftermath of Atrocity. 100 Units.

In this course, students will learn about the moral philosophy and anthropology of trust, mistrust, and betrayal. The course will be structured through four cases: the Colombian Peace Process, Germany's Stasi, the Cultural Revolution in China, and the United States 2008 Financial Crisis. The class will tend towards the discussion seminar format with some short lectures to help students bridge the theoretical and empirical materials. Students will analyze laws, public discourses, literature, and ethnographic materials to write a final term paper on one of the four cases. As part of the course pedagogy, students will also learn how to form and manage productive writing groups and to write literature reviews that draw from multiple disciplines. The midterm will consist of their literature review for their final term paper. Authors will include, but are not limited to the following: Baier, Benedict, Carey, Corsín Jimenez, Darwall, Faulkner, Fukuyama, Gambetta, Govier, Hawley, Holton, Jamal, Jones, Kleinman, Lewicki, Luhmann, McAllister, Möllering, Simpson, Tilly, and Widner.

Instructor(s): Erin McFee Terms Offered: Autumn. This course was offered Autumn 2019

Equivalent Course(s): HMRT 34720, ANTH 24720, ANTH 34720

HMRT 24725. Humans After Violence. 100 Units.

What happens to individuals and societies after experiences with violence? This course takes a critical look at scholarship and practitioner efforts to understand and influence those who make and unmake violence and who are implicated in its

aftermath. The four units - violence, trauma, subjectivity, and reconciliation - explore and problematize each of these domains of inquiry. Throughout the course, we will draw from both foundational and emerging texts in anthropology and related disciplines as we critically examine the 're' in contexts of violence: re-integration of ex-combatants, re-entry of the formerly incarcerated individuals, re-turn of displaced populations, and re-conciliation among war affected peoples. What are the reach and limits of these discourses in contexts of violence and physical and socioeconomic insecurity? How is social life in these settings differentially experienced according to gender and stages of the life course? The course will also include an examination of methodological approaches to studying violence-affected individuals and communities as well as issues of decolonizing research, non-extractive approaches, reflection on relations of power and inequality, and trauma-informed approaches to research and engagement. Students will develop a case study of their choosing over the quarter and receive dedicated classroom instruction on writing interdisciplinary literature reviews.

Instructor(s): Erin McFee Terms Offered: Winter. Winter 2021

Prerequisite(s): Open to 3rd or 4th year undergraduates and masters students

Equivalent Course(s): ANTH 24725, GLST 24725, HMRT 34721, ANTH 34721

HMRT 25002. Queer and Trans Mutual Aid for Survival and Mobilization. 100 Units.

This course will examine contemporary and historical queer and trans-focused mutual aid projects, including support for migrants, prisoners, psychiatric survivors, people with HIV/AIDS, and violence survivors. We will look at why mutual aid projects are often under-celebrated in contemporary narratives of social change, when compared with media advocacy and law and policy reform work. Using materials created by activists engaged in building mutual aid projects, as well as scholarly analysis of such efforts, we will look at what principles and methods characterize politicized survival work and how it intentionally departs from charity frameworks.

Instructor(s): Dean Spade, Pozen Visiting Professor Terms Offered: Autumn

Equivalent Course(s): GNSE 25002, CRES 25001, HMRT 35002, GNSE 35002

HMRT 25203. Hong Kong and Human Rights in Asia. 100 Units.

The dynamic city of Hong Kong-a multicultural, special economic zone and a contested democracy with a vibrant popular press and a long history of support for regional grassroots politics-provides the setting for three weeks of investigation of human rights locally and across Asia. Students will become familiar with the human rights challenges facing Hong Kong and the region today. Topics as diverse as labor rights, gender and sexuality, democracy, access to health care and education, and freedom of expression will command our attention. We will also explore the relationship between art, exhibition practices, the media, and human rights. The University of Chicago's new Hong Kong campus will serve as our home base, but much of our time will be spent undertaking short field excursions to speak with human rights actors, journalists, curators, and artists in Hong Kong along with a tentative short trip to southern China. As the capstone of this intensive course, students will create digital, multimedia documentary projects to showcase their engagement with a particular regional or local human rights problem. These projects may combine interviews, photographs and videos, and the production of an original text or artwork.

Instructor(s): M. Bradley & J. Ransmeier

Prerequisite(s): Admission to the September Hong Kong: Human Rights in Asia program

Equivalent Course(s): EALC 24311, HIST 24311

HMRT 25210. Anthropology of Disability. 100 Units.

This seminar undertakes to explore 'disability' from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

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

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

Equivalent Course(s): HMRT 35210, CHDV 30405, SOSC 36900, MAPS 36900, CHDV 20505, ANTH 20405, ANTH 30405

HMRT 25270. Humanitarianism: Anthropological Perspectives. 100 Units.

Humanitarianism has emerged as one of the key principles used by states and non-state agencies to justify or call for interventions in contemporary global crisis situations. From health crises, natural disasters and even political instability, humanitarianism has gained an unprecedented global currency as a language of justice. In the last two decades, anthropologists have shown the complexities of humanitarian interventions and its intended and unintended effects. In this course we trace what humanitarianism means, its moral and ethical underpinnings and what are the consequences of humanitarian action. The course will interrogate some of the philosophical, conceptual underpinnings of the idea and their implications in the real world. We will read a range of ethnographies including refugee rehabilitation in France, military interventions in Iraq, philanthropy in India to understand the ways in which humanitarianism has emerged as a global language of justice. The course will help students understand the problem of humanitarianism at both the global and the local levels and also bridge the gap between the normative and the actual.

Instructor(s): S. Saha Roy Terms Offered: This course was offered Autumn 2019

Equivalent Course(s): ANTH 25270

HMRT 25408. Human Rights in Japanese History. 100 Units.

This course examines how the modern concept of 'rights' and 'human rights' localized in Japan and how different parties in Japan have used the language of human rights in attempts to remake Japan's social, cultural, and legal landscape. We will explore a wide range of topics including the translation of Eurocentric rights talk in East Asia, colonization and decolonization, statelessness and migration, transitional justice and reconciliation, biopolitical rights and bio-citizenship, indigenous rights, and women and gender-specific rights. Throughout the course we pay special attention to the ways in

which rights talk and human-rights politics in Japan intertwine with the country's efforts to modernize and build the 'nation within the empire' and, after its defeat in WWII, to close off its 'long postwar' and reconcile with its neighbors. This is an introductory course, and no previous knowledge of Japanese history or the international history of human rights is required. However, you should be prepared to read (and watch, browse, and listen to) a wide array of primary and secondary sources that destabilize the most common vocabulary and concepts we take for granted in contemporary human-rights talk such as race, state responsibility, and the very notion of universalism so central to the idea of human rights.

Instructor(s): K. Pan Terms Offered: Winter

Equivalent Course(s): EALC 24508, HIST 24508

HMRT 25503. Challenging Transitional Justice. 100 Units.

This course investigates transitional justice (TJ) as one of the dominant discourses of accountability of our times; one that is often understood as an exceptional regime of accountability that is relevant over there (far from the North-Atlantic) in places lacking peace, democracy or order. In contrast, this course will offer conceptual and critical tools to analyze - and problematize - TJ as a project that is essential to the reconfiguration of the paradigm of liberal justice in the 21st century.

Instructor(s): Alejandro Azuero, Graduate Lecturer Terms Offered: TBD. Offered Spring 2020

Equivalent Course(s): ANTH 25265

HMRT 26623. Anti-Corruption Politics in Latin America. 100 Units.

Calls for corporate accountability from civil society and widespread public anxieties concerning large scale corporate corruption scandals have become salient modes of articulating questions of power in contemporary Latin America & the Caribbean. This trend, while not homogeneous or new, denounces the relation between two modes of power -- state and corporate -- considered to be at the heart of the region's democracies. What is the relation between today's war against corruption and ongoing transformations of corporate and financial power? What has been the effect of anti-corruption discourse over horizons for emancipatory politics - such as Human Rights praxis? This course critically examines anti-corruption politics as constituting one of the region's most salient frameworks of accountability in the present. Crucially, we will situate it in relation to Latin America's robust trajectory of critiquing power through the analysis of corporate power as well as the mobilization of Human Rights discourse.

Instructor(s): Azuero Quijano, Alejandra

Equivalent Course(s): LACS 26623, ANTH 23071, GLST 26623

HMRT 27061. United States Legal History. 100 Units.

This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

Instructor(s): A. Stanley Terms Offered: Autumn

Equivalent Course(s): GNSE 27605, AMER 27605, CRES 27605, HIST 27605, GNSE 37605, CRES 37605, LLSO 28010, HIST 37605, HMRT 37605

HMRT 27205. Reproductive Rights as Human Rights. 100 Units.

This course examines human rights approaches to reproductive health and justice with critical grounding in ethnographic case studies. We will begin by surveying major debates and tactics of feminist movements in North and South Americas, comparing visions of reproductive rights based on ideals of liberal individualism and private property with traditions of collective claims for social and economic rights. Our case studies include the Zika epidemic in Brazil, immigration and reproductive health care access in the United States, the shackling of pregnant women in U.S. prisons, the politics of sterilization and birth control in Puerto Rico, and the legalization of abortion in Mexico City. Hearing from guest speakers who work as lawyers, healthcare practitioners, activists and community organizers, we will consider reproductive rights as human rights in a field of contestation that involves diverse actors, state interests, and social movement histories.

Instructor(s): Amy Krauss, Postdoctoral Lecturer Terms Offered: Spring

Equivalent Course(s): HLTH 27205, GNSE 37205, GNSE 27205, HMRT 37205

HMRT 27306. U.S. Women and Gender. 100 Units.

This course studies the history of women, gender relations, and ideas of sex difference from the emergence of the women's rights movement in the 1840s to the rise of women's liberation in the 1960s. Issues of work, rights, citizenship, race, and sexuality take center stage as we explore the social, political, and cultural forces that shaped women's lives and the aspirations and agency of women who sought to transform the rules and relations of gender in the United States. Readings include primary sources as well as classic and recent historical scholarship.

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

Equivalent Course(s): GNSE 27306, LLSO 27306, HIST 27306, CRES 23700

HMRT 27312. Pain and Representation. 100 Units.

How do people make sense of loss and pain? What is the relationship between bodily (somatic) and spiritual (psychic) forms of suffering? Why and how do we consider them separately? What languages do we have for expressing pain and how do we 'read' or share the suffering of the others? This course draws from anthropological approaches in dialogue with literature, philosophy, feminist theory, film, and photography to defamiliarize the category of suffering as a universal human experience and to think critically about how different modes of representation generate ethical and political responses (or fail to). For instance, we will consider the de-politicizing effects of humanitarian depictions of suffering in the context of war and immigration, the relationship between art and violence, and how histories of racism and colonial domination shape

empathetic imagination. Addressing a wide range of issues and contexts, we will pay special attention to the creative genres people engage in order to live with pain and loss, often in the margins of 'strong languages' of law, medicine and religion.

Instructor(s): Amy Krauss, Postdoctoral Instructor Terms Offered: Winter

HMRT 27380. The Ethics of Immigration. 100 Units.

In this course we'll investigate philosophical problems underlying contemporary political controversies about immigration. Together, we'll discuss questions such as the following: What gives one group of people the right to forcibly exclude other people from coming to reside somewhere? Is there such a right at all? What moral authority do existing borders have? What role should the idea of 'the nation' play in our thinking about immigration? Indeed, what exactly are nations? And is there a compelling case for the exclusion of immigrants that depends on a commitment to preserving a national culture? All of these questions touch on fundamental issues in political philosophy: the nature of citizenship and its relationship to culture, the source of legitimate authority, the justifiability of state coercion, the content and ground of human rights.

Instructor(s): T. Zimmer Terms Offered: Autumn

Equivalent Course(s): PHIL 27380

HMRT 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical 'genealogy of the present' by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring

Equivalent Course(s): HIST 29009, GNSE 27536, CRES 27536, LACS 27536

HMRT 28310. Vulnerability and Human Rights. 100 Units.

The course discusses current theories of vulnerability and passivity in relation to human rights. It pays particular attention how human rights and social justice can be thought of in relation to people with severe disabilities, animals, and others who are not traditionally thought of as subjects of justice. We will discuss philosophical texts by Jacques Derrida, Emmanuel Levinas, John Rawls, Martha Nussbaum, and others, and sociological texts by scholars like Bryan Turner and Tom Shakespeare.

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

Equivalent Course(s): HMRT 38310, CHDV 26310

HMRT 28315. Grey Zones: Ethics and Decision-Making in the Holocaust. 100 Units.

How do ordinary men become ruthless killers? What constitutes 'collaboration' or 'resistance' in the context of total war and genocide? How can we analyze human behavior in a world where normal rules of ethical conduct do not apply? Nearly 75 years after the liberation of Auschwitz, the Holocaust still stands as a touchstone in debates about ethics, morality, agency, historical memory, democracy, citizenship, and human rights. This course is foregrounded in the notion that human behavior during Holocaust cannot be understood through the extreme binaries of good and evil, or black versus white. Rather, we will explore the complexities and nuances of human behavior in extremis. Through a series of case studies, we will focus on the experience and behavior of six (sometimes overlapping) groups of people: perpetrators, victims, bystanders, collaborators, resisters, and rescuers. In doing so, we will pay close attention to the moral considerations and ethical dilemmas that influenced their decision-making, as well as the ways in which gender, class, age, ethnicity, and political and religious ideology influenced these choices. At the same time, we will examine the effects that strategic considerations, as well as actual, available options, had on human behavior during this momentous state-sponsored genocide. In grappling with the dilemmas of human agency, we will critically evaluate the changing meanings of human rights, choice, trauma, and survival throughout the course of the Holocaust.

Instructor(s): Anna Band, Graduate Lecturer Terms Offered: Autumn

Equivalent Course(s): HIST 22019, JWSC 28315

HMRT 29120. Poverty Law and Policy Reform. 100 Units.

This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.

Instructor(s): Andrew Hammond

Prerequisite(s): No first year students; attendance on the first day of class is required.

Equivalent Course(s): LLSO 29120, PBPL 29120

HMRT 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.

How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children's rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children's own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.

Instructor(s): N. Maor Terms Offered: Spring

Equivalent Course(s): CRES 29313, AMER 29313, HIST 29313, GNSE 29313, LLSO 20301

HMRT 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female 'hysteria,' evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

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

Equivalent Course(s): HIPS 29318, CHDV 29318, HIST 29318, GNSE 23106, HLTH 29318, CRES 29318

HMRT 29604. Topics in Critical Theory: Constitutionalism and Rights. 100 Units.

(Brief/keyword description) - Historicizing and theorizing constitutionalism, rights and the law from the South. Particular empirical focus on South Africa, will also draw on Indian, other African and Latin American material, and think Euro-American genealogies of law and rights from these global Southern locations.

Instructor(s): Kaushik Sunder Rajan Terms Offered: Autumn. Autumn 2020

Prerequisite(s): 3rd or 4th year standing

Note(s): This is a 3CT Capstone course.

Equivalent Course(s): ANTH 29604



Inequality, Social Problems, and Change

Minor in Inequality, Social Problems, and Change

The Inequality, Social Problems, and Change minor will offer students the opportunity to deepen their understanding of the nature of inequality as it takes shape in pivotal societal institutions and to formulate feasible pathways for reducing inequality and improving quality of life. The minor will prepare students to effect change by learning how to move from theory to action on social challenges related to their chosen profession. Course work in the minor is designed to complement the knowledge base students gain in their majors across disciplines. The minor will provide students with foundational knowledge about the causes and consequences of social inequality in its various forms, including economic, racial, gender, and class. All courses attend to social change, ranging from offering hands-on experience in addressing inequality on the ground level to interrogating the relative merits of concrete and empirical avenues for effecting change. Students will transform conceptual knowledge into action by learning about a range of strategies that can be used to address disparities. The minor will facilitate multilevel, multisystem thinking, with the explicit goal of effecting change to reduce social inequality and social problems.

Program Requirements

Students must take a total of five approved courses to complete the minor in Inequality, Social Problems, and Change, including one foundation course and four elective courses.

1. **One foundation course.** Students are required to take one of two foundation courses: Either SSAD 25810 Social Problems, Social Policy, and Social Change or SSAD 25002 Social Welfare Policy and Services. Both of these foundation courses provide students with an understanding of the historical context giving rise to different forms of inequality and strategies for change. Students are strongly encouraged to take one of these courses before taking elective courses in the minor.
2. **Four elective courses:** Students will take four approved elective courses. The list of approved electives changes every year. Examples of approved electives are listed below. The full list of approved courses for the current academic year can be found at ssa.uchicago.edu/college-minor (<http://ssa.uchicago.edu/college-minor/>). Elective courses are organized into specific domains of inequality (e.g., communities and cities; global and migration; law and social justice; poverty, family, and work; and health and mental health). In consultation with the faculty director, students may choose to take several courses in one domain to deepen their knowledge in a particular topic or take courses across several domains to broaden their understanding of inequality and social change across multiple areas.

Summary of Requirements

SSAD 25810	Social Problems, Social Policy, and Social Change	100
or SSAD 25002	Social Welfare Policy and Services	
Four SSAD electives *		400
Total Units		500

* One of these electives may be an SSAD graduate course.

Elective Courses

Communities and Cities Domain

SSAD 21000	Race & American Public Schools	100
SSAD 21100	How Things Get Done in Cities and Why	100
SSAD 28112	Community Organizing	100
CHDV 20305	Inequality in Urban Spaces	100
PBPL 24756	Exploring the Resilient City	100
SOCI 20269	Policing the City	100
SOCI 30233	Race in Contemporary American Society *	100

Global and Migration Domain

SSAD 21200	Policing, Citizenship, and Inequality in Comparative Perspective	100
SSAD 21300	Global Mental Health	100
SSAD 25003	Immigration, Law and Society	100
SSAD 25112	Contemporary Immigration Policy and Practice	100
SSAD 26922	Structuring Refuge: U.S. Refugee Policy and Resettlement Practice	100
CHDV 23403	Borders, (Im)mobilities and Human Rights	100
PBPL 24901	Trade, Development and Poverty in Mexico	100
PBPL 27809	Violence in the Early Years	100

PLSC 21820	Global Justice and the Ethics of Immigration	100
SOCI 20251	Trade, Development and Poverty in Mexico	100
Poverty, Family, and Work Domain		
SSAD 20550	Food Insecurity and Food Policy in the U.S.	100
SSAD 25005	Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement	100
SSAD 25630	Poverty, Work, and Family Policy	100
Law and Social Justice Domain		
SSAD 25004	Punishment and Social Theory	100
SSAD 27452	Smart Decarceration: A Grand Challenge for Social Work	100
PBPL 25860	Crime, Justice, and Inequality in the American City	100
PLSC 29500	Drugs, Guns, and Money: The Politics of Criminal Conflict	100
Health and Mental Health Domain		
SSAD 22812	Examining Historical Trauma: Intergen Resp. to Holocaust	100
SSAD 25732	Prejudice and Discrimination: Individual Cost and Response	100
CHDV 23405	Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters	100

* Graduate-level course; permission of instructor is required

Advising and Grading

Courses in the minor may not be double counted with the student’s major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students who elect the minor must meet with the faculty director for the minor before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director’s approval for the minor program should be submitted to a student’s College adviser by the deadline using a form available from the adviser.

Inequality, Social Problems, and Change Courses

Communities and Cities Courses

SSAD 21000. Race & American Public Schools. 100 Units.

This course explores the fundamental role that race and racism have played in the structure, stratification, and social functioning of American public schools. Working within and between historical perspectives, contemporary policy challenges, theory, and empirical research, we will explore questions of purpose, identity, otherness, and justice. What can the histories of Black and Indigenous schooling reveal about the educational project of the nation? How does the notion of whiteness as property shape public presumptions about what makes a ‘good’ school? Perhaps most fundamentally, can schools be engines for racial justice, and if so, how?
Equivalent Course(s): CRES 21000, EDSO 21000, HMRT 21000

SSAD 21100. How Things Get Done in Cities and Why. 100 Units.

Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.

Terms Offered: TBD

Equivalent Course(s): ENST 25006, SOCI 20294, PBPL 25006, LLSO 21100

SSAD 25002. Social Welfare Policy and Services. 100 Units.

This course introduces students to the issues and problems associated with social welfare interventions at the policy level, including an overview of its history in the US. Students are expected to learn and develop competencies in analyzing the components of current social welfare policies; designing programmatic alternatives; anticipating substantive, operational, and political advantages and disadvantages; and weighing trade-offs of policy choices. Policy domains to be considered include education, health, employment, safety net programs, and housing. While focusing on public policies, the course will include consideration of the impact of policies and programs on individuals and families. This course is part of the College Course Cluster, Inequality.

Instructor(s): Marcy Ybarra Terms Offered: Autumn

SSAD 25810. Social Problems, Social Policy, and Social Change. 100 Units.

This course is designed to provide an analytic framework that enables students to understand how social problems are socially constructed, how social policies are created in response to those identified problems, and how social change efforts both shape and respond to the policy environment. During the quarter, we will examine how social problems, policies and programs are framed, re-framed, and addressed and how individuals, organizations, and relevant constituencies take part in social change. In addition to providing an overview of the relationship between social problems, social policy, and social change efforts, the course encourages critical thought about the role of and relationship between professional elites (philanthropists, advocates, researchers, etc.) and ground-level activists (affected populations, community leaders, etc.) in constructing and contesting social problems and promoting social change.

Instructor(s): J. Mosley Terms Offered: TBD

SSAD 28112. Community Organizing. 100 Units.

This is a class about community organizing and how organizing brings about collective action. Through analysis of both historical and contemporary community organizing efforts, students will learn how organizing mobilizes people to gain power and influence over public policy and decision-making that directly impact them. Students will be introduced to different conceptual models of organizing, as well as how these models employ different theories of social change. The course emphasizes the 'nuts-and-bolts' of organizing, ranging from strategic vision formulation to campaign development to one-on-one engagement. Students will have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.

Equivalent Course(s): HMRT 34950, SSAD 48112

CHDV 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CRES 20305, EDSO 20305, EDSO 40315, PBPL 20305

PLSC 38200. Political Socialization. 100 Units.

SOCI 20269. Policing the City. 100 Units.

This course explores the historical origins, evolution, and current manifestations of policing the United States. Using a political sociological perspective, this course explores policing in ways that will provide broader lessons about societal issues of social control, social order, race, class, crime, social psychology, and politics. The course examines key issues in policing, such as police brutality, racial profiling, and the management of social protest. It also reviews the historical origins of the policy in order to understand that modern day policing issues is much more of a continuation of the past than most think. Reading and course material will be discussed in relation to current events.

Instructor(s): R. Vargas Terms Offered: Autumn

SOCI 30233. Race in Contemporary American Society. 100 Units.

This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journalism. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only

Equivalent Course(s): SOCI 20233, CRES 20233, MAPS 30233

Global and Migration Courses

SSAD 21200. Policing, Citizenship, and Inequality in Comparative Perspective. 100 Units.

Police provide an essential service for citizens - security and protection - without which the exercise of all other rights becomes heavily constrained. Police institutions are also the primary entity of the state with which most citizens come into direct contact. In practice, however, governments throughout the Americas (and beyond) have long struggled to organize police institutions such that they address societal demands for security, and that the deployment of coercion against citizens is applied equitably and constrained by law and external accountability. From São Paulo and Johannesburg to Chicago, police forces engage in widespread extrajudicial killings and torture that largely target marginalized sectors of society, including Afro-descendants, the poor, and those living in the urban periphery. At the same time, these groups are also underserved by their police, leaving them vulnerable to high rates of criminal violence. Through comparative analysis of police institutions in Latin America, the United States, and other regions, this course probes the ways in which police institutions shape the lived experiences of individuals and how police may help reproduce existing social inequalities.

Equivalent Course(s): HMRT 21201

SSAD 21300. Global Mental Health. 100 Units.

Global mental health has emerged as a priority for multilateral institutions like the World Health Organization and World Bank, for international non-governmental organizations, and for academic researchers alike. This course examines the foundations, practices, and critiques of this field. We will explore how sociocultural processes shape the experience of distress and mental illness; various cultures of healing, including Western psychiatry, and their power dynamics; gaps and inequalities in service provision; as well as approaches to and challenges of cross-cultural diagnosis/treatment/epidemiology. Specific attention will be paid to how mental health concerns and interventions affect women, racial/ethnic minorities, and other disadvantaged groups in different societies. Building on these explorations, we will then turn to the tools, programs, and practices that constitute the somewhat amorphous movement called 'Global Mental Health.' Ongoing debates of this movement will also be examined. This course will take an interdisciplinary approach, with readings drawn from psychiatry, public policy, anthropology, history, sociology, and so on. Through discussions and assignments, students will develop skills to design, evaluate, and critically reflect upon global mental health interventions.

Equivalent Course(s): GNSE 21301

SSAD 25003. Immigration, Law and Society. 100 Units.

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between 'law on the books' and 'law on the ground.' The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a 'law in action' approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): HMRT 25003, PBPL 25003, SOCI 28079, CRES 25003, LACS 25003

SSAD 25112. Contemporary Immigration Policy and Practice. 100 Units.

Today's immigration debates have brought to the fore conflicting visions regarding U.S. immigration policies, including the impacts and inequities faced by an estimated 11 million undocumented immigrants and their families. The debates as well impact who will be welcomed to migrate in the future and under what conditions. This course will start with a historical perspective and then take a deeper look at the ways in which our laws and accompanying systems shape the everyday lives of undocumented individuals and mixed-status families. We will look into the realities and consequences affecting multiple immigrant communities and cultures in the U.S. We will delve into the U.S. immigration policy debates and alternative visions. We'll consider how states and the federal government interface, collaborate and clash. As immigration, immigrants and refugees are today a central focus of U.S. politics and affected by these realities, we will explore related current and future political dynamics, advocacy, research and social movements upon the directions of immigration policies. Finally, we will explore the challenges faced in working within the intersection of immigration policy and people's lives, and how this work shapes our various roles as practitioners, policy makers, advocates and allies, including how social change is achieved at the local, statewide and national levels.

Equivalent Course(s): SSAD 45112, HMRT 45112

SSAD 26922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.

At the end of 2017 there were over 68.5 million forcibly displaced people around the world, the highest number ever recorded (UNHCR, 2019). The number of newly displaced people in 2017 alone was 16.2 million, which is the equivalent of 44,400 new displacements every single day. Over 25.4 million registered refugees were among those displaced, and of these just 102,800 were admitted to third countries for permanent resettlement. Historically the United States has been the largest resettlement country in the world: since 1975 the US has resettled more than 3 million refugees. Refugees in the U.S. are entitled to an array of federal, state, and local supports that other immigrants must do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and systems of social control than most other unincarcerated domestic populations. However, the terrain of U.S. refugee resettlement has shifted dramatically as a result of the Executive Orders introduced by the Trump Administration. This course asks the central questions: How is refugee status constructed as a political process; what are the interrelationships between institutional actors and refugee policies and what are the implications of these interrelationships for service delivery to refugees in the U.S.; what does research tell us about the resettlement outcomes of refugees in the U.S. and what drives these outcomes; and finally, what are the points of intervention for social workers in the refugee

Equivalent Course(s): HMRT 46922, SSAD 46922

CHDV 23403. Borders, (Im)mobilities and Human Rights. 100 Units.

What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration-such as border management, illicit movement, and the fuzzy distinction between forced and economic migration-raise and reopen debates concerning

the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.

Equivalent Course(s): ANTH 25255, HMRT 23403, GLST 23403

PBPL 27809. Violence in the Early Years. 100 Units.

This course will address issues related to children's exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children's literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children's lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.

Instructor(s): A. Adukia Terms Offered: TBD

Poverty, Family, and Work Courses

SSAD 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

Instructor(s): Susan Lambert Terms Offered: TBD

Equivalent Course(s): PBPL 25005, LLSO 25005

SSAD 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing.

Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): LLSO 25630, CRES 25630

Law and Social Justice Courses

SSAD 25004. Punishment and Social Theory. 100 Units.

How is the power to punish derived? How has the role of punishment been conceived? What do the practices of punishment produce? What do they tell us about ourselves? Are there alternatives? Taking up these questions, the course outlines major theories of punishment advanced by political philosophers, penologists and scholars who study the role of punishment in society, tracing the trajectory of our modern impulse to punish 'wrong doers.' We will interrogate the shifting terrain of crime control policy and attend to the ways that prison reformers, scholars, and activists have sought to bring about change. We examine the political economy, culture, and consequences of punishment through readings on the carceral state and conclude by raising new questions about punishment and its alternatives in the age of mass incarceration.

Terms Offered: TBD

Equivalent Course(s): HMRT 25004, PBPL 25004

PBPL 29050. Youth Law and Policy: Child Welfare and Juv. Just. in the U.S. 100 Units.

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including 'cross-over youth' (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called 'school-to-prison-pipeline.' This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Not offered in 2020-21

Prerequisite(s): Course limited to 3rd and 4th year students only.

Equivalent Course(s): LLSO 29050, HMRT 29050

PLSC 29500. Drugs, Guns, and Money: The Politics of Criminal Conflict. 100 Units.

This course examines armed conflict between states and criminal groups, with a focus on Latin America's militarized drug wars. Why do states decide to crack down on cartels, and why do cartels decide to fight back? Are drug wars 'insurgencies'? If so, can they be won? Why does drug violence vary over time, over space, and between market sector? We will study

these issues from historical, economic, criminological, and cultural perspectives. Throughout, we focus on the interplay of domestic and international politics in formulating and enforcing drug policy.

Instructor(s): B. Lessing Terms Offered: Spring

Equivalent Course(s): LACS 29500, LLSO 27307

Health and Mental Health Courses

SSAD 25732. Prejudice and Discrimination: Individual Cost and Response. 100 Units.

This foundational diversity class explores the origins and practices of racial/ethnic prejudice, stereotypes, and discrimination, and how demographic factors such as class, gender, sexuality, and nationality intersect to solidify and perpetuate inequality. We will explore the resulting psychological, economic, and sociopolitical tolls on individuals, and also examine various individual responses that can mitigate the negative impacts of or engage in resistance towards such discrimination (such as racial/ethnic identity development, deliberate retention of heritage culture, and social/political mobilization). Moreover, we will examine how these individual responses together with organized and collective efforts can bring about social changes. This class consciously expands a dominant binary discourse of race to develop a more inclusive and complex paradigm that accurately reflects the diversity of contemporary America.

Equivalent Course(s): SSAD 45732, CRES 45732, CRES 25732

PBPL 21425. Health in a Changing America: Social Context and Human Rights. 100 Units.

In this interdisciplinary course, students will consider the social context of health and the social and political commitments necessary to protect health as a human right. We will analyze recent trends in population health, such as the obesity epidemic, the opioid crisis, and the large gaps in life expectancy between neighborhoods in urban centers. Using case studies, students will envision a human rights-based response to these and other health challenges. We will examine the ways that framing health as personal versus public responsibility is consequential for social policy.

Instructor(s): Alicia Riley, Graduate Lecturer in Human Rights Terms Offered: Spring

Equivalent Course(s): HMRT 21403



Inquiry and Research in the Humanities

Program of Study

The bachelor of arts degree program in Inquiry and Research in the Humanities (IRHUM) offers undergraduates the opportunity to pursue an individualized program of humanistic study in preparation of an independent, mentored research project, which will form the capstone experience of their college education at the University of Chicago. IRHUM is thus not defined by a particular discipline or field, but by the techniques and practices of humanistic inquiry and research. For individual students pursuing the IRHUM major, cohesion is provided by the program of humanistic study, formal research training, and the final research project they design in consultation with the Faculty Chair of IRHUM and their faculty mentor. While the IRHUM major can stand alone, it pairs well with other majors in the Humanities Collegiate Division and beyond.

Admission to IRHUM is by application, in which students must clearly articulate their interest in humanistic research and describe the area of humanistic inquiry and research that they plan to pursue. Students design their own program of humanistic study in close consultation with IRHUM's Faculty Chair and their individual faculty mentor (who will serve as the primary advisor of the student's BA research project). Centered in the humanities, the program of study may draw on subject areas, fields, and techniques from disciplines in the social, biological, and physical sciences. While IRHUM has no formal language requirement, students researching topics in other languages and cultures are highly encouraged to demonstrate proficiency in those languages by taking higher-level courses and pursuing a Practical and Advanced Proficiency Certification (<https://languageassessment.uchicago.edu/flpc/>). Students whose research would be enhanced by secondary sources in another language are highly recommended to take courses in reading a foreign language for research (e.g., GRMN 23333 Reading German for Research Purposes) early in their degree programs.

A student's program of inquiry culminates in a genuine research project, closely mentored by a faculty member from a humanistic discipline (including the humanistic social sciences). To prepare students for their capstone research project, they will be trained in techniques and practices of humanistic research and given the opportunity to engage in genuine research in the context of a collaborative project or in a directed setting. Students are encouraged to take advantage of the various initiatives underway at the University of Chicago (College Summer Institute in the Arts, Humanities, and Social Sciences, Smart Scholars Program, Archaeological Field School, etc.) or with our international partners (the University of Sussex International Junior Research Associates Program, etc.).

Curricular Goals

IRHUM majors will:

- understand the nature of humanistic inquiry and research;
- understand its relevance for professional and academic careers, as well as global citizenship;
- learn how to design and conduct an individualized program of humanistic study and inquiry;
- learn the conventions and codes of the disciplines on which their study and research program draws;
- learn basic research techniques of humanistic inquiry and the more advanced research practices relevant to their chosen research program;
- learn how to search and find sources;
- effectively engage with primary materials of study and research (visual and material objects, archival materials, texts, theories, arguments, etc.) and evaluate their relevance;
- learn how to find, identify, and evaluate relevant secondary scholarly literature;
- experience the thrill of genuine discovery and the rewards of humanistic knowledge production;
- learn how to effectively design, structure, and write an extended research paper, as well as research abstracts, proposals, and program applications; and
- learn to present and communicate their knowledge and research in a variety of genres and media (conference presentation, conference poster, gallery or museum talk, research article, etc.), both to a discipline-specific audience and to the wider public.

Program Requirements

- **Six Courses** in the self-designed program of humanistic study, developed in consultation with the Faculty Chair of IRHUM and a faculty mentor.
- **Academic and Professional Writing (ENGL 13000)**, recommended in the Winter or Spring Quarters of Year 2, or in the Autumn Quarter of Year 3.
- **Introduction to Humanistic Inquiry and Research Design (IRHU 20100)**, recommended in the Spring Quarter of Year 2 or Autumn Quarter of Year 3. This seminar will introduce majors to the basic tenets of humanistic inquiry, including the formulation and testing of research questions and lines of inquiry, and expose students to best practices

in research design. In partnership with the University Library, this course will train students in information literacy and introduce them to best practices in research design (feasibility, assessment of primary and secondary source material, collation of resources), as well as expose them to research ethics and the principles of culturally sensitive research practices. The course will also include training in data use and management, and introduce students to research tools and technology available to them through the University Library system, as well as other on- and off-campus resources.

- **Two Research Seminars** in the humanities or humanistic social sciences. This requirement may be fulfilled with Independent Study or Reading and Research courses.
- **Applied Mentored Research Experience**, undertaken in the context of a collaborative, faculty- or discipline-expert mentored project. This experience will not necessarily correlate to the students' own research project but instead expose them to the work of knowledge production as "apprentices" to experts in a humanistic field. This could include opportunities within a structured research experience with College partners (Smart Museum of Art, Oriental Institute Museum, archaeological fieldwork, the University of Sussex International Junior Research Associates Program, etc.) or a research assistantship for a faculty member. Majors will receive a stipend and, therefore, no course credit for this requirement. A mentored research experience in the biological, physical, or social sciences may count toward this requirement by petition.
- **Research Proposal Colloquium (IRHU 29600)** in the Spring Quarter of Year 3. Upon approval of their research proposal, students will receive the necessary financial support to pursue their research project over the summer between Years 3 and 4. Stipends cover living costs and may support travel and other necessary expenses in support of their research project. The College Summer Institute in the Arts, Humanities, and Social Sciences is aimed toward rising seniors and provides, thus, the ideal setting for IRHUM majors working on their research project.
- **BA Thesis Writing Colloquium (IRHU 29800)** in the Autumn Quarter of Year 4. Students are expected to complete their thesis by the end of the Autumn Quarter.
- In the Winter and Spring Quarters of Year 4, majors are expected to present their capstone research project to a wider audience by giving an academic talk at a conference, presenting a poster session, etc., for which IRHUM will provide the necessary financial support, as needed.
- Majors are strongly encouraged to consider the curricular offerings of the Parrhesia Program for Public Discourse, as well as the resources and training offered through the College Center for Research and Fellowships.

Note: Students double-majoring can double-count up to three of the six courses in the self-designed program of humanistic study between the two majors and write only a single BA thesis (counting for both majors). IRHU 29600 Research Proposal Colloquium and IRHU 29800 BA Thesis Writing Colloquium cannot be replaced by similar courses or seminars from other majors.

Summary of Requirements

Six courses of self-designed study		600
ENGL 13000	Academic and Professional Writing (The Little Red Schoolhouse)	100
IRHU 20100	Introduction to Humanistic Inquiry and Research Design	100
Two Humanistic Research Seminars		200
Applied Mentored Research Experience		000
IRHU 29600	Research Proposal Colloquium	100
IRHU 29800	BA Thesis Writing Colloquium	100
Total Units		1200

BA Paper Timeline

The final BA research project, usually taking the form of a written thesis, is carefully scaffolded. Students design their research project in consultation with their faculty mentor during the course of IRHU 29600 Research Proposal Colloquium in the Spring Quarter of Year 3. Upon approval of their research proposal, students receive full financial support to conduct their research over the summer between their junior and senior years. IRHU 29800 BA Thesis Writing Colloquium in the Autumn Quarter of Year 4 provides a structured and collaborative setting, in which students can complete their project in a timely and closely mentored manner.

This schedule is designed to avoid the usual Spring Quarter crunch of BA thesis writing and to make it easier for students to use their research thesis as a writing sample for fellowship or graduate school applications. The intentional design of the BA thesis (or, research capstone) experience ensures that students are fully equipped and able to put into practice the principles of academic research design. This elevates the value of the research thesis as a training experience, as well as a measurable academic output. Additionally, the enhanced structure of the thesis experience provides students with the opportunity to translate a portion of their project into a refined research and writing sample for the purposes of graduate school and/or any postgraduate experience that expects advanced research training (e.g., national fellowships like Fulbright, etc.). IRHUM also aims to train students in the dissemination of their research through written and oral communication to both expert and non-expert audiences. The final two quarters of Year 4 are reserved for attending undergraduate research conferences and symposia, writing up their research for publication, or preparing other forms of dissemination.

Sample Programs

While the potential for developing individual BA programs in Inquiry and Research in the Humanities is as great as the combined ingenuity, imagination, and interest of each student in consultation with the student's advisors, we have identified a few sample program plans below:

Studying Chicago's Cityscape

ARTH 24190	Imagining Chicago's Common Buildings	100
ARTH 24191	City Imagined, City Observed	100
ENST 22300	South Side Ecologies	100
GEOG 23500	Urban Geography	100
PBPL 28501	Process and Policy in State and City Government	100
TAPS 24500	Chicago Theater: Budgets and Buildings	100
ENGL 13000	Academic and Professional Writing (The Little Red Schoolhouse)	100
IRHU 20100	Introduction to Humanistic Inquiry and Research Design	100
Two Humanistic Research Seminars		200
Applied Mentored Research Experience		000
IRHU 29600	Research Proposal Colloquium	100
IRHU 29800	BA Thesis Writing Colloquium	100
Total Units		1200

Understanding Climate Change through Literature and Art

ENGL 12520	Climate Change in Literature, Art, and Film	100
ENST 28728	Climate Change and Society: Human Impacts, Adaptation, and Policy Solutions	100
GEOS 24220	Climate Foundations	100
GEOS 24705	Energy: Science, Technology, and Human Usage	100
PBPL 24756	Exploring the Resilient City	100
PHSC 13400	Global Warming: Understanding the Forecast	100
ENGL 13000	Academic and Professional Writing (The Little Red Schoolhouse)	100
IRHU 20100	Introduction to Humanistic Inquiry and Research Design	100
Two Humanistic Research Seminars		200
Applied Mentored Research Experience		000
IRHU 29600	Research Proposal Colloquium	100
IRHU 29800	BA Thesis Writing Colloquium	100
Total Units		1200

The History of Print

ARTH 18700	The Arts of Arabic and Persian Manuscripts	100
CLCV 21500	Medieval Book: History, Typology, Function	100
ENGL 45433	Book History: Methods, Practices, and Issues	100
GRMN 22312	Reforming Religious Media: Martin Luther and the Protestant Reformation	100
HIST 12203	Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings	100
HIST 25425	Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet	100
ENGL 13000	Academic and Professional Writing (The Little Red Schoolhouse)	100
IRHU 20100	Introduction to Humanistic Inquiry and Research Design	100
Two Humanistic Research Seminars		200
Applied Mentored Research Experience		000
IRHU 29600	Research Proposal Colloquium	100
IRHU 29800	BA Thesis Writing Colloquium	100
Total Units		1200

Application

Interested students should apply for admission into the IRHUM program as soon as possible upon completion of general education requirements (typically by the end of the second year and, except in extraordinary circumstances, no later than the end of Autumn Quarter of the third year). Transfer students in particular are urged to apply at the earliest point that they can. An application is initiated by consulting with the IRHUM Faculty Chair and/or Co-Chair, to discuss the feasibility of designing and implementing the planned study and research program. After consultation, students who wish to pursue an

application to the IRHUM program must submit a recent course transcript (with a minimum B average in preceding course work) and a two-part written proposal according to the following guidelines. Applications must be written in error-free, succinct, and well-crafted language in order to receive full consideration.

Motivation Statement

The first part of the proposal consists of a 750-word motivation statement, explaining the student's intellectual motivation and academic preparation for embarking on an individualized program of humanistic inquiry, and describing in broad outlines the research interest(s), as well as the program of study to pursue those interests. While not required, a brief statement indicating the student's current plans for a BA project and potential mentor may be included. This will further clarify the student's intentions for the IRHUM major and its final research experience for the review committee.

Course Prospectus

The second part of the proposal consists of a list of courses that comprise the complete program of study described in the motivation statement. This list may include courses the student has already taken as well as courses the student intends to take. While a list of proposed courses is a required part of the application, it is understood that these will undergo modification contingent on the availability of courses from year to year. Any changes to the course prospectus must be discussed with and approved by the IRHUM Co-Chair and then forwarded to the student's College adviser.

After the application materials have been reviewed by the IRHUM Faculty Chair and Co-Chair, a twenty-minute interview will be scheduled with the IRHUM Faculty Chair and Co-Chair. The IRHUM Faculty Chair will inform the student via email of the result of the application.

Grading

All courses in the major must be taken for a quality grade, including ENGL 13000.

Honors

To be eligible for honors, a student must maintain an overall GPA of 3.25 or higher and a GPA in the major of 3.5 or higher. Honors are reserved for the student whose BA project shows exceptional intellectual merit in the judgment of the faculty mentor, the IRHUM Faculty Chair, and the Master of the Humanities Collegiate Division.

Advising

Close contact with the faculty and staff relevant to the student's career in IRHUM—including the student's College adviser, the IRHUM Faculty Chair, and the student's faculty mentor—is essential in a program that involves so much individual initiative and experimentation. Students are encouraged to seek their advice whenever they have an intellectual or practical concern about progress in the major.

Faculty

Since IRHUM is an interdisciplinary major whose field of study encompasses all the offerings in the various departments and programs of the University (particularly in the Humanities Division), all faculty members of these varied departments and programs are related to IRHUM. IRHUM students may approach any University of Chicago faculty member who works in the student's field of interest with a request to serve as faculty adviser for the BA paper. Similarly, IRHUM students may take courses with any faculty member from any department of the University.

Courses for IRHUM Majors

IRHUM majors can choose course offerings from across the College that fit into their program of study, provided they are approved by the IRHUM Faculty Chair and the student's faculty mentor. Methodology courses from other programs and departments may—upon petition—count toward the requirements of the IRHUM major.

Inquiry and Research in the Humanities Courses

IRHU 20100. Introduction to Humanistic Inquiry and Research Design. 100 Units.

This seminar will introduce majors to the basic tenets of humanistic inquiry, including the formulation and testing of research questions and lines of inquiry, and expose students to best practices in research design. In partnership with the University Libraries, this course will train students in information literacy, introduce them to best practices in research design (feasibility, assessment of primary and secondary source material, collation of resources), as well as expose them to research ethics and the principles of culturally sensitive research practices. The course will also include training in data use and management and introduce students to research tools and technology available to them through the University Library system, as well as other on- and off-campus resources.

Instructor(s): TBD Terms Offered: TBD

IRHU 29600. Research Proposal Colloquium. 100 Units.

Building on the research skills majors have learned in Introduction to Humanistic Inquiry and Research Design [IRHU 20100], the two Research Seminars, and the mandatory Applied Mentored Research Experience, the Research Proposal Colloquium helps majors identify a relevant research topic/questions, design a feasible research project, establish a research timeline and formulate a clear and compelling proposal. The collaborative setting of the Research Proposal Colloquium complements the individual mentoring provided by the Faculty Advisor and the IRHUM Co-Chair. Upon approval of their research proposal by their Faculty Advisor, the IRHUM Faculty Chair, and Co-Chair, students are eligible to receive full financial support to conduct a portion of their research over the summer between their junior and senior years, as merited.

Instructor(s): TBD Terms Offered: TBD

Note(s): All IRHUM majors are required to take the Research Proposal Colloquium in the Spring Quarter of their third year.

IRHU 29800. BA Thesis Writing Colloquium. 100 Units.

Building on the Research Proposal Colloquium and the research undertaken over the summer, the BA Thesis Writing Colloquium provides a structured and collaborative setting, in which IRHUM majors receive instruction on effectively writing about their findings, workshop their efforts with their peers, and, ultimately, complete their mentored research project in a timely and productive manner. Like the Research Proposal Colloquium, the BA Thesis Writing Colloquium complements the individual mentoring provided by the Faculty Advisor and IRHU Co-Chair. Furthermore, IRHUM majors will receive support translating their research experience and output into competitive applications for graduate programs, research grants, and national fellowships.

Instructor(s): TBD Terms Offered: TBD

Note(s): All IRHUM majors are required to take the Thesis Writing Colloquium in the Autumn Quarter of their fourth year.



Jewish Studies

Department Website: <http://ccjs.uchicago.edu>

Program of Study

The BA program in Jewish Studies provides a context in which College students may examine the texts, cultures, languages, and histories of Jews and Judaism over three millennia. The perspective is contextual, comparative, and interdisciplinary. The long and diverse history of Jews and Judaism affords unique opportunities to study modes of continuity and change, interpretation and innovation, and isolation and integration of a world historical civilization. Students are encouraged to develop appropriate skills (in texts, languages, history, and culture) for independent work.

Students in other fields of study may also complete a minor in Jewish Studies. Information follows the description of the major.

Jewish Civilization Sequence

A three-course Jewish Civilization sequence is offered in the Autumn, Winter, and Spring Quarters. The first course begins in antiquity and extends through the medieval period (JWSC 12000 Jewish Civilization I: Ancient Beginnings to Medieval Period). The second course begins in the early modern period and extends to the present (JWSC 12001 Jewish Civilization II: Early Modern Period to 21st Century). In the Spring Quarter, students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X). Jewish Civilization courses may be used to fulfill the College's general education requirement in civilization studies. It is recommended, though not required, that students take these courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the Winter Quarter segment. In order for the Spring Quarter course to qualify for the general education requirement in civilization studies, the student must have completed Jewish Civilization I and II. The Spring Quarter course, however, may also be taken as an independent elective.

Note: Jewish Studies revised its civilization studies courses starting in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018, under the previous course options, may complete it with those courses that remain available, or they may combine them with the new course options. However, students must have at least one course on the ancient/medieval period (JWSC 20120-20199 or JWSC 12000 Jewish Civilization I: Ancient Beginnings to Medieval Period) and at least one on the modern period (JWSC 20220-20299 or JWSC 12001 Jewish Civilization II: Early Modern Period to 21st Century). Students who began the requirement in Autumn Quarter 2018 or later may only use the new sequence to meet the general studies requirement in civilization studies.

Students may also fulfill the Jewish civilization requirement by participating in the "Jerusalem in Middle Eastern Civilizations" Study Abroad program, where they can earn credit for three courses in Jewish civilization (ancient, medieval, and modern) and one credit in modern Hebrew. (For more information about this program, please see the Study Abroad page of this catalog.)

Program Requirements

Advising

Students who have not completed the College's general education requirements before starting the major should do so during their first year as Jewish Studies majors. Students are required to meet with the director of undergraduate studies before declaring a major in Jewish Studies. Each student in the major will have as an adviser a faculty member who is affiliated with the Greenberg Center for Jewish Studies.

Major in Jewish Studies

The major requires twelve courses distributed according to the guidelines that follow. A full, constantly updated list of courses approved for the major and minor is available on the Greenberg Center for Jewish Studies website at ccjs.uchicago.edu (<http://ccjs.uchicago.edu/>).

Language

Students must take three quarters of Hebrew (classical or modern) or Yiddish. If the student's research project requires knowledge of a different language, the student may petition the committee to substitute that language in the place of Hebrew or Yiddish.

Jewish Civilization and Electives

Students in the major must take nine additional courses in Jewish Studies, for a total of twelve courses.

Jewish Civilization: Students in the major must complete either the first two quarters of the Jewish Civilization sequence or the 'Jerusalem in Middle Eastern Civilizations' Study Abroad program.

If students take one of these sequences to satisfy the general education requirement in civilization studies, one elective in the major must come from another civilization studies sequence pertinent to the area and period of the student's primary interest in Jewish Studies.

For students who take a sequence outside Jewish Studies to satisfy the general education requirement in civilization studies, the two- or three-course Jewish Civilization sequence (or three-course sequence offered in Jerusalem) will count among the JWSC electives required for the major.

Other Electives: The remaining courses must come from JWSC course offerings. These elective courses should normally focus in a specific area of concentration within Jewish Studies and should be chosen in consultation with the director of undergraduate studies. Students who complete the option BA thesis (as described under Optional BA Paper) may count JWSC 29900 BA Preparation Course among these courses.

Beyond the requirements for the major, students are encouraged to take at least one course in method or theory pertaining to their area of concentration in Jewish Studies, whether it is a JWSC course that can count in the major or is simply a general elective credit.

Summary of Requirements

Three courses in Hebrew (or other language, with approval)	300
Nine total JWSC courses	900
Note: Must include 2–3 Jewish Civilization courses, as described under the Program Requirements	
Total Units	1200

Optional BA Paper

Students who choose this option are to meet with their advisers by May 15 of their third year to determine the focus of the research project, and they are expected to begin reading and research for the BA paper during the summer before their fourth year. After further consultation, students are to continue guided readings and participate in a (formal or informal) tutorial during Autumn Quarter of their fourth year. Credit toward the major is received only for the Winter Quarter tutorial (JWSC 29900 BA Preparation Course), during which the BA paper is finally written and revised. The BA tutorial may count toward one of the courses related to Jewish Studies. The BA paper must be received by the primary reader by the end of fifth week of Spring Quarter. A BA paper is a requirement for consideration for honors.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Honors

Honors are awarded to students who demonstrate excellence in their course work, as well as on the BA paper. Students must maintain an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in the major, and the BA paper must be judged to be at least of A- quality.

Grading

Students take all courses required for the major for quality grades.

Minor in Jewish Studies

The minor in Jewish Studies provides a basic introduction to the texts, cultures, languages, and history of the Jews and Judaism. Six courses are required for the minor, two of which are JWSC 12000 Jewish Civilization I: Ancient Beginnings to Medieval Period and JWSC 12001 Jewish Civilization II: Early Modern Period to 21st Century. The other courses may be in any area of Jewish Studies, including languages such as Hebrew and Yiddish; such courses can be identified by their JWSC prefix. Students can earn credit for three courses in Jewish Civilization (ancient, medieval, and modern) and one credit in modern Hebrew by participating in the “Jerusalem in Middle Eastern Civilizations” Study Abroad program. (For more information about this program, please see the Study Abroad page of this catalog.)

Students who wish to do a minor in Jewish Studies must meet with the director of undergraduate studies before the end of the Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program will then be communicated to the student's College adviser.

Courses taken to fulfill the requirements for the minor in Jewish Studies may not be double-counted with courses taken for the student's major(s) or courses taken for other minors. Courses taken for the minor in Jewish Studies must be taken for quality grades.

Jewish Studies Courses

JWSC 11000-11100-11200, Biblical Aramaic; Old Aramaic Inscriptions; Imperial Aramaic.

Three quarter sequence in Aramaic spanning Biblical Aramaic (Autumn), Old Aramaic (Winter), and Imperial Aramaic (Spring).

JWSC 11000, Biblical Aramaic, 100 Units.

This course provides a thorough introduction to the grammar of the Aramaic portions of the Hebrew Bible during the first few weeks. The remainder of the course is spent reading texts from the books of Daniel and Ezra.

Instructor(s): S. Creason Terms Offered: Autumn

Prerequisite(s): HEBR 10103 or equivalent.

Note(s): Instructor Consent Required

Equivalent Course(s): ARAM 10101

JWSC 11100. Old Aramaic Inscriptions. 100 Units.

Selected monumental inscriptions from the Old Aramaic period (c. 1000-600 BCE) are read with special attention to the dialectal differences among various subgroups of texts.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): ARAM 10101 or equivalent.

Equivalent Course(s): ARAM 10102

JWSC 11200. Imperial Aramaic. 100 Units.

Selected letters and contracts from the Imperial Aramaic period (c. 600-200 BCE) are read with special attention to the historical development of the grammar of Aramaic during this time period.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): ARAM 10102 or equivalent.

Equivalent Course(s): ARAM 10103

JWSC 12000-12001-12003. Jewish Civilization I-II-III.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the medieval period; the Winter course will begin with the early modern period and continue to the present. The Spring course will vary as to special topic; for the Spring course to count towards the general education requirement in civilization studies, the student must also take the Autumn and Winter courses. Note: Jewish Studies revised its civilization studies courses in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018 under the previous course options, may complete it with those courses that remain available, or (with prior approval from the JWSC director of undergraduate studies) they may combine them with the new course options, provided that they fulfill the requirement to take one JWSC course in the ancient or medieval period and one in the modern period. Only students who have taken JWSC courses prior to academic year 2018–19 are eligible to complete the program under the prior system.

JWSC 12000. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): James Robinson Other TBA Terms Offered: Autumn

Equivalent Course(s): NEHC 22010, RLST 22010, MDVL 12000

JWSC 12001. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): S. Hammerschlag J. Kirzane Terms Offered: Winter

Equivalent Course(s): NEHC 22011, RLST 22011

JWSC 12003. Jewish Civilization III - Language, Creation, and Translation in Jewish Thought and Literature. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Spring course in 2021 will start with two stories from Genesis—the creation story and the story of the Tower of Babel in chapter 11—and consider the intertwined dynamics of language, creation, and translation in Jewish thought and literature. In addition to commentaries on both of these key texts, we will read philosophical and literary texts that illuminate the workings of language as a creative force and the dynamics

of multilingualism and translation in the creation of Jewish culture. Through this lens, we will consider topics such as gender and sexuality, Jewish national identity, Zionism, the revival of the Hebrew language, Jewish responses to the Holocaust, and contemporary American Jewish culture.

Instructor(s): Na'ama Rokem Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies credit, must also take Jewish Civilization I and II. The course may also be taken as an independent elective.

Equivalent Course(s): CMLT 12003, NEHC 12003, RLST 22012

JWSC 20120. Introduction to the Hebrew Bible. 100 Units.

The course will survey the contents of the Hebrew Bible, and introduce critical questions regarding its figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East.

Instructor(s): Simeon Chavel Terms Offered: Autumn

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): NEHC 30504, NEHC 20504, RLST 11004, HIJD 31004, BIBL 31000

JWSC 20235. The Hebrew Bible and the Shoah. 100 Units.

This course explores the use of biblical literature in Holocaust and post-Holocaust works. The first part focuses on the work of religious thinkers from across the religious spectrum, from the Warsaw ghetto sermons of the orthodox rabbi Kalonymos Shapira to the unique interpretation of the 'suffering servant' by Reform rabbi Ignaz Maybaum. We will see that the question of God's whereabouts during the massacre produced an explosion of biblically-inspired theologies, stemming from Buber, Heschel, and Berkovits' different conceptions of a 'divine eclipse' (hester panim) to Melissa Raphael's audacious affirmation of the presence of the female divine face in Auschwitz. The traditional approach to the Hebrew Bible itself was radically questioned: Fackenheim argued that biblical exegesis had to be thoroughly revised, and André Neher sketched a hermeneutics of biblical silence. In the second part of the course we turn to the influence the Hebrew Bible had on the works of literarily oriented writers and how they reflected on the Shoah. In genres as distinct as poetry and testimony, in authors as different as Chava Rosenfarb and Primo Levi, one sees biblical characters, stories, motifs, and literary forms given unprecedented ambivalence and poignancy. This is true whether the biblical reference is deployed in ironic denunciations of the divine (Shayevitch, Modolowski), in appeals to a newfound hope (Wiesel, Agnon), or in psalmic hymns to the senselessness of it all (Sachs, Celan).

Instructor(s): Aslan Mizrahi Cohen Terms Offered: Winter

Equivalent Course(s): RLST 20235

JWSC 20300-20400-20500. Elementary Yiddish I-II-III.

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills. Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

JWSC 20300. Elementary Yiddish I. 100 Units.

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills.

Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

Instructor(s): Jessica Kirzane Terms Offered: Autumn

Equivalent Course(s): YDDH 10100

JWSC 20400. Elementary Yiddish for Beginners-II. 100 Units.

In this course, students will extend basic Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should have a basic understanding of regional Yiddish variations in pronunciation and spelling, be able to understand and participate in a conversation in an increasingly comfortable and complex way, read simple texts with ease, have experience tackling more complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): YDDH 10100

Equivalent Course(s): YDDH 37400, YDDH 10200

JWSC 20500. Elementary Yiddish III. 100 Units.

In this course, students will acquire intermediate Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should be able to conduct a conversation on a wide range of topics, be comfortable tackling complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture. Students will also be introduced to basic Yiddish research skills.

Equivalent Course(s): YDDH 10300, YDDH 37500

JWSC 20907. Contemporary Religion in Israel. 100 Units.

The complex relationship between religion and state is at the core of current social, cultural and political tensions in Israel. In this course we will explore the manifestation of these relations by focusing on selected ethnographies of religious performance and phenomena in modern Israel, including amongst others a 'Women of the Wall' first day of the month prayer, a LGBTQ community's reading of the book of Esther in Tel-Aviv, and a messianic group's attempt to reestablish the Passover sacrifice at the Temple Mount. By exploring these detailed ethnographies against the backdrop of contemporary theory, including secularization and post-secularization, lived religion, fundamentalism and social orthodoxy, this course aims to portray the variety and complexity of religious experience in Israel today.

Instructor(s): David Barak-Gorodetsky Terms Offered: Spring
Equivalent Course(s): RLST 27712

JWSC 21107. Readings in Maimonides' Guide of the Perplexed. 100 Units.

A careful study of select passages in Maimonides' Guide of the Perplexed, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.

Instructor(s): James Robinson Terms Offered: Autumn

Equivalent Course(s): NEHC 40470, FNDL 24106, ISLM 45400, RLST 21107, HREL 45401, RLVC 45400, MDVL 25400, HIJD 45400

JWSC 21215. Abraham's Sacrifice of Isaac in Multiple Perspectives. 100 Units.

The story of Abraham's (near) sacrifice of his son, Isaac, found in Genesis 22:1-19, is one of the most influential and enduring stories in Western literature and art. It is part of the living tradition of Judaism, Christianity, and Islam and its meaning and implications have been repeatedly explored in the communities defined by these religions, and has, in turn, helped to shape the self-perception of those communities. This course will consider the multiple perspectives from which this story has been viewed and the multiple interpretations which this story has generated, starting with its earliest incorporation into the Hebrew Bible, moving to its role in Judaism, Christianity, and Islam, and concluding with its influence on modern works. No knowledge of Hebrew is required.

Instructor(s): Stuart Creason Terms Offered: Spring

Equivalent Course(s): NEHC 31215, RLST 21215, NEHC 21215, ISLM 31215, BIBL 31215, HIJD 31215

JWSC 22000-22100-22200. Elementary Classical Hebrew I-II-III.

The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The sequence is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

JWSC 22000. Elementary Classical Hebrew I. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first quarter focuses on the inflection of nouns and adjectives and begins the inflection of verbs. It includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.

Instructor(s): S. Creason Terms Offered: Autumn

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10101

JWSC 22100. Elementary Classical Hebrew II. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The second quarter focuses on verb inflection and verbal sequences and includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10102

JWSC 22200. Elementary Classical Hebrew III. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first half of the third quarter concludes the study of verb inflection and the second half is spent reading prose narrative texts with specific attention to the grammatical analysis of those texts.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10103, JWSG 30300

JWSC 22300-22400-22500. Intermediate Classical Hebrew I-II-III.

A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

JWSC 22300. Intermediate Classical Hebrew I. 100 Units.

The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts.

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

Prerequisite(s): HEBR 10103 or equivalent

Equivalent Course(s): HEBR 20104

JWSC 22400. Intermediate Classical Hebrew II. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

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

Prerequisite(s): HEBR 20104 or equivalent
 Equivalent Course(s): HEBR 20105

JWSC 22500. Intermediate Classical Hebrew III. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Spring
 Prerequisite(s): HEBR 20105 or equivalent
 Equivalent Course(s): HEBR 20106

JWSC 24650. Introduction to Kabbalah. 100 Units.

A general introduction to the origins and development of Kabbalah, focusing on the classic period of the twelfth and thirteenth centuries. We will read samples from the major texts and most important movements, including the Bahir and Isaac the Blind in Provence, the Gerona circle (Ezra, Azriel, Nachmanides), and developments in Castile, from Ibn Latif and Ibn Sahula to Abraham Abulafia and Joseph Ibn Gikatilla to Moses de Leon and the Zohar.

Instructor(s): James T. Robinson Terms Offered: Autumn
 Equivalent Course(s): MDVL 25500, HJJD 35500, RLST 21205

JWSC 24788. Guilt, Atonement, and Forgiveness After WWII. 100 Units.

By what parameters should we assess guilt? What is required to atone for wrong done unto another? Under what circumstances should we forgive harm done to us? This course examines both foundational ethical models and arguments that emerged following the end of WWII concerning issues that arose in the war's wake. We begin the course by reading significant theological and philosophical accounts of ethics, including Genesis, Aristotle, Mill and Kant, and consider what constitutes 'guilt' in each. We then draw on these models as we examine significant questions of guilt and atonement that arose in the wake of the Second World War, and explore the particular concerns involved in wrestling with questions of national guilt, collaboration, and assignment of punishment post-war. We will conclude the course by reading arguments that wrestle with the ethics of forgiveness, exploring arguments by a range of theologians, philosophers and other thinkers both for and against forgiving those who have perpetrated harm.

Instructor(s): Bevin Blaber Terms Offered: Autumn
 Equivalent Course(s): RLST 24788

JWSC 25000-25100-25200. Introductory Modern Hebrew I-II-III.

This three-quarter sequence introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write a short essay.

JWSC 25000. Introductory Modern Hebrew I. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

Instructor(s): A. Almog Terms Offered: Autumn
 Equivalent Course(s): HEBR 10501

JWSC 25100. Introductory Modern Hebrew II. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

Instructor(s): A. Almog Terms Offered: Winter
 Prerequisite(s): HEBR 10501 or equivalent
 Equivalent Course(s): HEBR 10502

JWSC 25200. Introductory Modern Hebrew III. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essays.

Instructor(s): A. Almog Terms Offered: Spring
 Prerequisite(s): HEBR 10502 or equivalent
 Equivalent Course(s): HEBR 10503

JWSC 25149. Anthropology of Israel. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption

of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.

Instructor(s): Morris Fred Terms Offered: Spring

Equivalent Course(s): ANTH 35150, MAPS 35150, NEHC 25147, ANTH 25150, NEHC 35147, CMES 35150

JWSC 27610. Advanced Yiddish I: Readings in Yiddish Literature. 100 Units.

In this class, students will be exposed to essays, short stories, poetry and other writings by some of the great Yiddish writers of the twentieth century, including Abraham Reisin, Bella Chagall, Abraham Sutzkever, Esther Kreitman, and Dovid Bergelson. Students will write critical essays and creative responses, listen to excerpts read aloud, participate in discussions and debates. This course will be conducted entirely in Yiddish.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): Prerequisite(s): Intermediate Yiddish I, or permission from the instructor.

Equivalent Course(s): YDDH 31000, YDDH 21000

JWSC 27651. Women Who Wrote In Yiddish. 100 Units.

This course explores memoirs, plays, essays, poetry, novels, and journalistic writing of women who wrote in Yiddish, as well as a discussion of the context in which they wrote and their reception and self-perception as 'women writers.' Among the writers whose work may be represented in this course are Gliki, Yente Mash, Kadya Molodwsky, Chava Rosenfarb, Yente Serdatsky, Rosa Palatnik, Anna Margolin, Celia Dropkin, Rokhl Korn, Beyle Shaechter-Gottesman, Gitl Shaechter-Viswanath, Bella Chagall, Blume Lempel, Esther Kreitman, Debora Vogel, Rokhl Brokhes, Sarah Hamer-Jacklyn, Malka Lee, Ida Maze, Roshelle Weprinski, Miriam Karpilove, Zina Rabinovitz, Rokhl Szabad, Rokhl Fayngberg, Paula Prilutsky, Shira Gershman, Esther Shumiatscher-Hirschbein and Freydl Shtok. Many of these writers have been underexamined in the history of Yiddish literary studies and this course will bring renewed attention to their work. This course will be taught in English with readings translated from Yiddish.

Instructor(s): Jessica Kirzane Terms Offered: Spring

Equivalent Course(s): GNSE 31721, YDDH 31721, GNSE 21721, YDDH 21721

JWSC 27940. The Political Theologies of Zionism. 100 Units.

The relationship between nationalism and religion has throughout history been a stormy one, often characterized by antagonisms and antipathy. In this course we will examine from various aspects the complex nexus of these two sources of repeated ideological and political dispute within Judaism, and more specifically within Zionism as its political manifestation. Zionism has mostly been considered a secular project, yet recently, Zionist theory is scrutinized to identify and unearth its supposedly hidden theological origins. In nowadays Israel, a rise in religious identification alongside an increasing religionization of the political discourse calls for the consideration of new theopolitical models of Zionism applicable in a post-secular environment. The aim of this course is to explore this intertwining of politics and religion in Israel from both historical and contemporary perspectives. The first part of the course will outline the theoretical foundation of post-secular and political-theological discourses. The second part will address the explicit and implicit political theologies of Zionism. The third part will outline contemporary aspects of political-theological thought in Israel, and their actual appearance in the political sphere.

Instructor(s): David Barak-Gorodetsky Terms Offered: Winter

Equivalent Course(s): RLST 25806

JWSC 29104. Antisemitism and Islamophobia, Historically and Today. 100 Units.

How are antisemitism and Islamophobia linked together? Are they two different modes of oppression and discrimination or are they part of a similar phenomenon? Moreover, are they religious, racial, or ethnic forms of discrimination? Throughout this course, we will complicate the media narrative that sees Jews and Arabs as perpetual enemies through a historical and philosophical exploration into the origins and development of Orientalism, Islamophobia, and antisemitism. Students will think historically about the construction of race, ethnicity, and religion, and the discriminatory modes by which these are employed; and they will use that knowledge to think critically about current depictions of anti-Jewish and anti-Islamic violence. In the first part of the course, we will consider the historical and conceptual underpinnings of antisemitism and Islamophobia. We will look to 14th and 15th century Spain in order to better understand how and where they originated; we will then track their development through modernity, paying close attention to how these discourses changed and evolved over time; finally, we will look at the impact of the Holocaust and the rise of the State of Israel and consider current iterations of Islamophobia and antisemitism in Europe and America today.

Instructor(s): Mendel Kranz Terms Offered: Spring

Equivalent Course(s): MDVL 29104, RLST 29104

JWSC 29500. Holocaust Object. 100 Units.

In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which-once the locations of genocide-are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors' testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): HIST 23413, ANTH 35035, REES 27019, REES 37019, HIST 33413, ANTH 23910

JWSC 29626. Lost Histories of the Left. 100 Units.

When most Americans think about 'the left,' Marxism, Soviet state socialism, or European social democracy spring to mind. This class will explore alternative-but now largely forgotten-blueprints for revolutionizing the political and social order that emerged in the nineteenth century. We will pay special attention to utopian socialism, early anticolonial movements, the Jewish Labor Bund, and anarchism. Examining the intellectual underpinnings of these movements, their influence on the modern world, and the factors that led to their demise, we will also consider what lessons they can teach to those committed to realizing a better future today.

Instructor(s): F. Hillis Terms Offered: Winter

Equivalent Course(s): HIST 29426, HIST 39426, REES 36080, REES 26080

JWSC 29700. Reading and Research Course. 100 Units.

TBD

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Undergraduate Program Adviser

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

JWSC 29900. BA Preparation Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Undergraduate Program Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Required of honors candidates. May be taken for P/F grading with consent of instructor.



Latin American and Caribbean Studies

Department Website: <http://clas.uchicago.edu>

Major Program in Latin American and Caribbean Studies

Latin American and Caribbean Studies (LACS) is an interdisciplinary program for students who want to engage critical issues in the social sciences and humanities through deep immersion in the histories, cultures, economies, politics, and natural environments of Latin America and the Caribbean. In addition to gaining deep knowledge of a region closely tied to Chicago and the United States, LACS students will develop strong linguistic, research, and analytical skills; most also spend significant time studying or conducting fieldwork in a Latin American country.

The major requirements include: coursework; language proficiency in Spanish or Portuguese; experiential learning that aims to broaden students' appreciation of Latin American and Caribbean perspectives and deepen their cultural fluency; and a fourth-year BA colloquium and capstone project that allow students to develop their capacity for independent, creative, rigorous inquiry. Students can choose every year from dozens of course listings across the disciplines and can expect individualized mentorship and advising from our dedicated faculty and staff.

The Center for Latin American Studies supplements the program's academic offerings with dozens of public events each year, which help to build a strong Latin American Studies community. We also aim to expose students to Chicago's role as a significantly Latin American city and to prepare them for careers in government, journalism, law, business, teaching, the nonprofit sector, or academia.

Program Requirements

Students in the Class of 2022 and beyond will follow the requirements for the Latin American and Caribbean Studies major described below. Students in the Class of 2021 will continue under the previous requirements, which may be found on the Center for Latin American Studies website (<https://clas.uchicago.edu/>).

LACS majors are required to take 11 courses in addition to the Latin American Civilization prerequisite, distributed as follows:

Prerequisite: Introduction to Latin American Civilization

LACS majors should all complete the Introduction to Latin American Civilization sequence as a prerequisite to the major, either on campus (LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III) or in Oaxaca, México (SOSC 19019-19020-19021 Latin American Civilization in Oaxaca I-II-III). This sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the three courses will count toward the LACS major. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS major.

LACS Courses

Five courses in at least two divisions (e.g., Social Sciences, Humanities, Biological Sciences) that focus on Latin America and/or the Caribbean. This means that at least one course must be taken outside of the primary division of study.

Electives

Two elective courses that integrate research methodology and/or experiential learning, chosen in consultation with the program adviser. These courses are not required to focus on Latin America and the Caribbean, but should provide students with new ways of learning and thinking that could be applied to their study of the region. Language acquisition courses in a second regional language (beyond the one language a student chooses to fulfill the language requirement) may be counted toward this category.

Language

The LACS language requirement can be completed in one of two ways:

- Completion of three courses at the second-year level or above in one of the two major regional languages (Spanish or Portuguese). Students with strong language preparation may petition out of one of these courses, substituting it with a content course or a course in a second Latin American or Caribbean language.
- OR
- Earning the Practical Language Proficiency Certification (<https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/>), which assesses listening, reading, speaking, and writing abilities. This certification documents students' ability to functionally use a foreign language in personal, academic, and professional settings. Students who fulfill the language requirement through the

proficiency certification must substitute with three LACS courses or three courses in a second regional language. Students who complete the language requirement by enrolling in coursework may also register to take the Practical Language Proficiency Assessment in order to document their language abilities.

Students who complete the Practical Language Proficiency Certification without enrolling in language courses at the University (e.g., native speakers, students who participated in language immersion programs, etc.) are strongly encouraged to study a second regional language, such as Portuguese, Haitian Kreyol, or an indigenous language that relates to their area of interest.

BA Capstone Project and BA Colloquium

All students who are majoring in Latin American and Caribbean Studies are required to complete a capstone project under the supervision of a faculty member. The capstone project may take the form of a BA thesis, an online exhibition, a documentary film, a podcast, or another intellectual or artistic endeavor; non-traditional projects must be accompanied by a critical piece of writing explaining the student's intellectual or artistic rationale and the process that led to the student's creation. The project is due Friday of fourth week of the Spring Quarter.

During the Winter and Spring Quarters of their third year, all LACS majors (double majors included) are required to participate in a workshop series (three to four sessions) focused on preparation for the capstone project. Students will be provided with information on the workshop series early in the Winter Quarter of their third year. The program adviser will work individually with students who are studying abroad during either or both quarters.

Fourth-year students are required to enroll in LACS 29801 BA Colloquium. Although students register for LACS 29801 only once, in Autumn Quarter, they participate for all three quarters and grades are issued at the end of the year. The colloquium assists students in formulating approaches to the BA capstone project and developing their research, communication, and project management skills, while providing a forum for group discussion and critiques.

Students have the option of taking LACS 29900 Preparation of the BA Essay in Winter or Spring Quarter to afford additional time for research or writing; this course is taught by arrangement between a student and the student's project adviser. Students who register for LACS 29900 may count it toward their five LACS content courses. The grade a student receives for this course depends on the successful completion of the BA capstone project.

This program may accept a BA project used to satisfy the same requirement in another major if certain conditions are met and with the consent of both program chairs/directors. Students should consult with the program chairs/directors by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs/directors, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Experiential Learning

As part of or in addition to their coursework, students are required to participate in an approved study abroad program, internship, or other experiential learning project with significant links to their program of study. The LACS program adviser and Center for Latin American Studies staff will work individually with each major to ensure that the student has access to opportunities that are appropriate to the student's background, skills, and plan of study.

Options for meeting the requirement include, but are not limited to:

- Taking Latin American Civilization in Oaxaca, enrolling in the Catholic University of Chile Exchange Program, or utilizing a Third Year International Travel Grant or Foreign Language Acquisition Grant (FLAG) in the region
- Completing a summer or academic year internship with an appropriate organization in Chicago, elsewhere in the United States, or in Latin America
- Participating in a research assistantship with a University of Chicago faculty member
- Completing an experiential learning project as part of an LACS course
- Developing an experience or project that has been approved by the LACS program adviser

Students must complete this requirement by the Spring Quarter of the year they plan to graduate.

Advising

Students who plan to declare a major in Latin American and Caribbean Studies should be in contact with the program adviser as early as possible to discuss their interest in the program and how to meet program requirements. Students should select their courses for the LACS major in close consultation with the program adviser. The Center for Latin American Studies publishes an online list of LACS courses (<https://clas.uchicago.edu/academic-programs/courses/>) every quarter.

Students should meet with the program adviser no later than the Winter Quarter of their third year to discuss their major progress and to discuss the BA Colloquium and the BA capstone project. Students who plan to study abroad during the Winter and/or Spring Quarter of their third year should meet with the program adviser before leaving campus.

Summary of Requirements: Latin American and Caribbean Studies Major (11 courses)

PREREQUISITES		
One of the following: *		300
LACS 16100-16200-16300	Introduction to Latin American Civilization I-II-III	
SOSC 19019-19020-19021	Latin American Civilization in Oaxaca I-II-III	
Total Units		300
MAJOR		
LACS Courses: Five courses, in at least two divisions (e.g., Social Sciences, Humanities, Biological Sciences), that focus on Latin America and/or the Caribbean		500
Electives: Two elective courses that integrate research methodology and/or experiential learning **		200
Language: Three courses in 20000-level or higher Spanish or Portuguese ***		300
LACS 29801	BA Colloquium	100
Additional Requirements: BA Capstone Project and Experiential Learning		
Total Units		1100

- * This sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the three courses will count toward the LACS major. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS major.
- ** These courses are not required to focus on Latin America and the Caribbean, but should provide students with new ways of learning and thinking that could be applied to their study of the region.
- *** Students with strong language preparation may petition out of one of these courses, substituting it with a content course or a course in a second Latin American or Caribbean language. Students may also fulfill the language requirement by earning the Practical Language Proficiency Certification (<https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/>). Students who fulfill the language requirement through the proficiency certification must substitute with three LACS courses or three courses in a second regional language.

Grading

Each of the required courses for the LACS major must be taken for a quality grade.

Honors

Students who have done exceptionally well in their coursework and on their BA capstone project are considered for honors. Candidates must have a GPA of 3.0 or higher overall and 3.25 or higher in the major.

Minor Program in Latin American and Caribbean Studies

Latin American and Caribbean Studies (LACS) is an interdisciplinary program for students who want to engage critical issues in the social sciences and humanities through study of the histories, cultures, economies, politics, and natural environments of Latin America and the Caribbean.

The minor requirements include coursework, language proficiency in Spanish or Portuguese, and the submission of a research paper from a LACS course. Students can choose every year from dozens of course listings across the disciplines.

The Center for Latin American Studies supplements the program's academic offerings with dozens of public events each year, which help to build a strong Latin American Studies community. We also aim to expose students to Chicago's role as a significantly Latin American city and to prepare them for careers in government, journalism, law, business, teaching, the nonprofit sector, or academia.

No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. They must be taken for quality grades and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Program Requirements

LACS minors are required to take five courses in addition to the Latin American Civilization prerequisite, distributed as follows:

Prerequisite: Introduction to Latin American Civilization

LACS minors should all complete the Introduction to Latin American Civilization sequence as a prerequisite to the major, either on campus (LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III) or in Oaxaca, México (SOSC 19019-19020-19021 Latin American Civilization in Oaxaca I-II-III). This sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the

three courses will count toward the LACS minor. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS minor.

LACS Courses

Three courses that focus on Latin America and/or the Caribbean. Students may find listings of quarterly approved courses on the Center for Latin American Studies website (<https://clas.uchicago.edu/academic-programs/courses/>).

Language

The LACS language requirement can be completed in one of two ways:

- Completion of two courses at the second-year level or above in one of the two major regional languages (Spanish or Portuguese). Students with strong language preparation may petition out of one of these courses, substituting it with a content course or a course in a second Latin American or Caribbean language.
- OR
- Earning the Practical Language Proficiency Certification (<https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/>), which assesses listening, reading, speaking, and writing abilities. This certification documents students' ability to functionally use a foreign language in personal, academic, and professional settings. Students who fulfill the language requirement through the proficiency certification must substitute with two LACS courses or two courses in a second regional language. Students who complete the language requirement by enrolling in coursework may also register to take the Practical Language Proficiency Assessment in order to document their language abilities.

Research Paper

Students must submit a research paper treating a Latin American and/or Caribbean topic written for one of their LACS content courses. The research paper should be of intermediate length (10–15 pages). The student is responsible for making appropriate arrangements with the course instructor. Completion of the research paper must be demonstrated to the LACS program adviser.

Advising

Students who elect the minor program should meet with the LACS program adviser before the end of Spring Quarter of their third year to declare their intention to complete the program. The student must submit the LACS program adviser's approval for the minor to their College adviser, on a form obtained from the College, no later than the end of the third year.

Summary of Requirements: Latin American and Caribbean Studies Minor (5 courses)

PREREQUISITES

One of the following: *	300
LACS 16100-16200-16300	Introduction to Latin American Civilization I-II-III
SOSC 19019-19020-19021	Latin American Civilization in Oaxaca I-II-III
Total Units	300

MINOR

LACS Courses: Three courses that focus on Latin America and/or the Caribbean	300
Language: Two courses in 20000-level or higher Spanish or Portuguese **	200
Additional Requirement: Submission of a research paper treating a Latin American and/or Caribbean topic for one of the LACS content courses	
Total Units	500

* The Introduction to Latin American Civilization sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the three courses will count toward the LACS minor. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS minor.

** Students with strong language preparation may petition out of one of these courses, substituting it with a content course or a course in a second Latin American or Caribbean language. Students may also fulfill the language requirement by earning the Practical Language Proficiency Certification (<https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/>). Students who fulfill the language requirement through the proficiency certification must substitute with two LACS courses or two courses in a second regional language.

Latin American and Caribbean Studies Courses

The following courses are for reference only. See Class Search at registrar.uchicago.edu/classes (<http://registrar.uchicago.edu/classes/>) for specific offerings. See the Center for Latin American Studies Courses webpage at clas.uchicago.edu (<https://clas.uchicago.edu/>) for further information on quarterly offerings.

LACS 11008. Introduction to Latinx Literature. 100 Units.

From the activist literature of the Chicano Civil Rights Movement to contemporary fiction and poetry, this course explores the forms, aesthetics, and political engagements of U.S. Latinx literature in the 20th and 21st centuries. Theoretical readings are drawn from Chicanx Studies, Latinx Studies, American Studies, Latin American Studies, Hemispheric Studies, Indigenous Studies, and Postcolonial Studies, as we explore Latinx literature in the context of current debates about globalization, neoliberalism, and U.S. foreign policy; Latinx literature's response to technological and socio-political changes and its engagement with race, gender, sexuality, class, and labor; and its dialogues with indigenous, Latin American, North American, and European literatures. (Poetry, 1830-1940, Theory)

Instructor(s): Rachel Galvin Terms Offered: Winter

Equivalent Course(s): CMLT 11008, ENGL 11008, SPAN 21008

LACS 12200. Portuguese For Spanish Speakers. 100 Units.

This course is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 10300 or consent of instructor

Equivalent Course(s): PORT 12200

LACS 16100-16200-16300. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

LACS 16100. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.

Instructor(s): Emilio Kouri Terms Offered: Autumn

Equivalent Course(s): CRES 16101, HIST 36101, SOSC 26100, ANTH 23101, HIST 16101, LACS 34600

LACS 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

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

Equivalent Course(s): PPHA 39770, HIST 16102, CRES 16102, HIST 36102, ANTH 23102, LACS 34700, SOSC 26200

LACS 16300. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): B. Fischer Terms Offered: Spring

Equivalent Course(s): HIST 36103, PPHA 39780, CRES 16103, LACS 34800, SOSC 26300, ANTH 23103, HIST 16103

LACS 19880. Inhabiting the Borderlands: Latinx Embodiment in Literature, Art, and Popular Culture. 100 Units.

How does a Latinx cultural identity become legible? What are the conditions of its recognition? What kinds of embodied practices and performances serve to point to the particular intersections of race, ethnicity, class, sexuality, and gender that can be termed 'Latinx'? To approach these questions, this course will explore critical texts by Diana Taylor, Gloria Anzaldúa, Julia Alvarez, Coco Fusco, José Esteban Muñoz, and Tomás Ybarra-Frausto, among others, as well as performances, artwork, and literature by La Lupe, Walter Mercado, Yalitza Aparicio, Cherríe Moraga, Judith Baca, Carmen Maria Machado, and more. (Theory)

Instructor(s): Carmen Merport Terms Offered: Winter

Equivalent Course(s): GNSE 19880, ENGL 19880, CRES 19880

LACS 20046. Introduction to Caribbean Studies. 100 Units.

Why have critics, writers, and artists described the Caribbean as 'ground zero' of Western modernity? Beginning with the period before European settlement, we will study slavery and emancipation, Asian indentureship, labor and social movements, decolonization, debt and tourism, and today's digital Caribbean. We will survey literary and visual cultures, primary source documents, and thought across the English, French, Spanish, and Dutch-speaking Caribbean. All readings will be available in translation. (Fiction, Theory)

Instructor(s): Kaneesha Parsard Terms Offered: Spring

Equivalent Course(s): GNSE 22046, CRES 20046, ENGL 20046

LACS 20500. Cultura do Mundo Lusófono. 100 Units.

In this course students will explore the culture of the Lusophone world through the study of a wide variety of contemporary literary and journalistic texts from Brazil, Portugal, Angola and Mozambique, and unscripted recordings. This advanced language course targets the development of writing skills and oral proficiency in Portuguese. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Winter

Prerequisite(s): PORT 20100 or consent of the instructor.

Equivalent Course(s): PORT 20500

LACS 20600. Composição e Conversação Avançada. 100 Units.

The objective of this course is to help students acquire advanced grammatical knowledge of the Portuguese language through exposure to cultural and literary content with a focus on Brazil. Students develop skills to continue perfecting their oral and written proficiency and comprehension of authentic literary texts and recordings, while also being exposed to relevant sociocultural and political contemporary topics. Students read, analyze, and discuss authentic texts by established writers from the lusophone world; they watch and discuss videos of interviews with writers and other prominent figures to help them acquire the linguistic skills required in academic discourse. Through exposure to written and spoken authentic materials, students learn the grammatical and lexical tools necessary to understand such materials as well as produce their own written analysis, response, and commentary. In addition, they acquire knowledge on major Brazilian authors and works.

Terms Offered: Winter

Prerequisite(s): PORT 20100 or consent of instructor.

Equivalent Course(s): PORT 20600

LACS 21100. Las regiones del español. 100 Units.

This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. We emphasize the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the Hispanic world. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of indigenous cultures on dialectal aspects. The course includes literary and nonliterary texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300 or placement

Equivalent Course(s): SPAN 21100

LACS 21150. El español en los Estados Unidos. 100 Units.

This sociolinguistic course expands understanding of both the historical and the contemporary development of Spanish in parts of the United States, and awareness of the great sociocultural diversity within the Spanish-speaking communities in the United States and its impact on the Spanish language. This course emphasizes the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the United States. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of English on dialectal aspects. The course includes sociolinguistic texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions in the United States.

Instructor(s): L. van den Hout Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300

Equivalent Course(s): SPAN 21150

LACS 21619. From Lorca to Lin-Manuel Miranda: Staging Latinidad. 100 Units.

In this course, we will delve into ten significant theater plays written in the last century by Spanish, Latin American and Latinx playwrights. We will examine how latinidad, with its multiple definitions and contradictions, emerges in these plays; and also, which questions these works pose regarding the different historic and cultural contexts in which they were written. As a discipline that aims to explore and embody social practices and identities, theater has become a place where these questions articulate themselves in a critical manner. A physical space where bodies and languages explore, sometimes through its mere unfolding on the page and the stage, unforeseen limits of class, identity, and ethnicity. Each week, we will discuss one play and one or two significant critical essays, and the discussion will be conducted through a set of questions and crossed references. To which extent does the domestic exploration and the all-women cast of Lorca's 'La casa de Bernarda Alba' resonate in Fornés' 'Fefu And Her Friends'? How does the experience of immigration affect the characters of Marqués' 'La carreta,' and how do Chiara Alegria Hudes and Lin-Manuel Miranda echo this foundational fiction in 'In the Heights'? How was the success of plays such as Valdez's 'Zoot Suit' or Cruz's 'Anna in The Tropics' received within the Latino community, and how did it affect the general reception of Latino plays?

Instructor(s): I. Fanlo Terms Offered: Autumn

Note(s): Taught in English. Readings available in both English and Spanish. Spanish majors & minors must do the readings and/or writings in Spanish.

Equivalent Course(s): GNSE 21619, SPAN 21619, TAPS 25219

LACS 21720. Histoire, superstitions et croyances dans le roman francophone contemporain. 100 Units.

Superstitions and traditional beliefs are an integral part of African and Caribbean cultural identities. Based on myths, legends and proverbs, they were usually passed down orally. This course explores and critically analyzes their literary representations: how do contemporary authors rethink, reframe and rewrite myths and legends that primarily stems from

an oral tradition? How are these stories used as a framing device to interrogate contemporary historical events? The course emphasizes cultural and socio-political connections through some close readings and discussions. Readings include texts by Mariama Bâ, René Depestre, Véronique Lordinot, Gisèle Pineau and Véronique Tadjo.

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

Prerequisite(s): FREN 20500 or 20503. This is an introductory-level course.

Note(s): Readings and discussion in French.

Equivalent Course(s): FREN 21720

LACS 22024. Literatura y cartografía: Visiones del Caribe en el Siglo de Oro español. 100 Units.

Durante el siglo XVI aparecen las primeras representaciones cartográficas y literarias del Caribe. Estas articulan el deseo de las grandes potencias europeas por codificar territorialmente esta región del mundo para conocerla y en última instancia dominarla. Así, la cuenca caribeña emerge como escenario de tensiones políticas y económicas, que se extienden hasta el día de hoy. Este curso tiene como objetivo explorar la relación de las representaciones del Caribe en la literatura y cartografía producida durante los siglos XVI y XVII con los discursos de poder asociados a los procesos de conquista y colonización implementados por el Imperio Español. El curso está dividido en cuatro unidades. Primero, examinaremos las representaciones cartográficas del Caribe producidas entre los siglos XVI y XVII. Segundo, abordaremos la descripción y delimitación del Caribe y sus habitantes en las crónicas de conquista producidas por Colón, de las Casas y Pané. Tercero, discutiremos los poemas 'Discurso del capitán Francisco Drake' y 'La Dragontea' para explorar el rol de la piratería en la articulación del espacio caribeño como escenario de contiendas políticas y económicas. Finalmente, nos acercaremos a otros ejemplos representativos de la literatura aurisecular que de manera indirecta aluden al Caribe como sustrato literario. Se explorarán también la cultura material de la producción cartográfica y literaria de la época, y la relación que existe entre texto e imagen.

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

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 22020

LACS 22521. ¿Qué onda, Siri? Ciencia Ficción Latinoamericana. 100 Units.

Intercambio de cartas entre México y la luna, exploradores planetarios argentinos, hackers activistas en Bolivia y viajes en el tiempo para salvar el Caribe. Aunque a lo largo de su historia no haya gozado del mismo prestigio que otros géneros literarios, la ciencia ficción en América Latina tiene ejemplos que datan del siglo XVIII. Sin embargo, no es hasta los 1950s que el género empieza a ganar impulso editorial y, más tarde, académico. Ya en el siglo XXI, autores como Rita Indiana, Pola Oloixarac y Edmundo Paz Soldán han utilizado los variados elementos constitutivos del género y alcanzando incluso reconocimiento internacional. Frente a tal histórico, este curso busca contestar las siguientes preguntas: ¿De qué manera se asemeja y se difiere la ciencia ficción latinoamericana, de país a país, y en comparación al resto del mundo? ¿Cómo se mezclan los elementos tradicionales del género con las culturas nacionales y regionales del subcontinente? ¿Qué particularidades sociales, políticas, económicas, raciales y de género se manifiestan en estos textos que nos ayudan a pensar la realidad de esta región y que la ficción realista históricamente privilegiada no llega a escenificar? Para ello, nos ocuparemos de novelas, cuentos, poemas, películas, series de televisión y performances de América Latina, desde sus principios decimonónicos hasta el presente, enfocándonos en los elementos característicos del género y las representaciones culturales puestas en escena por estos artistas.

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

Prerequisite(s): SPAN 20300.

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 22521

LACS 23025. Vidas Infames: Sujetos heterodoxos en el mundo hispánico (1500-1800) 100 Units.

En este curso leeremos y discutiremos las vidas de varias mujeres y hombres comunes perseguidos por la Inquisición hispánica entre 1500 y 1800, aproximadamente, tanto en Europa y el Mediterráneo como en las Américas. La mayoría de estas vidas fueron dichas por los mismos acusados frente a un tribunal eclesiástico. Estas autobiografías orales, producidas en condiciones de máxima dureza y precariedad, revelan la forma en que la vida cotidiana es moldeada e interrumpida por el poder. Leeremos las historias de hombres transgénero, mujeres criptojudías, campesinos moriscos, renegados, profetas y monjas acusadas de sodomía, entre otras; y discutiremos temas como la relación entre poder y subjetividad, heterodoxia y cultura popular, las formas narrativas del yo o la articulación biográfica de la clase, la raza y el género en la primera modernidad. Estas 'vidas infimas', a pesar de su concreta individualidad, permiten ofrecer un amplio panorama de la historia cultural y social de España y América en la era de la Inquisición.

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

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 33025, SPAN 23025, LACS 33025

LACS 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.

This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects.

Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.

Instructor(s): Erin McFee Terms Offered: Autumn, Autumn 2020

Prerequisite(s): PQ. Course materials and discussions will be in both Spanish and English; Spanish fluency required.)

Equivalent Course(s): GLST 23083, ANTH 23083, LACS 32335, HMRT 23083, ANTH 32335

LACS 24110. Ecocritical Perspectives in Latin American Literature and Film. 100 Units.

This course provides a survey of of ecocritical studies in Latin America. Through novels, poems, and films, we will examine a range of trends and problems posed by Latin American artists concerning environmental issues, from mid-nineteenth century to contemporary literature and film. Readings also include works of ecocritical criticism and theory that have been shaping the field in the past decades.

Instructor(s): V. Saramago Terms Offered: Autumn

Equivalent Course(s): PORT 24110, SPAN 24110, LACS 34110, PORT 34110, SPAN 34110

LACS 24821. Krik...KraK! Contemporary Cross-Atlantic Storytelling: Tradition, Resistance and Empowerment. 100 Units.

Africa and Afro-Caribbean people's oral tradition can be traced back to slavery, when Black slaves turned to storytelling as a means of expression and resistance. With the advent of writing, storytelling flourished, and became associated with entertainment, cultural preservation, and education as well as identity and moral values. Through storytelling, history was conveyed, questions were answered, and lifelong lessons were taught and learned. In this seminar we will explore written storytelling traditions from Africa and Caribbean French-speaking countries through the lens of history, with a focus on contemporary writers. How have writers adapted oral stories to new historical contexts? What are the implications of these adaptations? How has storytelling been streamlined to deal with new challenges, especially political and social status quo? How does storytelling contribute to empowerment and agency? Students will engage in close readings and collaborative discussions to analyze and interpret folktales from Ivory Coast, Haiti, French Guiana, among others.

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

Prerequisite(s): FREN 20500 or 20503.

Note(s): Readings in French. Class discussions in French and English.

Equivalent Course(s): FREN 24821

LACS 25322. A History of Public Spaces in Mexico, 1520-2020. 100 Units.

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By gauging the degree to which these sites were truly open to the public, it addresses questions of social exclusion, resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers the individuals and groups that helped to define these places. This allows us to read street vendors, prostitutes, students, rioters, and the 'prole' as central historical actors. Through case studies and primary sources, we will examine palpable examples of how European colonization, various forms of state building, and more recent neoliberal reforms have transformed ordinary Mexicans and their public spaces.

Instructor(s): C. Rocha Terms Offered: Spring

Equivalent Course(s): ARCH 26322, HIST 26322, ENST 26322

LACS 25805. Popol Vuh, Epic of the Americas. 100 Units.

One of the oldest and grandest stories of world creation in the native Americas, the Mayan Popol Vuh has been called 'the Bible of America.' It tells a story of cosmological origins and continued historical change, spanning mythic, classic, colonial, and contemporary times. In this class, we'll read this full work closely (in multiple translations, while engaging its original K'iche' Mayan language), attending to the important way in which its structure relates myth and history, or foundations and change. In this light, we'll examine its mirroring in Genesis, Odyssey, Beowulf, Ovid's Metamorphoses, and Dine Bahane' to consider how epics struggle with a simultaneity of origins and historiography. In highlighting this tension between cosmos and politics, we'll examine contemporary adaptations of the Popol Vuh by Miguel Ángel Asturias, Ernesto Cardenal, Diego Rivera, Dennis Tedlock, Humberto Ak'ab'al, Xpetra Ermandex, Patricia Amlin, Gregory Nava, and Werner Herzog. As we cast the Guatemalan Popul Vuh as a contemporary work of hemispheric American literature (with North American, Latin American, Latinx, and Indigenous literary engagement), we will take into account the intellectual contribution of Central America and the diaspora of Central Americans in the U.S. today. As a capstone, we will visit the original manuscript of the Popol Vuh held at the Newberry Library in Chicago, thinking about how this story of world creation implicates us to this day. (Poetry, Fiction)

Instructor(s): Edgar García Terms Offered: Autumn

Prerequisite(s): Note: students who cross-list from RLL will read Spanish-language texts in their original Spanish

Equivalent Course(s): ENGL 25805, FNLD 25805

LACS 26322. Latin American Historiography, 19th-21st Century. 100 Units.

Review of recent trends in the history of the regions. Weekly reviews.

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

Equivalent Course(s): LACS 36322, HIST 36320, HIST 26320

LACS 26330. Making the Maya World. 100 Units.

What do we know about the ancient Maya? Pyramids, palaces, and temples are found from Mexico to Honduras, texts in hieroglyphic script record the histories of kings and queens who ruled those cities, and painted murals, carved stone stelae, and ceramic vessels provide a glimpse of complex geopolitical dynamics and social hierarchies. Decades of archaeological research have expanded that view beyond the rulers and elites to explore the daily lives of the Maya people, networks of trade and market exchange, and agricultural and ritual practices. Present-day Maya communities attest to the dynamism and

vitality of languages and traditions, often entangled in the politics of archaeological heritage and tourism. This course is a wide-ranging exploration of ancient Maya civilization and of the various ways archaeologists, anthropologists, linguists, historians, and indigenous communities have examined and manipulated the Maya past. From tropes of long-hidden mysteries rescued from the jungle to New Age appropriations of pre-Columbian rituals, from the thrill of decipherment to painstaking and technical artifact studies, we will examine how models drawn from astrology, ethnography, classical archaeology and philology, political science, and popular culture have shaped current understandings of the ancient Maya world, and also how the Maya world has, at times, resisted easy appropriation and defied expectations.

Instructor(s): Sarah Newman Terms Offered: Autumn, Autumn 2020

Equivalent Course(s): ANTH 26330, ANTH 36330, LACS 36330

LACS 26380. Indigenous Politics in Latin America. 100 Units.

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

Instructor(s): Diana Schwartz Francisco Terms Offered: Winter

Equivalent Course(s): ANTH 23077, HIST 26318

LACS 26382. Development and Environment in Latin America. 100 Units.

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

Instructor(s): Diana Schwartz Francisco Terms Offered: Winter

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

LACS 26384. Art and the Archive in Greater Latin America. 100 Units.

How and why do artists engage records of the past in their work? What are the politics of both creating archives and culling from them to visually render or represent the past? Focusing on artists, art-making, and archives in Greater Latin America (including the United States), this course will consider the process of collecting and creating in artistic production from the perspectives of both theory and practice. Students in the course will work directly with archival materials in Chicago and collaborate on contemporary artistic projects that consider issues of relevance to people and places of the Western Hemisphere.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring

Equivalent Course(s): ARTH 26384, ARTV 20017, HIST 26319

LACS 26386. Greater Latin America. 100 Units.

What is 'Latin America,' who are 'Latin Americans' and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on the other? This course explores the history of Latin America as an idea, and the cultural, social, political and economic connections among peoples on both sides of the southern and eastern borders of the United States. Students will engage multiple disciplinary perspectives in course readings and assignments and will explore Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin of the concept of 'Latin' America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and racial and ethnic politics.

Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn

Equivalent Course(s): CRES 26386, ANTH 23003, HIST 26321

LACS 26388. Food Justice and Biodiversity in Latin America. 100 Units.

This course asks how the relationships between food production and consumption, economic justice, and biodiversity have changed over the last century in Latin America. As a region known both for its ecological diversity and as a producer of tropical foods regularly consumed in the United States, Latin America is also a site in which plantation style agriculture has often undermined such celebrated biodiversity. In centering the role of workers and consumers, it considers the layered relationships- ecological, social, political, economic and cultural-between the production and consumption of food from Latin America.

Instructor(s): Diana Schwartz Francisco Terms Offered: Spring

Note(s): Preferred: some background in Latin American history, geography and/or contemporary issues

LACS 26416. Latin American Extractivisms. 100 Units.

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current 'neoextractivisms' have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance.

Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.

Equivalent Course(s): ANTH 23093, PBPL 26416

LACS 26510. Cities from Scratch: The History of Urban Latin America. 100 Units.

Latin America is one of the world's most urbanized regions, and its urban heritage long predates European conquest. And yet the region's cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America's historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.

Instructor(s): B. Fischer Terms Offered: Winter

Prerequisite(s): Some knowledge of Latin America or urban studies helpful.

Equivalent Course(s): LACS 36510, HIST 36511, HIST 26511, ENST 26511, ARCH 26511

LACS 26623. Anti-Corruption Politics in Latin America. 100 Units.

Calls for corporate accountability from civil society and widespread public anxieties concerning large scale corporate corruption scandals have become salient modes of articulating questions of power in contemporary Latin America & the Caribbean. This trend, while not homogeneous or new, denounces the relation between two modes of power -- state and corporate -- considered to be at the heart of the region's democracies. What is the relation between today's war against corruption and ongoing transformations of corporate and financial power? What has been the effect of anti-corruption discourse over horizons for emancipatory politics - such as Human Rights praxis? This course critically examines anti-corruption politics as constituting one of the region's most salient frameworks of accountability in the present. Crucially, we will situate it in relation to Latin America's robust trajectory of critiquing power through the analysis of corporate power as well as the mobilization of Human Rights discourse.

Instructor(s): Azuero Quijano, Alejandra

Equivalent Course(s): HMRT 26623, ANTH 23071, GLST 26623

LACS 26624. Extractivism in Latin America. 100 Units.

From the elusive search for El Dorado to the growing transition to renewable energy, extractivism has defined and continues to produce effects on the everyday lives, economic possibilities, and political horizons of Latin Americans in different historic and geographic settings. This course critically explores the social and material worlds built around resource extraction in Latin America. By focusing on key episodes of 20th and 21st century energy development, the course will examine how extractivism has enabled and foreclosed certain configurations of political power, especially in relation to the state, (anti-)imperialism, the left, and indigenous social movements. We will also explore the rise of anti-extractivist struggles and critiques, with a particular emphasis on indigenous peoples' mobilization of human rights discourse. Course readings will be interdisciplinary (from anthropology and economics to history and film), drawing on cases from Venezuela, Paraguay, Brazil, Mexico, and Bolivia.

Instructor(s): Steven Schwartz Terms Offered: Spring

Equivalent Course(s): ANTH 23024

LACS 27526. Race and Gender in the Making of the Modern Atlantic World(s), c. 1700-1990s. 100 Units.

This colloquium-style course proposes that the development of race, racial ideologies, and gender in the Atlantic is central to understanding the formation of the modern world. The course mobilizes race and gender as analytic categories that shaped encounters with and relations between colonized and colonizer. By adopting this approach, we will use the lens of race and gender to explore how they shaped various historical experiences: such the circulation of peoples and goods in transatlantic contexts; the formation and establishment of slavery, the slave trade, and the plantation complex; antislavery, abolitionism, and emancipation; immigration and post-slavery labor; citizenship and nationhood; reproduction; post-colonial LGBTQ rights, and twentieth-century racial politics. We will also problematize race and gender as flexible categories that historical actors formulated and implemented to establish, maintain, and contest hierarchies of political, economic, and social power. We will use a combination of primary texts, novels, and secondary sources to explore the comparative and intersecting historical experiences of African, Amerindian, Chinese, Creole, European, and Indian experiences in the Atlantic world from early encounters and exploration to twentieth-century decolonization and postcolonialism- thereby challenging traditional racial binaries that have previously informed our understanding of transatlantic empires.

Instructor(s): Lyons, Deirdre Terms Offered: Autumn

Equivalent Course(s): CRES 27526, HIST 29104, GNSE 27526

LACS 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical 'genealogy of the present' by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a

look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring

Equivalent Course(s): HIST 29009, HMRT 27536, GNSE 27536, CRES 27536

LACS 27720. Races, Castes, and Their Relationships in Latin American Colonial Music. 100 Units.

The course will undertake a critical survey of repertoires, institutions, and social practices related to musical practices in Spain and Portugal's American territories between 1558 and ca. 1800. The missions of the Jesuits and other orders, the constitution of the musical chapels of the cathedrals, the 'villancico de negros,' and the emergence of local popular music will be some of the topics examined, with a critical assessment of recent views of the role of Colonial music in current musical life.

Instructor(s): Leonardo Waisman Terms Offered: Winter

Equivalent Course(s): LACS 37720, PORT 27720, SPAN 27720, MUSI 27720

LACS 27724. Material Constructions of State and Nation: Latin America, 1800-1850. 100 Units.

Covering the wars of Independence and the transition to Republican statehood, this course will address the continuities and ruptures affecting the visual traditions and material cultures of the Colonial period in this crucial period in Latin American history. Intended as a broad survey of the region, the course attempts to think through a political history of objects and images as a way to understand the process of nation-state formation.

Terms Offered: Spring

Equivalent Course(s): LACS 37724, ARTH 37724, ARTH 27724

LACS 27726. Body Modifications, Sociocultural Meanings, and Beauty in Ancient Mesoamerica. 100 Units.

The course will introduce past and current anthropological discussions of embodiment and beauty and then explore culturally born body concepts from the perspective of native Mesoamerican thought and ritual practice. A methodological unit will embrace reconstructions of ancient body modifications at the intersection between (bio) archaeology, ethnohistory, semiotics, and imagery. We will also review and discuss basic visual, behavioral, and social aspects of native Mesoamerican body works, focusing on head shaping, dental modification, and skin ornaments. A number of case studies target such forms of physical embodiment among the Olmecs, Maya, and the Aztecs. Finally, we will cover the evolving roles of body modifications past the European contact in Mexico, providing food-for-thought in discussing Novohispanic domination strategies, native resilience, and transformation.

Instructor(s): Vera Tiesler Terms Offered: Spring

Equivalent Course(s): ANTH 23028, LACS 37726

LACS 28000. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez Terms Offered: Autumn

Equivalent Course(s): HIST 38000, CRES 28000, GNSE 38202, AMER 28001, HIST 28000, AMER 38001, LACS 38000, GNSE 28202, CRES 38000

LACS 29101. Archive [Yellow] Fever. 100 Units.

Archive [Yellow] Fever reads Black Feminist approaches to the archive of slavery in the Caribbean in order to ask questions about the scholar's embodied relationship in the present to historical documents and artifacts produced in the context of Atlantic world slave societies. How is a scholar affected by and implicated in the production such an archive? This class explores this and other questions produced by this scholarship, with a particular focus on historical and contemporary concerns about what enslavement does to the physical body and the affective impacts of institutionalized bondage. The course also provides an introduction in methods of working in historical and contemporary archives. We will explore themes of contagion, sex, birth, and death by reading fictional, archival, methodological and theoretical texts, including the work of, Saidiya Hartman, Marisa Fuentes, Jacques Derrida, Carolyn Steedman, Jennifer L. Morgan, Jenny Sharpe, Robin Coste Lewis, Alexis Pauline Gumbs, Mary Prince, Mary Seacole, Bryan Edwards, James Grainger. The class will make two trips to special collections, one to view archival texts from the period and another to find an archival object of the student's choosing (relevant to their own research interests) that will provide the topic of their final paper. This course is offered as part of the Migrations Research Sequence. (1650-1830, 1830-1940) This is a research and criticism seminar intended for third- and fourth-year English majors.

Instructor(s): Sarah Johnson Terms Offered: Autumn

Prerequisite(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department's Genre Fundamentals (formerly Gateway) requirement and taken at least two further English courses.

Equivalent Course(s): ENGL 29101, CRES 29101, GNSE 29103

LACS 29700. Reading and Research in Latin American Studies. 100 Units.

Students and instructors can arrange a Reading and Research course in Latin American Studies when the material being studied goes beyond the scope of a particular course, when students are working on material not covered in an existing course or when students would like to receive academic credit for independent research.

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

Prerequisite(s): Consent of undergraduate thesis/project adviser required

Note(s): College students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

LACS 29801. BA Colloquium. 100 Units.

This colloquium, which is led by the LACS BA Program Adviser, assists students in formulating approaches to the BA essay and developing their research and writing skills, while providing a forum for group discussion and critiques. Graduating students present their BA essays in a public session of the colloquium during the spring quarter.

Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn

Prerequisite(s): For fourth year (graduating) students majoring in Latin American and Caribbean Studies.

Note(s): Required of students who are majoring in Latin American Studies. Students must participate in all three quarters but register only in autumn quarter.

LACS 29900. Preparation of the BA Essay. 100 Units.

Independent study course intended to be used by 4th year BA students who are writing the BA thesis.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of undergraduate thesis/project adviser required

Note(s): Typically taken for a quality grade.



Law, Letters, and Society

Program of Study

The program in Law, Letters, and Society is concerned with law in civilian and customary legal systems, both historically and contemporaneously. The program is designed to develop the student's analytical skills to enable informed and critical examination of law broadly construed. The organizing premise of the program is that law is a tool of social organization and control, not simply an expression of will or aspiration, and that it is best understood by careful study of both rhetorical artifacts and empirical consequences of its application. Program requirements are constructed to support the organizing premise, and, because of the nature of the requirements, transfer students are not eligible to register as Law, Letters, and Society majors.

The program requires course work in three areas, although there is a reasonably broad latitude both expected and permitted in satisfaction of the distributional requirement. There is a substantial writing requirement for all majors; majors are expected to produce substantial written work (sometimes called 'the BA Paper') under the close supervision of a faculty member whose area of scholarly concern is related to the broad objectives of the program.

Application to the Program

Students will apply in their second year. Application materials will be made available electronically on Friday of third week of Winter Quarter and must be submitted by noon on Friday of the fourth week of Winter Quarter. Admitted students will be notified of the Selection Committee's decision by Friday of the sixth week of Winter Quarter. Students are evaluated on the basis of the application statement and previous performance in the College. Because of the nature of the requirements of the program, a limited number of students can be admitted per year.

Once admitted to the program, students may declare their major officially by meeting with their College adviser.

Program Requirements

Course work is required in three areas. After successfully completing the Introductory Course, students must take two courses in Letters and two courses in Society. In addition, students must complete six other courses that, while not necessarily offered or listed formally under either rubric, are substantively supportive of the topics, areas, skills, or concerns of the two areas. Courses satisfying the additional requirement are identified on a quarterly basis, and final approval of additional required course work is made by consultation between the student and either the Associate Director or the Faculty Director.

LLSO courses completed during first and second year will count toward the major.

The Introductory Course

The Introductory Course establishes the intellectual moorings of the program. The importance of the Introductory Course lies not in its content (indeed, its precise focus and scope may be different from time to time) but on its approach to the nature of law. Recently, for example, the Introductory Course has been LLSO 24200 Legal Reasoning, a study, based primarily on cases, of the classic conventions of legal argument in the Anglo-American legal system. In other years, the Introductory Course might be Roman Law or Greek Law, Medieval Law, or a text-based course on ancient legal philosophy, or a comparison of modern legal categories and policies with those of former societies and cultures. The objective is not so much to establish a historical foundation for modern studies as to demonstrate that legal systems are culturally rooted; that urgent, present concerns may obscure important characteristics of legal ideas and behavior; and that many recurrent themes in Western legal thought are shaped or driven by both common and uncommon features. Unlike many legal studies programs that attempt to orient study of the law primarily in contemporary debates, usually in the field of American constitutional law, the program seeks to organize its exploration of law as a system rather than as a forum or an instrument.

Other Course Work

Students must also take two courses each in the Letters and Society divisions of the program, plus six other courses complementary to the required work, as outlined previously (the other six courses may be ones cross listed in the program or may be from other disciplines). Letters and Society are not meant as fixed or self-defining fields, but instead as organizational categories emphasizing two fundamental modes of examining law in a systemic fashion. Courses under the rubric of Letters (whether based in the program or in English, philosophy, or political theory) tend to be based on the study of literary and historical artifacts, such as cases, tracts, conventional literature, or other texts, and emphasize the ways in which law formally constitutes itself. Questions of interpretative and normative theory, rhetorical strategy, and the like are central to such courses. Society serves to organize studies from a variety of different disciplines (including history, political science, economics, and sociology) that try to measure, with different techniques and at different times, the effect of law on society. The combined objective is to treat law as an intellectual activity and as a phenomenon, and to emphasize that both occur in contexts that help to shape them, whether ancient or modern.

Research

In addition to satisfying the course requirements, each student in the program must produce evidence of sustained research in the form of a substantial research paper during either the junior or senior year and obtain approval of a member of the faculty, although not necessarily a member of the program faculty. Papers may be written in conjunction with Law, Letters, and Society courses, under the auspices of reading and research courses, or in a Research Seminar. (The paper is an independent requirement, however, and need not be accomplished in conjunction with enrollment in a specific course.)

The scope, method, and objective of the paper, as well as its length, are subject to negotiation between the student and the instructor.

Summary of Requirements

LLSO 24200	Legal Reasoning (Introductory Course)	100
Two Letters courses		200
Two Society courses		200
Six Complementary courses *		600
Total Units		1100

* Complementary courses are courses from other departments that support work done in the major. Some students prefer to concentrate their work on a specific issue or problem, e.g., urban politics and policy, historic societal discrimination, or the role of international institutions in policy implementation. Other students prefer to examine a series of discrete topics that are not directly related but that concern the operation of regimes of social control. Lists of pre-approved complementary courses are published quarterly, and students who believe that a course not so listed nonetheless supports work in the major may petition the program chair for approval at any time while enrolled in the course or within one quarter of completing the course. Courses taken in Autumn Quarter of the second year simultaneously with the Introductory Course may count as Complementary courses.

Honors

Students who wish to be considered for honors must notify the Faculty Director, Associate Director, and their faculty supervisor in writing no later than two quarters before the quarter in which they expect to receive their degree. Eligible students must maintain a GPA of at least 3.50 both overall and in the major, and they must write a distinguished research paper. The paper must be submitted by noon on Friday of fifth week in the quarter of proposed graduation (other papers must be submitted by noon on Friday of seventh week), and the student's faculty supervisor and a second reader must agree that honors are merited. It should be noted that honors are awarded sparingly.

Students are not able to choose which courses count toward their major GPA.

Reading and Research Courses

For students with a legitimate interest in pursuing study that cannot be met by means of regular courses, there is an option of devising a reading and research course to be supervised by a member of the faculty and taken for a quality grade. Such courses may not be used to satisfy the requirements of either the two-course Letters or two-course Society requirements, but may be used to satisfy part of the other six required courses, with the written permission of the Faculty Director or the Associate Director obtained in advance of initiation of the work. Only two research courses may be used within the major. LLSO 29400 BA Seminar I may also be used as one of the six Complementary Courses.

Grading

Two of the six complementary courses required in the program may, with consent of instructor, be taken for Pass/Fail grading. Students who enroll in LLSO 29400 BA Seminar I, offered annually, beginning Autumn 2010, are graded on a P/F basis, and the seminar counts as one of the two P/F-graded complementary courses.

Advising

Students who wish to major in Law, Letters, and Society must register for LLSO 24200 Legal Reasoning in Spring Quarter of their second year. *This requirement is not negotiable.* Students should note that, as an interdisciplinary major, the program has a strictly limited enrollment. Upon deciding to major in Law, Letters, and Society, students should arrange to consult with the Faculty Director and the Associate Director on their course of study in the program. Students should continue to consult with their College advisers on general education degree requirements.

Please refer to the quarterly Class Search (<http://registrar.uchicago.edu/classes/>) for the most up-to-date list of course offerings.

Law, Letters, and Society Courses

LLSO 18901. Inequality, Politics, and Government in US History. 100 Units.

This class explores the relationship between social inequality and political democracy in US history. How have American political institutions dealt with and reflected the contradictions of 'all men are created equal'? What is the meaning of political citizenship in a socially stratified society? How have social movements and conflicts shaped the institutions of state and the meaning of citizenship? The class touches on slavery and freedom; land and colonialism; racial discrimination; labor relations; gender and sexuality; social welfare policy; taxation and regulation; urban development; immigration; policing and incarceration. Assignments: One primary document analysis (2-3 pages), one secondary reading paper (3-5 pages), and a final paper analyzing a particular political movement, conflict, or policy (10-12 pages).

Instructor(s): G. Winant Terms Offered: Spring

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): GNSE 18901, HIST 18901, AMER 18901, CRES 18901

LLSO 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): C. Riley Snorton Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): GNSE 20001, CHDV 20001, ENGL 20001, SOCI 20290

LLSO 20019. Mesopotamian Law. 100 Units.

Ancient Mesopotamia--the home of the Sumerians, Babylonians, and Assyrians who wrote in cuneiform script on durable clay tablets--was the locus of many of history's firsts. No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (codes), among which The Laws of Hammurabi (r. 1792-1750 BC) stands as most important for understanding the subsequent legal practice and thought of Mesopotamia's cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice, including family formation and dissolution, crime and punishment (sympathetic or talionic eye for an eye, pecuniary, corporal), and procedure (contracts, trials, ordeals).

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

Equivalent Course(s): SIGN 26022, NEHC 30019, NEHC 20019

LLSO 20116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): PBPL 27900, GEOG 30116, SOCI 20116, SOCI 30116, HMRT 20116, GEOG 20116, HMRT 30116

LLSO 20301. Childhood and Human Rights in the Twentieth Century. 100 Units.

How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children's rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children's own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.

Instructor(s): N. Maor Terms Offered: Spring

Equivalent Course(s): CRES 29313, AMER 29313, HIST 29313, GNSE 29313, HMRT 29313

LLSO 20601. American Revolution, 1763 to 1789. 100 Units.

This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776-1789) for evidence on the ways in which the Revolution was truly revolutionary.

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

Equivalent Course(s): HIST 35300, HIST 25300

LLSO 20602. Early American Political Culture, 1600-1820. 100 Units.

This colloquium examines the culture and practice of political participation in early America, with a comparative look at early modern England. It traces the formation of a deferential, nonpartisan politics in the colonies, and its replacement in the Revolutionary era with politics that increasingly used political party as a means of democratic participation.

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

Equivalent Course(s): HIST 38301, HIST 28301

LLSO 20775. Jewish Law from the Hebrew Bible to Jesus. 100 Units.

This course explores the key role of law in the development of Second Temple Judaism and the place of Jesus traditions within this charged sphere. Debates concerning the interpretation and purpose of biblical law, as well as the issues of tradition, revelation and authority shaped the image of Jewish society and marked the dividing lines between ideological parties (e.g. Pharisees, Sadducees and Essenes). The emergence of distinct legal ideologies nurtured the development of both rabbinic Judaism and the Jesus movement towards the end of the period. The course will consist of three sections: (1) Survey of the history of legal discourse during this period and acquaintance with the relevant works on law from Qumran (2) A thorough investigation of scholarly trends on Jesus and the law and close readings of major sources on law in the Gospels (3) Introduction to the study of early rabbinic literature and its relevance for the study of Second Temple traditions. Meetings will consist of introductory lectures, discussions of scholarship and readings of select ancient sources (in translation).

Instructor(s): Yair Furstenberg (staff) Terms Offered: Spring

Equivalent Course(s): RLST 20175, HIJD 30175

LLSO 20803. Aristophanes's Athens. 100 Units.

The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes's extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.

Instructor(s): J. Hall Terms Offered: Winter

Equivalent Course(s): HIST 30803, CLCV 23608, CLAS 33608, FNDL 23608, HIST 20803, ANCM 33900

LLSO 21001. Human Rights: Contemporary Issues. 100 Units.

This course examines basic human rights norms and concepts and selected contemporary human rights problems from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview of the present crises and significant actors on the world stage, we will then examine the political setting for the United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of impunity and accountability, notions of 'exceptionalism,' and the emerging issue of the 'shamelessness' of authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.

Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Winter

Equivalent Course(s): HMRT 21001, HIST 29304, LACS 21001

LLSO 21002. Human Rights: Philosophical Foundations. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)

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

Equivalent Course(s): HMRT 21002, HIST 39319, HIST 29319, PHIL 21002, PHIL 31002, INRE 31602, MAPH 42002, HMRT 31002

LLSO 21100. How Things Get Done in Cities and Why. 100 Units.

Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.

Terms Offered: TBD

Equivalent Course(s): ENST 25006, SOCI 20294, PBPL 25006, SSAD 21100

LLSO 21301. Global British Empire to 1784: War, Commerce, and Revolution. 100 Units.

This course traces the origins, development, and revolutionary transformation of the British Empire. Students will explore the English Civil War, King Philip's War, Bacon's Rebellion, the development of slavery, the Revolution of 1688, the making of British India, the rise of Irish discontent, the Scottish Jacobite Rebellions, the causes of the American Revolution, and the transformation of the British Empire into an authoritarian state. Students will read selections from Locke, Defoe, Swift, Franklin, Burke, and many others.

Instructor(s): S. Pincus Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 11301

LLSO 21310. Water: Economics, Policy and Society. 100 Units.

Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and

duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.

Instructor(s): Sabina Shaikh Terms Offered: Spring

Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)

Equivalent Course(s): ECON 16510, GLST 21310, ENST 21310, PBPL 21310

LLSO 21403. The British Empire on Trial: Corruption, Scandal, Dissent. 100 Units.

Throughout the long nineteenth century, British empire building remained a contentious pursuit. It threatened to shatter Britons' moral compasses, destabilize social hierarchies, squander tax revenue, and inflict untold miseries upon foreign populations. To legitimize their expansionism, colonial policy makers claimed that they were introducing benighted regions to the benefits of a universal rule of law. This course will examine how this legalistic form of governing actually functioned by probing the trials of three classes of offenders: 'insurgent' and nationalist agitators, reformist critics of colonial misrule, and despotic officials themselves. Focusing on cases in England, the Caribbean, India, and Egypt, readings will reveal the shortcomings of the British judicial apparatus and identify the loopholes that enabled a proudly 'free' nation to subjugate and silence dissidents with near impunity. By participating in mock trials, students will gain familiarity with historical legal processes and the rhetorical tactics that actors employed both in the courtroom and in the public sphere.

Instructor(s): Z. Leonard Terms Offered: Winter

Equivalent Course(s): HIST 21403, SALC 26612

LLSO 21404. Britain in the Age of Steam 1783-1914. 100 Units.

Britain in the Victorian era rose to global dominance by pioneering a new fossil fuel economy. This course explores the profound impact of coal and steam on every aspect of Victorian society, from politics and religion to industrial capitalism and the pursuit of empire. Our historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through comparison with Victorian energy use. Assignments include short essays based on energy 'field work' and explorations in material culture.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring

Equivalent Course(s): HIST 21404, HIST 31404, ENST 21404, CHSS 31404, HIPS 21404

LLSO 21701. The Carceral State in Modern America. 100 Units.

In this course, we will examine the origins of mass incarceration in the United States—a country that only accounts for five percent of the world's population but nearly a quarter of its prison population. We will trace the ideologies and state apparatuses that have shaped the American carceral state from the post-Civil War era to the twenty-first century. Central themes will include: the criminalization of racialized and marginalized communities; the rise of new policing regimes, along with new methods of surveillance and confinement; and the connection between welfare programs and penal policies. Over the course of this quarter, we will also discuss the emergence of social movements that have advocated for the rights of incarcerated people, as well as the eradication of prison labor and the abolition of prisons altogether.

Instructor(s): N. Maor Terms Offered: Autumn

Equivalent Course(s): AMER 28004, HIST 28004, CRES 28004, HMRT 28004

LLSO 22106. America in the Nineteenth Century. 100 Units.

This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries' attempts to seize upon or challenge the nation's commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?

Instructor(s): N. Maor Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CRES 18804, AMER 18804, GNSE 18804, HIST 18804

LLSO 22205. Utopia's Eclipse? The Horizon of Political Hope in the Wake of Empire and Revolution. 100 Units.

The twentieth century was a time of extraordinary political hope associated with socialist and anti-colonial struggles that promised to usher in new forms of human freedom. However, by the 1980s, this hope had given way to catastrophe as the horizons of revolutionary aspiration characterizing these struggles collapsed. How do we reckon with this collapse, and what does it mean to make a life for oneself in the wake of these failed emancipatory projects? This course explores this question by examining the place of utopian thinking, broadly understood, in the projects of anticolonial and socialist struggle in the twentieth century and by reading this strain of thought in light of the doubts that certain thinkers have raised about the possibility of attaining utopia's promise. Taking as a starting point the idea that utopian thinking—at least in its modern, universalistic form—has always existed in a complex relationship to the figure of the 'savage Other' and the project of Western imperialism, the first half of the course invites students to test this claim against the aspirations advanced by certain anti-colonial and left revolutionaries. In the second half of the course, we turn to recent reflections on the postcolonial predicament and to arguments for renewed utopian thinking to consider what we might learn from the revolutionary failures of the twentieth century and what critical resources this history has yielded to us.

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

Equivalent Course(s): PLSC 22205

LLSO 22214. The Legal Tender of Gender: Paradigms of Equality & Realities of Inequality in Gender & the Law. 100 Units.

This course will provide an introduction to the concrete legal contexts in which issues of gender and sexuality have been articulated and contested. Students will be asked to think critically about the intersections of law, society, and gender while considering both the potential and the limitations of our legal system. Students will explore how gender constructs law, and how law constructs gender. Through engaging with readings that span law and society, feminist legal theory, constitutional scholarship, and case law, students will be able to identify, situate, and debate some of the basic premises of what constitutes justice and equality in a liberal democracy. Readings will draw from primary and secondary resources related to gender & law in the US. While some court cases/case law will be read, our focus is on the broader relationship between law and society (no technical legal knowledge is required). We will study the evolution of our legal system's stance on topics including marriage/divorce, violence, discrimination, contraception/abortion, sexual orientation, privacy, Title IX, and more. Students will be invited to bring to bear a variety of feminist, queer, critical race, and intersectional tools on our discussions of the historical evolution of these issues and their current trends. Students will develop an original research paper, which will be workshopped throughout the quarter and will culminate in a symposium of students' original research on gender & law.

Instructor(s): Lara Janson Terms Offered: Spring

Equivalent Course(s): GNSE 22213

LLSO 22310. The Commons: Environment and Economy in Early Modern Europe. 100 Units.

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

Instructor(s): O. Cussen Terms Offered: Winter

Equivalent Course(s): HIPS 22310, ENST 22310, HIST 22310

LLSO 22401. Topics in Judicial Studies. 100 Units.

This seminar examines three topics in current judicial studies: the appointment process, judicial reputation, and ideological 'drift.' Two short papers are required.

Instructor(s): Dennis Hutchinson Terms Offered: Spring

Prerequisite(s): Consent only

LLSO 22403. Free Speech and the First Amendment. 100 Units.

This course will examine the Supreme Court's First Amendment jurisprudence, focusing on such issues as speech critical of the government, the hostile audience, classified information, libel, commercial advertising, obscenity, symbolic expression, campaign finance regulation and the freedom of the press

Instructor(s): Geoffrey Stone Terms Offered: TBD

LLSO 22710. Electoral Politics In America. 100 Units.

This course explores the interactions of voters, candidates, the parties, and the media in American national elections, chiefly in the campaign for the presidency, both in nominating primaries and in the November general election. The course will examine how voters learn about candidates, how they perceive candidates, how they come to turn out to vote, and how they decide among the candidates. It will examine the strategies and techniques of electoral campaigns, including the choices of campaign themes and the impact of campaign advertising. It will consider the role of campaign contributors and volunteers, the party campaign organizations, campaign and media polls, and the press. Finally, it will assess the impact of campaigns and elections on governing and policymaking.

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

Equivalent Course(s): PLSC 22710, AMER 22710

LLSO 23100. Environmental Law. 100 Units.

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): R. Lodato Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): ENST 23100, PBPL 23100

LLSO 23103. East Central Europe, 1880-Present. 100 Units.

The past 150 years have brought democratization, mass politics, two violent world wars, and no less than four different political regimes to the lands between Germany and the Soviet Union. The focus of this course will be on the forces that have shaped Eastern European politics and society since the 1880s. How and why was a multinational and multilingual empire transformed into self-declared nation states? How has mass migration reshaped East European societies? What were

the causes and consequences of ethnic cleansing in East Central Europe? How did the experience of total war transform the states and societies? How did citizens respond to and participate in the construction of socialist societies after the Second World War? And finally, what changes and challenges has the transition from socialism to capitalism brought to the region since 1989? The course will focus on the Habsburg Monarchy and its successor states, particularly Czechoslovakia, Poland, and Hungary, with occasional discussion of the former Yugoslavia and Romania. Assignments: Three short papers (5-6 pages).

Instructor(s): T. Zahra Terms Offered: Winter

Equivalent Course(s): HIST 23103, HIST 33103

LLSO 23420. The Civil Rights Movement in the United States, 1865-Present. 100 Units.

This class examines the history of the African American Freedom Struggle in the United States from emancipation to the present. Although the course will move chronologically, our emphasis will be thematic, covering such topics as voting rights and political participation, sex and marriage rights, criminal justice reform, the role of courts, and the relationship between law and social movements. A series of research papers will be required for this class (20-25 pages). Participation may be considered in final grading.

Instructor(s): Jane Dailey Terms Offered: Winter

Prerequisite(s): None

LLSO 24102. Environmental Politics. 100 Units.

Politics determines not only which particular faction holds power, but the parameters upon which contests for power are conducted. At present, the desirability of economic growth is the universal consensus principle that actors across the political spectrum and national borders agree upon despite their disagreement on the shape that this should take and the beneficiaries of it. This principle overrides any other consideration, including environmental protection and restoration, regardless of the political beliefs of the leader or party in question. This course undertakes a term-long discussion of how the assumptions and practices of politics, policy, and activism would be changed if the protection of the environment was the central organizing principle of the international system, with particular attention to theories that challenge conventional ways of organizing society, economics, and politics.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): PBPL 24102, ENST 24102

LLSO 24106. Introduction to Environmental Ethics. 100 Units.

This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism, biocentrism, theocentrism) should ground an environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Equivalent Course(s): KNOW 20702, PBPL 20702, RETH 30702, ENST 24106, RLST 24106, KNOW 30702

LLSO 24200. Legal Reasoning. 100 Units.

Statutory law comprises the vast majority of American law today, and cases involving how to interpret statutes are the basis of most modern legal practice. This legal reasoning course is an introduction to the legal doctrines and theories of statutory interpretation. This introduction comprises an overview of the modern regulatory state-of legislation, administrative implementation, and statutory interpretation by judges and agencies. The course draws from a variety of legal materials, although the case method is emphasized.

Instructor(s): David Lebow Terms Offered: Spring

Prerequisite(s): Open only to second-year students who are beginning the LLSO major.

LLSO 24711. Lincoln: Slavery, War & the Constitution. 100 Units.

This course is a study of Abraham Lincoln's view of the Constitution, based on close readings of his writings, plus comparisons to judicial responses to Lincoln's policies.

Instructor(s): Dennis Hutchinson Terms Offered: Autumn

Note(s): Consent Only

Equivalent Course(s): HIST 27102, FNDL 24411

LLSO 24901. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): ENST 24701, PBPL 24701

LLSO 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

Instructor(s): Susan Lambert Terms Offered: TBD

Equivalent Course(s): SSAD 25005, PBPL 25005

LLSO 25411. Not Just the Facts: Telling About the American South. 100 Units.

The great jurist Oliver Wendell Holmes Jr. once observed: 'The main part of intellectual education is not the acquisition of facts but learning how to make facts live.' This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of 'truth.'

Instructor(s): J. Dailey Terms Offered: Autumn

Prerequisite(s): Open to upper-level undergraduates.

Equivalent Course(s): HIST 27006, AMER 37006, AMER 27006, HIST 37006

LLSO 25610. Authority, Obligation, and Dissent. 100 Units.

What is the basis of political authority? What, if anything, makes it legitimate? Under what conditions are we obliged to follow the laws and orders of government authorities? Under what conditions can we legitimately disobey such laws or orders, or even engage in violent rebellion? How have some of the most influential political thinkers answered such questions historically and which of their theories are most helpful for illuminating these issues for us today? Readings include classic writings by Plato, Hobbes, Locke, Burke, Paine, Kant, Thoreau, Gandhi, Fanon, and Martin Luther King, Jr.

Instructor(s): S. Muthu Terms Offered: Winter

Equivalent Course(s): PLSC 25610

LLSO 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): SSAD 25630, CRES 25630

LLSO 25904. America in the Twentieth Century. 100 Units.

This is a thematic lecture course on the past 115 years of US history. The main focus of the lectures will be politics, broadly defined. The readings consist of novels and nonfiction writing, with a scattering of primary sources. Assignments: Three 1,500-word papers.

Instructor(s): J. Dailey Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): AMER 17805, HIST 17805

LLSO 26000. Law and Society in Early America, 1600-1800. 100 Units.

This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It will emphasize the interaction of social development and legal development and will explore the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime.

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

Prerequisite(s): Upper-level undergraduates and early state graduate students.

Equivalent Course(s): HIST 27001, HIST 37001

LLSO 26201. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

Note(s): Not offered in Autumn of the 2020-21 academic year.

Equivalent Course(s): ENST 21800, ECON 16520, PBPL 21800

LLSO 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.

This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. Assignments: Weekly reading, a midterm exam or paper, a final paper, participation in discussion, and weekly responses or quizzes.

Instructor(s): B. Fischer Terms Offered: Winter

Note(s): Some background in Latin American studies or Cold War history useful.

Equivalent Course(s): LACS 26409, LACS 36409, HIST 36409, HIST 26409

LLSO 26500. History of Mexico, 1876 to Present. 100 Units.

From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO's new government. Assignments: Class presentations, take-home midterm, and final essays.

Instructor(s): E. Kourí Terms Offered: Autumn

Equivalent Course(s): LACS 26500, LACS 36500, CRES 26500, HIST 26500, CRES 36500, HIST 36500

LLSO 26509. Law and Citizenship in Latin America. 100 Units.

This course will examine law and citizenship in Latin America from the nineteenth to the twenty-first centuries. We will explore the development of Latin American legal systems in both theory and practice, examine the ways in which the operation of these systems has shaped the nature of citizenship in the region, discuss the relationship between legal and other inequalities, and analyze how legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, violence, inequality, gender, and race.

Instructor(s): B. Fischer Terms Offered: Spring

Prerequisite(s): Some background in either Latin American studies or legal history.

Equivalent Course(s): HIST 36509, LACS 36509, HIST 26509, LACS 26509

LLSO 26615. Democracy's Life and Death. 100 Units.

How are democracies founded and maintained? What are their advantages and disadvantages with respect to stability, security, liberty, equality, and justice? Why do democracies decline and die? This course addresses these questions by examining democracies, republics, and popular governments in both the ancient and modern worlds. We will read and discuss primary texts from and social scientific analyses of Athenian democracy, the Roman Republic, the United States, and modern representative governments throughout the globe.

Instructor(s): J. McCormick, D. Kasimis Terms Offered: Autumn

Equivalent Course(s): PLSC 26615

LLSO 26802. Public Opinion. 100 Units.

What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.

Instructor(s): J. Brehm Terms Offered: Spring

Equivalent Course(s): PLSC 22400, CRES 22400

LLSO 26901. African American History to 1883. 100 Units.

A lecture course discussing selected topics in the African American experience (economic, political, social) from African origins through the Supreme Court decision invalidating Reconstruction Era protections of African American civil rights. Course evaluations via online quizzes and take-home essays.

Instructor(s): T. Holt Terms Offered: Winter

Equivalent Course(s): HIST 27200, CRES 27200, HIST 37200, CRES 37200

LLSO 26920. Freedom, Justice and Legitimacy. 100 Units.

In this course we will explore two main questions, which are central to both contemporary political theory and political discourse: (1) how different concepts and conceptions of freedom ground different theories of social justice and political legitimacy and (2) how to understand the relationship between justice and legitimacy. To what extent are justice and legitimacy separate ideas? Does legitimacy require justice? Are just states necessarily legitimate? We will critically analyze and normatively assess how different contemporary theories have answered, whether explicitly or implicitly, such questions. The course will focus on five major contemporary theories: liberal-egalitarianism as represented by the work of John Rawls; libertarianism, as represented by the work of Robert Nozick, neo-Lockean theories as represented by the work of John Simmons, neo-republicanism as represented by the work of Philip Pettit, and neo-Kantian theories as represented by the work of Arthur Ripstein.

Instructor(s): C. Cordelli, J. Wilson Terms Offered: Autumn
Equivalent Course(s): PLSC 36920, PLSC 26920

LLSO 27100. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern 'human rights' culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): TBA Terms Offered: Winter
Equivalent Course(s): CRES 29302, HMRT 20200, HIST 39302, HIST 29302, INRE 31700, HMRT 30200

LLSO 27101. Democracy and the Information Technology Revolution. 100 Units.

The revolution in information technologies has serious implications for democratic societies. We concentrate, though not exclusively, on the United States. We look at which populations have the most access to technology-based information sources (the digital divide), and how individual and group identities are being forged online. We ask how is the responsiveness of government being affected, and how representative is the online community. Severe conflict over the tension between national security and individual privacy rights in the U.S., United Kingdom, and Ireland will be explored as well. We analyze both modern works (such as those by Turkle and Gilder) and the work of modern democratic theorists (such as Habermas).

Instructor(s): M. Dawson Terms Offered: Spring
Equivalent Course(s): PLSC 23100

LLSO 27250. The Trials of Religion. 100 Units.

The rhetoric and practice of 'trial' -- as testing and as adjudication -- is central to religious thought and religious practice. This course will examine the idea and the act of 'trial' comparatively, via the classics of the religious literatures of Judaism and of Christianity (Genesis 22, Job, the Gospel of Mark, 'The Pilgrim's Progress,' Kafka), and also cinema (Dreyer's 'Joan of Arc,' R. & S. Elkabetz's 'Gelt').

Instructor(s): Richard Rosengarten Terms Offered: Winter
Equivalent Course(s): RLST 27250

LLSO 27606. American Revolutions. 100 Units.

In 1750, 'British America' was a diverse and fractious collection of colonies huddled along the eastern seaboard, on the margins of the churning waters of the Atlantic world. Forty years later, thirteen of those remote American settlements had become, through rebellion and war, into a revolutionary nation. The traumatic passage of this transformation established the world's first modern republic and set in motion an age of democratic revolutions that reverberated in Europe, the Caribbean, Latin America, and western North America. This course explores this remarkable epoch in early American history. Topics include the first global military struggle (the Seven Years War); the transformation from scattered urban riots against taxes into a rebellion against the world's strongest imperial power; the everyday experience of occupation, insurgency, and civil war; Black and Native American struggles for independence; experiments in women's rights, radical democracy, and religious freedom; the fragility of the new union and the ragged road toward a federal nation-state; and the revolutionary idealism that inspired revolutions in France, Haiti, and the Americas, with consequences that shaped the early United States and all its diverse peoples. Grades will be based on three short papers and one final paper. This lecture course is open to non-History majors and does not presume any previous history coursework.

Instructor(s): M. Kruer Terms Offered: Autumn
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): AMER 17606, CRES 17606, HIST 17606

LLSO 27815. Politics and Public Policy in China. 100 Units.

This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China's political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed.

Instructor(s): D. Yang Terms Offered: Winter
Equivalent Course(s): PLSC 27815

LLSO 27906. Capitalism, Gender, and Intimate Life. 100 Units.

What is the relationship between the capitalist economy and the gendered organization of society and identity of individuals? Are these two systems, or one? This class pursues these questions, seeking to understand capitalism as an everyday and intimate experience. How have markets and production shaped and been shaped by personal identity, and in particular gendered identity? We examine the historical interrelationships among practices of sexuality, marriage, family, reproduction, labor, and consumption and trace the economic dimensions of masculinity and femininity over time, focusing largely but not exclusively on US history. Assignments: Midterm paper (8-10 pages) applying a theoretical reading to a secondary text, and a final paper (15 pages) based on secondary research.

Instructor(s): G. Winant Terms Offered: Winter
Equivalent Course(s): HIST 27906, GNSE 30106, GNSE 20106, HIST 37906

LLSO 27950. The Declaration of Independence. 100 Units.

This course explores important intellectual, political, philosophical, legal, economic, social, and religious contexts for the Declaration of Independence. We begin with a consideration of the English Revolution, investigating the texts of the Declaration of Rights of 1689 and Locke's Second Treatise and their meanings to American revolutionaries. We then consider imperial debates over taxation in the 1760s and 1770s, returning Benjamin Franklin's Autobiography to its original context. Reading Paine's Common Sense and the letters of Abigail Adams and John Adams we look at the multiple meanings of independence. We study Jefferson's drafting process, read the Declaration over the shoulders of people on both sides of the Atlantic, and consider clues to contemporary meanings beyond the intentions of Congress. Finally, we briefly engage the post-revolutionary history of the place and meaning of the Declaration in American life. (1650-1830, 1830-1940) This is a 2018-19 College Signature Course.

Instructor(s): Eric Slauter Terms Offered: Winter

Note(s): This was a 2018–19 College Signature Course.

Equivalent Course(s): ENGL 17950, HMRT 17950, HIST 17604, SIGN 26039, FNDL 27950

LLSO 28000. United States Labor History. 100 Units.

This course explores the history of labor and laboring people in the United States. It will consider the significance of work from the vantage points of law, culture, and political economy. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace. The course is intended for freshmen through seniors, as well as majors in history and in other disciplines.

Instructor(s): A. Stanley Terms Offered: Autumn

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HMRT 28600, GNSE 28603, HIST 18600

LLSO 28020. American Conservatism since 1945. 100 Units.

American conservatism was at a low ebb in the early 1950s. It was politically irrelevant and, perhaps worse, boasted no coherent intellectual movement. Yet the conservative movement's path from the height of the (supposed) midcentury consensus through the rise of Reagan, the Tea Party, and Trump stands at the heart of America's modern political history. And conservative politicians could draw upon a vast new network of economists, lawyers, think tanks, and other organizations for support. This course will explore the American right's emergence from the wilderness to success at the ballot box, in public-policy debates, and in the courtroom. It will draw upon primary sources as well as the history and social science literatures to analyze conservatism as an intellectual, sociopolitical, and legal movement. We will examine the different traditions making up the American right, the institutions that brought them together, and the movement's history. Did conservatism represent a single coherent movement? What did it (aim to) conserve? What were the roles of corporate power, religion, libertarianism, populism, and racial bias in its ascendance? How did Chicago-School economists and the conservative legal movement shape the polity? The class will conclude with a unit exploring the present political moment. What are the origins of Trumpism? Is it a break with conservatism's past or an evolution of the movement? What do current debates bode for the future of American politics?

Instructor(s): Robert Kaminski Terms Offered: Autumn

Equivalent Course(s): HIST 28811

LLSO 28030. Alcohol and American Society. 100 Units.

Contests about America's political economy and legal regime had long been tied to alcohol policy and drinking culture when the Sons of Liberty made Boston's Green Dragon Tavern their unofficial 'headquarters of the Revolution.' Americans' drinking habits have remained a key battleground ever since. This class will explore major themes in the development of America's political, economic, and sociocultural life and legal regime through its relationship with intoxicating beverages from the colonial era to the present. Topics covered will include rum's role in empire; the legacy of the common law doctrines regulating public houses in civil rights law; the role of colonial tavern culture in the Revolution; persistent conflicts over taxation; ethnoreligious conflict surrounding the temperance movement; Prohibition and organized crime; the brewing industry's roles in financialization, corporate consolidation, and labor struggles; the construction of homogenized consumer culture and the postmodern quest for 'authenticity;' and the legal regime shaping craft brewers' business environment. Through discussions drawing on primary sources as well as the history, social science, and law literatures, we will analyze how Americans defined the bounds of the political community, individual rights, and state power. Over the quarter students will incrementally build on these experiences toward their final projects: original research papers drawing on primary sources exploring these themes.

Instructor(s): Robert Kaminski Terms Offered: Spring

Equivalent Course(s): HIST 28305

LLSO 28035. Marx, Revolution, and the Law. 100 Units.

To what extent can we change our world by changing our laws? We will explore this question through an intensive study of Karl Marx's writings. Although Marx is most widely known for his arguments about political economy and revolution, his earliest scholarly energies were devoted to jurisprudence and throughout his life he frequently returned to questions about the law's nature, possibilities, and limits. He did so not only in his analyses of the modern state and capitalism, but also in his efforts to document the goals, victories, and set-backs of democratic movements, labor unions, and political radicals as they navigated repressive legal systems, fought for legal reforms, and developed alternative visions of how to regulate social life. We will therefore draw on diverse genres of writing from across Marx's life-including letters, newspaper articles, pamphlets, and speeches-as we explore the relationship between law and social transformation.

Instructor(s): Sarah Johnson Terms Offered: Spring

LLSO 28040. Introduction to Law, Letters, and Society. 100 Units.

This is an introductory lecture course intended for freshman and sophomores considering the Law, Letters, and Society (LLSO) major. The course will introduce major frameworks, themes, and methods in the study of law as a social, philosophical, and doctrinal object. Topics surveyed include: systems of legal practice; substantive areas of law; sources of lawmaking and tiers of law; paradigms of jurisprudence; constitutional structure and rights; controversies in legal interpretation; legal history; law and society; and the law/politics relation.

Instructor(s): David Lebow Terms Offered: Autumn

LLSO 28050. The American Constitution. 100 Units.

This is a survey of the main themes of the American Constitution—popular sovereignty, separation of powers, federalism, and rights—and of the basic techniques of constitutional interpretation. The course introduces the history and doctrines of American constitutional law primarily through the analysis of cases.

Instructor(s): David Lebow Terms Offered: Winter

LLSO 28101. Democracy in America? 100 Units.

This course will explore the unlikely career of democracy in US history. Throughout its past, the United States has been defined by endless and unpredictable struggles to establish and extend self-government of one kind or another—even as those struggles have encountered great resistance and relied on the exclusion or subordination of some portion of society to underwrite expanding freedom and equality for those enjoying the fullest benefits of citizenship. American democracy has also relied on a conceptual separation between state and society that has necessarily broken down in practice, as political institutions produced and sustained economic forms like slavery or the corporation, social arrangements like the family, and cultural values such as freedom—even as private interests worked their reciprocal influence over public institutions. Over the course of the quarter we will explore this contested history of democracy in America through a close reading of classic texts, including Tocqueville's famous study, contextualized by the most current historical scholarship. Small, incremental writing assignments and individual presentations will culminate in a final essay that can emphasize philosophical/theoretical or historical/empirical questions according to students' interests. Students will also have the option of conducting their own original research to satisfy some portion of the coursework, which may lead to subsequent internship opportunities with relevant faculty.

Instructor(s): J. Sparrow Terms Offered: Spring

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): HIST 18101

LLSO 28204. Histories of Racial Capitalism. 100 Units.

What is the relationship between race and capitalism? This course introduces students to the concept of racial capitalism, which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. Spanning the colonization of North America to the era of mass incarceration, topics include the slave trade, indigenous dispossession, antebellum slavery, the Mexican-American War, 'new imperialism,' the welfare state, and civil rights. This class neither presumes a background in economics, nor previous coursework in history.

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

Equivalent Course(s): AMER 18202, CRES 18202, HIST 18202

LLSO 28703. Early America, 1492-1815. 100 Units.

This course explores the development of American culture, society, and politics from the first contact between Native Americans and Europeans to the emergence of a stable American nation by the end of the War of 1812. It emphasizes the diverse experiences of the many kinds of Americans and the different meanings that they attached to the events in their lives. Topics include the meeting of Indigenous, African, and European peoples, the diversity of colonial projects, piracy and the Atlantic slave trade, the surprising emergence of a strong British identity, the coming of the American Revolution, the range of Americans' struggles for independence, and the role of the trans-Appalachian West in shaping the early republic. This lecture course is open to nonmajors and does not presume any previous history coursework. Assignments: Two papers.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CRES 18703, AMER 18703, HIST 18703

LLSO 28800. African American History since 1883. 100 Units.

A lecture course discussing selected topics in the African American experience (economic, political, social) from Reconstruction Era protections of African American civil rights through social and political movements in the twentieth and twenty-first centuries seeking their restoration. Course evaluations via online quizzes and take-home essays.

Instructor(s): T. Holt Terms Offered: Spring

Equivalent Course(s): CRES 27300, HIST 37300, HIST 27300, CRES 37300

LLSO 28806. Introduction to Black Chicago, 1893-20. 100 Units.

This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and

political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.

Instructor(s): A. Green Terms Offered: Autumn

Equivalent Course(s): HIST 18806, CRES 18806, AMER 18806

LLSO 29030. Totalitarianism, Law and Revolution. 100 Units.

In the final chapter of her seminal *The Origins of Totalitarianism*, Hannah Arendt argued that, far from being a lawless form of government, totalitarianism is an attempt to impose some notion of ultimate law directly on the world, with no mediation through positive law and no regard for the lived particularity of human communities. In this course we will examine some seminal attempts at theorizing about totalitarianism, as well as primary sources and some secondary sources on the history of totalitarian movements, all with an eye toward understanding what relationship totalitarianism bears both to forms of legality and to attempts at overturning prior legal, social, and political regimes.

Instructor(s): David Lyons Terms Offered: Not offered in 2020-21

Prerequisite(s): None

LLSO 29040. Wars of Religion and Regimes of Toleration. 100 Units.

There is a standard narrative that the brutality and instability of the sixteenth and seventeenth-century wars of religion gave rise to regimes of religious toleration and, eventually, separation of church and state. This narrative continues, arguing that the civil peace enjoyed today in much of the developed world depends upon barring religious commitments from the political sphere. This course will seek to interrogate this narrative and its assumptions through readings and discussions of primary sources, classic and contemporary historiography, and works of political and social theory. In doing so, students will be exposed not only to alternative understandings of the wars of religions and the origins of regimes of toleration, but will also be asked to consider some possible limits to and blind spots of liberal democracy.

Instructor(s): David Lyons Terms Offered: Not offered in 2020-21

Prerequisite(s): None

Equivalent Course(s): RLST 29040

LLSO 29050. Youth Law and Policy: Child Welfare and Juv. Just. in the U.S. 100 Units.

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including 'cross-over youth' (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called 'school-to-prison-pipeline.' This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Not offered in 2020-21

Prerequisite(s): Course limited to 3rd and 4th year students only.

Equivalent Course(s): HMRT 29050, PBPL 29050

LLSO 29060. Freedom of Religion. 100 Units.

This course will consider the place of religious freedom in the modern pluralistic liberal order and introduce students to some of the interpretive issues and legal doctrines associated with the Religion Clauses of the First Amendment to the U.S. Constitution. Readings will come from a mixture of classical writings from Hobbes to Tocqueville on the relationship between religion and civil government, more recent scholarly works on the place of religious commitments and religious diversity in the liberal political order, scholarly works on the Religion Clauses, and U.S. case law on the freedom of religion.

Instructor(s): David Lyons Terms Offered: Winter

Prerequisite(s): none

Equivalent Course(s): RLST 29060

LLSO 29065. Early Theories of Capitalism. 100 Units.

This course introduces students to classic texts in the history of economic thought. Our readings will focus, in particular, on eighteenth and nineteenth century debates about value. What, for example, determines the value of a commodity, and what is the relationship between its value and its price? Yet as we investigate how ideas about value changed across the eighteenth and nineteenth centuries, we will also explore the diverse ways in which economics, as both a field of inquiry and a domain of human life, was understood during that period of time. To this end, we will examine arguments about the nature, aims, and methods of economics, along with arguments about the origin and force of economic laws. Readings may include works by Richard Cantillon, Adam Smith, David Ricardo, William Forster Lloyd, William Stanley Jevons, and Alfred Marshall.

Instructor(s): Sarah Johnson Terms Offered: Winter

LLSO 29066. Economics in the Twentieth Century. 100 Units.

This course will introduce students to classic texts in the history of economic thought from the early-twentieth century to the emergence of the new neoclassical synthesis that dominates mainstream economics today. Our readings will focus on key debates shaping the development of economic methodology and assumptions—as well as some notable critiques of reigning economic orthodoxy. What, for example, is the relation between commodities' prices, goods' values, and information? What roles do individual actors, such as the entrepreneur, play relative to impersonal market forces? How have crises and methodological debates shaped economists' understandings of expectations and uncertainty? What is the relationship between microeconomics and macroeconomics? How has the scope and object of economic analysis changed through the twentieth century? How have the development of concepts such as 'the economy' or economics as a science

shaped academic study and the public discourse? Finally, we will consider what sources of value prevailing economic methodologies obscure. Readings may include works by Joseph Schumpeter, Frank Knight, John Maynard Keynes, F.A. Hayek, James Buchanan, Robert Lucas, Mancur Olson, Elinor Ostrom, and Amartya Sen.

Instructor(s): Robert Kaminski Terms Offered: Spring

LLSO 29067. Christianity Confronts Capitalism: Natural Law, Economics, and Social Reform. 100 Units.

Christianity's relationship with commerce was fraught long before the industrial era. After all, it upheld property rights alongside the poor's beatitude. And, even as industrial capitalism's critics tied the faith to the economic system, Christian thinkers popularized ideas of social justice and the Social Gospel in response to laissez faire's limits. This course will combine intellectual, social, and legal history to examine how various Christian traditions have grappled with liberal capitalism and its revolutionary critics. We will explore these traditions' competing visions of a moral political economy, how their adherents attempted to put them into action, and where these attempts placed them vis-à-vis society and civil authorities—especially when this place was the court room. After a brief unit on key Judeo-Christian texts bearing on political and economic activity, we will consider various churches' alternatives to liberal capitalism and revolutionary movements' materialism—including Catholic Social Thought from 1891's *Rerum novarum* to Pope Francis's *Laudato si'* and Abraham Kuyper's neo-Calvinist tradition. We will put these in dialogue with practical efforts from Social Gospel reformers, Catholic Workers, and Latin American Liberation Theology to Hobby Lobby or Chick-Fil-A's attempt at Evangelical business. Throughout, students will consider questions about the relationships between church and state, doctrine and practice, and natural law and the law of the market.

Instructor(s): Robert Kaminski Terms Offered: Winter

Equivalent Course(s): HIST 27118

LLSO 29071. Great Books of the Founding Fathers: Revolution and Constitution. 100 Units.

In contemporary arguments about the meaning of the U.S. Constitution, participants often make claims about what the Framers of the Constitution and their opponents thought and said about topics like the powers of Congress and the President, the strengths and weaknesses of federalism, and the role of the judiciary in a republican form of government. This course will seek to provide students with the means of evaluating the strengths of such claims. To that end, we will examine the emergence of the U.S. Constitution in three phases. First, we will look at discussions of liberty and self-government in the imperial crisis of the 1760s and 1770s that led to the American Revolution. Second, we will look at the concerns that animated the calling of what became the Constitutional Convention of 1787 and read Madison's Notes of Debates in the Federal Convention. Third, we will look at the debates over ratification of the Constitution between the Federalists and Anti-Federalists.

Instructor(s): David P. Lyons Terms Offered: Spring

LLSO 29080. Modernity and Its Discontents from Dawn to Decline. 100 Units.

One need look neither too long nor too hard before recognizing that the project of modernity seems to be under considerable strain: the stability and perhaps even the desirability of secularism, mass democracy, individualism, cosmopolitanism, and technological and bureaucratic rationalism have all been increasingly challenged by worldwide political events and processes as well as by postmodern, radical, conservative, and religious intellectuals. In this course we will read some classical statements of the project as a means of best understanding modernity and its features. We will then move on to a consideration of classical and more contemporary critiques of modernity with an eye toward both identifying the limits of the modern project and possible avenues for the retrieval and reconstitution at least some features of modernity.

Instructor(s): David Lyons Terms Offered: Autumn

Prerequisite(s): no prerequisites

Equivalent Course(s): HIST 26222, RLST 29080

LLSO 29090. Topics in International and Comparative Law. 100 Units.

Based in Paris, the three week course will explore historical and contemporary European institutions that focus on economy, law and globalization.

Instructor(s): Cliff Ando, Kimberly Kay Hoang Terms Offered: Summer

Prerequisite(s): Admission to the Paris September Program

Note(s): Instructor Consent

LLSO 29091. Governing the Global Economy. 100 Units.

How is the global economy governed? Through what institutions, legal mechanisms, and norms? What role do Anglo-American law, international law, and other legal regimes play in the flow of capital, goods, and people across state borders? Seeking to answer these questions, this three-week intensive course draws from history, law, economics, political science, and political philosophy in order to both understand the development of global economic governance over time and critically assess what paths it might take in the future.

Instructor(s): Jonathan Levy Terms Offered: Summer

Equivalent Course(s): GLST 29091

LLSO 29400. BA Seminar I. 100 Units.

This seminar guides students through the process of designing a BA thesis project. Through a series of weekly assignments and in-class workshops, students will develop a compelling and manageable research question, identify the sources and research methods that their project requires, and determine how their project contributes to existing scholarly debates. This work will help students to prepare a substantial BA thesis proposal by the end of the term.

Instructor(s): Sarah Johnson Terms Offered: Autumn

Note(s): Offered in Autumn

LLSO 29401. BA Seminar II. 100 Units.

This seminar guides students through the process of writing and revising a BA thesis. Students will have multiple opportunities to present and receive feedback on their work in progress, including a complete draft of the thesis, which will be due at the end of the term. We will also discuss the novel challenges of writing a thesis, such as managing a large writing project and conveying specialized knowledge to non-expert readers.

Instructor(s): Sarah Johnson Terms Offered: Winter

LLSO 29421. Politics of Commemoration. 100 Units.

Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): L. Auslander Terms Offered: Spring

Equivalent Course(s): HIST 29421, ARCH 29421, GLST 29526, CRES 39421, ENST 29421, HIST 39421, CRES 29421, JWSC 29421

LLSO 29505. Social Reform in the United States 1890-1980. 100 Units.

This seminar charts organized efforts to transform and reconfigure the social and economic fabric of American life through a focus on five distinct periods of reform: the agrarian Populist movement at the end of the nineteenth century; the Progressive movement in the early twentieth century; the New Deal during the 1930s and early 1940s; the Civil Rights movement and the Great Society in the 1960s; and the rise of the New Right in the postwar period. By looking at continuities, connections, and ruptures within and between these reform movements, we will explore a range of defining topics in twentieth century US history: capitalism and risk; gender and labor; economic citizenship and security; law and the state; immigration and ethnicity; and race and (in)equality.

Instructor(s): Ben Zdencanovic Terms Offered: Winter

Prerequisite(s): None

Note(s): Not offered in 2020-21

Equivalent Course(s): AMER 29505, CRES 29505

LLSO 29506. Social and Economic Rights in History. 100 Units.

This seminar charts the historical development of social and economic rights - the right to healthcare, to education, to social security, to an adequate standard of living - from the French Revolution to our own era of austerity and market fundamentalism. Our focus will not only be on how social and economic rights have been theorized, codified, and contested, but also how social and economic rights have transformed politics, markets, and legal regimes in practice. In the process, we will explore how struggles over the meaning of social and economic rights have shaped some of the most defining historical themes of the past two centuries: slavery and emancipation; wage labor and unionization; communism and the welfare state; decolonization and civil rights.

Instructor(s): Ben Zdencanovic Terms Offered: Winter

Prerequisite(s): None

Note(s): Not offered in 2020-21

Equivalent Course(s): AMER 29506, HMRT 39507, HMRT 29507

LLSO 29507. The Politics of Healthcare Policy in the United States, 1900 - 2020. 100 Units.

In the modern history of United States social politics, there have been few issues as enduring, divisive, and consequential as that of healthcare policy. This seminar examines the political, economic, legal, and social origins of the modern U.S. system of healthcare financing and delivery. Our discussion and analysis will be organized around a series of key turning points in the history of U.S. healthcare politics, from the first push for 'workingmen's insurance' in the Progressive Era to the debate over Obamacare and 'Medicare for All' since 2008. We will learn to view healthcare policy as contested terrain fought over by labor unions, insurance companies, physicians, think tanks, policymakers, grassroots activists, trade associations, and corporate employers. In the process, we will explore themes such as the rise of the modern corporation, public interest law, welfare capitalism and business conservatism, and the politics of race- and class-based healthcare inequality.

Instructor(s): Ben Zdencanovic Terms Offered: Spring. Not offered in 2020-21

Prerequisite(s): None

Equivalent Course(s): HIPS 27507, HLTH 29507, PBPL 29507, HIST 25319

LLSO 29528. Property and the Public Interest. 100 Units.

In this colloquium, drawing from law, history, philosophy, and social science, we examine the conflicted relationship between property and the public interest. Topics include the basis and evolution of private property rights, reasons for the state, and the relationship between property rights and the public interest. Assignments: Two short essays and a final paper.

Instructor(s): J. Levy Terms Offered: Winter

Prerequisite(s): Consent of instructor. Course is required of LLSO juniors.

Equivalent Course(s): HIST 29528



Linguistics

Department Website: <http://linguistics.uchicago.edu>

Program of Study

The purpose of the BA program in linguistics is to provide a solid, integrated introduction to the scientific study of language through course work in the core subdisciplines of linguistics, as well as to ensure that the student has a language background sufficient to provide a complement to the theoretical parts of the program and for an understanding of the complexities of human language. This program provides students with a general expertise in the field and prepares them for productive advanced study in linguistics.

Students who are majoring in linguistics may visit linguistics.uchicago.edu (<http://linguistics.uchicago.edu>) to learn about events and resources on and off campus and for links to information on employment opportunities.

Students who are majoring in other fields of study may also complete a minor in linguistics. Information follows the description of the major.

Program Requirements

The BA in linguistics requires thirteen courses, which fall into two categories: courses that provide expertise in linguistics and courses that ensure breadth of study in a non-Indo-European language. Students have flexibility to construct a course of study that accords with their interests, but their final tally of thirteen courses must include the following:

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology	100
LING 20201	Introduction to Syntax	100
LING 20301	Introduction to Semantics and Pragmatics	100
Study of a non-Indo-European language		

The language requirement is designed to ensure breadth of study in a non-Indo-European language. This requirement can be met in four different ways:

1. Registration in a three-quarter course in a non-Indo-European language on campus
2. Examination credit in a non-Indo-European language for which the University offers placement examinations
3. Registration for an intensive one-quarter course in the structure of a non-Indo-European language offered by a member of the linguistics faculty (or by another faculty member upon approval by the director of undergraduate studies)
4. Completion of an approved intensive language program taken elsewhere for languages not offered or tested for at the University of Chicago.

Students who fulfill the non-Indo-European language requirement with fewer than three quarters of study must substitute elective courses for the language course quarters not taken. At least six electives for the major must be courses offered by the Department of Linguistics (i.e., courses whose numbers begin with LING). For any further electives, a student may petition the department to substitute a related course that does not have a LING number.

The complete list of available languages can be viewed at humanities.uchicago.edu/about/languages-uchicago (<http://humanities.uchicago.edu/about/languages-uchicago/>).

Summary of Requirements

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology (core course)	100
LING 20201	Introduction to Syntax (core course)	100
LING 20301	Introduction to Semantics and Pragmatics (core course)	100
Nine courses from the following:		900
0-3 courses in a non-Indo-European language *		
6-9 Linguistics electives **		
Total Units		1300

* Credit may be granted by examination. When any part of the language requirement is met by examination, the equivalent number of electives in linguistics must be substituted for quarter credit granted. With prior approval of the director of undergraduate studies, such electives may be taken in other departments.

** A minimum of six must be courses with LING numbers.

Grading

All courses used to satisfy requirements for the major and minor must be taken for quality grades. With consent of the instructor, nonmajors may take linguistics courses for P/F grading.

NOTE: Students who entered the University prior to Autumn 2009 may choose to fulfill either the requirements stated here or those that were in place when they entered the University.

Honors

In order to receive the degree in linguistics with honors, a student must write an honors essay. At the end of a student's third year, any student who has maintained a 3.0 or better overall GPA and a 3.5 or better GPA in linguistics courses may consult with the director of undergraduate studies about submitting an honors essay. The honors essay must be submitted by fifth week of the quarter in which the student plans to graduate. Complete guidelines and requirements for the honors essay can be obtained from the director of undergraduate studies.

Students wishing to write an honors essay are required to take two graduate-level courses (numbered 30000 or above) in areas most relevant to their thesis work, as determined in consultation with their adviser(s) and approved by the director of undergraduate studies.

This program may accept a BA paper or project used to satisfy the same requirement in another major with the consent of both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Minor Program in Linguistics

Students in other fields of study may complete a minor in linguistics. The minor in linguistics requires a total of seven courses, which must include three linguistics electives (courses whose numbers begin with LING) and the following four courses:

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology	100
LING 20201	Introduction to Syntax	100
LING 20301	Introduction to Semantics and Pragmatics	100

Students who elect the minor program in linguistics must contact the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. The adviser's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the College adviser. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Linguistics Courses

LING 20001. Introduction to Linguistics. 100 Units.

This course offers a brief survey of how linguists analyze the structure and the use of language. Looking at the structure of language means understanding what phonemes, words, and sentences are, and how each language establishes principles for the combinations of these things and for their use; looking at the use of language means understanding the ways in which individuals and groups use language to declare their social identities and the ways in which languages can change over time. The overarching theme is understanding what varieties of language structure and use are found across the world's languages and cultures, and what limitations on this variety exist.

Terms Offered: Autumn Spring Winter

LING 20100. Intro To Linguistics-1. 100 Units.

TBD

Equivalent Course(s): LING 30100, ANTH 37001, SOSCI 21700, ANTH 27001

LING 20101. Introduction to Phonetics and Phonology. 100 Units.

This course is an introduction to the study of speech sounds and their patterning in the world's languages. The first half of the course focuses on how speech sounds are described with respect to their articulatory, acoustic, and perceptual structures. There are lab exercises both in phonetic transcription and in the acoustic analysis of speech sounds. The second half focuses on fundamental notions that have always been central to phonological analysis and that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic phonological processes (e.g., assimilation).

Instructor(s): Jason Riggle, STAFF Terms Offered: Autumn

Prerequisite(s): LING 20001

LING 20150. Language and Communication. 100 Units.

This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication

in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms 'language acquisition' and 'transmission' really mean? What factors account for differences between 'language acquisition' by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.

Instructor(s): Salikoko Mufwene Terms Offered: Autumn

Equivalent Course(s): LING 30150, CHDV 20150, CHDV 30150, EDSO 20150

LING 20201. Introduction to Syntax. 100 Units.

This course is an introduction to basic goals and methods of current syntactic theory through a detailed analysis of a range of phenomena, with emphasis on argumentation and empirical justification. Major topics include phrase structure and constituency, selection and subcategorization, argument structure, case, voice, expletives, and raising and control structures.

Instructor(s): Amy Dahlstrom Terms Offered: Winter

Prerequisite(s): LING 20001

LING 20202. Advanced Syntax. 100 Units.

This course is a continuation of Introduction to Syntax (LING 20201).

Instructor(s): Erik Zyman Terms Offered: Spring

Prerequisite(s): LING 20201

LING 20301. Introduction to Semantics and Pragmatics. 100 Units.

This course familiarizes students with what it means to study meaning and use in natural language. By 'meaning' we refer to the (for the most part, logical) content of words, constituents, and sentences (semantics), and by 'use' we intend to capture how this content is implemented in discourse and what kinds of additional dimensions of meaning may then arise (pragmatics). Some of the core empirical phenomena that have to do with meaning are introduced: lexical (i.e., word) meaning, reference, quantification, logical inferencing, presupposition, implicature, context sensitivity, cross-linguistic variation, speech acts. Main course goals are not only to familiarize students with the basic topics in semantics and pragmatics but also to help them develop basic skills in semantic analysis and argumentation.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): LING 20001

Equivalent Course(s): LING 30310

LING 20302. Advanced Semantics. 100 Units.

Description TBD

Instructor(s): Michael Tabatowski Terms Offered: Winter

Prerequisite(s): LING 20001, LING 20201

LING 20400. Iconicity/Sounds Symbolism. 100 Units.

Course Description TBD

Instructor(s): Natalia Bermudez

Equivalent Course(s): LING 30400

LING 21000. Morphology. 100 Units.

Looking at data from a wide range of languages, we will study the structure of words. We will consider the nature of the elements out of which words are built and the principles that govern their combination. The effects of word structure on syntax, semantics, and phonology will be examined. We will think critically about the concepts of morpheme, inflection, derivation, and indeed, the concept of word itself.

Instructor(s): Laura Stigliano Terms Offered: Autumn

Prerequisite(s): LING 20001

LING 21310. Introduction to Indo-European Linguistics. 100 Units.

An introduction to the comparative study of the Indo-European languages. We will survey the major branches of the Indo-European family and discuss various aspects of PIE grammar as it is currently reconstructed.

Instructor(s): Yaroslav Gorbachov Terms Offered: Spring

Equivalent Course(s): LING 31310

LING 21611. Linguistic Ethnographies. 100 Units.

In this seminar, we read a set of new ethnographic writings that focus on linguistic practices, using those to explore wider cultural patterns and the project of writing cultural description. In the first weeks we discuss fieldwork and some classic questions about genre, voice, rhetoric and persuasion in analytic writing. Seminar members will do their own ethnographic project and write it up for a final paper. Questions to be discussed: What is the role of linguistic practices in constituting culture, power, identity? How do people 'do' ethnographic fieldwork; how is that work transformed into writing? How should one evaluate ethnographic texts? Who are the text's addressees; what are its blindspots? What counts as theory? How is the 'object' of analysis delineated? How is authority achieved (or not)?

Instructor(s): Susan Gal Terms Offered: Autumn, Autumn 2020

Equivalent Course(s): ANTH 21610

LING 21720. Sociophonetics. 100 Units.

Variation is a ubiquitous feature of speech, yet most variations observed are non-random. This course will examine this type of structured heterogeneity (Weinreich et al. 1968) from the point of view of sociophonetics. We will focus on the interrelationships between phonetic/phonological form and social factors such as speaking style and the background of the

speaker, with a particular interest in explaining the origins and transmission of linguistic change. Our goals will be to (a) acquire the phonetic and phonological foundation necessary to conduct sociophonetic research through practical exercises; (b) survey new sociolinguistic research that addresses issues in phonetic and phonological theories; and (c) locate and explain phonetic variation in its social context while drawing on current approaches to the relationship between language and society. This course will give students hands-on experience with designing and conducting experiments. As part of the empirical foundation of this course, we will focus on sociophonetic variation across Chicago neighborhoods. For a final project, students are required to conduct a small-scale study investigating a research question of relevance to sociophonetic research. LING 20101 or graduate student standing.

Instructor(s): Alan Yu Terms Offered: Winter

Equivalent Course(s): LING 31720

LING 21920. The Evolution of Language. 100 Units.

How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain?

Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern 'fossils' in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.

Instructor(s): Salikoko Mufwene Terms Offered: Winter

Equivalent Course(s): CHDV 41920, CHSS 41920, CHDV 21920, EVOL 41920, PSYC 41920, ANTH 47305, LING 41920

LING 22750. Laboratory Phonology. 100 Units.

This course is intended to provide a foundation for students to pursue the quantitative study of phonology in the context of human interaction, and of speech and perception in the context of language. Specifically, this course focuses on how to design, conduct, and analyze a phonological experiment. We will approach laboratory phonology from the perspectives of both the speaker and the listener, with each perspective constituting roughly half the course. In the process, we will gain and practice skills in experimental phonetic and psycholinguistic work, while testing aspects of current phonological theory.

Instructor(s): Alan Yu Terms Offered: Winter

Equivalent Course(s): LING 32750

LING 23115. Old Church Slavonic. 100 Units.

This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Equivalent Course(s): LING 35100, REES 23115, MDVL 25100, REES 33115

LING 23200. Topics in Semantics and Pragmatics. 100 Units.

This focus of this course is conversational implicature. We will take the classic characterization of implicature in Grice as our starting point, and spend the rest of the quarter working through subsequent proposals that refine, rethink and/or reject it, and the empirical and theoretical concerns that motivate them. Topics to be discussed include: the relation between implicature and semantic composition; the nature and calculation of alternatives to what is said; game theoretic approaches to implicature and their relatives; Bayesian pragmatics; free choice inferences; manner implicature; pragmatic weakening vs. pragmatic strengthening.

Equivalent Course(s): LING 42010

LING 23450. Language and Violence. 100 Units.

Language is generally associated with the abstract realm of thought, representation and expression, a realm that contrasts sharply with the material realm in which we tend to place violence. Language is furthermore often seen as antithetical to violence: violence is outburst that comes when the rational order of language fails. In fact, however, questions of language, and especially of speech, surface in every aspect of thinking about violence. Speech is a medium within which violence is performed, and is part of the modern machinery of war. It is also a medium through which systems of oppression and subordination are articulated and registered by groups and individuals, socially and psychically. Violence relies on speech for its justification, rationalization, and sustenance. At the same time, the rawness of violence challenges our fundamental faith in the representational and expressive capacities of language, in both destructive and creative ways. This intensive reading seminar explores the relation between speech and violence through scholarly and literary texts from a variety of humanistic fields and traditions.

Instructor(s): Itamar Francez Terms Offered: Winter

LING 23750. Language and Violence. 100 Units.

Language is generally associated with the abstract realm of thought, representation and expression, a realm that contrasts sharply with the material realm in which we tend to place violence. Language is furthermore often seen as antithetical to violence: violence is outburst that comes when the rational order of language fails. In fact, however, questions of language, and especially of speech, surface in every aspect of thinking about violence. Speech is a medium within which violence is performed, and is part of the modern machinery of war. It is also a medium through which systems of oppression and subordination are articulated and registered by groups and individuals, socially and psychically. Violence relies on speech for its justification, rationalization, and sustenance. At the same time, the rawness of violence challenges our fundamental faith in the representational and expressive capacities of language, in both destructive and creative ways. This intensive

reading seminar explores the relation between speech and violence through scholarly and literary texts from a variety of humanistic fields and traditions.

Instructor(s): Itamar Francez Terms Offered: Winter. Winter 2021

Equivalent Course(s): LING 33750

LING 23850. Sociolinguistic Typology. 100 Units.

Course Description TBD

Instructor(s): Jessica Kantarovich Terms Offered: Winter. Winter 2021

Equivalent Course(s): LING 33850

LING 23920. The Language of Deception and Humor. 100 Units.

In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception and on what sorts of things they are used to communicate.

Instructor(s): Jason Riggle Terms Offered: Winter

Equivalent Course(s): LING 33920, SIGN 26030

LING 26020. Truth. 100 Units.

Alternative facts" and "fake news" have fueled growing concerns that we are entering a "post-truth" society. But what exactly is truth, and why should we care about it? We will address this question over the course of this quarter by examining contemporary views on the role of truth in meaning and communication; challenges to these views from uncertainty and subjectivity; arguments for and against different conceptions of truth; expressions of skepticism about the value of truth; different categories of non-truth (lies vs. b.s.); and how all of these issues bear on the relation between truth, belief and decision making. Along the way, we will consider whether our claims to know certain things are always limited because they come from a particular perspective, and what value (if any) truth contributes to the well-lived life.

Instructor(s): Chris Kennedy Terms Offered: Spring

Equivalent Course(s): SIGN 26007

LING 26030. American Deaf Community: Language, Culture, and Society. 100 Units.

This course will focus on the Deaf community that uses American Sign Language (ASL) as a lens into the disciplines of linguistics, psychology, and cultural studies, and how the use of ASL contributes to individual identity and identity within society. In addition to these disciplinary foci, topics of Deaf literature and art forms will figure in the discussion and readings, which come from a variety of sources and include seminal works in the field from historical and contemporary perspectives.

Instructor(s): Diane Brentari Terms Offered: Winter

Equivalent Course(s): SIGN 26018

LING 26310. Contact Linguistics. 100 Units.

Course Description TBD

Instructor(s): Lenore Grenoble Terms Offered: Spring

Prerequisite(s): LING 20001 or consent of instructor

Equivalent Course(s): REES 23108, LING 36310

LING 26550. Battle in the Mind Fields. 100 Units.

The goal of this course is to better understand both the ruptures and the continuity that we find in the development of linguistics, psychology, and philosophy over the period from early in the 19th century up until around 1960. Among the topics we will look at are the emergence of 19th century linguistics through the methods developed to reconstruct Proto Indo-European, and at the same time, the emergence of two wings of German psychology (exemplified by Brentano and by Wundt); the transplanting of both of these disciplines to the United States at the end of the 19th century; the rise of behaviorism in psychology and its interaction with Gestalt psychology as German scholars were forced to leave their homes in Europe in the years before World War II; the development of an American style of linguistics associated with the Linguistic Society of America; and the interactions after World War II of cybernetics, cognitively-oriented psychology, and a new style of linguistic theory development, and the relationship between generative grammar and the work in phonology and syntax during the 1950s in the United States.

Instructor(s): John Goldsmith Terms Offered: Autumn

Equivalent Course(s): KNOW 40104, LING 36555

LING 26601. Intro Programming for Linguists. 100 Units.

In this class we will cover computational techniques for collecting linguistic data. We will also cover various methods for using algorithms to analyze that data and some basic computational theory to understand the complexity and efficiency of our algorithms. We will use the programming language Python and focus on real-world applications to gain experience in gathering, manipulating, and analyzing data from sources such as field-work, corpora, or experiments. No previous knowledge of programming is required.

Instructor(s): Jason Riggle

Equivalent Course(s): LING 36601

LING 27010. Psycholinguistics. 100 Units.

This is a survey course in the psychology of language. We will focus on issues related to language comprehension, language production, and language acquisition. The course will also train students on how to read primary literature and conduct original research studies.

Instructor(s): Eszter Ronai (Autumn), Jason Riggle (Spring) Terms Offered: Autumn Spring
Equivalent Course(s): PSYC 27010

LING 27980. Structure of Turkish. 100 Units.

Modern (Istanbul) Turkish is a language of the Altaic family and is the most widely spoken Turkic language with an estimated total of 88 million L1 and L2 speakers. In this course we will study the phonology, morphology, and syntax of Turkish and their interfaces in three 3-week modules. Turkish is an SOV language with pro-drop and displays an intricate phonological system of vowel and consonant harmonies as well as a highly agglutinative morphology. The course aims to familiarize students with a non-Indo-European linguistic system and to show how linguistic generalizations can be made differently if one studies a non-Western language. The course will be taught by a native speaker of Turkish and will also allow students to improve their Turkish although it is not a language course in the traditional sense. The language of instruction is English and no prior knowledge of Turkish is required.

Instructor(s): Emre Hakguder Terms Offered: Winter

Prerequisite(s): Preferably, the students must have taken some intro level linguistics courses prior to enrollment, however feel free to reach out to the instructor if you have questions about this prerequisite.

Note(s): This course fulfills the non-Indo-European language requirement for undergraduate students.

Equivalent Course(s): LING 37980

LING 28355. A Linguistic Introduction to Swahili I. 100 Units.

Spoken in ten countries of Eastern and Central Africa, Swahili has more speakers than any other language in the Bantu family, a group of more than 400 languages most prevalent in sub-equatorial Africa. Based on Swahili Grammar and Workbook, this course helps the students master key areas of the Swahili language in a fast yet enjoyable pace. Topics include sound and intonation patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This is a general introduction course with no specific prerequisites.

Instructor(s): Fidèle Mpiranya Terms Offered: Winter

Equivalent Course(s): LING 38355

LING 28356. Linguistic Introduction to Swahili II. 100 Units.

Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili I. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate / coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This course allows fulfilling the non-Indo-European language requirement.

Instructor(s): Fidele Mpiranya Terms Offered: Spring

Equivalent Course(s): LING 38356

LING 28610. Computational Linguistics I. 100 Units.

This course is an introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models.

Instructor(s): Allyson Ettinger Terms Offered: Autumn

Prerequisite(s): At least two courses in linguistics or other cognitive science field (or permission of instructor)

Equivalent Course(s): CMSC 25610

LING 28620. Computational Linguistics II. 100 Units.

This is the second in a two-course sequence providing an introduction to topics at the intersection of computation and language, oriented toward linguists and cognitive scientists. In this quarter we will cover more advanced topics in cognitive/linguistic modeling and natural language processing (NLP), applying more complex programming and mathematical foundations. Our goal in this quarter is for students to leave the course able to implement advanced models and conduct novel research in cognitive/linguistic modeling and NLP.

Instructor(s): Allyson Ettinger Terms Offered: Winter

Prerequisite(s): Computational Linguistics I or permission of instructor

Equivalent Course(s): CMSC 25620, CMSC 35620, LING 38620

LING 28630. Geometric Models of Meaning. 100 Units.

This course is an introduction to geometric approaches to meaning in natural language. We will discuss methods which represent the meaning of linguistic entities (words, paragraphs, etc.) as objects in Euclidean space, and seek to find meaningful patterns in the relative positions of these objects. The course will motivate the approach, examine its strengths and limitations, and prepare students for further study in an active field of research.

Instructor(s): Daniel Edmiston Terms Offered: Autumn

Prerequisite(s): LING 20001

LING 28710. Undergraduate Experimental Methods. 100 Units.

Linguists use a variety of different tools to answer a diverse set of questions. This course will focus on the experimental methodologies linguists use in the laboratory, and will address all aspects of experimentation, including design, data collection and analysis. First, this course will provide a foundational overview to the different experimental paradigms from across the subfields of linguistics. Then, as a class, we will workshop a phonetics experiment using eye-tracking, with hands-on opportunities for students through each step of the process. By the end of the quarter, students will have the tools to propose and pilot an experiment of their own design in any area of linguistics.

Instructor(s): Jacob Phillips Terms Offered: Autumn

Prerequisite(s): LING 20001 & LING 20101 recommended; students who have not taken this course should contact the instructor.

LING 28750. Undergraduate Field Methods. 100 Units.

Course Description TBD

Instructor(s): Jessica Katarovich Terms Offered: Spring

American Sign Language Courses**ASLG 10100-10200-10300. American Sign Language I-II-III.**

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

ASLG 10100. American Sign Language-I. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): David Reinhart Terms Offered: Autumn

ASLG 10200. American Sign Language II. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): David Reinhart Terms Offered: Winter

Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language-III. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This is the third course in the introductory series that teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): David Reinhart Terms Offered: Spring

Prerequisite(s): ASLG 10200

ASLG 10400-10500-10600. Intermediate American Sign Language I-II-III.

This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.

ASLG 10400. Intermediate American Sign Language I. 100 Units.

This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required

Instructor(s): David Reinhart Terms Offered: Autumn

Prerequisite(s): ASLG 10300

ASLG 10500. Intermediate American Sign Language II. 100 Units.

This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required

Instructor(s): David Reinhart Terms Offered: Winter

Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.

This is the third course in the Intermediate series. In this course we continue to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.

Instructor(s): David Reinhart Terms Offered: Spring

Prerequisite(s): ASLG 10500

Modern Greek Courses**MOGK 10100-10200-10300. Elementary Modern Greek I-II-III.**

Sequence description not available.

MOGK 10100. Elementary Modern Greek I. 100 Units.

This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the Greek alphabet, Modern Greek pronunciation

rules and the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to communicate minimally with formulaic and rote utterances and produce words, phrases and lists.

Instructor(s): Stefanos Katsikas Terms Offered: Autumn

Equivalent Course(s): MOGK 30100

MOGK 10200. Elementary Modern Greek II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands the material presented in MOGK 10100/30100.

Instructor(s): Stefanos Katsikas Terms Offered: Winter

Prerequisite(s): MOGK 10100/30100 or consent of instructor

Equivalent Course(s): MOGK 30200

MOGK 10300. Elementary Modern Greek III. 100 Units.

This course expands on the material presented in MOGK 10200/30200, reviewing and elaborating the basic patterns of the language.

Instructor(s): Stefanos Katsikas Terms Offered: Spring

Prerequisite(s): MOGK 10200/30200 or consent of instructor

Equivalent Course(s): MOGK 30300

MOGK 20100-20200-20300. Intermediate Modern Greek I-II-III.

No sequence description available.

MOGK 20100. Intermediate Modern Greek I. 100 Units.

This course aims to enable students to attain conversational fluency and to become independent users of Modern Greek language.

Instructor(s): Stefanos Katsikas Terms Offered: Autumn

Prerequisite(s): MOGK 10300/30300

MOGK 20200. Intermediate Modern Greek II. 100 Units.

This course expands on the material presented in MOGK 20100, enabling students to speak about topics related to employment, current events and issues of public and community interest.

Instructor(s): Stefanos Katsikas Terms Offered: Winter

Prerequisite(s): MOGK 20100 or placement

MOGK 20300. Intermediate Modern Greek III. 100 Units.

This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring

Prerequisite(s): MOGK 20200

MOGK 21001. Greece and the Balkans in the Age of Nationalism. 100 Units.

This course is an introduction to the history of Southeastern Europe since the 1790s. Each week's work will examine a key topic in the Balkan affairs through a combination of lectures, readings and discussion of associated issues. The class will not follow the history of any one Balkan country comprehensively. Instead, the course will direct students' attention to relevant developments which address questions like these: 1. How does Balkan history related to European history? 2. What is a nation, a nationality, and an ethnic group? 3. What has nationalism meant in the Balkans? The course emphasizes the history of Greece, Albania, Bulgaria, Romania and Yugoslavia, with some attention to events in the Ottoman Empire, the Habsburg Monarchy and Hungary as appropriate. The course aims to offer a historical background that will enable students to better understand the recent history of Greece and the Balkans.

Instructor(s): Stefanos Katsikas Terms Offered: Spring

Swahili Courses

SWAH 25200-25300-25400. Swahili I-II-III.

No sequence description available.

SWAH 25200. Swahili I. 100 Units.

Swahili is the most popular language of Sub-Saharan Africa, spoken in most countries of Eastern and Central Africa by more than 50 million people. Swahili is characterized by the typical complex Bantu structure. However, it is particularly easy to pronounce and fast learned. The Elementary Swahili series is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. The course presents basic phonological, grammatical, and syntactic patterns of Kiswahili. Through a variety of exercises, students develop communicative functionality in listening, speaking, reading and writing. Emphasis is put on dialogues and role-plays, individual and group presentations, and the use of audiovisual and web-based resources. Swahili culture and African culture in general are an important component of the course. At the end of the elementary course series, the students are able to communicate efficiently in everyday life situations, write and present short descriptive notes about elementary pieces of verbal creation (documentaries and video series in Swahili). This course allows fulfilling the non-Indo-European language requirement.

Instructor(s): Fidele Mpiranya Terms Offered: Autumn

Equivalent Course(s): SWAH 35200

SWAH 25300. Swahili II. 100 Units.

Swahili is the most popular language of Sub-Saharan Africa, spoken in most countries of Eastern and Central Africa by more than 50 million people. Swahili is characterized by the typical complex Bantu structure. However, it is particularly easy to pronounce and fast learned. The Elementary Swahili series is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. The course presents basic phonological, grammatical, and syntactic patterns of Kiswahili. Through a variety of exercises, students develop communicative functionality in listening, speaking, reading and writing. Emphasis is put on dialogues and role-plays, individual and group presentations, and the use of audiovisual and web-based resources. Swahili culture and African culture in general are an important component of the course. At the end of the elementary course series, the students are able to communicate efficiently in everyday life situations, write and present short descriptive notes about elementary pieces of verbal creation (documentaries and video series in Swahili). This course allows fulfilling the non-Indo-European language requirement.

Instructor(s): Fidele Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 25200 or consent of instructor

Equivalent Course(s): SWAH 35300

SWAH 25400. Swahili III. 100 Units.

Swahili is the most popular language of Sub-Saharan Africa, spoken in most countries of Eastern and Central Africa by more than 50 million people. Swahili is characterized by the typical complex Bantu structure. However, it is particularly easy to pronounce and fast learned. The Elementary Swahili series is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. The course presents basic phonological, grammatical, and syntactic patterns of Kiswahili. Through a variety of exercises, students develop communicative functionality in listening, speaking, reading and writing. Emphasis is put on dialogues and role-plays, individual and group presentations, and the use of audiovisual and web-based resources. Swahili culture and African culture in general are an important component of the course. At the end of the elementary course series, the students are able to communicate efficiently in everyday life situations, write and present short descriptive notes about elementary pieces of verbal creation (documentaries and video series in Swahili). This course allows fulfilling the non-Indo-European language requirement.

Instructor(s): F. Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 25300 or consent of instructor

Equivalent Course(s): SWAH 35400



Mathematics

Department Website: <http://math.uchicago.edu>

Program of Study

The Department of Mathematics provides an environment of research and comprehensive instruction in mathematics and applied mathematics at both undergraduate and graduate levels. Both a BA and a BS program in mathematics are offered, including a BS degree in applied mathematics and a BS degree in mathematics with a specialization in economics. Students in other fields of study may also complete a minor in mathematics; information follows the description of the major.

The requirements for a degree in mathematics or in applied mathematics express the educational intent of the Department of Mathematics; they are drawn with an eye toward the cumulative character of an education based in mathematics, the present emerging state of mathematics, and the scholarly and professional prerequisites of an academic career in mathematics.

Requirements for each bachelor's degree look to the advancement of students' general education in modern mathematics and their knowledge of its relation with the other sciences (BS) or with the other arts (BA).

Descriptions of the detailed requirements that give meaning to these educational intentions follow. Students should understand that any particular degree requirement can be modified if persuasive reasons are presented to the department; petitions to modify requirements are submitted in person to the director of undergraduate studies or to one of the departmental counselors. Students should note that only one undergraduate degree may be earned from the Department of Mathematics.

Placement

At what level does an entering student begin mathematics at the University of Chicago? The College and the Department of Mathematics offer several placement exams to help determine the correct starting point for all entering students. During the summer and through Orientation Week, there are three such exams:

- The Online Mathematics Placement Test (must be taken by all entering students)
- The Higher-Level Mathematics Placement Exam
- The Calculus Accreditation Exam

The **Online Mathematics Placement Test** must be taken (once) by **all** entering students in the summer prior to matriculation. The other two exams are offered during Orientation Week, and students are invited to take one or the other on the basis of their success on the Online Mathematics Placement Test.

Solely on the basis of the Online Mathematics Placement Test, the following mathematics courses are the possible placements for each student:

- MATH 11200 Studies In Mathematics I
- MATH 13100 Elem Functions and Calculus I
- MATH 15100 Calculus I
- MATH 15200 Calculus II
- MATH 15300 Calculus III

For physical sciences students interested in the MATH 18300-18400-18500-18600 Mathematical Methods in the Physical Sciences I-II-III-IV sequence of courses, success on the Online Mathematics Placement Test can also earn an invitation to begin MATH 18300 Mathematical Methods in the Physical Sciences I. Specifically, all students who have placement into MATH 15300 Calculus III and some students with placement into MATH 15200 Calculus II will earn this invitation.

Additionally, students who receive a sufficiently high score on the Online Mathematics Placement Test, as well as students who earn scores of 5 on the AP Calculus BC exam or 7 on the International Baccalaureate HL exam, will also receive an invitation to enroll in MATH 16100 Honors Calculus I or MATH 16110 Honors Calculus I (IBL). These are the first courses in the MATH 16100-16200-16300 Honors Calculus I-II-III and MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL) sequences, which are highly theoretical courses that best prepare students for further study in pure mathematics, although they are taken by many students from all disciplines and not just mathematics majors. Students who begin in MATH 16100 Honors Calculus I or MATH 16110 Honors Calculus I (IBL) forgo credit for MATH 15100 Calculus I and/or MATH 15200 Calculus II.

On the basis of the Online Mathematics Placement Test results, students may also be invited to take one of the on-campus exams. The **Calculus Accreditation Exam** is for students who do not plan to take further mathematics at the University of Chicago but who wish to earn credit for MATH 15100-15200 Calculus I-II. The **Higher-Level Mathematics Placement Exam** is for students who would like to begin their mathematics coursework at Chicago in a higher-level course than MATH 15300 Calculus III. On the basis of this exam, a student may receive placement into:

- MATH 15910 Introduction to Proofs in Analysis
- MATH 19520 Mathematical Methods for Social Sciences
- MATH 19620 Linear Algebra
- MATH 20250 Abstract Linear Algebra
- MATH 20300 Analysis in Rn I

A small number of students each year receive an invitation to enroll in MATH 20700 Honors Analysis in Rn I. Admission to this course is by invitation only to those first-year students with superior performance on the Higher-Level Mathematics Placement Exam or to those sophomores who receive a strong recommendation from their instructor in MATH 16100-16200-16300 Honors Calculus I-II-III or MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL). Students who are granted three quarters of calculus placement on the basis of the Higher-Level Mathematics Placement Exam and who do not qualify for admission to MATH 20700 Honors Analysis in Rn I will place into MATH 15910 Introduction to Proofs in Analysis or MATH 20250 Abstract Linear Algebra/MATH 20300 Analysis in Rn I. (This former option includes the possible starting points of MATH 19520 Mathematical Methods for Social Sciences or MATH 19620 Linear Algebra.) Such students may also consult with one of the departmental counselors about the option of beginning with MATH 16100 Honors Calculus I/MATH 16110 Honors Calculus I (IBL) so that they would be eligible for admission to Honors Analysis the following year.

Students who submit a score of 5 on the Calculus AB Advanced Placement exam in mathematics receive placement into MATH 15100 Calculus I. Students who submit scores of 4 or 5 on the AP Calculus BC exam or a 7 on the International Baccalaureate Higher Level Calculus exam receive placement into MATH 15200 Calculus II. Currently no course credit or placement is offered in the Department of Mathematics at the University of Chicago for British A-level or O-level examinations.

Program Requirements

Undergraduate Programs

Four bachelor's degrees are available in the Department of Mathematics: the BA in mathematics, the BS in mathematics, the BS in applied mathematics, and the BS in mathematics with specialization in economics. Programs qualifying students for the degree of BA provide more elective freedom. Programs qualifying students for the degrees of BS require more emphasis in the physical sciences, while the BS in mathematics with specialization in economics has its own set of specialized courses with more electives in economics in place of electives in the physical sciences. All degree programs, whether qualifying students for a degree in mathematics or in applied mathematics, require fulfillment of the College's general education requirements. The general education sequence in the physical sciences must be selected from either first-year chemistry or first-year physics.

Except for the BS in mathematics with specialization in economics, each degree requires at least five courses outside mathematics (detailed descriptions follow for each degree). These courses must be within the Physical Sciences Collegiate Division (PSCD) or from Computational Neuroscience (CPNS). One of these courses must complete the three-quarter sequence in basic chemistry or basic physics. At least two of these courses must be from a single department and all must be chosen from among Astronomy (20000 or above), Chemistry, Computer Science (12000s or above), Physics (12000s or above), Geophysical Sciences, Statistics (22000 or above), Computational Neuroscience, or Molecular Engineering. Graduate courses from these departments may also be used to fulfill these requirements. Please note in particular the different requirements outside of mathematics described below in the degree program for the BS in mathematics with specialization in economics.

Degree Programs in Mathematics

Students who are majoring in mathematics are required to complete: a 10000-level sequence in calculus (or to demonstrate equivalent competence on the higher-level mathematics placement test); either MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) as the third quarter of the calculus sequence or MATH 15910 Introduction to Proofs in Analysis; the linear algebra course MATH 20250 Abstract Linear Algebra; a three-quarter sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III); and one quarter of an algebra sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800-25900 Honors Basic Algebra I-II-III). Students may not use both MATH 15910 Introduction to Proofs in Analysis and (MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL)) to meet major or minor requirements. For students whose first mathematics course at the University of Chicago is MATH 20700 Honors Analysis in Rn I, the MATH 15910 Introduction to Proofs in Analysis/MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL) requirement is waived. For students who complete MATH 20700 Honors Analysis in Rn I, the MATH 20250 Abstract Linear Algebra requirement is waived, but the student must then take an additional course from the List of Approved Courses.

Candidates for the BA and BS in mathematics take at least one course in basic algebra. BA candidates may opt for the first quarter of either the regular or the honors sequence (or MATH 25700-25800-25900 Honors Basic Algebra I-II-III), whereas candidates for the BS degree must take the first two quarters of one of the two sequences. MATH 25700-25800-25900 Honors Basic Algebra I-II-III is designated as an honors version of Basic Algebra. Registration for this course is the option of the individual student, but consultation with one of the departmental counselors is strongly advised.

The remaining mathematics courses needed in the programs (three for the BA, two for the BS) must be selected, with due regard for prerequisites, from the following list of approved mathematics courses. Note that STAT 25100 Introduction

to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A also meet the requirement. BA candidates may include MATH 25500 Basic Algebra II or MATH 25800 Honors Basic Algebra II. Mathematics courses in the Paris Mathematics program each Spring Quarter may also be used to meet this requirement.

List of Approved Courses

MATH 17500	Basic Number Theory	100
MATH 17600	Basic Geometry	100
MATH 21100	Basic Numerical Analysis	100
MATH 21200	Advanced Numerical Analysis	100
MATH 23500	Markov Chains, Martingales, and Brownian Motion	100
MATH 23700	Introduction to Modelling	100
MATH 24100	Topics in Geometry	100
MATH 24200	Algebraic Number Theory	100
MATH 24300	Intro To Algebraic Curves	100
MATH 24400	Introduction to Algebraic Geometry	100
MATH 25900	Honors Basic Algebra III	100
MATH 26200	Point-Set Topology	100
MATH 26300	Introduction to Algebraic Topology	100
MATH 26500	Introduction to Riemannian Geometry	100
MATH 26700	Introduction to Representation Theory of Finite Groups	100
MATH 26800	Introduction to Commutative Algebra	100
MATH 27000	Basic Complex Variables	100
MATH 27100	Measure and Integration	100
MATH 27200	Basic Functional Analysis	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 27600	Dynamical Systems	100
MATH 27700	Mathematical Logic I	100
MATH 27800	Mathematical Logic II	100
MATH 28000	Introduction to Formal Languages	100
MATH 28100	Introduction to Complexity Theory	100
MATH 28410	Honors Combinatorics	100
MATH 29700	Proseminar in Mathematics *	100
MATH 30200	Computability Theory I	100
MATH 30300	Computability Theory II	100
MATH 30900	Model Theory I	100
MATH 31000	Model Theory II	100
MATH 31200	Analysis I	100
MATH 31300	Analysis II	100
MATH 31400	Analysis III	100
MATH 31700	Topology and Geometry I	100
MATH 31800	Topology and Geometry II	100
MATH 31900	Topology and Geometry III	100
MATH 32500	Algebra I	100
MATH 32600	Algebra II	100
MATH 32700	Algebra III	100
STAT 25100	Introduction to Mathematical Probability	100
STAT 25150	Introduction to Mathematical Probability-A	100

* as approved

No course from any professional school or program—including the University of Chicago Booth School of Business, the University of Chicago Harris School of Public Policy, Toyota Technological Institute at Chicago, and Financial Mathematics—may be used to satisfy requirements for the undergraduate degree in mathematics.

BS candidates are further required to select a minor field, which consists of three additional courses that are outside the Department of Mathematics and either are within the same department in the Physical Sciences Collegiate Division (PSCD) or are among Computational Neuroscience (CPNS) courses. These courses must be chosen in consultation with one of the departmental counselors.

Summaries of Requirements

Summary of Requirements: Mathematics BA

GENERAL EDUCATION		
One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *	
PHYS 12100-12200	General Physics I-II (or higher) * +	
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II *	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL) *	
Total Units		400
MAJOR		
One of the following:		100
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	
PHYS 12300	General Physics III (or higher) * +	
One of the following: **		100
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
MATH 15910	Introduction to Proofs in Analysis	
MATH 20250	Abstract Linear Algebra	100
One of the following:		300
MATH 20300-20400-20500	Analysis in Rn I-II-III	
MATH 20310-20410-20510	Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III ^	
Two mathematics courses chosen from the List of Approved Courses		200
Four courses within the PSCD or from CPNS but outside of mathematics, at least two of which should be taken in a single department ***		400
BA Specific		
One of the following:		100
MATH 25400	Basic Algebra I	
MATH 25700	Honors Basic Algebra I	
One of the following:		100
MATH 25500	Basic Algebra II	
MATH 25800	Honors Basic Algebra II	
A course from the List of Approved Courses		
Total Units		1400

Summary of Requirements: Mathematics BS

GENERAL EDUCATION		
One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *	
PHYS 12100-12200	General Physics I-II (or higher) * +	

One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II
MATH 15100-15200	Calculus I-II
MATH 16100-16200	Honors Calculus I-II *
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)
Total Units	400
MAJOR	
One of the following:	100
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *
PHYS 12300	General Physics III (or higher) *+
One of the following: **	100
MATH 16300	Honors Calculus III
MATH 16310	Honors Calculus III (IBL)
MATH 15910	Introduction to Proofs in Analysis
MATH 20250	Abstract Linear Algebra
One of the following:	300
MATH 20300-20400-20500	Analysis in Rn I-II-III
MATH 20310-20410-20510	Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III ^
Two Mathematics courses chosen from the List of Approved Courses	200
Four courses within the PSCD or from CPNS but outside of mathematics, at least two of which should be taken in a single department ***	400
BS Specific	
One of the following:	200
MATH 25400-25500	Basic Algebra I-II
MATH 25700 & MATH 25800	Honors Basic Algebra I and Honors Basic Algebra II
Three courses that are not MATH courses but are either from the same PSCD department or CPNS	300
Total Units	1700

* Credit may be granted by examination.

** Students who complete (or receive credit for) MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III must use these courses as general electives, and MATH 15910 Introduction to Proofs in Analysis must be completed for the major.

*** May include ASTR 13300 Introduction to Astrophysics, BIOS 24231 Methods in Computational Neuroscience and BIOS 24232 Computational Approaches to Cognitive Neuroscience, or AP credit for STAT 22000 Statistical Methods and Applications, CHEM 11100 Comprehensive General Chemistry I, and/or PHYS 12100-12200 General Physics I-II. May include any CMSC course numbered 12100 or above. May not include any PHSC course.

+ The sequence PHYS 13100-13200 Mechanics; Electricity and Magnetism is recommended for mathematics majors.

^ Students who complete MATH 20700 Honors Analysis in Rn I will not be required to take MATH 20250 Abstract Linear Algebra; in its place they will take an additional course from the List of Approved Courses.

Degree Program in Applied Mathematics

Candidates for the BS in applied mathematics all take prescribed courses in numerical analysis, algebra, complex variables, ordinary differential equations, and partial differential equations. In addition, candidates are required to select, in consultation with one of the departmental counselors, a secondary field, which consists of three additional courses from a single department that is outside the Department of Mathematics but within the Physical Sciences Collegiate Division or among Computational Neuroscience (CPNS) courses.

Summary of Requirements: BS in Applied Mathematics

GENERAL EDUCATION

One of the following:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II

CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *	
PHYS 12100-12200	General Physics I-II (or higher) * +	
One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II *	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		400
MAJOR		
One of the following:		100
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	
PHYS 12300	General Physics III (or higher) * +	
One of the following: **		100
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
MATH 15910	Introduction to Proofs in Analysis	
MATH 20250	Abstract Linear Algebra	100
One of the following:		300
MATH 20300-20400-20500	Analysis in Rn I-II-III	
MATH 20310-20410-20510	Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III	
One of the following:		100
MATH 21100	Basic Numerical Analysis	
MATH 21200	Advanced Numerical Analysis	
One of the following:		100
MATH 25400	Basic Algebra I	
MATH 25700	Honors Basic Algebra I	
All three of the following courses:		300
MATH 27000	Basic Complex Variables	
MATH 27300	Basic Theory of Ordinary Differential Equations	
MATH 27500	Basic Theory of Partial Differential Equations	
Six courses that are not MATH courses but are either within the PSCD or from CPNS, at least three of which should be taken in a single department **		600
Total Units		1700

* Credit may be granted by examination.

** See restrictions on certain courses listed under previous summary.

+ The sequence PHYS 13100-13200 Mechanics; Electricity and Magnetism is recommended for mathematics majors.

Degree Program in Mathematics with Specialization in Economics

This program is a version of the BS in mathematics. The BS degree is in mathematics with the designation 'with specialization in economics' included on the final transcript. Candidates are required to complete a yearlong sequence in calculus, MATH 15910 Introduction to Proofs in Analysis if the calculus sequence did not terminate with MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL), the one-quarter course MATH 20250 Abstract Linear Algebra, a yearlong sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III), and one quarter of abstract algebra (MATH 25400 Basic Algebra I or MATH 25700 Honors Basic Algebra I), and earn a grade of at least C- in each course. Students must also take STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A. The remaining two mathematics courses must be among the following five: MATH 27000 Basic Complex Variables, MATH 27100 Measure and Integration, MATH 27200 Basic Functional Analysis, MATH 27300 Basic Theory of Ordinary Differential Equations, or MATH 23500 Markov Chains, Martingales, and Brownian Motion. A C average or higher must be earned in these two courses.

In addition to the third quarter of basic chemistry or basic physics, the eight courses required outside the Department of Mathematics must include STAT 23400 Statistical Models and Methods or STAT 24400 Statistical Theory and Methods I. The remaining seven courses should be in the Department of Economics and must include ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III or ECON 20010-ECON 20110-ECON 20210 The Elements of Economic Analysis: Honors I-II-III and either ECON 20900 Econometrics: Honors or ECON 21000 Econometrics A. The remaining two courses may be chosen from any undergraduate economics course numbered higher than ECON 20210 The Elements of Economic Analysis III Honors. A University of Chicago Booth School of Business course may be considered for elective credit if the course requires the equivalent of ECON 20100 as a prerequisite and is numbered as a Chicago Booth 40000 or higher course. Additionally, the course needs to pertain to the application of economic theory to a course subject that is not offered by the Department of Economics. Courses such as accounting, investments, and entrepreneurship will not be considered for economics elective credit. Consideration for elective credit must be done by petition before a student registers for the course. There will be no retroactive consideration for credit. Students must earn a grade of C or higher in each course taken in economics to be eligible for this degree.

It is recommended that students considering graduate work in economics use some of their electives to include at least one programming course (CMSC 15100 Introduction to Computer Science I is strongly recommended) and an additional course in statistics (STAT 24400-24500 Statistical Theory and Methods I-II or STAT 24410 Statistical Theory and Methods Ia and STAT 24500 Statistical Theory and Methods II are appropriate two-quarter sequences). Students planning to apply to graduate economics programs are strongly encouraged to meet with one of the economics undergraduate program directors before the beginning of their third year.

Summary of Requirements: BS in Mathematics with Specialization in Economics

GENERAL EDUCATION

One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *
PHYS 12100-12200	General Physics I-II (or higher) * +
One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II
MATH 15100-15200	Calculus I-II
MATH 16100-16200	Honors Calculus I-II *
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)
Total Units	400

MAJOR

One of the following:	100
CHEM 11300	Comprehensive General Chemistry III (or higher) *
PHYS 12300	General Physics III (or higher) * +
One of the following: **	100
MATH 16300	Honors Calculus III
MATH 16310	Honors Calculus III (IBL)
MATH 15910	Introduction to Proofs in Analysis
MATH 20250	Abstract Linear Algebra
One of the following:	300
MATH 20300-20400-20500	Analysis in \mathbb{R}^n I-II-III
MATH 20310-20410-20510	Analysis in \mathbb{R}^n I (accelerated); Analysis in \mathbb{R}^n II (accelerated); Analysis in \mathbb{R}^n III (accelerated)
MATH 20700-20800-20900	Honors Analysis in \mathbb{R}^n I-II-III
One of the following:	100
MATH 25400	Basic Algebra I
MATH 25700	Honors Basic Algebra I
Two of the following:	200
MATH 27000	Basic Complex Variables
MATH 27100	Measure and Integration
MATH 27200	Basic Functional Analysis
MATH 27300	Basic Theory of Ordinary Differential Equations

MATH 23500	Markov Chains, Martingales, and Brownian Motion	
One of the following:		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
One of the following:		100
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
One of the following:		100
ECON 21020	Econometrics	
ECON 21030	Econometrics - Honors	
Three Economics courses numbered higher than 20210		300
Total Units		1800

- * Credit may be granted by examination.
- ** See restrictions on certain courses listed under earlier summary.
- + The sequence PHYS 13100-13200 Mechanics; Electricity and Magnetism is recommended for mathematics majors.

Grading

Subject to College grading requirements and grading requirements for the major and with consent of instructor, students (except students who are majoring in mathematics or applied mathematics) may take any mathematics course beyond the second quarter of calculus for either a quality grade or for P/F grading. A Pass grade is given only for work of C- quality or higher.

All courses taken to meet requirements in the mathematics major must be taken for quality grades. A grade of C- or higher must be earned in each calculus, analysis, or algebra course; and an overall grade average of C or higher must be earned in the remaining mathematics courses that a student uses to meet requirements for the major. Students must earn a grade of C or higher in each course taken in economics for the degree in mathematics with a specialization in economics. Mathematics or applied mathematics students may take any 20000-level mathematics courses elected beyond program requirements for P/F grading.

Incompletes are given in the Department of Mathematics only to those students who have completed most of the course work at passing quality and who are unable to complete some small portion of the course work by the end of the quarter. Arrangements are made between the instructor and the student.

Honors

The BA or BS with honors is awarded to students who, while meeting requirements for one of the mathematics degrees, also meet the following requirements: (1) a GPA of 3.25 or higher in mathematics courses and a 3.0 or higher overall; (2) no grade below C- and no grade of W in any mathematics course; (3) completion of at least one honors sequence (either MATH 20700-20800-20900 Honors Analysis in Rn I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III) with grades of B- or higher in each quarter; and (4) completion with a grade of B- or higher of at least five mathematics courses chosen from the list that follows so that at least one course comes from each group (i.e., algebra, analysis, and topology). No course may be used to satisfy both requirement (3) and requirement (4). If both honors sequences are taken, one sequence may be used for requirement (3) and one sequence may be used for up to three of the five courses in requirement (4).

Algebra Courses

MATH 24100	Topics in Geometry	100
MATH 24200	Algebraic Number Theory	100
MATH 24300	Intro To Algebraic Curves	100
MATH 24400	Introduction to Algebraic Geometry	100
MATH 25700	Honors Basic Algebra I	100
MATH 25800	Honors Basic Algebra II	100
MATH 25900	Honors Basic Algebra III	100
MATH 26700	Introduction to Representation Theory of Finite Groups	100
MATH 26800	Introduction to Commutative Algebra	100
MATH 27700	Mathematical Logic I	100

MATH 27800	Mathematical Logic II	100
MATH 28410	Honors Combinatorics	100
MATH 32500	Algebra I	100
MATH 32600	Algebra II	100
MATH 32700	Algebra III	100
Analysis Courses		
MATH 20700	Honors Analysis in Rn I	100
MATH 20800	Honors Analysis in Rn II	100
MATH 20900	Honors Analysis in Rn III	100
MATH 23500	Markov Chains, Martingales, and Brownian Motion	100
MATH 27000	Basic Complex Variables	100
MATH 27100	Measure and Integration	100
MATH 27200	Basic Functional Analysis	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 27600	Dynamical Systems	100
MATH 31200	Analysis I	100
MATH 31300	Analysis II	100
MATH 31400	Analysis III	100
Topology Courses		
MATH 26200	Point-Set Topology	100
MATH 26300	Introduction to Algebraic Topology	100
MATH 26500	Introduction to Riemannian Geometry	100
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds	100
MATH 31700	Topology and Geometry I	100
MATH 31800	Topology and Geometry II	100
MATH 31900	Topology and Geometry III	100

With departmental approval, MATH 29700 Proseminar in Mathematics, or any course(s) in the Paris Mathematics Program, may be chosen so that it falls in one of the three groups. One of the three Paris courses each year will be designated as a replacement for MATH 25500 Basic Algebra II for students wishing to complete the BS degree. Additionally, one of the three Paris courses each year will be designated as a replacement for MATH 25900 Honors Basic Algebra III for candidates who are working toward graduation with honors. Courses taken for the honors requirements (3) and (4) also may be counted toward courses taken to meet requirements for the major. Students who wish to be considered for honors should consult with one of the departmental counselors no later than Spring Quarter of their third year.

Minor Program in Mathematics

The minor in mathematics requires a total of six or seven courses in mathematics, depending on whether or not MATH 15910 Introduction to Proofs in Analysis, MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) is required in another degree program. If it is not used elsewhere, MATH 15910 Introduction to Proofs in Analysis, MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) must be included in the minor, for a total of seven courses. The remaining six courses must include the linear algebra course MATH 20250 Abstract Linear Algebra, a three-course sequence in analysis MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III, and the first course in one of the algebra sequences (MATH 25400 Basic Algebra I or MATH 25700 Honors Basic Algebra I). The sixth course may be chosen from either the second course in one of the algebra sequences (MATH 25500 Basic Algebra II or MATH 25800 Honors Basic Algebra II) or a mathematics course numbered 23000 or higher chosen in consultation with the director of undergraduate studies or one of the departmental counselors. A student who completes MATH 20700 Honors Analysis in Rn I is not obligated to take MATH 20250 Abstract Linear Algebra, but should instead select another mathematics course numbered 23000 or higher. Under special circumstances and to avoid double counting, students may also use mathematics courses numbered 23000 or higher to substitute for up to two quarters of analysis or algebra, if these are required in another degree program.

No course in the minor can be double counted with the student's major(s) or with other minors; nor can it be counted toward general education requirements. Students must earn a grade of at least C- in each of the courses in the mathematics minor. More than one-half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers.

Students must meet with the director of undergraduate studies or one of the departmental counselors by Spring Quarter of their third year to declare their intention to complete a minor program in mathematics and to obtain approval for the

minor on a form obtained from their College adviser. Courses for the minor are chosen in consultation with the director of undergraduate studies or one of the departmental counselors.

Paris Mathematics Program (<http://study-abroad.uchicago.edu/programs/paris-mathematics/>)

Each Spring Quarter, the Department of Mathematics offers a study abroad opportunity for students to take upper-level mathematics electives at the University's Center in Paris. Departmental faculty offer three successive three-week courses in specialized topics, and students also take a French language course from local French faculty. Students should have completed one of the analysis sequences (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) and at least one quarter of one of the algebra sequences (MATH 25400 Basic Algebra I or MATH 25700 Honors Basic Algebra I) before attending the Paris program. First round applications are due the prior Spring Quarter and should be submitted to the Study Abroad office. If the program does not reach maximum capacity, second round applications will also be accepted in the Autumn Quarter.

Joint Degree Programs

BA/MS or BS/MS in Mathematics

Qualified College students may receive both a bachelor's and a master's degree in mathematics concurrently at the end of their studies in the College. Qualification consists of satisfying all requirements of both degrees in mathematics. To be eligible for the joint program, a student must begin MATH 20700 Honors Analysis in Rn I in the Autumn Quarter of the student's first year. By following a program of prescribed undergraduate course sequences in mathematics and succeeding in all courses with grades no lower than A-, the student becomes eligible to enroll in graduate courses in mathematics in the student's third year. While only a few students complete the joint bachelor's/master's program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director of undergraduate studies. This consent is based on an assessment by the director that it is in the student's best interest to enroll in the graduate course.

Students should submit their application for the joint program to one of the co-directors of undergraduate studies in the Department of Mathematics as soon as possible, but no later than the Winter Quarter of their third year.

Mathematics Courses

MATH 11200-11300. Studies in Mathematics I-II.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. MATH 11300's main topic is symmetry and geometry, including a study of polygons, Euclidean construction, polyhedra, group theory, and topology. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

MATH 11200. Studies In Mathematics I. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Autumn

MATH 11300. Studies In Mathematics-2. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Winter

Prerequisite(s): MATH 11200 recommended

MATH 13100-13200-13300. Elementary Functions and Calculus I-II-III.

MATH 13100-13200-13300 is a sequence in calculus for students who need some precalculus reinforcement. The sequence completes the necessary background and covers basic calculus in three quarters. This is achieved through three regular one-hour class meetings and two mandatory one-and-one-half-hour tutorial sessions each week. A class is divided into tutorial groups of about eight students each, and these meet with an undergraduate junior tutor for problem solving related to the course. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in MATH 15100-15200-15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 13100-13200 meets the general education requirement in the mathematical sciences.

MATH 13100. Elem Functions and Calculus I. 100 Units.

MATH 13100 gives a careful treatment of limits, the continuity and differentiability of algebraic functions, and applications of the derivative.

Terms Offered: Autumn Winter

Prerequisite(s): Invitation only, based on adequate performance on the mathematics placement test

MATH 13200. Elem Functions and Calculus II. 100 Units.

Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the Fundamental Theorem of Calculus, and applications of the integral.

Terms Offered: Spring Winter

Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.

In MATH 13300, subjects include more applications of the definite integral, an introduction to infinite sequences and series and Taylor expansions. MATH 13300 also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.

Terms Offered: Spring

Prerequisite(s): MATH 13200

MATH 15100-15200-15300. Calculus I-II-III.

This is the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. All Autumn Quarter offerings of MATH 15100, 15200, and 15300 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

MATH 15100. Calculus I. 100 Units.

This is the first course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, applications of differentiation, and the Mean Value Theorem. All Autumn Quarter offerings of MATH 15100 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn

Prerequisite(s): Superior performance on the mathematics placement test

MATH 15200. Calculus II. 100 Units.

This is the second course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15200 covers integration, techniques of integration, applications of the integral, and transcendental functions. All Autumn Quarter offerings of MATH 15200 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn Winter

Prerequisite(s): MATH 15100; or placement based on the mathematics placement test(s) or appropriate AP score or IB score

MATH 15300. Calculus III. 100 Units.

This is the third course in the regular calculus sequence in the department. MATH 15300 covers applications of integration, an introduction to infinite sequences and series and Taylor expansions, and an introduction to multivariable calculus including functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 15200; or placement based on the mathematics placement test(s)

MATH 15910. Introduction to Proofs in Analysis. 100 Units.

This course is intended for students who are making the transition from MATH 13300 or 15300 to MATH 20250 and MATH 20300, or for students who need more preparation in learning to read and write proofs. This course covers the fundamentals of theoretical mathematics and prepares students for upper-level mathematics courses beginning with MATH 20250 and MATH 20300. Topics include the axioms for the real numbers, completeness and the least upper bound property, the topology of the real line, and sequences and series of real and complex numbers. Students who are majoring or minoring in mathematics may not use both MATH 15910 and MATH 16300 to meet program requirements.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 15300 or MATH 13300 or superior performance on the mathematics placement test(s)

MATH 16100-16200-16300. Honors Calculus I-II-III.

MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be invited to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis.

and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to multivariable calculus. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have fluency in spoken English and an AP score of 5 on the BC Calculus exam or placement into MATH 15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences.

MATH 16100. Honors Calculus I. 100 Units.

MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be invited to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to multivariable calculus. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have fluency in spoken English and an AP score of 5 on the BC Calculus exam or placement into MATH 15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences. MATH 16100 emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. Topics include a rigorous treatment of the real numbers and the least upper bound property, limits, continuity, uniform continuity, and differentiation. Prerequisite(s): Invitation only based on superior performance on the Calculus Accreditation Examination

Terms Offered: Autumn

Prerequisite(s): Invitation only based on superior performance on the mathematics placement test(s) or appropriate AP score or IB score

MATH 16200. Honors Calculus II. 100 Units.

MATH 16200 covers integration, the Fundamental Theorem of Calculus, transcendental functions, and other topics.

Terms Offered: Winter

Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.

MATH 16300 covers sequences and series, power series, and Taylor series. It also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.

Terms Offered: Spring

Prerequisite(s): MATH 16200

MATH 16110-16210-16310. Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL)

This sequence is an Inquiry Based Learning version of MATH 16100-16200-16300 Honors Calculus I-II-III. In this alternate version of Honors Calculus, rather than having lectures from instructors, students are given 'scripts' of carefully ordered theorems whose proofs they prepare outside of class and then present in class for comment and discussion. MATH 16110-16210 meets the general education requirement in mathematical sciences.

MATH 16110. Honors Calculus I (IBL) 100 Units.

MATH 16110 gives a rigorous axiomatic treatment of the continuum and its topological properties.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Invitation only based on superior performance on the mathematics placement test(s) or appropriate AP score or IB score

MATH 16210. Honors Calculus II (IBL) 100 Units.

MATH 16210 puts an arithmetic structure on the continuum, and constructs the real numbers via Dedekind cuts. There follows a rigorous treatment of limits, continuity, differentiability, integrability, and the Fundamental Theorem of Calculus.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 16110

MATH 16310. Honors Calculus III (IBL) 100 Units.

MATH 16310 continues the rigorous treatment of single-variable Calculus with a discussion of infinite series. There follows an introduction to the main ideas of multivariable Calculus, including functions of several real variables, partial derivatives, gradients, the total derivative, and integration of functions of several variables.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 16210

MATH 17500. Basic Number Theory. 100 Units.

This course covers basic properties of the integers following from the division algorithm, primes and their distribution, and congruences. Additional topics include existence of primitive roots, arithmetic functions, quadratic reciprocity, and transcendental numbers. The subject is developed in a leisurely fashion, with many explicit examples.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 17600. Basic Geometry. 100 Units.

This course covers advanced topics in geometry, including Euclidean geometry, spherical geometry, and hyperbolic geometry. We emphasize rigorous development from axiomatic systems, including the approach of Hilbert. Additional topics include lattice point geometry, projective geometry, and symmetry.

Instructor(s): Staff Terms Offered: Winter. Offered every other year

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 18300-18400-18600. Mathematical Methods in the Physical Sciences I-II-III-IV.

This is the full four-quarter sequence of mathematics courses for physical sciences majors.

MATH 18300. Mathematical Methods in the Physical Sciences I. 100 Units.

This is the first in a sequence of mathematics courses for physical sciences majors. The first part of the course covers infinite sums: convergence of infinite sequences and series, Maclaurin and Taylor series, complex numbers and Euler's formula. The second part covers elementary linear algebra: linear equations, vectors and matrices, dot products, cross products and determinants, applications to 3D geometry, eigenvectors and diagonalization.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 15200 or placement

MATH 18400. Mathematical Methods in the Physical Sciences II. 100 Units.

This is the second in a sequence of mathematics courses for physical sciences majors. It covers multivariable calculus: functions of more than one variable, parameterized curves and vector fields, partial derivatives and vector derivatives (div/grad/curl), double and triple integrals, line and surface integrals, and the fundamental theorems of vector calculus in two and three dimensions (Green/Gauss/Stokes).

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 18300 or (MATH 15300 and (MATH 19620 or MATH 20250 or STAT 24300))

MATH 18500. Mathematical Methods in the Physical Sciences III. 100 Units.

This is the third in a sequence of mathematics courses for physical sciences majors. It covers differential equations: first and second order ODE, systems of ODE, damped oscillators and resonance, Fourier series and Fourier transforms, Laplace transforms, and solutions of the heat and wave equations.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 18400

MATH 18600. Mathematics of Quantum Mechanics. 100 Units.

This course covers the mathematical foundations of quantum mechanics, including abstract linear algebra (vector spaces, bases, linear operators, inner products and orthogonality) and partial differential equations (with an emphasis on techniques relevant to solving Schrödinger's equation: series solutions of second order ODE, orthogonal functions, eigenfunctions and Sturm-Liouville theory, separation of variables).

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 18500

MATH 19520. Mathematical Methods for Social Sciences. 100 Units.

MATH 19520 is a course in mathematical techniques for students in the social sciences. It covers the basic topics of multivariable calculus including vectors and vector functions, partial derivatives, multiple integrals, and Lagrange multipliers. It also covers an introduction to optimization, including linear programming, the simplex method, the duality theorem, and the Kuhn-Tucker theorem.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300 or MATH 16310

MATH 19620. Linear Algebra. 100 Units.

This course takes a concrete approach to the basic topics of linear algebra. Topics include vector geometry, systems of linear equations, vector spaces, matrices and determinants, and eigenvalue problems. Prerequisite(s): MATH 13300 or MATH 15200 or MATH 16200. Note(s): Recommended sequence for ECON majors: MATH 19620, STAT 23400, ECON 21000 in consecutive quarters.

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

Prerequisite(s): MATH 13200 or MATH 15200 or MATH 16200 or MATH 16210.

Note(s): Recommended sequence for ECON majors: MATH 19620, STAT 23400, ECON 21000 in consecutive quarters.

MATH 20000. Mathematical Methods for Physical Sciences I. 100 Units.

MATH 20000 covers multivariable calculus, including the algebra and geometry of Euclidean space, differentiation and integration of functions of several variables, vector valued functions and the classical theorems of vector analysis (i.e., theorems of Green, Gauss, and Stokes), and sequences and series of numbers and functions, including an introduction to Fourier series.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 13300 or 15300 or 16300 or 16310; entering students by invitation only, based on superior performance on the mathematics placement tests

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.

MATH 20100 introduces ordinary differential equations (e.g., first and second order linear differential equations, series solutions, and the Laplace transform) and complex analysis (i.e., basic properties of the complex plane and analytic functions through Cauchy's theorem).

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 20000 or (MATH 19520 and MATH 19620)

MATH 20250. Abstract Linear Algebra. 100 Units.

This is a theoretical course in linear algebra intended for students taking higher level mathematics courses. Topics include vector spaces and linear transformations, matrices and the algebra of matrices, determinants and their properties, the geometry of \mathbb{R}^n and \mathbb{C}^n , bases, coordinates and change of basis, eigenvalues, eigenvectors, characteristic polynomial, diagonalization, special forms including QR factorization and Singular Value Decomposition, and applications.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 20300-20400-20500. Analysis in \mathbb{R}^n I-II-III.

This three-course sequence is intended for students who plan to major in mathematics or who require a rigorous treatment of analysis in several dimensions. Both theoretical and problem solving aspects of multivariable calculus are treated carefully. All courses in the sequence require experience with a theoretical treatment of the real numbers, and hence MATH 20300 has a prerequisite of either MATH 16300 or MATH 15910. Additionally, MATH 20400 requires a serious treatment of linear algebra, and thus has a prerequisite of either MATH 20250 or STAT 24300. MATH 20300 covers the construction of the real numbers, the topology of \mathbb{R}^n including the Bolzano-Weierstrass and Heine-Borel theorems, and a detailed treatment of abstract metric spaces, including convergence and completeness, compact sets, continuous mappings, and more. MATH 20400 covers differentiation in \mathbb{R}^n including partial derivatives, gradients, the total derivative, the Chain Rule, optimization problems, vector-valued functions, and the Inverse and Implicit Function Theorems. MATH 20500 covers integration in \mathbb{R}^n including Fubini's Theorem and iterated integration, line and surface integrals, differential forms, and the theorems of Green, Gauss, and Stokes. This sequence is the basis for all advanced courses in analysis and topology.

MATH 20300. Analysis in \mathbb{R}^n I. 100 Units.

MATH 20300 covers the construction of the real numbers, the topology of \mathbb{R}^n including the Bolzano-Weierstrass and Heine-Borel theorems, and a detailed treatment of abstract metric spaces, including convergence and completeness, compact sets, continuous mappings, and more.

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

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 20400. Analysis in \mathbb{R}^n II. 100 Units.

MATH 20400 covers differentiation in \mathbb{R}^n including partial derivatives, gradients, the total derivative, the Chain Rule, optimization problems, vector-valued functions, and the Inverse and Implicit Function Theorems.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 20700 or (MATH 20300 or MATH 20310) AND (MATH 20250 or STAT 24300))

MATH 20500. Analysis in \mathbb{R}^n III. 100 Units.

MATH 20500 covers integration in \mathbb{R}^n including Fubini's Theorem and iterated integration, line and surface integrals, differential forms, and the theorems of Green, Gauss, and Stokes

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 20400 or MATH 20410 or MATH 20800

MATH 20310-20410-20510. Analysis in \mathbb{R}^n I (accelerated); Analysis in \mathbb{R}^n II (accelerated); Analysis in \mathbb{R}^n III (accelerated)

This sequence is an accelerated version of MATH 20300-20400-20500 Analysis in \mathbb{R}^n I-II-III.

MATH 20310. Analysis in \mathbb{R}^n I (accelerated) 100 Units.

This is an accelerated version of MATH 20300.

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

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900. Students must have received a grade of B+ or better in MATH 16300, 16310, 15900, or 15910 in order to register for the accelerated Analysis sequence.

MATH 20410. Analysis in \mathbb{R}^n II (accelerated) 100 Units.

This is an accelerated version of MATH 20400.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): MATH 20700 or (MATH 20310 AND (MATH 20250 or STAT 24300))

MATH 20510. Analysis in \mathbb{R}^n III (accelerated) 100 Units.

This is an accelerated version of MATH 20500.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): MATH 20800 or MATH 20410

MATH 20700-20800-20900. Honors Analysis in \mathbb{R}^n I-II-III.

This highly theoretical sequence in analysis is intended for the most able students. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

MATH 20700. Honors Analysis in \mathbb{R}^n I. 100 Units.

This is the first course in a highly theoretical sequence in analysis, and is intended for the most able students. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Invitation only

MATH 20800. Honors Analysis in \mathbb{R}^n II. 100 Units.

This is the second course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 20700

MATH 20900. Honors Analysis in \mathbb{R}^n III. 100 Units.

This is the third course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 20800

MATH 21100. Basic Numerical Analysis. 100 Units.

This course covers direct and iterative methods of solution of linear algebraic equations and eigenvalue problems. Topics include numerical differentiation and quadrature for functions of a single variable, approximation by polynomials and piecewise polynomial functions, approximate solution of ordinary differential equations, and solution of nonlinear equations.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 20000 or 20250 or 20400 or 20410

MATH 21200. Advanced Numerical Analysis. 100 Units.

This course covers topics similar to those of Math 21100 but at a more rigorous level. The emphasis is on proving all of the results. Previous knowledge of numerical analysis is not required. Programming is also not required. The course makes extensive use of the material developed in the analysis sequence (ending in Math 20500 or Math 20900) and provides an introduction to other areas of analysis such as functional analysis and operator theory.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 20500 or 20510 or 20900

MATH 23500. Markov Chains, Martingales, and Brownian Motion. 100 Units.

This course discusses three of the most important types of stochastic processes: Markov chains (in both discrete and continuous time), martingales (the mathematical model of 'fair games'), and Brownian motion (random continuous motion). Applications will include random walk, queueing theory, and branching processes, and may also include other areas such as optimal stopping or stochastic integration.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): STAT 25100 or STAT 25150, or STAT 24400, or MATH 20500/MATH 20510/MATH 20900 and permission of the instructor

MATH 23700. Introduction to Modelling. 100 Units.

This class presents applications of mathematics to biology, chemistry, economics, engineering, and physics. Students work in groups to explore mathematical and computation tools. The course consists of a sequence of modules, one for each key concept. Each module consists of roughly three lectures. The first lecture briefly explains the motivation and practical context before quickly moving to describe the methodology and mathematical notions. The second lecture explains the heart of the modelling process. The third lecture solves the problem. Examples of mathematics that will be included are dynamics (discrete, continuous (ode), spatial dependence (pde)), optimization (linear programming, dynamic programming), discrete probability, and statistics (data analysis). Examples of models are problems from biology, ecology, economics, finance, physics (atomistic models, electric circuits), mechanics (bars under tension), car traffic, tracking problems, astronomy, etc.

Terms Offered: Autumn

Prerequisite(s): MATH 20500 or MATH 20510 or MATH 20520 or MATH 20900

MATH 24100. Topics in Geometry. 100 Units.

This course focuses on the interplay between abstract algebra (group theory, linear algebra, and the like) and geometry.

Several of the following topics are covered: affine geometry, projective geometry, bilinear forms, orthogonal geometry, and symplectic geometry.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800

Note(s): This course is offered in alternate years.

MATH 24200. Algebraic Number Theory. 100 Units.

Topics include factorization in Dedekind domains, integers in a number field, prime factorization, basic properties of ramification, and local degree.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800

MATH 24300. Intro To Algebraic Curves. 100 Units.

This course covers the projective line and plane curves, both affine and projective. We also study conics and cubics, as well as the group law on the cubic. Abstract curves associated to function fields of one variable are discussed, along with the genus of a curve and the Riemann-Roch theorem. Curves of low genus are emphasized. Although the formal prerequisite is MATH 25500 or 25800, MATH 25600 or 25900 is strongly recommended.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800, or consent of instructor

Note(s): This course is offered in alternate years.

MATH 24400. Introduction to Algebraic Geometry. 100 Units.

This is a first course in algebraic geometry. Topics include: affine and projective varieties; coordinate rings; the Zariski topology; Nullstellensatz; Hilbert basis Theorem; the dictionary between algebraic geometry and commutative algebra; rational functions and morphisms; smoothness; theory of dimension. Other possible topics might include: the classification of plane cubics; elliptic curves; 27 lines on a cubic surface; introduction to the theory of curves (degree, divisors, Bezout's Theorem, etc.). Although the formal algebra prerequisite is MATH 25500 or MATH 25800, in fact MATH 25600 or MATH 25900 is strongly recommended. Additionally, MATH 27000 and MATH 26200 are strongly recommended. Prerequisite(s): (MATH 20500 or MATH 20900) and (MATH 25500 or MATH 25800) Note(s): This course is offered in alternate years.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): (MATH 20500 or MATH 20510 or MATH 20900) and (MATH 25500 or MATH 25800)

Note(s): This course is offered in alternate years.

MATH 25400-25500. Basic Algebra I-II.

This is the sequence in basic algebra. It requires a prior serious treatment of linear algebra and thus has a prerequisite of MATH 20250. MATH 25400 covers groups, subgroups, permutation groups, group actions, and Sylow Theorems. MATH 25500 covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, and the fundamentals of Galois theory.

MATH 25400. Basic Algebra I. 100 Units.

This course covers groups, subgroups, permutation groups, group actions, and the Sylow theorems.

Terms Offered: Autumn Winter

Prerequisite(s): MATH 20250 or MATH 20700

MATH 25500. Basic Algebra II. 100 Units.

This course covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.

Terms Offered: Spring Winter

Prerequisite(s): MATH 25400 or MATH 25700

MATH 25700-25800-25900. Honors Basic Algebra I-II-III.

This sequence is an accelerated version of MATH 25400-25500-25600 that is open only to students who have achieved a B- or better in prior mathematics courses. Topics include the theory of finite groups, commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms. We also cover basic field theory, the structure of p-adic fields, and Galois theory.

MATH 25700. Honors Basic Algebra I. 100 Units.

Topics in MATH 25700 include the theory of finite groups, up through and including the proofs of the Sylow Theorems.

Terms Offered: Autumn

Prerequisite(s): MATH 20700 or MATH 20250; no entering student may begin this sequence in their first term.

MATH 25800. Honors Basic Algebra II. 100 Units.

Topics in MATH 25800 include commutative and noncommutative ring theory, modules, and field extensions.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 25700

MATH 25900. Honors Basic Algebra III. 100 Units.

Topics in this course include basic field theory, the structure of p-adic fields, and Galois theory.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25800

MATH 26200. Point-Set Topology. 100 Units.

This course examines topology on the real line, topological spaces, connected spaces and compact spaces, identification spaces and cell complexes, and projective and other spaces. With MATH 27400, it forms a foundation for all advanced courses in analysis, geometry, and topology.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): MATH 20300 or 20310 or 20700, and 25400 or 25700

MATH 26300. Introduction to Algebraic Topology. 100 Units.

Topics include the fundamental group of a space; Van Kampen's theorem; covering spaces and groups of covering transformation; existence of universal covering spaces built up out of cells; and theorems of Gauss, Brouwer, and Borsuk-Ulam.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 26200

MATH 26500. Introduction to Riemannian Geometry. 100 Units.

The study of curves and surfaces is an ideal place to learn the beginnings of Riemannian Geometry. After a basic introduction, topics to be covered include Gaussian curvature, second fundamental form, Gauss's Theorem Egregium, Gauss-Bonnet Theorem, and Rigidity of spheres.

Terms Offered: Winter

Prerequisite(s): MATH 20500 or 20510 or 20900

MATH 26700. Introduction to Representation Theory of Finite Groups. 100 Units.

Topics include group algebras and modules, semisimple algebras and the theorem of Maschke; characters, character tables, orthogonality relations and calculation; and induced representations and characters. Applications to permutation groups and solvability of groups are also included

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 25800 or 25500

MATH 26800. Introduction to Commutative Algebra. 100 Units.

Topics include basic definitions and properties of commutative rings and modules, Noetherian and Artinian modules, exact sequences, Hilbert basis theorem, tensor products, localizations of rings and modules, associated primes and primary decomposition, Artin-Rees Lemma, Krull intersection theorem, completions, dimension theory of Noetherian rings, integral extensions, normal domains, Dedekind domains, going up and going down theorems, dimension of finitely generated algebras over a field, Affine varieties, Hilbert Nullstellensatz, dimension of affine varieties, product of affine varieties, and the dimension of intersection of subvarieties.

Instructor(s): Staff Terms Offered: Winter. This course is offered in alternate years.

Prerequisite(s): MATH 25800 or 25500

MATH 27000. Basic Complex Variables. 100 Units.

Topics include complex numbers, elementary functions of a complex variable, complex integration, power series, residues, and conformal mapping.

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

Prerequisite(s): MATH 20500 or 20510 or 20900

MATH 27100. Measure and Integration. 100 Units.

Construction of Lebesgue measure, measurable sets and functions. The Lebesgue integral, convergence theorems. Relationship between Lebesgue and Riemann integral. The L^p spaces, completeness and duality. Other related topics time permitting.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 20500 or MATH 20510

MATH 27200. Basic Functional Analysis. 100 Units.

Review of metric spaces, normed spaces and inner product spaces. Banach spaces and Hilbert spaces. Bounded linear operators. The 3 basic principles of functional analysis: the closed graph theorem, the open mapping theorem and the uniform boundedness principle. Duality and weak topologies. Weak and weak star compactness. Hilbert spaces, orthogonal expansions and spectral theorem. Applications of these concepts.

Terms Offered: Spring

Prerequisite(s): MATH 27000 and (MATH 20900 or MATH 27100)

MATH 27300. Basic Theory of Ordinary Differential Equations. 100 Units.

This course is an introduction to the theory of ordinary differential equations in Euclidean space. Topics covered include: first-order equations of one variable, solving higher order systems via reduction of order, linear ODEs in arbitrary dimension, real Jordan form and the matrix exponential, variation of parameters, existence and uniqueness of solutions for Lipschitz vector fields, local analysis near equilibria, stability of solutions, introduction to dynamical systems and the global analysis of flows.

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

Prerequisite(s): MATH 20500 or MATH 20510 or MATH 20900 or PHYS 22100

MATH 27400. Introduction to Differentiable Manifolds and Integration on Manifolds. 100 Units.

Topics include exterior algebra; differentiable manifolds and their basic properties; differential forms; integration on manifolds; and the theorems of Stokes, DeRham, and Sard. With MATH 26200, this course forms a foundation for all advanced courses in analysis, geometry, and topology.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 26200

MATH 27500. Basic Theory of Partial Differential Equations. 100 Units.

This course covers classification of second-order equations in two variables, wave motion and Fourier series, heat flow and Fourier integral, Laplace's equation and complex variables, second-order equations in more than two variables, Laplace operators, spherical harmonics, and associated special functions of mathematical physics.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 27000 and MATH 27300

MATH 27600. Dynamical Systems. 100 Units.

An introduction to concepts and examples in the study of dynamical systems. The key notions of recurrence, classification, stability, entropy and chaos will be introduced and illustrated in model examples derived from differential equations, algebra, complex analysis, and modeling. A variety of areas of dynamics will be covered, and may include: topological dynamics, symbolic dynamics, ergodic theory, and smooth and complex dynamics.

Terms Offered: Winter

Prerequisite(s): MATH 20900 OR MATH 27100

MATH 27700-27800. Mathematical Logic I-II.

Mathematical Logic I-II

MATH 27700. Mathematical Logic I. 100 Units.

This course introduces mathematical logic. Topics include propositional and predicate logic and the syntactic notion of proof versus the semantic notion of truth (e.g., soundness, completeness). We also discuss the Gödel completeness theorem, the compactness theorem, and applications of compactness to algebraic problems. Prerequisite(s): MATH 25400 or MATH 25700 or (CMSC 15400 and (MATH 15910 or MATH 15900 or MATH 19900 or MATH 16300))

Equivalent Course(s): CMSC 27700

Terms Offered: Autumn

Prerequisite(s): MATH 25400 or 25700; open to students who are majoring in computer science who have taken CMSC 15400 along with MATH 16300 or MATH 16310 or Math 15910 or MATH 15900 or MATH 19900

Equivalent Course(s): CMSC 27700

MATH 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): CMSC 27800

MATH 28000. Introduction to Formal Languages. 100 Units.

This course is a basic introduction to computability theory and formal languages. Topics include automata theory, regular languages, context-free languages, and Turing machines.

Instructor(s): S. Kurtz Terms Offered: Spring

Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 15900 or MATH 25500.

Equivalent Course(s): CMSC 28000

MATH 28100. Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s-m-n theorem and the recursion theorem, resource-bounded computation).

This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Instructor(s): K. Mulmuley Terms Offered: Autumn

Prerequisite(s): CMSC 27100, or MATH 15900 or MATH 25500; experience with mathematical proofs.

Equivalent Course(s): CMSC 28100

MATH 28410. Honors Combinatorics. 100 Units.

Methods of enumeration, construction, and proof of existence of discrete structures are discussed in conjunction with the basic concepts of probability theory over a finite sample space. Enumeration techniques are applied to the calculation of probabilities, and, conversely, probabilistic arguments are used in the analysis of combinatorial structures. Other topics include basic counting, linear recurrences, generating functions, Latin squares, finite projective planes, graph theory, Ramsey theory, coloring graphs and set systems, random variables, independence, expected value, standard deviation, and Chebyshev's and Chernoff's inequalities.

Instructor(s): L. Babai Terms Offered: Spring

Prerequisite(s): MATH 15900 or MATH 25400, or CMSC 27100, or by consent. Experience with mathematical proofs.

To request enrollment in this course, please add yourself to the waitlist at <waitlist.cs.uchicago.edu>. If you do not have the prerequisites for this course and want to request permission to enroll without the prerequisites, please submit a waitlist request at <waitlist.cs.uchicago.edu>.

Note(s): This course is offered in alternate years.

Equivalent Course(s): CMSC 27410

MATH 29520. Introduction to Error-Correcting Codes. 100 Units.

Cyclic codes, BCH codes, Golay codes, Shannon's Theorem, and codes approaching Shannon's bounds will be covered.

Applications to electrical engineering, combinatorics, and group theory will be discussed.

Instructor(s): Staff Terms Offered: Winter. in alternate years

Prerequisite(s): MATH 25500 or 25800

MATH 29700. Proseminar in Mathematics. 100 Units.

Consent of instructor and departmental counselor. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

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

Prerequisite(s): Completion of general education mathematics sequence



Media Arts and Design

In the early twenty-first century, “media” and “design” have become central terms. *Media* often refers to a wide range of storage and communication technologies. *Design* is no longer a term used simply to describe surface aesthetics or ornamentation, but now encompasses a wide range of human interactions with technical devices, environments, and communities that shape daily life. Overall, designed digital and networked media inspire feelings of attachment as well as frustration with few rivals in any contemporary cultural sphere. If you consider the number of screens in your immediate vicinity, it becomes evident how substantial an impact media arts and design have on the ways we learn, work, play, think, act, and communicate.

This minor focuses on these rapid developments in media and design that have changed the character of contemporary life, opening these phenomena up to historical study, theoretical critique, and hands-on experimentation. The minor offers possible pathways through video game design, transmedia puzzle development, digital filmmaking, electronic sound design, digital storytelling, algorithmic theater, podcast development, data visualization, computational imaging, speculative design, and media history and theory.

Minor in Media Arts and Design Distribution Requirement

The minor is comprised of six courses. Of those six courses, students must take at least one course in each of the following core areas: (1) Media Theory, (2) Media History, and (3) Media Practice and Design.

Courses that qualify for each distribution requirement are listed here (http://collegecatalog.uchicago.edu/thecollege/MediaArtsandDesign/18-19_Media_Arts_Design_Course_List.pdf).

Electives

Students will also need two elective courses from offerings in such areas as video game design, electronic sound design, computational imaging, or speculative design. Any MAAD course may count; students may use outside courses with approval of the director.

Senior Colloquium and Portfolio

To complete the minor, students must enroll in MAAD 29400 Media Arts and Design Capstone Colloquium. As part of the colloquium, each member of this student cohort prepares a portfolio of digital media artworks and/or historical and theoretical writing that they submit by the end of Winter Quarter of their final year.

Summary of Requirements

One Media Theory course	100
One Media History course	100
One Media Practice and Design course	100
Two electives	200
MAAD 29400 Capstone Colloquium	100
Portfolio	000
Total Units	600

Advising and Grading

Prospective minors should meet with the program director as soon as possible to discuss their interests and course plans and to obtain advice and approval. In order to declare the minor, students must complete the Consent to Complete a Minor Program form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) and have the form signed by the program director. This form must then be returned to the student's College adviser by the end of Spring Quarter of the student's third year.

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

Media Arts and Design Courses

MAAD 10904. Media Wars. 100 Units.

Media practices and discourses evoking war or violence are common today, such as the 'weaponization' of social media; 'cyber warfare' and attacks; 'online battlefields'; 'guerilla' media tactics; 'The Great Meme War' and 'Infowars.com,' to name a few. In relationship with terms suggesting that we live in an age of 'post-truth' dominated by 'fake news' or 'fact-challenged' journalism, the media wars of today may seem unique to the twenty-first century. But in fact, the history of the use of media to either combat or spread ideas dates back centuries to the earliest phases of mass media and communication. In this class, we will proceed historically, broadly conceiving of media to include print and visual, cultural, and artistic forms, cinema, television, and the internet. While we will explore how media have historically been used to construct or counter dominant systems of representation, we will also discuss how different media forms function formally, learning to analyze how they construct discourses of truth as texts (documentary; propaganda). This class will also function as a

contemporary research laboratory where students will be asked to track, evaluate, and theorize contemporary or historical media that are taking part in a so-called 'media war.'

Instructor(s): Jennifer Wild Terms Offered: Spring

Note(s): Please note: Students who have previously completed the course "Problems in the Study of Gender and Sexuality: Media Wars" are not eligible to receive credit for this class.

Equivalent Course(s): GNSE 30114, CMST 30904, SIGN 26061, CMST 20904, GNSE 20114

MAAD 12320. Critical Videogame Studies. 100 Units.

Since the 1960s, games have arguably blossomed into the world's most profitable and experimental medium. This course attends specifically to video games, including popular arcade and console games, experimental art games, and educational serious games. Students will analyze both the formal properties and sociopolitical dynamics of video games. Readings by theorists including Ian Bogost, Roger Caillois, Nick Dyer-Witheford, Mary Flanagan, Jane McGonigal, Lisa Nakamura, and Katie Salen will help us think about the growing field of video game studies. This is a 2019-20 Signature Course in the College. (Theory)

Instructor(s): Patrick Jagoda Terms Offered: Autumn

Equivalent Course(s): GNSE 22320, CMST 27916, ENGL 12320, SIGN 26038

MAAD 15620. Japanese Animation: The Making of a Global Media. 100 Units.

This course offers an introduction to Japanese animation, from its origins in the 1910s to its emergence as global culture in the 1990s. The goal is not only to provide insight into Japanese animation within the context of Japan but also to consider those factors that have transformed it into a global cultural form with a diverse, worldwide fanbase. As such, the course approaches Japanese animation from three distinct perspectives on Japanese animation, which are designed to introduce students to three important methodological approaches to contemporary media - film studies, media studies, and fan studies or cultural studies. As we look at Japanese animation in light of these different conceptual frameworks, we will also consider how its transnational dissemination and 'Asianization' challenge some of our basic assumptions about global culture, which have been shaped primarily through the lens of Americanization.

Instructor(s): Thomas Lamarre Terms Offered: Autumn

Equivalent Course(s): CMST 25620, EALC 25620, SIGN 26070

MAAD 15630. Television in an Age of Change. 100 Units.

As streaming options proliferate, we think of television today as a medium in flux, but the history of television-and American television in particular-has been one of change. This course will look at core television concepts both today and in the past, exploring major shifts in television history through its relationships to audiences, technology, and other media.

Instructor(s): Ilana Emmett Terms Offered: Spring

Equivalent Course(s): CMST 28730

MAAD 18500-18600-18700. History of International Cinema I: Silent Era; History of International Cinema II: Sound Era to 1960; History of International Cinema, Part III: 1960 to Present.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

MAAD 18500. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Instructor(s): A. Field Terms Offered: Autumn

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.

Equivalent Course(s): ENGL 29300, CMLT 22400, CMST 28500, CMLT 32400, MAPH 33600, ARTH 38500, ENGL 48700, CMST 48500, ARTH 28500, ARTV 20002

MAAD 18600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): REES 45005, REES 25005, ENGL 29600, CMST 28600, ENGL 48900, CMST 48600, ARTH 28600, ARTV 20003, MAPH 33700, ARTH 38600, CMLT 22500, CMLT 32500

MAAD 18700. History of International Cinema, Part III: 1960 to Present. 100 Units.

This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We

will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.

Instructor(s): J. Lastra Terms Offered: Spring

Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

Equivalent Course(s): CMST 28700, CMST 38700

MAAD 20500. ARTGAMES. 100 Units.

This studio course playfully explores the methods, tools, and poetics of video games as art. Develop interactive new media art, machinima, and experimental 3D environments by using (and misusing) contemporary game engines. Projects will include hypertext adventures, walking simulators, abstract platformers, and metagames. By hacking, modding, and recontextualizing existing game assets, we will challenge the rules, mechanics, and interfaces of video games.

Instructor(s): J. Satrom Terms Offered: Winter

Equivalent Course(s): ARTV 25403

MAAD 21011. Experimental Captures. 100 Units.

This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

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

Equivalent Course(s): CMST 37011, ARTV 27923, ARTV 37923, CMST 27011

MAAD 21500. Metamedia. 100 Units.

Computers dynamically simulate the details of any other medium. This course looks past traditional media to engage with the computer as a 'metamedium'; an environment with infinite degrees of representation. Relationships between form and content will be explored and exploited through deconstructing, augmenting, and experimenting with the data that makes up digital media. Studio time will be spent digitally improvising with expanded approaches to creating new media art. Topics surveyed will include: algorithms as art, metadata as content, and our digital shadows. In addition to making new media art, we will consider our relationship to contemporary media and the politics of digital agency in our connected world.

Instructor(s): J. Satrom

Equivalent Course(s): ARTV 25402

MAAD 21900. Climate Change in Media and Design. 100 Units.

If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Rather than merely analyzing or theorizing various futures, this course will prepare students in hands-on methods of 'speculative design' and 'critical making.' Each Tuesday, we will study how art and literature draw on the specific capacities of written and visual media to represent climate impacts, and how new humanities research is addressing climate change. Each Thursday, we will participate in short artistic exercises that explore futures of each area. These exercises include future object design, bodymapping and story circles, tabletop gameplay, and serious game design. Throughout the quarter, guest speakers from across the humanities, sciences, and social sciences will visit the class to speak about how their disciplines are working to understand and mitigate climate impacts. The most substantial work of the quarter will be an ambitious multimedia or transmedia project about one of the core course topics to be completed in a team.

Instructor(s): P. Jagoda, B. Morgan Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): BPRO 27900, ENGL 27904, ENST 27900, CMST 27814

MAAD 22911. Augmented Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we'll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

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

Equivalent Course(s): CMST 37911, ARTV 27921, CMST 27911, ARTV 37921

MAAD 23220. Inventing, Engineering and Understanding Interactive Devices. 100 Units.

A physical computing class, dedicated to micro-controllers, sensors, actuators and fabrication techniques. The objective is that everyone creates their own, custom-made, functional I/O device.

Terms Offered: Spring

Prerequisite(s): CMSC 15400

Equivalent Course(s): CMSC 23220

MAAD 24550. Evolution of Improvisation in Chicago. 100 Units.

This course traces the history of improvisation for performance, beginning with the 'High Priestess' Viola Spolin's work exploring the educational and social benefits of play at Hull House through Paul Sill's development of The Compass Players in Hyde Park to include current companies including Second City, The Neo Futurists, The Annoyance, and IO. The course will include attendance at performances, student presentations, and practice-based workshops.

Instructor(s): H. Coleman Terms Offered: Spring

Equivalent Course(s): TAPS 24550, TAPS 34550

MAAD 24920. Virtual Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Unpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR 'canon' that spans new modes of journalism and documentary, computer games, and narrative 'VR cinema.' Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short 'sketches' of approaches in VR towards a final short VR experience.

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

Note(s): Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short 'sketches' of approaches in VR towards a final short VR experience.

Equivalent Course(s): CMST 27920, ARTV 27920, CMST 37920, ARTV 37920

MAAD 26210. Media Art and Design Practice. 100 Units.

This studio-based course explores the practice, conventions, and boundaries of contemporary media art and design. This can encompass areas as diverse as interactive installation, app design, and the Internet meme. Through projects and critical discussion, students engage with the problems and opportunities of digitally driven content creation. Fundamental elements of digital production are introduced, including basic properties of image, video, and the global network. Further topics as varied as--though not limited to--web production, digital fabrication, interfaces, the glitch, and gaming may be considered. Sections will vary based on the instructor's fields of expertise.

Instructor(s): J. Satrom Terms Offered: Spring

Prerequisite(s): HUMA 16000 and HUMA 16100 or instructor consent

Note(s): This course meets the general education requirement in the arts. This course may not double count for general education requirements and the Media Arts and Design minor.

Equivalent Course(s): ARTV 16210

MAAD 27558. No Future: Visual Media and Contemporary Life. 100 Units.

No Future seeks to establish the grounds by which we might examine both contemporary and classic theories of the FUTURE --and its perhaps its negation -- through visual media and the production of art in the age of algorithmic capital. We will use this course as a means to consider new forms of subjectivity that arise as effect and response to mutating forms of power and control--and more importantly, how we might refuse these mechanisms. Speeding through (art) history with stops at such examples as the Italian Futurists and their violent reimagining of the human as a productive machine to the Situationists who vowed never to produce again, we will examine the fluxes and flows of subjectivity in the movement from factory Taylorization and Fordist production to the immaterial labor of late stage capitalism. We will discuss issues of work and automation, image production and the labor of the artist, climate change, gender and sexuality, punk, and the economies of inhuman desire that drive our contemporary and future societies. But what is left of the future? Is it already over?

Instructor(s): Andrew Pettinelli Terms Offered: Winter

Note(s): This class will present theory that might be new to us; yet, it should remain our goal to work together to think through these texts and visual texts collectively, utilizing the classroom as a space for collaboration and experimentation.

Equivalent Course(s): CMST 27558

MAAD 29400. Media Arts and Design Capstone Colloquium. 100 Units.

In this capstone colloquium, students will prepare a portfolio of digital media artworks and/or historical and theoretical writing that reflect their interests.

Instructor(s): J. Satrom

Prerequisite(s): Consent of instructor.

Note(s): This course is required for students completing a minor in Media Arts and Design and must be completed no later than Winter Quarter of the fourth year. The course will meet weekly throughout the quarter.



Medieval Studies

Department Website: <http://medieval.uchicago.edu>

Program of Study

The undergraduate program in medieval studies offers an interdisciplinary major that allows students to explore the history, philosophy, theology, and cultural production of the Middle Ages in an integrated and nuanced fashion, through engagement with a diverse array of textual and material artifacts.

Program Requirements

Students interested in majoring in medieval studies must consult the program director as early as possible in order to design a program of study that meets the student's intellectual interests and goals. Twelve courses are required, including at least two courses in history; two courses in language or literature; two courses in art, archeology, architecture, or music; two courses in philosophy or theology; one course in methods and materials; and at least two electives. Students should determine these courses in consultation with the program coordinator.

The program also requires all students to participate in a one-quarter reading and research course, usually in Autumn or Winter Quarter of their fourth year. This course is typically conducted as an independent study with the student's BA paper advisor. The program requires completion of a BA paper of around 25 pages to be submitted by the sixth week of the quarter in which the student is graduating. All papers require a faculty director and a second reader.

Summary of Requirements

Two courses in history	200
Two courses in medieval language or literature *	200
Two courses in art, archeology, architecture, or music	200
Two courses in philosophy or theology	200
Two electives	200
One course in methods and materials **	100
One reading and research course	100
BA paper	000
Total Units	1200

* Medieval language may include such courses as Old French, Old English, Occitan, or Medieval Latin. Students may also enroll in literature courses taught in the target language or in translation. Students who think they may wish to apply to graduate school in a field related to medieval studies are strongly advised to acquire reading competence in at least one medieval language.

** Students may take courses such as paleography, codicology, manuscript studies, or epigraphy, that will allow them to engage directly with medieval source materials and objects. Alternatively, students may enroll in a course like literary theory, aesthetics, or historiography that will help them develop their methodological orientation.

Grading

All courses must be taken for a quality grade.

Honors

Consideration for honors is individually arranged with the program coordinator. For candidacy, a student must have completed a BA paper of the highest quality, and have a GPA of at least 3.0 overall and at least 3.5 within the major.

Minor Program in Medieval Studies

The undergraduate program in medieval studies offers an interdisciplinary minor that allows students to explore the history, philosophy, theology, and cultural production of the Middle Ages in an integrated and nuanced fashion, through engagement with a diverse array of textual and material artifacts.

Students interested in the minor in medieval studies should consult the program director as early as possible in order to design a program of study that meets the student's intellectual interests and goals. The minor requires six courses chosen from the College Catalog or the program website (medieval.uchicago.edu/baCourses.shtml (<http://medieval.uchicago.edu/baCourses.shtml/>)), divided among subject areas as follows:

One course in history	100
One course in medieval language or literature *	100
One course in art, archeology, architecture, or music	100
One course in philosophy or theology	100
Two electives	200
Total Units	600

- * Medieval language may include such courses as Old French, Old English, Occitan, or Medieval Latin. Students may also enroll in literature courses taught in the target language or in translation. Students who think they may wish to apply to graduate school in a field related to medieval studies are strongly advised to acquire reading competence in at least one medieval language.

Students choose courses in consultation with the program director. Students must complete an approval form for the minor program (available on the program website, at medieval.uchicago.edu/minor_consent_form.pdf (http://medieval.uchicago.edu/minor_consent_form.pdf)), which requires the signature of the director of the undergraduate program in medieval studies. Students must submit a copy of the signed approval form to their College adviser by the deadline on the form.

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

Medieval Studies Courses

Students completing a major or minor in medieval studies may take courses from across the University. Course offerings may include those listed below. For an updated listing of courses being offered in a given quarter, please consult medieval.uchicago.edu/baCourses.shtml (<http://medieval.uchicago.edu/baCourses.shtml>).

MDVL 10030. Introduction to the Qur'an. 100 Units.

This course introduces the historical context, thematic and literary features, major biblical figures, and exegetical literature on the Qur'an, with a focus on the early (8th-10th century CE) and medieval periods (11th - 15th century CE). We will read select English translations from the Qur'an and its commentators, accompanied by academic secondary literature that emphasize the Qur'an's literary structure, theological underpinnings, historical, geographical, social, political and cultural contexts in early and medieval Islamic civilization, and the role of the Qur'an as both a fixed and a living and dynamic text in Muslim devotional life.

Instructor(s): Yousef Casewit Terms Offered: Autumn

Prerequisite(s): Knowledge of Arabic is not a prerequisite, but general knowledge about Islam or an 'Introduction to Islam' course is highly recommended.

Equivalent Course(s): NEHC 30030, ISLM 30030, RLST 11030

MDVL 10101. Introduction to African Civilization I. 100 Units.

Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): ANTH 20701, HIST 10101, CRES 20701

MDVL 10105. Introduction to Old Turkic I. 100 Units.

An introductory course in the written language of the Orkhon Inscriptions, dating back to the 5th-8th Century K6k Turk State of Central Eurasia, and of related inscriptions from the Yenisei River area, Mongolia, Central Asia and Eastern Europe. The language of the inscriptions is considered to be the ancestor of the majority of Turkic languages spoken today, and uses a distinctive alphabet sometimes known as the Old Turkic Runiform Alphabet. The course covers a brief historic overview, basic grammar, reading selections from the inscriptions in the original and in translation, and familiarization with the alphabet itself. K. Arik, Autumn.

Instructor(s): K. Arik Terms Offered: Autumn

Prerequisite(s): One year of a Turkic language or the equivalent, and/or consent of the instructor

Equivalent Course(s): TURK 10105

MDVL 12000. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): James Robinson Other TBA Terms Offered: Autumn

Equivalent Course(s): NEHC 22010, RLST 22010, JWSC 12000

MDVL 12001. Medieval History: Theories & Methods. 100 Units.

This course will introduce students to research methods and historical theories that are central to the field of medieval European history (500-1500 AD). The first section of the course is designed to give students a grounding in some of the most important historical narratives (political, social, economic, religious, intellectual, cultural) about the medieval period. Students will then spend the middle weeks of the quarter exploring the different types of original sources (written and non-

written) that historians use to conduct research on the Middle Ages. This section of the course will include class time at the Regenstein Library's Special Collections Research Center. In the final weeks, we will concentrate on some of the scholarly debates that have shaped the modern field of medieval history. Grades will be determined on the basis of a midterm exam, a final exam, two short papers, and classroom discussion.

Instructor(s): J. Lyon Terms Offered: Autumn

Note(s): No prior knowledge of medieval European history is required; the course is open to all undergraduates.

Equivalent Course(s): HIST 12001

MDVL 12203. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.

Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy's entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). This is a History Department Gateway course. First-year students and non-History majors welcome.

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

Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 (sect 53) Reading and Research: History.

Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CLCV 22216, SIGN 26034, FNDL 22204, ITAL 16000, HIST 12203, KNOW 12203, RLST 22203

MDVL 12500. Introduction to the New Testament: Texts and Contexts. 100 Units.

An immersion in the texts of the New Testament with the following goals: 1. through careful reading to come to know well some representative pieces of this literature; 2. to gain useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these texts and the events they relate; 3. to learn the major literary genres represented in the canon ('gospels,' 'acts,' 'letters,' and 'apocalypses') and strategies for reading them; 4. to comprehend the various theological visions and cultural worldviews to which these texts give expression; 5. to situate oneself and one's prevailing questions about this material in the history of research, and to reflect on the goals and methods of interpretation; 6. to raise questions for further study.

Instructor(s): Margaret Mitchell Terms Offered: Winter

Prerequisite(s): Interest in this literature, and willingness to enter into conversation with like-minded and non-like-minded others on the texts and the issues involved in their interpretation.

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): FNDL 28202, RLST 12000, BIBL 32500

MDVL 15240. Medieval Death. 100 Units.

This course will examine late medieval representations of death and dying, considering it in terms of both a conceptual problematic and a practice, especially as it appears in the literature and art of fourteenth and fifteenth century England. In addition to reading poetic, theological, and philosophical texts from the medieval period, students will examine visual art, architecture, and other media to the end of asking questions about how people and cultures understand and prepare themselves for death. (Pre-1650)

Instructor(s): Jack Dragu Terms Offered: Spring

Equivalent Course(s): ENGL 15240

MDVL 16900. Ancient Mediterranean World III. 100 Units.

Part III examines late antiquity, a period of paradox. The later Roman emperors established the most intensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims. Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.

Instructor(s): R. Payne Terms Offered: Spring

Equivalent Course(s): HIST 16900, CLCV 20900

MDVL 20012. Ancient Empires II. 100 Units.

The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Equivalent Course(s): HIST 15603, CLCV 25800, NEHC 20012

MDVL 20201. Islamic Civilization I: 600-950. 100 Units.

This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): HIST 15611, NEHC 30201, ISLM 30201, RLST 20201, HIST 35621, NEHC 20201

MDVL 20202. Islamicate Civilization II: 950-1750. 100 Units.

This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi'i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the 'gunpowder empires' of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.

Instructor(s): Franklin Lewis Terms Offered: Winter

Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): HIST 15612, ISLM 30202, RLST 20202, NEHC 30202, HIST 35622, NEHC 20202

MDVL 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): HIST 35704, ISLM 30500, NEHC 30501, CMES 30501, HIST 25704, RLST 20501

MDVL 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

Instructor(s): J. Woods Terms Offered: Winter

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 35804, CMES 30502, NEHC 20502, NEHC 30502, HIST 25804, ISLM 30600

MDVL 20505. Pagans and Christians: Greek Background to Early Christianity. 100 Units.

This course will examine some of the ancient Greek roots of early Christianity. We will focus on affinities between Christianity and the classical tradition as well as ways in which the Christian faith may be considered radically different from it. Some of the more important issues that we will analyze are: 'The spell of Homer.' How the Homeric poems exerted immeasurable influence on the religious attitudes and practices of the Greeks. The theme of creation in Greek and Roman authors such as Hesiod and Ovid. The Orphic account of human origins. The early Christian theme of Christ as Creator/Savior. Greek, specifically Homeric conceptions of the afterlife. The response to the Homeric orientation in the form of the great mystery cults of Demeter, Dionysus, and Orpheus. The views of the philosophers (esp. Plato) of the immortality of the soul compared with the New Testament conception of resurrection of the body. Ancient Greek conceptions of sacrifice and the crucifixion of Christ as archetypal sacrifice. The attempted synthesis of Jewish and Greek philosophic thought by Philo of Alexandria and its importance for early Christianity.

Instructor(s): David Martinez Terms Offered: Spring

Equivalent Course(s): CLCV 26216, RLST 20505

MDVL 20530. Introduction to Islamic Archaeology. 100 Units.

This course is intended as a survey of the regions of the Islamic world from Arabia to North Africa, from Central Asia to the Gulf. The aim will be a comparative stratigraphy for the archaeological periods of the last millennium. A primary focus will be the consideration of the historical archaeology of the Islamic lands, the interaction of history and archaeology, and the study of patterns of cultural interaction over this region, which may also amplify understanding of ancient archaeological periods in the Near East.

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

Equivalent Course(s): NEAA 20501, NEAA 30501

MDVL 20522. Archaeology of Islamic Syria-Palestine. 100 Units.

This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1500 years. While the subject matter is archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology that contributes to an understanding of the earlier history and archaeology of this region.

Instructor(s): D. Whitcomb Terms Offered: Spring

Prerequisite(s): Introductory course in archaeology

Equivalent Course(s): NEAA 30522, NEAA 20522

MDVL 20601. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In

addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, NEHC 20601, RLST 20401, HIST 25610

MDVL 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the 'gunpowder empires' (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, HIST 25615, NEHC 20602, SOSC 22100

MDVL 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.

This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.

Instructor(s): J. Woods Terms Offered: Winter

Equivalent Course(s): HIST 26005, HIST 36005, ISLM 30605, NEHC 30605, NEHC 20605

MDVL 20902. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.

Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of 'barbarians' entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least, on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns-especially nationalism-that have often shaped historical accounts of ethnogenesis in the period as well as bio-historical approaches-such as genetic history-that sometimes sit uneasily with the recent advances of historians.

Instructor(s): R. Payne Terms Offered: Autumn

Prerequisite(s): Open to advanced undergraduates and graduate students.

Equivalent Course(s): LLSO 20902, CLCV 23718, HIST 20902, HIST 30902, NEHC 20802, CLAS 33718, NEHC 30802

MDVL 21100. A Medieval Menagerie: Animal Spirituality in the Middle Ages. 100 Units.

In contemporary philosophy, ethics, and literature, a subject attracting more and more attention is animals - human animals, non-human animals, and the complex relation between these paradigmatic others. The aim of this course is to consider many of the same problems and questions raised in modern discourse from the perspective of ancient and medieval sources. Drawing from a diverse corpus of texts - Aristotelian, Neoplatonic, Hindu, Jewish, Christian, Muslim - the course will explore the richness of the medieval traditions of animal symbolism, and the complexity of medieval human beings' understanding of themselves in relationship to their familiar and immanently present confreres in the world of nature.

Instructor(s): James Robinson Terms Offered: Winter

Equivalent Course(s): ISLM 41100, HREL 41101, JWSC 26252, RLVC 41100, HIJD 31100, RLST 22406

MDVL 21330. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair-a central theme in the writings of many women and men, secular and religious-and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between of feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

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

Equivalent Course(s): HIST 22121, RLST 21330, GNSE 21330

MDVL 21703. Introducción a las literaturas hispánicas: textos españoles clásicos. 100 Units.

This course involves careful reading and discussion of significant works from the Spanish Middle Ages, Renaissance, and the Golden Age, including Juan Manuel's *Conde Lucanor*, Jorge Manrique's *Coplas*, the anonymous *Lazarillo de Tormes*, and the theater of Calderón.

Terms Offered: Autumn Winter

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 21703

MDVL 21900. Dante's Divine Comedy 1: Inferno. 100 Units.

This is the first part of a sequence focusing on Dante's masterpiece. We examine Dante's *Inferno* in its cultural (i.e., historical, artistic, philosophical, sociopolitical) context. In particular, we study Dante's poem alongside other crucial Latin and vernacular texts of his age. They include selections from the Bible, Virgil's *Aeneid*, Augustine's *Confessions*, Ovid's *Metamorphoses*, and the stilnovist and Siculo-Tuscan poets. Political turmoil, economic transformation, changing philosophical and theological paradigms, and social and religious conflict all converge in the making of the *Inferno*.

Instructor(s): J. Steinberg Terms Offered: Winter

Note(s): Taught in English.

Equivalent Course(s): FNDL 27200, ITAL 31900, ITAL 21900

MDVL 22101. Dante's Divine Comedy III: Paradiso. 100 Units.

An in-depth study of the third cantica of Dante's masterpiece, considered the most difficult but in many ways also the most innovative. Read alongside his scientific treatise the *Convivio* and his political manifesto the *Monarchia*.

Instructor(s): J. Steinberg Terms Offered: Spring

Prerequisite(s): Completion of the previous courses in the sequence not required, but students should familiarize themselves with the *Inferno* and the *Purgatorio* before the first day of class.

Note(s): Taught in English.

Equivalent Course(s): ITAL 32101, ITAL 22101, FNDL 21804

MDVL 22350. Speaking Truth to Power in Medieval Iberia. 100 Units.

In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked through class discussion.

Instructor(s): N. Blanco Mourelle Terms Offered: Autumn

Equivalent Course(s): SPAN 32350, PORT 22350, CATA 32350, CATA 22350, SPAN 22350, PORT 32350

MDVL 23407. Comparative Kingship: Rulers in 12th-Century Europe. 100 Units.

The purpose of this course is to examine the different forms that kingship took in the Latin Christian kingdoms of Europe during the twelfth century. In the first half of the course, we will read and discuss a broad range of primary and secondary sources that will give us the opportunity to analyze critically kingship in England, France and Germany (the Holy Roman Empire). In the second half of the course, we will broaden our discussion to consider how other kingdoms in Europe—including Scotland, Norway, Denmark, Poland, Hungary, Sicily, Aragon and Castile—do and do not conform to more general models of 12th-century European kingship.

Instructor(s): J. Lyon Terms Offered: Winter

Equivalent Course(s): HIST 23407, HIST 33407

MDVL 23510. The Arts of Language in the Middle Ages: The Trivium. 100 Units.

Throughout the Middle Ages, formal education began with the study of language: grammar, including the study of literature as well as the practical mastery of the mechanics of language (here, Latin); logic or dialectic, whether narrowly defined as the art of constructing arguments or, more generally, as metaphysics, including the philosophy of mind; and rhetoric, or the art of speaking well, whether to praise or to persuade. In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of medieval European intellectual and artistic culture.

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

Equivalent Course(s): HIST 23510, FNDL 23902, HIST 33510

MDVL 23518. Colloquium: How to Be Good. 100 Units.

Medieval Christians understood virtue as both a habit and a gift of grace. In this course, we will test this understanding by comparison with the definitions of virtue found in three complementary traditions: Greek, Jewish, and Confucian. Readings will be taken from the New Testament, Thomas Aquinas, Aristotle, Plato, the Torah, the Talmud, and the *Analects*. Our purpose will be to discover how each of these systems of training the soul works, along with their similarities and differences.

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

Equivalent Course(s): FNDL 23518, HIST 23518, HIST 33518

MDVL 24202. Indian Philosophy II: The Classical Traditions. 100 Units.

This course follows the first module on Indian philosophy by exploring the debates between several classical 'schools' or 'viewpoints' (*darśanas*) of Indian philosophy. In addition to expanding upon the methods of systematized reasoning inaugurated by the Nyāya and Buddhist epistemological traditions, particular attention will be given to systems of scriptural hermeneutics -- *Mīmāṃsā* and *Vedānta* -- and their consequences for the philosophy of language, theories of cognitive error, and even poetics.

Instructor(s): Anand Venkatkrishnan, Andrew Ollett Terms Offered: Spring
Equivalent Course(s): SALC 20902, HREL 30300, RLST 24202, SALC 30902, DVPR 30302

MDVL 25110. Maimonides and Hume on Religion. 100 Units.

This course will study in alternation chapters from Maimonides' Guide of the Perplexed and David Hume's Dialogues concerning Natural Religion, two major philosophical works whose literary forms are at least as important as their contents. Topics will include human knowledge of the existence and nature of God, anthropomorphism and idolatry, religious language, and the problem of evil. Time permitting, we shall also read other short works by these two authors on related themes. (B) (III)

Instructor(s): J. Stern Terms Offered: Winter
Equivalent Course(s): PHIL 35110, PHIL 25110, RLST 25110, HIJD 35200, FNDL 25110, JWSC 26100

MDVL 25400. Readings in Maimonides' Guide of the Perplexed. 100 Units.

A careful study of select passages in Maimonides' Guide of the Perplexed, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.

Instructor(s): James Robinson Terms Offered: Autumn
Equivalent Course(s): NEHC 40470, FNDL 24106, ISLM 45400, RLST 21107, HREL 45401, RLVC 45400, JWSC 21107, HIJD 45400

MDVL 26002. Philosophical Petrarchism. 100 Units.

This course is a close reading of Petrarch's Latin corpus. Readings include the Coronation Oration, The Secret, and selections from Remedies for Fortune Fair and Foul, On Illustrious Men, On Religious Leisure, and The Life of Solitude. Special attention is devoted to Petrarch's letter collections (Letters on Familiar Matters, Letters of Old Age, Book without a Name, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch's self-consciousness as the 'father of humanism,' his relationship to Dante, autobiography, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch's 'civic' reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.

Instructor(s): R. Rubini Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): ITAL 36002, FNDL 25802, ITAL 26002

MDVL 26250. Buddhist Poetry in India. 100 Units.

The substantial Buddhist contribution to Indian poetry is of interest for what it teaches us of both Buddhism and the broad development of Indian literature. The present course will focus upon three phases in this history, with attention to what changes of language and literary genre tell us of the transformations of Indian religious culture from the last centuries B.C.E. to about the year 1000. Readings (all in translation) will include the Ther#g#th#, a collection of verses written in Pali and the most ancient Indian example of womens' literature, selections from the work of the great Sanskrit poets A#vagho#a, #rya#ra, and M#t#ceta, and the mystical songs, in the Apabhra##a language, of the Buddhist tantric saints.

Instructor(s): Matthew Kapstein Terms Offered: Spring
Prerequisite(s): General knowledge of Buddhism is desirable.
Equivalent Course(s): RLST 26250, RLVC 34300, SALC 34300, DVPR 34300, HREL 34300

MDVL 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery-at different times in different places- resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): NEHC 36614, CLAS 36620, CLCV 26620, HIST 36614, SALC 36614, NEHC 26614, SALC 26614, HIST 26614

MDVL 27020. Christianity and Islam in the Western Mediterranean World during the Late Middle Ages. 100 Units.

El curso analizará los contactos mantenidos entre mundo cristiano y mundo islámico en el Mediterráneo bajomedieval, tomando la Corona de Aragón y sus ricas fuentes documentales como observatorio privilegiado. Las particularidades de la Corona de Aragón se compararán con las de otros estados cristianos del Occidente mediterráneo que mantuvieron relaciones sostenidas con los musulmanes. Tras la definición de la naturaleza y de las especificidades de los contactos político-diplomáticos, mercantiles y pirático-corsarios entre Cristiandad e Islam, las clases se focalizarán en la identificación y caracterización de colectivos y personas que actuaron como mediadores lingüísticos y culturales entre ambas realidades. Se determinarán las circunstancias y motivos que permitieron que agentes diplomáticos, mercaderes, mercenarios, piratas-corsarios o cautivos-esclavos vehicularan los contactos. Y se analizarán y compararán las distintas tipologías documentales que son plasmación de todos esos intercambios y contactos culturales y humanos.

Instructor(s): R. Salicrú i Lluç Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): CATA 27020, RLST 27020, SPAN 37020, SPAN 27020, CATA 37020

MDVL 28404. Introduction to Old English. 100 Units.

Moððe word fræt.' These are the first words of a riddle that students will learn how to read in this course. As the first part of the Medieval Research Series, this course introduces students to the Old English language, the literary history of early medieval England, and current research tools and scholarship in the field of Old English. In studying the language, we will explore its diverse and exciting body of literature, including poems of heroic violence and lament, laws, medical recipes, and humorously obscene riddles. Successful completion of the course will give students a rich sense not only of the earliest period of English literary culture, but also of the structure of the English language as it is written and spoken today. (Pre-1650; Med/Ren) This course is the first in a two quarter Medieval Research sequence. No prior experience with Old or Middle English is required. The second course in the Medieval Research sequence (Beowulf) will be offered in the Spring Quarter.

Instructor(s): Benjamin Saltzman Terms Offered: Autumn

Equivalent Course(s): ENGL 38404, ENGL 28404

MDVL 28405. Old English Riddles (Med. Research Sequence II) 100 Units.

In this course, we will read and translate all of the Exeter Book Riddles from Old English, attending closely to issues of language, paleography, textual cruxes, and-of course-interpretation. In an effort to understand these riddles within a broader early medieval tradition of enigmatic poetry, we will also read several Old English charms as well as Anglo-Latin riddles in translation. Emphasis will also be placed on the history of scholarship on early medieval riddles, and over the course of the term, each student will produce a piece original scholarly research that engages with a riddle or set of riddles and the critical tradition. (Pre-1650, Poetry); (Med/Ren).

Instructor(s): Benjamin Saltzman Terms Offered: Winter

Prerequisite(s): This course is the second in a two-quarter Medieval Research Sequence and prior knowledge of Old English will be required.

Equivalent Course(s): ENGL 28405, ENGL 38405

MDVL 28705. Christian Iconography. 100 Units.

In Christian culture, visual images have for many centuries played a pivotal role in ritual, devotion, intellectual thought, and religious instruction. The most important aims of this course are that students understand images convey meaning in very unique ways and learn how to decode their visual messages. The study of iconography encompasses a variety of methods used to identify the subject matter of a pictorial image, describe its contents, and analyze its discursive strategies in view of its original cultural context. We will cover some of the most important themes visualized in the arts of Christianity by analyzing imagery spanning different periods, geographical regions, pictorial media, and artistic techniques. While special emphasis is placed on the intersections of art and literature, we will also examine pictorial themes that are independent of a specific textual basis. Alongside the study of Christian iconography, this course will address broader issues of visual inquiry, such as patronage, viewer response, emotions, and gender roles. In this course, students will acquire a 'visual literacy' that will enable them to explore all kinds of works of art fruitfully as primary sources in their own right.

Instructor(s): Karin Krause Terms Offered: Winter

Prerequisite(s): P/Q: This course is open to all undergraduate students who are interested in the course topic. You certainly do not need to be an adherent of the Christian faith to take this course. However, a basic familiarity with some of the foundational texts of Christianity (esp. the Bible) and its main (Biblical) protagonists is not a disadvantage.

Equivalent Course(s): ARTH 28705, RLST 28705

MDVL 29104. Antisemitism and Islamophobia, Historically and Today. 100 Units.

How are antisemitism and Islamophobia linked together? Are they two different modes of oppression and discrimination or are they part of a similar phenomenon? Moreover, are they religious, racial, or ethnic forms of discrimination? Throughout this course, we will complicate the media narrative that sees Jews and Arabs as perpetual enemies through a historical and philosophical exploration into the origins and development of Orientalism, Islamophobia, and antisemitism. Students will think historically about the construction of race, ethnicity, and religion, and the discriminatory modes by which these are employed; and they will use that knowledge to think critically about current depictions of anti-Jewish and anti-Islamic violence. In the first part of the course, we will consider the historical and conceptual underpinnings of antisemitism and Islamophobia. We will look to 14th and 15th century Spain in order to better understand how and where they originated; we will then track their development through modernity, paying close attention to how these discourses changed and evolved over time; finally, we will look at the impact of the Holocaust and the rise of the State of Israel and consider current iterations of Islamophobia and antisemitism in Europe and America today.

Instructor(s): Mendel Kranz Terms Offered: Spring

Equivalent Course(s): RLST 29104, JWSC 29104

MDVL 35418. Figura, Persona, Vox: Prosopopoeia in the Middle Ages. 100 Units.

This course considers fictional persons, tropes of anthropomorphism and vivification, and personificational allegory as these operate in the theory and practice of medieval imaginative writing. In addition, it places practices of prosopopoeia within ongoing scholarly conversations about lyric voice, literary character, affect, the ontology of fiction, and the relation of speech to writing. (Med/Ren)

Instructor(s): Julie Orlemanski Terms Offered: Winter

Equivalent Course(s): ENGL 35418



Molecular Engineering

Department Website: <https://pme.uchicago.edu/academics/undergraduate-program-molecular-engineering> (<https://pme.uchicago.edu/academics/undergraduate-program-molecular-engineering/>)

Overview of Molecular Engineering

Engineering is the science of solving complex technological problems and, in the case of molecular engineering, applying molecular-level science to the design of advanced devices, processes, and technologies. The Pritzker School of Molecular Engineering (PME) is at the forefront of emerging approaches to address fundamental societal challenges in such areas as quantum engineering, biotechnology and immunoengineering, advanced materials, energy storage, and a clean global water supply.

Program of Study in Molecular Engineering

The BS degree in Molecular Engineering offers undergraduates a cutting-edge engineering curriculum built on a strong foundation in mathematics, physics, chemistry, and biology. Courses in the major are designed to develop quantitative reasoning and problem-solving skills; to introduce engineering analysis of biological, chemical, and physical systems; and to address open-ended technological questions across a spectrum of disciplines. The aim is to introduce invention and design, along with inquiry and discovery, as fruitful and complementary intellectual activities.

The program prepares undergraduates for leadership roles in a technology-driven society. Graduates will be positioned to follow traditional engineering paths in research, technology development, and manufacturing, or to pursue further postgraduate study in such fields as engineering, science, medicine, business, or law. Other graduates may successfully leverage the quantitative and problem-solving skills gained in their training as engineers towards careers in technical and management consulting, finance, public policy, or entrepreneurship.

What's New in Molecular Engineering in 2020–21?

- **Seven new minors in Molecular Engineering.** Students majoring in Molecular Engineering or other closely related scientific disciplines can further broaden and deepen their engineering and scientific knowledge by completing a specialized minor composed of advanced coursework. The new minors are offered in Quantum Information Science; Molecular, Cellular, and Tissue Engineering; Immunoengineering; Systems Bioengineering; Molecular Science and Engineering of Polymers and Soft Materials; Molecular Engineering of Sustainable Energy and Water Resources; and Computational Molecular Engineering.
- **New mathematics requirements for Molecular Engineering majors** (for students matriculating in 2020 or later). Developed specifically for molecular engineers and other students in the physical sciences, students are now required to complete the sequence MATH 18300-18400-18500-18600.
- **New major curriculum and track requirements.** Students in the Class of 2023 or later should pursue the new major requirements outlined here in the 2020–21 College Catalog. Third- and fourth-year MENG majors should follow the requirements for their year of matriculation.
 - Notable changes include: the first course in Molecular Engineering for majors can be accessed in the Autumn Quarter of second year; all majors take a shared set of seven courses in Molecular Engineering, including topics in engineering analysis, quantum mechanics, thermodynamics, molecular transport phenomena, and engineering design; and majors choose between well-defined and distinguishable tracks in bioengineering, chemical engineering, and quantum engineering.
- **New course numbering and scheduling.** Course numbers and, in some cases, course titles and content, have been updated. There have also been some changes to scheduling of courses throughout the academic year. Of particular note, rising third-year students should register for:
 - MENG 21200 Principles of Engineering Analysis II in Winter Quarter 2021 to satisfy their Engineering Analysis requirement (previously MENG 26030)
 - MENG 21400 Molecular Engineering Thermodynamics in Spring Quarter 2021 to satisfy their first Thermodynamics requirement (previously MENG 26201)
 - MENG 24100 Molecular Engineering Thermodynamics of Phase Equilibria in Autumn Quarter 2021 to satisfy their second Thermodynamics requirement (previously MENG 26202)

Major Program Requirements

1. A strong and broad background in mathematics, physics, chemistry, and biology. It is imperative for a modern engineer to have a strong and broad background in the sciences, and the highly interdisciplinary nature of molecular engineering requires a foundation built across the mathematical, physical, and biological sciences.

Completing mathematics, chemistry, and physics course work during the first year at the University of Chicago is necessary for students interested in taking advantage of specializations in Molecular Engineering (for example, in polymers and soft materials, sustainable energy and water resources, immunoengineering, or quantum information science), advanced electives, research and design projects, and other opportunities beyond the required major course work. Completion of at least MATH 18400, CHEM 11300, and PHYS 13300, or approved equivalents, by the end of the first year **is a prerequisite for Molecular Engineering course work** during a student's second year. Therefore, **all students majoring in Molecular Engineering are strongly advised to take mathematics, chemistry, and physics courses concurrently during their first**

year at the University. Students also are advised to start the mathematics, chemistry, and physics sequences at the highest level for which they are prepared, and to complete their general education requirements as early as possible.

Students who satisfy the mathematics, chemistry, and physics requirements during their second year will be able to complete the Molecular Engineering major during their third and fourth years, but may be unable to avail themselves of advanced engineering opportunities.

2. Starting the program. All students begin their Molecular Engineering coursework by enrolling in MENG 21100 Principles of Engineering Analysis I once they have satisfied the mathematics, chemistry, and physics prerequisites. This course is offered in the Autumn Quarter only. Students are encouraged to take this course during their second year of studies, which enables them to access the new minors and advanced specializations in Molecular Engineering, advanced electives, research and design projects, and other opportunities beyond the required major coursework.

3. Foundations in Molecular Engineering. All Molecular Engineering majors take a set of five courses as a cohort that develop a shared skill set essential for engineering at the atomistic, molecular, and nano scales. These courses include MENG 21100-21200 Principles of Engineering Analysis I and II which provide applied mathematical and computational methods critical to solving numerical problems across all engineering fields, as well as MENG 21300 Engineering Quantum Mechanics, MENG 21400 Molecular Engineering Thermodynamics, and MENG 21500 Molecular Engineering Transport Phenomena.

4. Three Molecular Engineering tracks. Another strength of the Molecular Engineering program is that students select one of three tracks—bioengineering, chemical engineering, or quantum engineering—to concentrate and deepen knowledge in the area that interests them the most. Designed to reflect the research and education themes of the Pritzker School of Molecular Engineering, each track consists of six courses, as follows:

- **Bioengineering Track** includes courses in organic chemistry, biochemistry, quantitative physiology, systems biology, and cellular engineering.
- **Chemical Engineering Track** includes courses in organic chemistry, fluid mechanics, kinetics and reaction engineering, the thermodynamics of mixtures, and molecular modeling.
- **Quantum Engineering Track** includes courses in quantum mechanics and engineering, electricity and magnetism, optics, electrodynamics, quantum computation, and laboratory instrumentation.

5. MENG 21800-21900 Engineering Design I-II (200-unit capstone sequence). The design course is a two-quarter sequence that teaches students how to combine fundamental science and engineering to address open-ended, real-world challenges. Engineers from industry, the national laboratories, and academia, including PME faculty and fellows, propose real-world projects for which they serve as mentors. Students work together in small teams throughout the two quarters to address the diverse engineering challenges that arise. Examples of recent design projects that have been undertaken by Molecular Engineering majors include developing self-cleaning textiles that photocatalytically degrade microbial contaminants; applying machine learning to analyze ultrafast X-ray images of liquid jets and sprays; and evaluating the technical and economic barriers of emerging approaches to plastic recycling.

The design course also serves as a vehicle to teach other equally important non-technical skills, including:

- Problem identification: technology analysis, competitive analysis, market analysis, stakeholder analysis, product definition
- Impact of the project, including sociological and engineering ethics
- Project planning
- Project economics: costs, value/investment analysis, risk analysis and adjustment
- Prototyping, experimental design, data analysis, error analysis
- IP: patenting, prior art, patentability
- Legal and regulatory analysis
- Proposing, presenting, and reporting
- Teamwork

6. Laboratory skills and hands-on experience. Molecular engineers should develop the ability to apply their knowledge of mathematics, science, and engineering; to design and conduct experiments; and to analyze and interpret data. Molecular Engineering majors develop these skills through laboratory components associated with the required courses in the physical and biological sciences, as well as Molecular Engineering courses including MENG 24100 Molecular Engineering Thermodynamics of Phase Equilibria, MENG 24200 Molecular Transport Phenomena II, and MENG 26200 Instrumentation Laboratory. In addition, Molecular Engineering students are strongly encouraged to undertake advanced laboratory experiences by pursuing undergraduate research projects with faculty in the PME, at Argonne National Laboratory, or across the University of Chicago.

Summary of Requirements for the Major in Molecular Engineering: Bioengineering Track

GENERAL EDUCATION

CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher) ¹	200
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One of the following sequences:

200

BIOS 20186-20187	Fundamentals of Cell and Molecular Biology; Fundamentals of Genetics ²	
BIOS 20234 & BIOS 20235	Molecular Biology of the Cell and Biological Systems ³	

Total Units

400

MAJOR

CHEM 11300	Comprehensive General Chemistry III (or higher) ¹	100
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
MATH 18500 & MATH 18600	Mathematical Methods in the Physical Sciences III and Mathematics of Quantum Mechanics ⁴	200
MENG 21100	Principles of Engineering Analysis I	100
MENG 21200	Principles of Engineering Analysis II	100
MENG 21300	Engineering Quantum Mechanics	100
MENG 21400	Molecular Engineering Thermodynamics	100
MENG 21500	Molecular Engineering Transport Phenomena	100
MENG 29511-29512	Engineering Design I-II	200
CHEM 22000 & CHEM 22100	Organic Chemistry I and Organic Chemistry II	200
BIOS 20200	Introduction to Biochemistry	100
MENG 24200	Molecular Transport Phenomena II	100
Two of the following:		200
MENG 22100	Quantitative Physiology	
MENG 22200	Cellular Engineering	
MENG 22300	Quantitative Systems Biology	
MENG 22400	Bioengineering Kinetics	

Total Units

1900

¹ Credit may be granted by examination.² Molecular Engineering majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic).³ Open only to students with a 4 or 5 on the AP Biology exam. Upon completion of BIOS 20234-20235-20236, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.⁴ MATH 20400 Analysis in Rn II-MATH 20500 Analysis in Rn III or MATH 20800 Honors Analysis in Rn II-MATH 20900 Honors Analysis in Rn III may be used to fulfill this requirement.

Summary of Requirements for the Major in Molecular Engineering: Chemical Engineering Track

GENERAL EDUCATION

CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher) ¹	200
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One of the following sequences:

200

BIOS 20186-20187	Fundamentals of Cell and Molecular Biology; Fundamentals of Genetics ²	
BIOS 20234 & BIOS 20235	Molecular Biology of the Cell and Biological Systems ³	

Total Units

400

MAJOR

CHEM 11300	Comprehensive General Chemistry III (or higher) ¹	100
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
MATH 18500 & MATH 18600	Mathematical Methods in the Physical Sciences III and Mathematics of Quantum Mechanics ⁴	200
MENG 21100	Principles of Engineering Analysis I	100
MENG 21200	Principles of Engineering Analysis II	100
MENG 21300	Engineering Quantum Mechanics	100

MENG 21400	Molecular Engineering Thermodynamics	100
MENG 21500	Molecular Engineering Transport Phenomena	100
MENG 29511-29512	Engineering Design I-II	200
CHEM 22000 & CHEM 22100	Organic Chemistry I and Organic Chemistry II	200
MENG 24100	Molecular Engineering Thermodynamics of Phase Equilibria	100
MENG 24200	Molecular Transport Phenomena II	100
MENG 24300	Molecular Modeling	100
MENG 24400	Chemical Kinetics and Reaction Engineering	100
Total Units		1900

- ¹ Credit may be granted by examination.
- ² Molecular Engineering majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic).
- ³ Open only to students with a 4 or 5 on the AP Biology exam. Upon completion of BIOS 20234-20235-20236 Molecular Biology of the Cell; Biological Systems; Biological Dynamics, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.
- ⁴ MATH 20400 Analysis in Rn II-MATH 20500 Analysis in Rn III or MATH 20800 Honors Analysis in Rn II-MATH 20900 Honors Analysis in Rn III may be used to fulfill this requirement.

Summary of Requirements for the Major in Molecular Engineering: Quantum Engineering Track

GENERAL EDUCATION

CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher) ¹	200
One of the following sequences:		200
BIOS 20186-20187	Fundamentals of Cell and Molecular Biology; Fundamentals of Genetics ²	
BIOS 20234 & BIOS 20235	Molecular Biology of the Cell and Biological Systems ³	
Total Units		400

MAJOR

CHEM 11300	Comprehensive General Chemistry III (or higher) ¹	100
MATH 18500 & MATH 18600	Mathematical Methods in the Physical Sciences III and Mathematics of Quantum Mechanics ⁴	200
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
MENG 21100	Principles of Engineering Analysis I	100
MENG 21200	Principles of Engineering Analysis II	100
MENG 21300	Engineering Quantum Mechanics	100
MENG 21400	Molecular Engineering Thermodynamics	100
MENG 21500	Molecular Engineering Transport Phenomena	100
MENG 29511-29512	Engineering Design I-II	200
PHYS 22500-22700	Intermediate Electricity and Magnetism I-II	200
MENG 26100	Intermediate Quantum Engineering	100
MENG 26200	Instrumentation Laboratory	100
Two of the following:		200
MENG 26300	Engineering Electrodynamics	
MENG 26400	Quantum Computation	
MENG 26500	Foundations of Quantum Optics	
MENG 26510	Optics and Photonics	
MENG 26600	Electronic and Quantum Materials for Technology	
MENG 26610	Science of Materials	
MENG 26620	Physics of Solid State Semiconductor Devices	
MENG 26630	Introduction to Nanofabrication	
Total Units		1900

Credit may be granted by examination; consult the director of undergraduate studies.

Note: PHYS 27900 requires, and CHEM 26200 expects, prior experience with intermediate quantum mechanics; these options are well-suited to, but not exclusively for, students double-majoring in Physics or Chemistry.

Students should seek approval from the director of undergraduate studies for their major electives before registering for and completing the courses.

MATH 20400 Analysis in Rn II-MATH 20500 Analysis in Rn III or MATH 20800 Honors Analysis in Rn II-MATH 20900 Honors Analysis in Rn III may be used to fulfill this requirement.

Sample Major Programs

Below is a sample four-year program for the Bioengineering Track. Students should rely on relevant placement tests and on the direction of the Molecular Engineering and College advisers in creating a personal four-year program that accommodates their individual backgrounds and interests. It is recommended that students complete the background mathematics, chemistry, and physics sequences during their first year at the University and start these sequences at the highest level for which they are prepared.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 18300	MATH 18400	MATH 18500
CHEM 10100	CHEM 10200	CHEM 11300
PHYS 13100	PHYS 13200	PHYS 13300

Second Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 18600	MENG 21200	BIOS 20186
MENG 21100	MENG 21300	MENG 21400
CHEM 22000	CHEM 22100	

Third Year

Autumn Quarter	Winter Quarter	Spring Quarter
BIOS 20187	MENG 24200	BIOS 20200
MENG 21500	MENG elective	MENG elective

Fourth Year

Autumn Quarter	Winter Quarter
MENG 29511	MENG 29512

Below is a sample four-year program for the Chemical Engineering Track. Students should rely on relevant placement tests and on the direction of the Molecular Engineering and College advisers in creating a personal four-year program that accommodates their individual backgrounds and interests. It is recommended that students complete the background mathematics, chemistry, and physics sequences during their first year at the University and start these sequences at the highest level for which they are prepared.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 18300	MATH 18400	MATH 18500
CHEM 10100	CHEM 10200	CHEM 11300
PHYS 13100	PHYS 13200	PHYS 13300

Second Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 18600	MENG 21200	BIOS 20186
MENG 21100	MENG 21300	MENG 21400
CHEM 22000	CHEM 22100	

Third Year

Autumn Quarter	Winter Quarter	Spring Quarter
BIOS 20187	MENG 24200	MENG 24300
MENG 21500		MENG 24400
MENG 24100		

Fourth Year

Autumn Quarter	Winter Quarter
MENG 29511	MENG 29512

Below is a sample four-year program for the Quantum Engineering Track. Students should rely on relevant placement tests and on the direction of the Molecular Engineering and College advisers in creating a personal four-year program that accommodates their individual backgrounds and interests. It is recommended that students complete the background mathematics, chemistry, and physics sequences during their first year at the University and start these sequences at the highest level for which they are prepared.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 18300	MATH 18400	MATH 18500
CHEM 10100	CHEM 10200	CHEM 11300

PHYS 13100	PHYS 13200	PHYS 13300
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
MATH 18600	MENG 21200	BIOS 20186
MENG 21100	MENG 21300	MENG 21400
	PHYS 22500	PHYS 22700
Third Year		
Autumn Quarter	Winter Quarter	Spring Quarter
BIOS 20187	MENG 26200	MENG elective
MENG 21500	MENG elective	
MENG 26100		
Fourth Year		
Autumn Quarter	Winter Quarter	
MENG 29511	MENG 29512	

Grading

In order to qualify for the BS degree, a GPA of 2.0 or higher (with no grade lower than C-) is needed in all courses required in the major. Students majoring in Molecular Engineering must receive quality grades in all courses required in the degree program. All courses in the minors must be taken for quality grades. Non-majors and non-minors may take Molecular Engineering courses on a P/F basis; only grades of C- or higher constitute passing work.

Honors

Students who pursue a substantive research project with a faculty member of the Pritzker School of Molecular Engineering are encouraged to write and defend an honors thesis based on their work. Often students initiate this research program during their third year and continue through their fourth year. Students who wish to be considered for honors are expected to complete their arrangements with the Director of Undergraduate Studies (Mark Stoykovich, stoykovich@uchicago.edu) before the end of their third year and to register for one quarter of MENG 29700 Undergraduate Research for Molecular Engineering during their third or fourth years.

To be eligible to receive honors, students in the BS degree program must write an honors paper describing their research and defend their thesis with an oral presentation. The honors paper and oral defense must be approved by faculty of the Pritzker School of Molecular Engineering and have deadlines established by the PME. The research paper or project used to meet this requirement may not be used to meet the BA/BS paper or project requirements in another major.

In addition, students must also have an overall GPA of 3.0 or higher to earn a BS degree with honors in Molecular Engineering.

Specialized Minors in Molecular Engineering

Students majoring in Molecular Engineering or other closely related scientific disciplines can further broaden and deepen their engineering and scientific knowledge by completing specialized minors in Molecular Engineering. Seven new minors composed of advanced coursework will be offered starting in the 2020–21 academic year in the specialized areas of Quantum Information Science; Molecular, Cellular, and Tissue Engineering; Immunoengineering; Systems Bioengineering; Molecular Science and Engineering of Polymers and Soft Materials; Molecular Engineering of Sustainable Energy and Water Resources; and Computational Molecular Engineering.

Minor Program in Quantum Information Science

Quantum science, which harnesses the strange rules of physics that govern the smallest particles in nature, is shifting paradigms in fundamental and applied physics, chemistry, biology, and computer science. The minor leverages the unique strengths of the faculties of Molecular Engineering, Physics, and Computer Science to provide students with a foundation to understand and contribute to quantum sciences and technologies. The minor focuses on both the theory of quantum information processing as well as the physical systems and principles that comprise quantum technology.

Summary of Requirements for the Minor in Quantum Information Science

MENG 26400	Quantum Computation *	000-100
MENG 26500	Foundations of Quantum Optics	100
MENG 26600	Electronic and Quantum Materials for Technology	100
MENG 31400	Advanced Quantum Engineering	100
MENG 37100	Implementation of Quantum Information Processors	100
MENG 37200	Quantum Dissipation and Quantum Measurement	100
Total Units		500-600

* For students majoring in Molecular Engineering, this course must be taken as an elective within the major and will not be counted toward minor totals. No substitution is required.

Minor Program in Molecular, Cellular, and Tissue Engineering

The minor in Molecular, Cellular, and Tissue Engineering provides a strong background in cell and molecular biology to allow molecular engineering innovation in the engineering areas of biomaterials, regenerative medicine, and stem cell

bioengineering. Courses are offered in these basic areas as well as microfluidics, synthetic biology, molecular imaging, immunoengineering, and nanomedicine to develop novel cellular and molecular therapies. The course of study emphasizes both basic aspects of physical and cellular biology and translational applications in medicine. In addition, courses on quantitative aspects of cell biology and systems biology are offered, building upon biological fundamentals with quantitative analysis.

Summary of Requirements for the Minor in Molecular, Cellular, and Tissue Engineering

MENG 22200	Cellular Engineering *	000-100
MENG 22100	Quantitative Physiology	100
MENG 23100	Biological Materials	100
MENG 23110	Stem Cell Biology, Regeneration, and Disease Modeling	100
Two of the following:		200
MENG 22300	Quantitative Systems Biology	
MENG 22400	Bioengineering Kinetics	
MENG 23120	The Structural Basis of Biomolecular Engineering	
MENG 23130	Proteomics and Genomics in Biomolecular Engineering	
MENG 23140	Biodiagnostics and Biosensors	
MENG 23150	Nanomedicine	
MENG 23500	Synthetic Biology	
MENG 23510	Microfluidics and Its Applications	
Total Units		500-600

* For students majoring in Molecular Engineering, this course must be taken as an elective within the major and will not be counted toward minor totals. No substitution is required.

Minor Program in Immunoengineering

Immunoengineering is an emerging discipline at the intersection of engineering and immunology. Immunoengineering applies engineering principles and methods to quantitatively study and manipulate the complex immune system. It is becoming a powerful approach to understand, manipulate, stimulate, and eventually control immune molecules and cells to treat a broad range of health conditions, including cancer, infection, and autoimmunity. Immunoengineering not only drives innovation in immunological research, but also advances technological development in immunotherapies. Recent developments in immunotherapy have shifted the paradigm for cancer treatment, and immunotherapy is considered the future of disease treatment.

Summary of Requirements for the Minor in Immunoengineering

MENG 22100	Quantitative Physiology *	000-100
BIOS 25256	Immunobiology	100
MENG 23300	Quantitative Immunobiology	100
Two of the following:		200
MENG 22200	Cellular Engineering	
MENG 22300	Quantitative Systems Biology	
MENG 23100	Biological Materials	
MENG 23140	Biodiagnostics and Biosensors	
MENG 23310	Immunoengineering Laboratory	
MENG 23510	Microfluidics and Its Applications	
One of the following:		100
BIOS 25108	Cancer Biology	
BIOS 25216	Molecular Basis of Bacterial Disease	
BIOS 25258	Immunopathology	
BIOS 25260	Host Pathogen Interactions	
BIOS 25266	Molecular Immunology	
BIOS 27811	Global Health Sciences II: Microbiology	
Total Units		500-600

* For students majoring in Molecular Engineering, this course must be taken as an elective within the major and will not be counted toward minor totals. No substitution is required.

Minor Program in Systems Bioengineering

The minor in Systems Bioengineering will provide students with strong knowledge and applied skills in the use of quantitative methods for the analysis, manipulation, and computational modeling of complex biological systems, and will introduce them to some of the most important problems and applications in quantitative and systems biology. The students will survey theoretical concepts and tools for analysis and modeling of biological systems like biomolecules, gene networks, single cells, and multicellular systems. Concepts from information theory, biochemical networks, control theory, and linear systems will be introduced. Mathematical modeling of biological interactions will be discussed and implemented in the laboratory. Quantitative experimental methods currently used in systems biology will be introduced. These methods include single cell genomic, transcriptomic, and proteomic analysis techniques, in vivo and in vitro quantitative analysis of cellular and molecular interactions, single molecule methods, live cell imaging, high throughput microfluidic analysis, and gene editing.

Summary of Requirements for the Minor in Systems Bioengineering

MENG 22300	Quantitative Systems Biology *	000-100
MENG 23300	Quantitative Immunobiology	100
MENG 23500	Synthetic Biology	100
Two of the following:		200
MENG 22100	Quantitative Physiology	
MENG 22200	Cellular Engineering	
MENG 23510	Microfluidics and Its Applications	
BIOS 20249	Genome Informatics: Genome Org, Expression & Transmission	
One of the following:		100
BIOS 21306	Human Genetics and Evolution	
BIOS 21360	Advanced Molecular Biology	
BIOS 23258	Molecular Evolution I: Fundamentals and Principles	
BIOS 28407	Genomics and Systems Biology	
Total Units		500-600

* For students majoring in Molecular Engineering, this course must be taken as an elective within the major and will not be counted toward minor totals. No substitution is required.

Minor Program in Molecular Science and Engineering of Polymers and Soft Materials

The plastic in molded bottles and food packaging . . . Synthetic rubber in tires . . . Scratch-resistant coatings that are chemically and thermally stable . . . Bulletproof materials in lightweight vests . . . Super-absorbent materials such as those in diapers . . . Synthetic polymers are ubiquitous in the 21st century, with such engineered materials exhibiting unique properties and enabling novel applications relative to traditional materials. The minor in Molecular Science and Engineering of Polymers and Soft Materials is designed to prepare students to enter diverse fields in the polymer and soft material sciences. A sophisticated understanding of the molecular-level interactions and structure is required to work with polymers and ultimately provides the opportunity to predict and control material behaviors at the macroscale. Students in the minor will study the chemistry, physics, thermophysical properties, modeling, and processing of polymers, as well as other classes of soft materials including liquid crystals and colloids. Applications of polymers and soft matter in lightweight composites, smart or responsive materials, bioinspired and biomedical materials, advanced lithography, and energy-related materials will be examined.

Summary of Requirements for the Minor in Molecular Science and Engineering of Polymers and Soft Materials

MENG 26101 or MENG 24200	Transport Phenomena I: Forces and Flows *	0-100
MENG 25100	Molecular Transport Phenomena II	100
MENG 25130	Introduction to Polymer Science	100
Soft Matter Characterization Laboratory		100
One of the following pairs:		200
MENG 25110 & MENG 25120	Polymer Synthesis and Polymer Physics	
CHEM 22200 & MENG 25110	Organic Chemistry III and Polymer Synthesis	
MENG 25500 & MENG 25120	Classical Molecular and Materials Modeling and Polymer Physics	
One of the following:		100
MENG 23100	Biological Materials	
MENG 25110	Polymer Synthesis	
MENG 25120	Polymer Physics	

MENG 25320	Electrochemical Principles and Methods
MENG 25500	Classical Molecular and Materials Modeling
PHYS 36700	Soft Condensed Matter Phys

Total Units

500-600

* For students majoring in Molecular Engineering, this course must be taken as an elective within the major and will not be counted toward minor totals. No substitution is required.

Minor Program in Molecular Engineering of Sustainable Energy and Water Resources

Climate change and finite resources for an ever-growing global population mandate major initiatives on achieving a better and more sustainable future. Access to clean water and the development of sustainable energy technologies are at the heart of this global challenge. The minor in Molecular Engineering of Sustainable Energy and Water Resources is tailored for students interested in gaining a deeper understanding of the science, conservation, and management of energy and water resources. Concepts of emphasis include fundamental electrochemistry, materials and devices for energy conversion and storage (e.g., batteries, solar cells, wind turbines, geothermal), the molecular behavior of water, climate change and its impacts, and energy and water policy.

Summary of Requirements for the Minor in Molecular Engineering of Sustainable Energy and Water Resources

MENG 26102	Transport Phenomena II *	000-100
or MENG 21500	Molecular Engineering Transport Phenomena	
MENG 25300	Molecular Science and Engineering of Water	100
MENG 25310	Energy Storage and Conversion Devices	100
One of the following:		100
MENG 25320	Electrochemical Principles and Methods	
MENG 25330	Materials and Characterization Tools to Address Challenges in Energy and Water	
Two of the following:		200
MENG 20300	The Science, History, Policy, and Future of Water	
ENST 21310	Water: Economics, Policy and Society	
ENST 24705	Energy: Science, Technology, and Human Usage	
PBPL 29000	Energy and Energy Policy	
PPHA 51700	Energy Policy Practicum	
ENSC 23900	Environmental Chemistry	
ENSC 25200	Global Warming: Understanding the Forecast	

Total Units

500-600

* For students majoring in Molecular Engineering, this course must be taken as an elective within the major and will not be counted toward minor totals. No substitution is required.

Minor Program in Computational Molecular Engineering

The minor in Computational Molecular Engineering will provide students with expertise in mathematics, numerical algorithms, computational methods, and molecular and multiscale modeling techniques. The minor will introduce concepts from materials design, device design, and computational interpretation of experimental data, and provide training in tools for materials modeling ranging from electronic structure-level quantum mechanical calculations to molecular modeling methods at scales ranging from angstroms to meters.

Summary of Requirements for the Minor in Computational Molecular Engineering

MENG 24300	Molecular Modeling *	000-100
MENG 31200	Thermodynamics and Statistical Mechanics	100
MENG 25500	Classical Molecular and Materials Modeling	100
MENG 25510	Quantum Molecular and Materials Modeling	100
One of the following:		100
MENG 23100	Biological Materials	
MENG 25100	Introduction to Polymer Science	
MENG 25120	Polymer Physics	
CHEM 36800	Quantum Molecular and Materials Modeling	
BCMB 31358	Simulation, Modeling, and Computation in Biophysics	
PHYS 25000	Computational Physics	
One of the following:		100
CMSC 11800	Introduction to Data Science I	

CMSC 25025	Machine Learning and Large-Scale Data Analysis
CMSC 25400	Machine Learning
CMSC 23710	Scientific Visualization
CMSC 23900	Data Visualization
TTIC 31020	Introduction to Machine Learning

Total Units

500-600

* For students majoring in Molecular Engineering, this course must be taken as an elective within the major and will not be counted toward minor totals. No substitution is required.

Additional Requirements for Minor in Molecular Engineering

Before a student can declare a minor in Molecular Engineering, the student must complete the general education requirements in mathematics, physical sciences, and biological sciences. Following completion of these requirements, students must meet with the Director of Undergraduate Studies for Molecular Engineering, Mark Stoykovich (stoykovich@uchicago.edu), to plan a course of study for the minor program. A student must then receive approval of the minor program on a Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form. The signed form must then be returned to the student's College adviser by the end of the Spring Quarter of the student's third year. Deviations from the course plan agreed upon in the Consent to Complete a Minor Program form require the approval of Dr. Stoykovich and submission of a revised Consent to Complete a Minor Program form prior to their implementation.

Other Minors in Molecular Engineering

For those students not majoring in Molecular Engineering or a related field, the College offers two additional minors in Molecular Engineering. The minors complement various major programs and better prepare students for STEM fields, equipping each with basic engineering tools to discover new ways to think about cutting-edge technologies and problem solving.

Minor Program in Molecular Engineering

The minor in Molecular Engineering introduces the technical fundamentals of molecular engineering, including in quantum mechanics, molecular thermodynamics, transport phenomena, and the application of such concepts to advanced technologies. Primarily targeted to students majoring in the physical or biological sciences, this minor provides a strong preparation for careers or postgraduate studies in engineering fields.

Summary of Requirements for the Minor in Molecular Engineering

MENG 21100	Principles of Engineering Analysis I	100
MENG 21200	Principles of Engineering Analysis II	100
Two to four of the following:		200-400
MENG 21300	Engineering Quantum Mechanics	
MENG 21400	Molecular Engineering Thermodynamics	
MENG 21500	Molecular Engineering Transport Phenomena	
MENG 24100	Molecular Engineering Thermodynamics of Phase Equilibria	
MENG 24200	Molecular Transport Phenomena II	
MENG 26100	Intermediate Quantum Engineering	
Zero to two of the following:		000-200
Advanced electives in MENG (courses numbered 22000 or higher)		
Advanced electives selected in consultation with the Director of Undergraduate Studies *		
Total Units		600

* Students must secure approval before enrolling in courses they wish to use as advanced electives in the minor program.

Minor Program in Molecular Engineering Technology and Innovation

The minor in Molecular Engineering Technology and Innovation is intended for students majoring in economics, business, policy, or related fields, and presents basic engineering concepts as they relate to evolving technologies, scientific innovation and entrepreneurship, scientific policy, and the broader impacts of engineering in society.

Summary of Requirements for the Minor in Molecular Engineering Technology and Innovation

MENG 20000	Introduction to Emerging Technologies	100
MENG 20200	Introduction to Materials Science and Engineering	100
One elective course in MENG selected in consultation with the Director of Undergraduate Studies		100

Three elective courses selected in consultation with the Director of Undergraduate Studies *	300
Total Units	600

* All courses in Molecular Engineering are pre-approved as advanced electives for the minor. The following courses are pre-approved for the minor: BIOS 11140, BUSF 34103, BUSF 34106, BUSF 42703, ECON 22600, ECON 22650, ENST 23900, ENST 24705, ENST 26420, HIPS 17502, HIPS 21301, HIPS 25506, PBPL 21800, PBPL 23100, PBPL 24701, PBPL 29000, PHSC 12400, PHSC 12500. Students must secure approval before enrolling in courses that they wish to use as electives in the minor program and that are not on this pre-approved list.

Minor Program Requirements for Molecular Engineering and Molecular Engineering Technology and Innovation

Before a student can declare a minor in Molecular Engineering, the student must complete the general education requirements in mathematics, physical sciences, and biological sciences. Following completion of these requirements, students must meet with the Director of Undergraduate Studies for Molecular Engineering, Mark Stoykovich (stoykovich@uchicago.edu), to plan a course of study for the minor program. A student must then receive approval of the minor program on a Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form. The signed form must then be returned to the student's College adviser by the end of the Spring Quarter of the student's third year. Deviations from the course plan agreed upon in the Consent to Complete a Minor Program form require the approval of Dr. Stoykovich and submission of a revised Consent to Complete a Minor Program form prior to their implementation.

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

Molecular Engineering Courses

MENG 20000. Introduction to Emerging Technologies. 100 Units.

This course will examine five emerging technologies (stem cells in regenerative medicine, quantum computing, water purification, new batteries, etc.) over two weeks each. The first of the two weeks will present the basic science underlying the emerging technology; the second of the two weeks will discuss the hurdles that must be addressed successfully to convert a good scientific concept into a commercial product that addresses needs in the market place.

Instructor(s): Matthew Tirrell Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

Note(s): May not be counted toward PME doctoral requirements

Equivalent Course(s): MENG 30000

MENG 20200. Introduction to Materials Science and Engineering. 100 Units.

Synthesis, processing and characterization of new materials are the pervasive, fundamental necessities for molecular engineering. Understanding how to design and control the structure and properties of materials at the nanoscale is the essence of our research and education program. This course will provide an introduction to molecularly engineered materials and material systems. The course starts with atomic-level descriptions and means of thinking about the structure of materials, and then builds towards understanding nano- and meso-scale materials architectures and their structure-dependent thermal, electrical, mechanical, and optical properties. Strategies in materials processing (heat treatment, diffusion, self-assembly) to achieve desired structure will also be introduced. In the latter part of the course, applications of the major concepts of the course will be studied in quantum materials, electronic materials, energy-related materials, and biomaterials.

Instructor(s): Shuolong Yang Terms Offered: Spring

Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

MENG 20300. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter. Not offered in 2020-2021

Prerequisite(s): None

Equivalent Course(s): ANTH 22131, ENST 20300, HIPS 20301, GLST 26807, HIST 25426

MENG 20400. Commercializing Products with Molecular Engineering. 100 Units.

Many technologies and products that have been successfully commercialized benefit from engineering at the molecular scale. This course will present case studies of such technologies and products, including those drawn from the fields of pharmaceuticals (e.g., biologics, nanoparticle-based drugs, and excipients for enhanced drug solubility), food products (e.g., Cavamax by Wacker Chemie that applies beta-cyclodextrin for molecular encapsulation to improve flavor solubility), and industrial products (e.g., Febreze Air freshener, sunscreens with UV protection, photographic films, and slurries for polishing surfaces). Each case study will examine: the unmet market need addressed by the product, the science behind the molecular engineering of the technology, the background/history of the technology, and key attributes/decisions made by inventors along the pathway to commercialization. Upon completion of the course, students will be able to understand the overall process for developing a new technology/product, outline the steps to design the key critical-to-quality (CTQ)

attributes, describe how to monetize a technology/product, and recognize the avenues available to protect the technology/product or create barriers to entry to the market.

Instructor(s): Atul Khare Mark Stoykovich Terms Offered: Winter

Prerequisite(s): MENG 21100 or MENG 20000

MENG 21100-21200. Principles of Engineering Analysis I and II.

The courses in Engineering Analysis provide a foundation for engineering problem solving and quantitative analysis. Skills in developing mathematical models that describe biological, chemical, or physical systems will be acquired, including defining the system and system boundaries, simplifying complex systems through the application and justification of engineering assumptions, and implementing engineering data. Applied mathematical and computational tools to solve such models will be introduced. Also emphasized will be the topics of dimensions and units, scaling analyses, and data representation and visualization.

MENG 21100. Principles of Engineering Analysis I. 100 Units.

The first quarter of Engineering Analysis introduces engineering students to the derivation and solution of balance equations for intensive properties such as mass, energy, momentum, and charge in a system. Students will develop algebraic, differential, and integral balances for continuous, transient and steady-state processes. Material balances will be considered for systems with multiple inlets/outlets and with recycle, multicomponent mixtures, and systems with phase changes and chemical reactions. Energy balances in open and closed steady-state systems will be introduced, as will mechanical energy and momentum balances of importance in the flow of fluids in the derivation and application of Bernoulli's equation. Skills in basic structured programming and data visualization in Python will be acquired, and simple algorithm development will be emphasized for numerical methods such as root finding.

Instructor(s): Jeff Hubbell, Paul Nealey, Mark Stoykovich Terms Offered: Autumn

Prerequisite(s): PHYS 13300 or PHYS 14300, and CHEM 11300 or CHEM 12300

MENG 21200. Principles of Engineering Analysis II. 100 Units.

The second quarter of Engineering Analysis considers advanced energy balances for isothermal and adiabatic processes, systems with chemical reactions and phase changes, and systems under non-steady state conditions. In addition, the conservation of charge, Kirchhoff's current and voltage laws, and dynamic systems of charge and electrical energy will be discussed. Throughout the course, students will learn advanced numerical and computational methods in Python for solving systems of linear and non-linear equations, general minimization techniques, optimization strategies, and regression analysis. Numerical integration including the Euler and Runge-Kutta methods, as well as methods for solving ODEs (i.e., initial value problems and boundary value problems), will also be introduced.

Instructor(s): Mark Stoykovich Terms Offered: Winter

Prerequisite(s): MENG 21100 and MATH 18600 (or concurrent)

MENG 21300. Engineering Quantum Mechanics. 100 Units.

Quantum mechanics is a fundamental physical theory describing the behavior of systems on small length scales, and underlies a variety of basic phenomena in physics, chemistry and biology. It also is the basis of some of the most revolutionary technologies of the 20th century (e.g., the transistor and the laser), and will likely form the basis of even more radical quantum technologies. This course will provide students with a broad introduction to quantum mechanics, and will emphasize both a qualitative and quantitative appreciation of many of its main principles and its relevance to technology and engineering. Topics to be covered include the quantization of light and atomic orbitals, wavefunctions and probability amplitudes, the Schrodinger equation, and the basic quantum mechanics of atoms and molecules. A basic introduction to quantum bits and quantum information technology will also be provided.

Instructor(s): Aashish Clerk, Peter Maurer Terms Offered: Winter

Prerequisite(s): PHYS 13300 or 14300, AND MATH 201 or PHYS 221 or concurrent

MENG 21400. Molecular Engineering Thermodynamics. 100 Units.

Molecular thermodynamics integrates concepts from classical thermodynamics, statistical mechanics, and chemical physics to describe the properties of matter and behavior of systems at equilibrium. This course introduces thermodynamics for molecular engineers starting with the postulates of thermodynamics and the thermodynamic properties of pure substances. The concept of thermodynamic stability and the molecular origins of phase transitions will be developed to predict the phase diagrams of pure substances. Engineering applications relying on thermodynamic cycles involving flow or phase changes, including engines, heat pumps, and refrigeration, will be analyzed. Finally, an introduction to statistical thermodynamics will be provided to establish the relationship between intermolecular forces and macroscopic properties through the definition of ensembles, probability distribution functions, and partition functions, as well as the consideration of fluctuations in thermodynamic variables.

Instructor(s): Chong Liu Terms Offered: Spring

Prerequisite(s): MENG 21300

MENG 21500. Molecular Engineering Transport Phenomena. 100 Units.

This course will be offered starting in the 2021-2022 academic year.

Terms Offered: Autumn

MENG 22100. Quantitative Physiology. 100 Units.

TBD

Terms Offered: TBD. This course will be offered starting in the 2021-2022 academic year

MENG 22200. Cellular Engineering. 100 Units.

Cellular engineering is a field that studies cell and molecule structure-function relationships. It is the development and application of engineering approaches and technologies to biological molecules and cells. This course provides a bridge between engineers and biologists that quantitatively study cells and molecules and develop future clinical applications. Topics include fundamental cell and molecular biology; immunology and biochemistry; receptors, ligands, and their interactions; nanotechnology/biomechanics; enzyme kinetics; molecular probes; cellular and molecular imaging; single-cell genomics and proteomics; genetic and protein engineering; and drug delivery and gene delivery.

Instructor(s): Jun Huang Terms Offered: Winter

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): MENG 32200, MOMN 34310, BIOS 21508

MENG 22300. Quantitative Systems Biology. 100 Units.

This course aims to provide students with knowledge on the use of modern methods for the analysis, manipulation, and modeling of complex biological systems, and to introduce them to some of the most important applications in quantitative and systems biology. We will first survey theoretical concepts and tools for analysis and modeling of biological systems like biomolecules, gene networks, single cells, and multicellular systems. Concepts from information theory, biochemical networks, control theory, and linear systems will be introduced. Mathematical modeling of biological interactions will be discussed. We will then survey quantitative experimental methods currently used in systems biology. These methods include single cell genomic, transcriptomic, and proteomic analysis techniques, in vivo and in vitro quantitative analysis of cellular and molecular interactions, single molecule methods, live cell imaging, high throughput microfluidic analysis, and gene editing. Finally, we will focus on case studies where the quantitative systems approach made a significant difference in the understanding of fundamental phenomena like signaling, immunity, development, and diseases like infection, autoimmunity, and cancer.

Instructor(s): Savas Tay Terms Offered: Autumn

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): MENG 32300

MENG 22400. Bioengineering Kinetics. 100 Units.

This course focuses on the kinetics of biochemical reactions at the molecular level and addresses basic questions at the interface between molecular engineering and cell biology. This course will equip students with the knowledge and tools to quantitatively solve problems in biochemical systems and molecular reactions that are dynamic or at equilibrium.

Instructor(s): Jun Huang Terms Offered: Spring

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): BIOS 21359

MENG 23100. Biological Materials. 100 Units.

In this course, students will gain an understanding of the science and application of biomaterials, a field that utilizes fundamental principles of materials science with cell biology for applications in therapeutics and diagnostics. The course will introduce the basic classes of biomaterials, considering metals used in medicine, ceramics and biological inorganic materials such as hydroxyapatite, and polymers used in medicine. The basis of protein adsorption modulating biological interactions with these materials will be elaborated. Examples to be covered in the course will include polymers used in drug delivery, polymers used in protein therapeutics, polymers used in degradable biomaterial implants, polymers used in biodiagnostics, and hybrid and polymeric nanomaterials used as bioactives and bioactive carriers. An emphasis in the course will be placed on bioactive materials development. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.

Instructor(s): Jeffrey Hubbell, Mustafa Guler Terms Offered: Autumn

Prerequisite(s): BIOS 20186 and BIOS 20187, or BIOS 20234 and BIOS 20235

Note(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): MENG 33100, BIOS 29328

MENG 23110. Stem Cell Biology, Regeneration, and Disease Modeling. 100 Units.

In this course, students will gain an understanding of the science and application of tissue engineering, a field that seeks to develop technologies for restoring lost function in diseased or damaged tissues and organs. The course will first introduce the underlying cellular and molecular components and processes relevant to tissue engineering: extracellular matrices, cell/matrix interactions such as adhesion and migration, growth factor biology, stem cell biology, inflammation, and innate immunity. The course will then discuss current approaches for engineering a variety of tissues, including bone and musculoskeletal tissues, vascular tissues, skin, nerve, and pancreas. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.

Instructor(s): Joyce Chen Terms Offered: Spring. This course will be offered starting in the 2021-2022 academic year

Prerequisite(s): BIOS 20186 or BIOS 20234

Equivalent Course(s): BIOS 21507, MPMM 34300, MENG 33110

MENG 23120. The Structural Basis of Biomolecular Engineering. 100 Units.

In this highly practical course, students will learn different approaches to interrogate the structure-function relationship of proteins. Essential skills in identifying related protein sequences, performing multiple sequence alignments, and visualizing and interpreting conservation in the context of available structures will be acquired. The most basic method of biomolecular engineering is based on rationale design which uses such knowledge of sequence and structure to predict or explore changes in function in a low throughput manner. Advanced methods that employ evolutionary platforms, such as phage-, ribosome-, and yeast display, will also be introduced for screening large libraries of biomolecules to find variants with a specific function of interest. Additional biomolecular engineering topics to be covered may include computational tools to model and

design proteins, protein fusions, enzymatic or chemical modifications to change function, and pharmacokinetics. Students will be assessed through in-class discussion, take-home assignments, exams, and an end-of-term project chosen by the student with approval from the instructor(s).

Instructor(s): Juan Mendoza Terms Offered: Spring

Prerequisite(s): BIOS 20200

Equivalent Course(s): MENG 33120

MENG 23130. Proteomics and Genomics in Biomolecular Engineering. 100 Units.

Modern genomic and proteomic technologies are transforming the analysis and engineering of biological systems. One part of the course will introduce the molecular biology of genomics, including how and why next-generation sequencing is used to measure DNA, RNA, and epigenetic patterns. In addition to experimental tools, it will cover key computational concepts for transforming raw genomic data into biologically meaningful data, as well as the application of those results to analyze biological systems. Specific topics will vary but will include single-cell RNA-sequencing and its analysis in different settings. The other part of the course will focus on technologies that enable the identification of proteins and their dysregulation in disease. Examples include mass spectrometry techniques to determine the exact number of proteins in cells, as well as techniques that identify the types and locations of post-translational protein modifications, such as histone methylation, that are frequently associated with diseases such as cancer. Additionally, the course will review methods to discover protein-protein interactions using computational and experimental screening methods. Student assessments will be made through in-class discussion, take-home assignments, exams, and an end-of-term project chosen by the student with approval from the instructor(s).

Instructor(s): Juan Mendoza Samantha Riesenfeld Terms Offered: Autumn

Prerequisite(s): BIOS 20200 or equivalent, and experience with data analysis and computation in R or Python (e.g., MENG 26030, BIOS 20151/20152, STAT/CMSC 11800, or STAT 22000).

Equivalent Course(s): MENG 33130

MENG 23140. Biodiagnostics and Biosensors. 100 Units.

This course focuses on the biological and chemical interactions that are important for the diagnosis of diseases and the design of new assays. The principles and mechanisms of molecular diagnostics and biosensors, as well as their applications in disease diagnosis, will be discussed. Bioanalytical methods including electrochemical, optical, chemical separation, and spectroscopic will be described. Surface functionalization and biomolecular interactions will be presented for the development of protein and DNA based biosensor applications. The goals for the course are to introduce the fundamental mechanisms of bioanalytical methods/tools, examples of specific methods for diagnostic purposes, and analytical methods necessary for developing new precision medicine tools.

Instructor(s): Mustafa Guler Terms Offered: Spring

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): BIOS 28700, MENG 33140

MENG 23150. Nanomedicine. 100 Units.

This course focuses on the applications of nanotechnology in medicine. The chemical, physical and biological features of the nanomaterials will be discussed for applications in medicine. A survey of concepts in therapeutic drug delivery methods, diagnostic imaging agents and cell-materials interactions will be discussed.

Instructor(s): Mustafa Guler Terms Offered: Winter

Equivalent Course(s): MENG 33150

MENG 23300. Quantitative Immunobiology. 100 Units.

The science of immunology was born at the end of the 19th century as a discipline focused on the body's defenses against infection. The following 120+ years has led to the discovery of a myriad of cellular and molecular players in immunity, placing the immune system alongside the most complex systems such as Earth's global climate and the human brain. The functions and malfunctions of the immune system have been implicated in virtually all human diseases. It is thought that cracking the complexity of the immune system will help manipulate and engineer it against some of the most vexing diseases of our times such as AIDS and cancer. To tackle this complexity, immunology in the 21st century - similar to much of the biological sciences - is growing closer to mathematics and data sciences, physics, chemistry and engineering. A central challenge is to use the wealth of large datasets generated by modern day measurement tools in biology to create knowledge, and ultimately predictive models of how the immune system works and can be manipulated. The goal of this course is to introduce motivated students to the quantitative approaches and reasoning applied to fundamental questions in immunology.

Instructor(s): Nicolas Chevrier Terms Offered: Spring

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. Knowledge of R is recommended but not required. Courses in immunology and microbiology are an advantage but not required (e.g., BIOS 25256 Immunobiology; BIOS 25206 Fundamentals of Bacterial Physiology).

Equivalent Course(s): IMMU 34800, BIOS 26403, MENG 33300

MENG 23310. Immunoengineering Laboratory. 100 Units.

The goal of this course is to provide students with an original and hands-on research experience in the fields of immunoengineering and synthetic immunology, whereby new molecules will be designed and tested by students in the lab to probe or control immune processes.

Instructor(s): Nicolas Chevrier Terms Offered: Spring

Equivalent Course(s): MENG 33310

MENG 23500. Synthetic Biology. 100 Units.

The objective of this course is to provide an overview of the fundamentals of synthetic biology by exploration of published and primary literature. Synthetic biology is an interdisciplinary area that involves the application of engineering principles to biology. It aims at the (re-)design and fabrication of biological components and systems that do not already exist in the natural world. Our goal in the course will be to examine how to apply design principles to biological systems. This will require understanding how biological systems operate, what design principles are successful in biology, and a survey of current approaches in the field to tackle these challenges. Topics will include genetic manipulation, pathway engineering, protein design, cellular engineering, and tools for information input and output in biological systems.

Instructor(s): Aaron Esser-Kahn Terms Offered: Spring

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. MENG 26102, BIOS 20236, and BIOS 20200 are recommended but not required.

Equivalent Course(s): MENG 33500

MENG 23510. Microfluidics and Its Applications. 100 Units.

Precision control of fluids at the micrometer scale (hence microfluidics) provides unprecedented capabilities in manipulation and analysis of cells and proteins. Moreover, fluids and particles behave in fundamentally different ways when confined to small dimensions, making microfluidics an interesting topic of basic research. This course aims to provide students with theoretical knowledge and practical skills on the use of microfluidics for the manipulation and analysis of physical, chemical, and biological systems. We will first survey theoretical concepts regarding microfluidics. We will then focus on design considerations and fabrication methods for multi-layer microfluidic chips using PDMS soft-lithography. We will learn how to fabricate, multiplex, and control PDMS membrane valves and integrate them into high-throughput analytical systems. We will survey recent developments in microfluidics and its scientific and industrial applications.

Biological systems analysis in cell sorting, culture, cell signaling, single molecule detection, digital nucleic acid and protein quantification, and biosensing are some of the applications we will cover. This course will have a laboratory component where students will design, fabricate, and use microfluidic devices and therefore acquire hands-on skills in microfluidic engineering.

Instructor(s): Savas Tay Terms Offered: Spring

Prerequisite(s): MATH 13300 (or higher), or MATH 13200 (or higher) plus BIOS 20151 or BIOS 20152 or BIOS 20236

Equivalent Course(s): MENG 33510

MENG 24100. Molecular Engineering Thermodynamics of Phase Equilibria. 100 Units.

This course addresses the thermodynamics of mixtures and their phase equilibria (e.g., vapor-liquid, liquid-liquid, and solid-liquid equilibria). It includes an introduction to the theory of phase equilibria and stability for mixtures, the concepts of activity and fugacity for describing non-ideal systems, an introduction to molecular models and the prediction of thermodynamic properties from such models, as well as the importance of such topics for engineering applications including separation processes such as distillation, extraction, and membrane osmosis. The course has a laboratory component that includes characterizing vapor-liquid equilibria in distillation processes, experimentation with surface adsorption, and measurements of solubility. (Lab)

Instructor(s): Chibueze Amanchukwu Terms Offered: Autumn. This course will be offered starting in the 2021-2022 academic year.

Prerequisite(s): MENG 21400 or CHEM 26200 or PHYS 27900

MENG 24200. Molecular Transport Phenomena II. 100 Units.

TBD

Terms Offered: TBD. This course will be offered starting in the 2021-2022 academic year

MENG 24300. Molecular Modeling. 100 Units.

TBD

Instructor(s): Andrew Ferguson Terms Offered: Spring. This course will be offered starting in the 2021-2022 academic year.

Prerequisite(s): MENG 21400 and MENG 21500, or instructor consent

MENG 24400. Chemical Kinetics and Reaction Engineering. 100 Units.

This course introduces the fundamental concepts of reaction kinetics, from the molecular mechanisms and reaction rates of chemical reactions to its applied aspects in the reaction engineering of complex chemical systems. Course topics will include elementary reactions and rate laws, collision theory, transition state theory, reaction dynamics, complex reacting systems, the steady-state hypothesis, heterogeneous catalysis, and diffusion-limited systems. The course will draw upon examples of industrial-scale chemical processes to consider the impact of kinetics on the engineering of batch and continuous-flow reactors.

Instructor(s): Xiaoying Liu Terms Offered: Spring

Prerequisite(s): MENG 26102 and MENG 26201

MENG 25100. Introduction to Polymer Science. 100 Units.

This course introduces the basics of polymer materials and their behavior and properties. The course will cover a general overview to polymers, basic terminology and definitions, their classification, and their applications. The mechanistic and kinetic behavior of the major classes of polymerization reactions (step-growth, chain addition, and "living" polymerizations) will be introduced with respect to control over polymer structure/architecture, size, and properties. The course will also discuss polymer properties, polymer thermodynamics, and basic structure-property relationships that provide polymers with their unique characteristics compared to small molecules. Techniques for characterizing the chemical and physical properties of polymer solutions will be introduced, including osmometry, viscometry, and gel permeation chromatography.

Instructor(s): Paul Nealey, Stuart Rowan Terms Offered: Autumn

Prerequisite(s): MENG 26201 or CHEM 26200

Equivalent Course(s): MENG 35100

MENG 25110. Polymer Synthesis. 100 Units.

This course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, step-growth polymerization, ring-opening, insertion, controlled living polymerization, crosslinking, copolymerization, and chemical modification of preformed polymers.

Instructor(s): Stuart Rowan Terms Offered: Winter

Prerequisite(s): CHEM 22000 and CHEM 22100

Equivalent Course(s): CHEM 39100, MENG 35110

MENG 25120. Polymer Physics. 100 Units.

This course is an advanced introduction to polymer physics taught at a level suitable for senior undergraduates and graduate students in STEM fields. Topics that will be covered include the statistics and conformations of linear chain molecules; polymer brushes; thermodynamics and dynamics of polymers, polymer blends and polymer solutions; phase equilibria; networks, gels, and rubber elasticity; linear viscoelasticity; and thermal and mechanical properties.

Instructor(s): Paul Nealey Terms Offered: Spring

Prerequisite(s): MENG 22500

Equivalent Course(s): MENG 35120

MENG 25130. Soft Matter Characterization Laboratory. 100 Units.

The goal of this course is to train students in the fundamental experimental approaches to polymer and soft materials characterization. The course will cover both the theory and practice of techniques focused on three themes: molar mass determination (size exclusion chromatography, laser light scattering, NMR spectroscopy); morphology and structure (x-ray scattering, electron microscopy, atomic force microscopy); and thermo-mechanical properties (calorimetry, thermogravimetry, dynamic mechanical analysis, rheometry, tensile testing). Contextual application of these characterization techniques to modern research problems will be introduced. Through this course, students will develop foundational experimental skills necessary for addressing research challenges in modern polymer and soft materials science and engineering.

Instructor(s): Philip Griffin Terms Offered: Winter

Prerequisite(s): MENG 25100

Equivalent Course(s): MENG 35130

MENG 25300. Molecular Science and Engineering of Water. 100 Units.

This course will cover the properties of the water molecule, hydrogen bonding, clusters, supercritical water, condensed phases, solutions, confined and interfacial water, clathrates, and nucleation. In addition, methods of water purification, water splitting and fuel cells, water in atmospheric and climate science, and water in biology, health and medicine will be discussed.

Instructor(s): James Skinner, Chong Liu Terms Offered: Autumn

Prerequisite(s): MENG 26201 or CHEM 26200 or PHYS 27900 (or concurrent)

Equivalent Course(s): MENG 35300

MENG 25310. Energy Storage and Conversion Devices. 100 Units.

Course Description: Addressing the challenges of a sustainable energy future requires a foundational knowledge of current and emerging energy conversion and storage technologies. Energy conversion devices such as solar cells, wind turbines, and fuel cells to energy storage systems such as lithium-ion batteries and redox-flow batteries will be covered. Devices related to thermal energy harvesting and management will be introduced as well. Applying basic principles of chemistry, thermodynamics, and transport phenomena, this course will provide a deep understanding of the operational mechanisms, resources, and material properties of each device and the synergies between them.

Instructor(s): Chibueze Amanchukwu Terms Offered: Winter. This course will be offered starting in the 2021-2022 academic year

Prerequisite(s): MENG 21400 (or CHEM 26200 or PHYS 27900) AND MENG 21500

Equivalent Course(s): MENG 35310

MENG 25320. Electrochemical Principles and Methods. 100 Units.

This course will cover topics related to basic electrochemical principles, methodologies, and systems. In particular, students will be given an overview of fundamental concepts related to electrochemical potential, electric double layer, electrode kinetics, and mass transport processes. In addition, the application of key electrochemical experimental methods will be covered. A few examples include cyclic voltammetry, AC impedance spectroscopy, and the rotating disk electrode. Throughout the course, students will apply basics principles of thermodynamics, kinetics, and transport phenomena. Lastly, a brief overview of traditional electrochemical systems and emerging technologies related to energy storage and conversion (e.g., lithium-ion batteries, flow batteries, and fuel cells) and bioelectronics applications will be discussed.

Instructor(s): Shrayesh Patel Terms Offered: Spring

Prerequisite(s): MENG 26102 and MENG 26201

Equivalent Course(s): MENG 35320

MENG 25330. Materials and Characterization Tools to Address Challenges in Energy and Water. 100 Units.

The development of new materials, as well as understanding the materials' structure and dynamics, are at the heart of addressing the challenges in energy and water technologies. This course will introduce students to the design and development of advanced functional materials that enable energy and water related technologies. The importance of all classes of materials spanning metals, alloys, ceramics, polymers, glasses, and their combinations as composite materials

will be covered. To understand material properties and function, students will learn about essential characterization tools including microscopy, spectroscopy and mechanical testing techniques. In addition, the course will convey the importance of advanced characterization tools available at X-ray and neutron facilities that are essential in revealing unique physical properties.

Instructor(s): Junhong Chen Terms Offered: Spring

Prerequisite(s): MENG 21400 (or CHEM 26200 or PHYS 27900)

Equivalent Course(s): MENG 35330

MENG 25500. Classical Molecular and Materials Modeling. 100 Units.

This course will introduce students to the methods of molecular modeling. The topics covered will include an introduction to the origin of molecular forces, a brief introduction to statistical mechanics and ensemble methods, and an introduction to molecular dynamics and Monte Carlo simulations. The course will also cover elements of advanced sampling techniques, including parallel tempering, umbrella sampling, and other common biased sampling approaches. Students will also establish expertise in scientific programming in Python 3.

Instructor(s): Andrew Ferguson Terms Offered: Winter

Prerequisite(s): MENG 21400 or CHEM 26200 or PHYS 27900, AND MATH 20100 or PHYS 22100. MENG 21300, or prior course work or research experience with elementary programming, is strongly recommended.

Equivalent Course(s): MENG 35500

MENG 25510. Quantum Molecular and Materials Modeling. 100 Units.

Quantum mechanical methods, including quantum chemistry, density functional theory (DFT), and many body perturbation theory, for simulating the properties of molecules and materials will be explored in this course. Numerical algorithms and techniques will be introduced that allow for solution of approximate forms of the Schrodinger and Boltzmann Equations that model structural and transport properties of molecules and materials. The coupling of DFT with molecular dynamics will be detailed for determining finite temperature properties. Coupling of DFT with spin Hamiltonians to study dynamical spin correlations in materials will also be described. Examples of the application of quantum mechanical methods to materials for energy conversion and quantum information technologies will be provided.

Instructor(s): Giulia Galli Terms Offered: Spring

Prerequisite(s): PHYS 23400 or CHEM 26100 or instructor consent

Equivalent Course(s): CHEM 36800, CHEM 26800, MENG 35510

MENG 25610. Applied Scientific Computing in Molecular Engineering. 100 Units.

This course provides hands-on practical training in scientific computing with a focus on applications to molecular engineering. The first third of the course will provide training in core programming concepts, including a broad introduction to Python programming and use of key scientific libraries. The second third of the course will cover advanced programming topics in CPU and GPU parallel programming and quantum computing, exploring their use through practical examples drawn from a range of scientific and engineering disciplines. The final portion of the class will engage particular applications in computational molecular engineering, including electronic structure calculations of molecules and materials, highlighting the use of modern computing platforms to enable modeling of complex phenomena at unprecedented scales. Students will develop proficiency in making effective use of the diverse landscape of programming models, open-source tools, and computing architectures for high performance computing. Hands-on immersive praxis, mostly using electronic notebooks, will introduce students to the efficient use of several computational resources such as pre-exascale and quantum computers, with the goal of providing them with the confidence and expertise to independently use these tools.

Instructor(s): Marco Govoni Terms Offered: Winter

Prerequisite(s): Prior programming experience and familiarity with Linux/bash are useful but not required. Prior coursework in quantum mechanics is useful but not required.

Equivalent Course(s): MENG 35610

MENG 25620. Applied Artificial Intelligence for Materials Science and Engineering. 100 Units.

Machine learning and other artificial intelligence tools are quickly becoming commonplace in the computational design of materials. This course is intended to introduce the concepts and practical skills needed to employ machine learning techniques across many areas of computational materials science. The course will cover topics including the management of materials data, the creation of surrogate models for costly computations, building predictive models for material properties without known physical models, and using AI to enhance characterization tools. The content of the course will focus both on the theoretical underpinnings of these technologies, as well as the practical skills needed for successful use of AI in an applied setting. Particular application areas include machine learning tools for atomistic simulations, convolutional neural networks for materials image analysis, Bayesian techniques for material property estimation, and generative methods for molecular design.

Instructor(s): Logan Ward Terms Offered: Winter

Prerequisite(s): Familiarity in object-oriented programming in Python is preferred. Prior coursework or experience in machine learning is recommended but not required.

Equivalent Course(s): MENG 35620

MENG 25630. Design, Processing, and Scale-Up of Advanced Materials. 100 Units.

The course will cover the scientific background needed to design and optimize advanced materials for scalable synthesis. We will introduce the physics-based understanding needed to simulate the non-equilibrium conditions in reacting gas-phase and complex fluids. The course will use in situ measurement data for validation and acceleration of simulations will allow students to experiment and build the conceptual connections to the background theories and simulations. In particular, we will cover examples of scalable material synthesis such as gas-phase combustion synthesis of lithium ion battery materials, atomic layer deposition (ALD) for porous membranes and coatings, Taylor Vortex Reactors (TVR) for the synthesis of

industrial catalysts, additive manufacturing of metals using laser sintering, and microfluidic continuous flow reactors for the synthesis of organic crystals for pharmaceutical applications. Data generated using sensors, imaging cameras, spectroscopic probes, and Argonne APS measurements will be combined with machine-learning approaches for decision making, process optimization and steering of synthesis conditions. This course will include optional hands-on sessions at the Argonne National Laboratory's Materials Engineering and Research Facility, and allow the students to leverage the Manufacturing Data and Machine Learning (MDML) platform and Argonne Leadership Computing Facility (ALCF) supercomputing environment for physics based simulations.

Instructor(s): Santanu Chaudhuri Terms Offered: Spring

Prerequisite(s): MENG 21400 or CHEM 26200 or PHYS 27900, MENG 24200, and MENG 24400 or CHEM 26300. Some background in a programming language like C, C++ or python, databases, and ability to launch computing jobs in Linux environment is preferred

Equivalent Course(s): MENG 35630

MENG 26100. Intermediate Quantum Engineering. 100 Units.

TBD

Terms Offered: TBD. This course will be offered starting in the 2021-2022 academic year

MENG 26101-26102. Transport Phenomena I: Forces + Flows; Transport Phenomena II.

The Transport sequence exposes students to basic topics in continuum mechanics, with a focus on momentum transfer (part I) and energy and mass transfer (part II).

MENG 26101. Transport Phenomena I: Forces and Flows. 100 Units.

This course will expose students to basic topics in continuum mechanics, with a focus on momentum transfer. Course topics include an overview of tensor mathematics, forces and inertia, Bernoulli's Equation, Navier-Stokes Equations, and standard examples of Navier-Stokes flows, including Poiseuille flow, falling films, and flow around a sphere.

For each of these topics, examples will be provided with dimensionless and scaling analysis to accompany problem solution. Analysis will include computation of approximate solutions, determination of when an approximate solution is adequate and, given the assumptions made, what the limitations of any solution are. Laboratory exercises in microfluidics will be included. (L)

Instructor(s): Shrayesh Patel Terms Offered: Autumn

Prerequisite(s): MENG 26010

MENG 26102. Transport Phenomena II. 100 Units.

This course exposes students to basic topics in continuum mechanics, with a focus on energy and mass transfer. Course topics include an overview of the physical and mathematical basis of diffusion, Fick's law and the definition of fluxes for description in the form of differential equations, a reminder of the Reynolds Transport Theorem and differential forms for mass and energy transfer, mass balances in non-reacting systems (with multiple examples), mass balances with chemical reactions, energy balances, and combined energy and mass balances with chemical reactions.

Instructor(s): Melody Swartz, Aaron Esser-Kahn Terms Offered: Winter

Prerequisite(s): MENG 26101

MENG 26200. Instrumentation Laboratory. 100 Units.

TBD

Terms Offered: TBD. This course will be offered starting in the 2021-2022 academic year

MENG 26300. Engineering Electrodynamics. 100 Units.

This is an advanced course in electromagnetism with an engineering focus. Requires good preparation in freshman-level, calculus-based, electrostatics and magnetostatics; also preparation in vector calculus.

Instructor(s): Andrew Cleland Terms Offered: Spring

Prerequisite(s): PHYS 13300 or PHYS 14300, and MATH 20100 or PHYS 22100 or concurrent enrollment in MATH 20500 or MATH 20900

MENG 26400. Quantum Computation. 100 Units.

This course provides an introduction to the fundamentals of quantum information to students who have not had training in quantum computing or quantum information theory. Some knowledge of linear algebra is expected, including matrix multiplication, matrix inversion, and eigenvector-eigenvalue problems. Students will learn how to carry out calculations and gain a fundamental grasp of topics that will include some or all of: entanglement, teleportation, quantum algorithms, cryptography, and error correction.

Instructor(s): Andrew Cleland Terms Offered: Winter

Prerequisite(s): MATH 19620 or PHYS 22100 or equivalent

Equivalent Course(s): MENG 36400

MENG 26500. Foundations of Quantum Optics. 100 Units.

Quantum optics seeks to illuminate the fundamental quantum mechanics of the interaction of light and matter. These principles can form the basis for quantum technologies in areas such as cryptography, computation, and metrology. This course provides a foundation in the fundamental principles and applications of quantum optics. Topics to be discussed may include Fermi's Golden Rule, interaction of two-level atoms and light, spontaneous emission, Rabi oscillations, classical and non-classical photon statistics, beam splitters, atom cavity interaction, vacuum-Rabi splitting, coherence, entanglement, and teleportation. The course will assume that students are comfortable with single-particle quantum mechanics at the level of a typical introductory graduate-level course.

Instructor(s): Alex High Terms Offered: Autumn

Prerequisite(s): PHYS 23400-23500 strongly recommended but not required

Equivalent Course(s): MENG 36500

MENG 26510. Optics and Photonics. 100 Units.

Electromagnetic radiation in the optical spectrum, or light, plays a fundamentally important role in modern physics and engineering. This introductory course covers the basic properties of light, its propagation in and interactions with matter, and techniques for generating, guiding, and detecting light. Photonic technologies including lasers, optical fibers, integrated optics, optoelectronic devices, and optical modulators will be introduced with selected demonstrations of real-world devices.

Instructor(s): Tian Zhong Terms Offered: Winter

Prerequisite(s): PHYS 13300 or PHYS 14300

Equivalent Course(s): MENG 36510

MENG 26600. Electronic and Quantum Materials for Technology. 100 Units.

This is a one-quarter introductory course on the science and engineering of electronic and quantum materials. The intended audience is upper-level undergraduate students and first-year graduate students in Molecular Engineering and other related fields, including Chemistry and Physics. We will learn the basics of electrical and optical properties of electronic materials, including semiconductors, metals, and insulators starting from a simple band picture, and will discuss how these materials enable modern electronic and optoelectronic devices and circuitry. We will also explore the modern synthesis techniques for these materials and the effects of reduced dimensions and emergent quantum properties. No comprehensive exposure to quantum mechanics, thermodynamics, or advanced mathematical skills will be assumed, even though working knowledge of these topics will be helpful.

Instructor(s): Jiwoong Park Terms Offered: Spring

Prerequisite(s): CHEM 26200 or PHYS 23500 or instructor consent

Equivalent Course(s): MENG 36600, CHEM 39300

MENG 26610. Science of Materials. 100 Units.

TBD

Terms Offered: TBD. This course will be offered starting in the 2021-2022 academic year

MENG 26620. Physics of Solid State Semiconductor Devices. 100 Units.

This course covers the fundamental concepts needed to understand nanoelectronic solid state semiconductor devices. After an overview of the basic properties of semiconductors and electronic transport in semiconductors, we will explore the device physics behind some of the major semiconductor devices that have changed our lives. These include the p-n junction diode, the metal-oxide-semiconductor transistor (MOSFET), the photovoltaics cell (solar cell), the semiconductor light emitting diode (LED) and injection laser, dynamic random access memory (DRAM), and Flash memory. These devices collectively form the backbone behind all computing, communications, and sensing systems used today.

Instructor(s): Supratik Guha Terms Offered: Autumn

Prerequisite(s): MENG 21300 (or PHYS 23500 or CHEM 26100) or PHYS 22700 or PHYS 23600

Equivalent Course(s): MENG 36620

MENG 26630. Introduction to Nanofabrication. 100 Units.

This course will cover the fundamentals of nanofabrication from a practical viewpoint and will be useful for students planning to pursue research involving semiconductor processing technology, as well as broader topics such as microelectromechanical systems (MEMS), quantum devices, optoelectronics, and microfluidics. This course will cover the theory and practice of lithographic patterning; physical and chemical vapor deposition; reactive plasma etching; wet chemical processing; characterization techniques; and other special topics related to state-of-the-art processes used in the research and development of nanoscale devices. A solid grounding in introductory chemistry and physics is expected.

Instructor(s): Peter Duda Terms Offered: Winter

Prerequisite(s): PHYS 13300 and CHEM 10200, or equivalent

Equivalent Course(s): MENG 36630

MENG 27300. Experimental Techniques and Advanced Instrumentation. 100 Units.

This course aims to provide students with a knowledge of state-of-the-art experimental measurement techniques and laboratory instrumentation for applications in broad scientific research environments, as well as industrial and general engineering practice. Topics include atomic-scale structural and imaging methods, electronic transport in low dimensional matter, magnetic and optical characterization of materials. Basic concepts in electronic measurement such as lock-in amplifiers, spectrum and network analysis, noise reduction techniques, cryogenics, thermometry, vacuum technology, as well as statistical analysis and fitting of data will also be discussed.

Instructor(s): David Awschalom Terms Offered: Spring

Equivalent Course(s): MENG 37300

MENG 29511-29512. Engineering Design I-II.

The project-based design courses combine fundamental science and engineering skills to solve open-ended and challenging engineering problems selected among those encountered in the biology, chemical and soft materials, and quantum fields. Specific objectives for the courses include learning how to define a technical problem and how to propose solutions, applying scientific and engineering knowledge to solve real-world problems, and developing an operating plan with defined sub-tasks and project timelines. Additional emphasis will be placed on enhancing skills to communicate results clearly and concisely to various audiences, access and manage resources to achieve objectives, work as part of a team, and interact with external mentors and project managers. These courses also serve as a vehicle to teach other equally important non-technical skills, such as professional and ethical responsibilities in engineering and the impact of engineering in a societal context.

MENG 29511. Engineering Design I. 100 Units.

First quarter of Engineering Design.

Instructor(s): Mark Stoykovich, Xiaoying Liu, Mustafa Guler Terms Offered: Autumn

Prerequisite(s): Instructor consent required

MENG 29512. Engineering Design II. 100 Units.

Second quarter of Engineering Design.

Instructor(s): Mark Stoykovich, Xiaoying Liu, Mustafa Guler Terms Offered: Winter

Prerequisite(s): MENG 29511

MENG 29700. Undergraduate Research for Molecular Engineering. 100 Units.

IME faculty offer one-quarter research experiences for interested MENG students. A quality grade will be given based on performance in this course. In order to assign a quality grade, an agreement between the sponsoring IME faculty member and each student will be made that includes: (1) the content and scope of the project, (2) expectations for time commitment, (3) a well-defined work plan with timelines for particular experiments or calculations to be accomplished, and (4) a summary of academic goals such as demonstrating knowledge of the literature and developing communication skills (e.g., through presentations at group meetings).

Instructor(s): PME Faculty Terms Offered: Autumn Spring Winter

Prerequisite(s): Faculty consent required

Note(s): Students interested in MENG 29700 should contact the adviser for Molecular Engineering (Dr. Mark Stoykovich, stoykovich@uchicago.edu) and complete a "College Reading and Research Course Form" available from the College advisers.



Music

Department Website: <http://music.uchicago.edu>

Program of Study

The Department of Music aims to broaden the exposure to and enrich the understanding of the various Western, non-Western, and vernacular musical traditions of the world. Courses develop students' ability to analyze works and their structures; to understand music within historical lineages and socio-cultural practices; and to engage in the creative practice of music via composition and performance. The BA program in music provides a critical foundation for graduate work in music studies, careers in media production, education, or research, and provides an artistic, humanistic complement to study in other fields. The department also sponsors a music minor as well as a number of courses, performance organizations, and concert experiences available to the non-major.

Courses for Non-Majors

General Education

General education courses listed here are open to all students, regardless of previous musical background; in most cases reading music notation is not required.

The following courses satisfy the general education requirement in **the arts**:

MUSI 10100	Introduction to Western Art Music	100
MUSI 10200	Introduction to World Music	100
MUSI 10300	Introduction to Music: Materials and Design	100
MUSI 10400	Introduction to Music: Analysis and Criticism	100

Students seeking to meet the general education requirement in **civilization studies** may select the following two-quarter sequence:

MUSI 12100-12200	Music in Western Civilization I-II	200
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Other Courses for Non-Majors

For additional electives, non-majors may wish to consider courses in such interdisciplinary programs as Signature Courses in the College (SIGN) or Big Problems (BPRO), and other MUSI electives that do not require score reading. Performance ensembles are also open to all students regardless of major by audition.

BA Program Requirements

The program for the bachelor's degree in music offers a balance of academic and practice-based approaches to music study. Majors are required to earn at least 1100 units of music course work divided between analytical, historical, cultural, and creative practices. Students have considerable agency to design a major that accords with their own interests, with an additional option to write a BA thesis or composition eligible for special honors. Students plan and formalize their major program of study in consultation with the Director of Undergraduate Studies (see Advising).

Summary of Requirements: BA in Music

The music major requires 1100 units of study. Six 'foundation' courses are chosen from the following areas: Analysis and Techniques, Histories and Cultures, and Creative Practices. Five additional elective courses are also required, which should be chosen in consultation with the Director of Undergraduate Studies.

Analysis and Techniques	200
Histories and Cultures	300
Creative Practices	100
Electives	500
Total Units	1100

Foundation Courses

Analysis and Techniques

Choose two courses: 200

MUSI 14300	Music Theory Fundamentals
MUSI 15100	Harmony and Voice Leading I
MUSI 15200	Harmony and Voice Leading II
MUSI 15300	Harmony and Voice Leading III

It is advisable for students to begin Analysis and Techniques courses as soon as possible, since these are often prerequisites for electives. A placement exam given on the first day of MUSI 15100 advises students on where to enter the

music theory and analysis sequence. Majors should enroll in MUSI 15100, take the placement exam, and be advised on whether to take MUSI 14300, to stay in MUSI 15100, or to begin with MUSI 15200. The Director of Undergraduate Studies can provide additional guidance.

Histories and Cultures

Students choose three courses, including MUSI 23300 Introduction to the Social and Cultural Study of Music, which is required of all majors.

Choose two courses:		200
MUSI 27100	Topics in the History of Western Music I	
MUSI 27200	Topics in the History of Western Music II	
MUSI 27300	Topics in the History of Western Music III	
MUSI 23300	Introduction to the Social and Cultural Study of Music	100

Creative Practices

Choose one course:		100
MUSI 26100	Introduction to Composition §	
MUSI 26600	Intro: Computer Music	
Performance Ensemble +		

- § Students must take two group composition courses before inquiring about private study in music composition (MUSI 24000 Composition Lessons).
- + Students must fulfill three quarters of a performance ensemble to receive major credit. Students wishing to count ensemble participation in the major or the minor must enroll for credit on a Pass/Fail basis. A maximum of three units of ensemble participation (one unit as foundations + two units as electives) count toward the major. Students can participate in ensembles on a not-for-credit basis by enrolling for zero credit. For more information, see Performance Program below.

Electives

Electives should be chosen in consultation with the Director of Undergraduate Studies according to individual goals. Options include:

- **Academic Courses**, additional foundations-level courses count as electives.
- **Performance Ensembles**, up to two additional units (a maximum of three units of performance ensembles in total may count toward the major).
- **BA Thesis**, MUSI 29500 Undergraduate Honors Seminar and MUSI 29900 Senior Essay or Composition

Students are invited to write an essay or composition on the topic of their choosing as a BA thesis. Enrollment in MUSI 29500 Undergraduate Honors Seminar, typically offered each Spring Quarter, is designed to prepare third-year students to write a BA thesis. Thesis writers should enroll in MUSI 29900 Senior Essay or Composition during either the Autumn or Winter Quarter of the fourth year. MUSI 29500 and 29900 count toward electives in the major. The thesis topic can be interdisciplinary, but cannot jointly be submitted as a BA thesis in another major. Depending upon GPA, writing a BA thesis may make students eligible for Special Honors. Prospective thesis writers should speak with the Director of Undergraduate Studies about possible topics, advisers, and research plans in Autumn, Winter, and Spring Quarters of the third year.

Special Honors

Students may be recommended for special honors if they (1) have a GPA of at least 3.0 overall, (2) have a GPA of at least 3.5 in the music major, and (3) present an outstanding BA thesis or composition, as judged by the Department of Music faculty, under the approved supervision of a Department of Music faculty member.

Minor Program in Music

The program for the minor requires 700 units, including two analysis courses, one historical or cultural course, one creative practice course, and three electives in accord with the student's interests. Students can begin the minor in any of the three columns (Analysis and Techniques, Histories and Cultures, or Creative Practices). Students plan and formalize their minor program of study in consultation with the Director of Undergraduate Studies (see Advising).

Summary of Requirements: Minor in Music

Students wishing to minor in music must take 700 units total, comprising four foundational courses and three elective courses chosen in consultation with the Director of Undergraduate Studies.

Analysis & Techniques	200
Histories & Cultures	100
Creative Practices	100

Electives	300
Total Units	700

Foundation Courses for the Minor

Analysis and Techniques

Choose two of the following:

MUSI 14300	Music Theory Fundamentals	100
MUSI 15100	Harmony and Voice Leading I	100
MUSI 15200	Harmony and Voice Leading II	100
MUSI 15300	Harmony and Voice Leading III	100

Histories and Cultures

Choose one of the following:

MUSI 23300	Introduction to the Social and Cultural Study of Music	100
MUSI 27100	Topics in the History of Western Music I	100
MUSI 27200	Topics in the History of Western Music II	100
MUSI 27300	Topics in the History of Western Music III	100

Creative Practices

Choose one of the following:

MUSI 26100	Introduction to Composition	100
MUSI 26600	Intro: Computer Music	100
Performance Ensemble ⁺		100

⁺ Students must fulfill three quarters of a performance ensemble to receive minor credit. Students wishing to count ensemble participation in the major or the minor must enroll for credit on a Pass/Fail basis. A maximum of two units of ensemble participation (one unit as foundations + one unit as electives) count toward the minor. Students can participate in ensembles on a not-for-credit basis by enrolling for zero credit. For more information, see Performance Program below.

Electives

Electives should be chosen in consultation with the Director of Undergraduate Studies according to individual goals and may include:

- **Academic Courses** (additional foundations-level courses count as electives).
- **Performance Ensembles**, up to one additional unit (a maximum of two units of performance ensembles in total may count toward the minor).

Performance Program

Ensembles are open to all qualified students from all areas of the University through competitive auditions held at the beginning of Autumn Quarter. Participation in consecutive quarters (Autumn, Winter, Spring) is expected, unless there are extenuating circumstances (in which case, students may speak with the ensemble director and the Director of Undergraduate Studies). Beginners are welcome in non-Western ensembles, where previous experience is not assumed or required. Most organizations rehearse weekly. Ensemble directors establish their own standards of attendance, participation, repertoire amounts, and performances, within ranges approved by the Music Department faculty, in their individual syllabi.

Music majors and minors who complete a year of performance work in an ensemble with a passing grade will receive 100 units of credit upon completion, by request with the Director of Undergraduate Studies in the Department of Music. A maximum of three years (300 units) is allowed toward the major, and two years (200 units) towards the minor. Students who are participating in an ensemble enroll on a Pass/Fail basis. There is no option to take an ensemble for a quality grade. Majors and minors who have completed their desired or allowed for-credit units are encouraged to continue participating in an ensemble without requesting additional units of credit. Non-majors and non-minors cannot request credit.

MUSI 17000	University Chorus
MUSI 17001	Motet Choir
MUSI 17002	Women's Ensemble
MUSI 17003	Rockefeller Chapel Choir
MUSI 17010	University Symphony Orchestra
MUSI 17011	University Chamber Orchestra
MUSI 17012	University Wind Ensemble
MUSI 17020	Early Music Ensemble
MUSI 17021	Jazz X-tet

MUSI 17022	Jazz Combo
MUSI 17023	Middle East Music Ensemble
MUSI 17025	South Asian Music Ensemble
MUSI 17026	Chamber Music Performance
MUSI 17027	Piano Performance Studio
MUSI 17028	Vocal Performance Studio
MUSI 17029	Percussion Ensemble

Other Performance Activities

Students may wish to pursue additional musical activities at the University, including Tea Time Concert Series, Gilbert and Sullivan Opera Company (<http://www.gilbertandsullivanoperacompany.org/>), and many other campus opportunities (<https://music.uchicago.edu/additional-performance-opportunities/>). *These activities do not earn credit or satisfy the Creative Practice requirement for the music major or minor.*

For further information, students are welcome to visit the University of Chicago Music Performance Program website at music.uchicago.edu/page/ensembles-and-programs-overview (<https://music.uchicago.edu/performance-opportunities/>) or contact Barbara Schubert, Director of Performance Programs, at bschuber@uchicago.edu.

Advising

Students have considerable flexibility to design their own major or minor, but benefit from regular consultation with the Director of Undergraduate Studies.

Prospective majors are *required* to consult with the Director of Undergraduate Studies before declaring. After consultation, declaration is formalized with the student’s College adviser via my.uchicago.edu (<https://my.uchicago.edu/>). Majors are advised to meet with the Director of Undergraduate Studies at least yearly to design and execute their program of study. Third-year majors should meet with the Director of Undergraduate Studies *quarterly* to discuss a BA thesis option and to ensure timely completion of degree requirements.

Prospective minors are *required* to consult with the Director of Undergraduate Studies before declaring, ideally before the end of Spring Quarter of their third year. During the consultation, the student and the Director of Undergraduate Studies will complete the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) worksheet, available from the College adviser. The student will submit the completed minor form, with the signature of the Director of Undergraduate Studies, to the College adviser.

Grading

Courses used to meet the general education requirement in the arts must be taken for a quality grade. Courses taken to meet requirements in the major or minor also must be taken for quality grades with the exception of performance ensembles, which are taken Pass/Fail.

Courses in the major or minor may not be double counted with the student’s major(s), other minors, or general education requirements. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Music Courses

MUSI 10100. Introduction to Western Art Music. 100 Units.

This one-quarter course is designed to enrich the listening experience of students, particularly with respect to the art music of the Western European and American concert tradition. Students are introduced to the basic elements of music and the ways that they are integrated to create works in various styles. Particular emphasis is placed on musical form and on the potential for music to refer to and interact with aspects of the world outside.

Terms Offered: Autumn Spring Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 10200. Introduction to World Music. 100 Units.

This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.

Terms Offered: Autumn Spring Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

Equivalent Course(s): CRES 10200

MUSI 10300. Introduction to Music: Materials and Design. 100 Units.

This introductory course in music is intended for students who are interested in exploring the language, interpretation, and meaning of music through coordinated listening, analysis, and creative work. By listening to and comprehending the structural and aesthetic considerations behind significant written and improvised works, from the earliest examples of notated Western music to the music of living composers and performers, students will be prepared to undertake analytical

and ultimately creative projects. The relationship between cultural and historical practices and the creation and reception of music will also be considered. The course is taught by a practicing composer, whose experience will guide and inform the works studied. No prior background in music is required.

Terms Offered: Autumn Spring Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 10400. Introduction to Music: Analysis and Criticism. 100 Units.

This course aims to develop students' analytical and critical tools by focusing on a select group of works drawn from the Western European and American concert tradition. The texts for the course are recordings. Through listening, written assignments, and class discussion, we explore topics such as compositional strategy, conditions of musical performance, interactions between music and text, and the relationship between music and ideology as they are manifested in complete compositions.

Terms Offered: Autumn Spring Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 12100-12200. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

MUSI 12100. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21100, HIST 12700

MUSI 12200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): HIST 12800, SOSC 21200

MUSI 14300. Music Theory Fundamentals. 100 Units.

This one-quarter elective course covers the basic elements of music theory, including music reading, intervals, chords, meter, and rhythm.

Instructor(s): Various Terms Offered: Autumn. This course will meet asynchronously; attendance at any scheduled lectures and tutorials is completely optional and will have no bearing upon the student's grade. Lectures will be given live and scheduled at times that accommodate the majority of students' schedules. They may be attended via Zoom, but they will be recorded and made available for viewing at each student's leisure. Further optional tutorials will be scheduled at student's best convenience. Once again, attendance is not compulsory and will have no bearing upon the course grade.

MUSI 15100-15200-15300. Harmony and Voice Leading.

This three-quarter sequence serves as an introduction to the materials and structure of Western tonal music. The first quarter focuses on fundamentals: scale types, keys, basic harmonic structures, voice-leading and two-voice counterpoint. The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required.

MUSI 15100. Harmony and Voice Leading I. 100 Units.

The first quarter focuses on fundamentals: scale types, keys, basic harmonic structures, voice-leading and two-voice counterpoint. Musicianship labs in ear training and keyboard skills required.

Instructor(s): Olga Sanchez-Kisieleska (both sections and labs) Terms Offered: Autumn

Prerequisite(s): Ability to read music.

MUSI 15200. Harmony and Voice Leading II. 100 Units.

The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. Musicianship labs in ear training and keyboard skills required.

Instructor(s): Olga Sanchez-Kisielevska Terms Offered: Winter

Prerequisite(s): MUSI 15100

MUSI 15300. Harmony and Voice Leading III. 100 Units.

The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required.

Instructor(s): Olga Sanchez-Kisielevska (both class sections and labs) Terms Offered: Spring

Prerequisite(s): MUSI 15200

MUSI 21800. Conducting. 100 Units.

MUSI 23300. Introduction to the Social and Cultural Study of Music. 100 Units.

This course provides an introduction to ethnomusicology and related disciplines with an emphasis on the methods and contemporary practice of social and cultural analysis. The course reviews a broad selection of writing on non-Western, popular, vernacular, and 'world-music' genres from a historical and theoretical perspective, clarifying key analytical terms (i.e., 'culture,' 'subculture,' 'style,' 'ritual,' 'globalization') and methods (i.e., ethnography, semiotics, psychoanalysis, Marxism). In the last part of the course, students learn and develop component skills of fieldwork documentation and ethnographic writing.

Instructor(s): Robert Kendrick Terms Offered: Spring, Tues/Thurs 11:00-12:20 in GoH 205

Note(s): Enrollment limit: 17

MUSI 23410. Music of the Middle East. 100 Units.

No description available.

Instructor(s): P. Bohlman Terms Offered: Various

Prerequisite(s): 100-level music course or consent of instructor.

Equivalent Course(s): MUSI 33410

MUSI 23706. Music of South Asia. 100 Units.

The course explores some of the music traditions that hail from South Asia—a region defined by the countries of India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, Maldives, and their diasporas. The course will study music and some of its inextricably linked forms of dance and theatre through the lens of ethnomusicology, where music is considered in its social and cultural contexts. Students will develop tools to listen, analyze, watch, and participate in South Asian forms of music-making, using case-study based inquiries as guides along the way.

Instructor(s): Ameera Nimjee Terms Offered: Spring

Equivalent Course(s): MUSI 33706, SALC 20800, RLST 27700, SALC 30800

MUSI 23804. Rock. 100 Units.

This course has as its focus the varied social agents, discourses, processes and institutions that contribute to current and historical understandings of rock. Issues of musical style, questions of historiography, the technologies and techniques of audio recording, the structures of the recording industry, the status of so-called subcultures and mainstreams, and the politics of gender, race and sexuality are among the items which our readings, class discussions and assignments will explore.

As such, the inculcation of an 'appreciation' of rock, the transmission of a canon and the validation of individual musical tastes are projects that are antithetical to our inquiry. Students will also be encouraged, through select readings and listening assignments, to contextualize rock within a broad field of twentieth- and twenty-first century music-making and attendant social, political and economic processes.

Instructor(s): travieso Terms Offered: Autumn

Equivalent Course(s): MUSI 33804

MUSI 24416. Opera as Idea and As Performance. 100 Units.

Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, one each week, including a director, a conductor, a designer and two singers, to enable us to explore different perspectives. The list of operas to be discussed include Monteverdi's *The Coronation of Poppea*, Mozart's *Don Giovanni*, Rossini's *La Cenerentola*, Verdi's *Don Carlos*, Puccini's *Madama Butterfly*, Wagner's *Die Meistersinger*, Strauss's *Elektra*, and Britten's *Billy Budd*. (A) (I)

Instructor(s): A. Freud; M. Nussbaum Terms Offered: Spring

Prerequisite(s): Remark: students do not need to be able to read music, but some antecedent familiarity with opera in performance or through recordings would be extremely helpful. Ph.D. students in the Philosophy Department and the Music Department and all law students (both J. D. and LL.M.) may enroll without permission. All other students will be selected by lottery up to the number feasible given CA arrangements.

Note(s): Ph.D. students and law students will write one long paper at the end (20-25 pages), based on a prospectus submitted earlier. Other students will write one shorter paper (5-7 pages) and one longer paper (12-15 pages), the former due in week 4 and the latter during reading period.

Equivalent Course(s): PHIL 21102, PHIL 31102, MUSI 30716

MUSI 25020. Opera Across Media. 100 Units.

Open to all undergraduates. Over the course of the last hundred and twenty years, opera and cinema have been sounded and seen together again and again. Where opera is commonly associated with extravagant performance and production, cinema is popularly associated realism. Yet their encounter not only proves these assumptions wrong but produces some extraordinary third kinds-media hybrids. It also produces some extraordinary love affairs. Thomas Edison wanted a film of his to be 'a grand opera,' and Federico Fellini and Woody Allen wanted opera to saturate their films. Thinking about these mutual attractions, 'Opera across Media' explores different operatic and cinematic repertoires as well as other media forms. Among films to be studied are Pabst's *Threepenny Opera* (1931), Visconti's *Senso* (1954), Powell and Pressburger's *Tales of Hoffmann* (1951), Zeffirelli's *La traviata* (1981), De Mille's *Carmen* (1915), Losey's *Don Giovanni* (1979), Bergman's *The Magic Flute* (1975), and Fellini's *E la nave va* (1983). No prior background in music performance, theory, or notation is needed. Students may write papers based on their own skills and interests relevant to the course. Required work includes attendance at all screenings and classes; weekly postings on Canvas about readings and viewings; attendances at a Met HD broadcast and a Lyric Opera live opera; a short 'think piece' midway through the course; and a final term paper of 8-10 pages.

Instructor(s): Martha Feldman Terms Offered: Autumn

Note(s): Open to all undergraduates

Equivalent Course(s): SIGN 26058, CMST 24617, ITAL 25020, TAPS 26516

MUSI 25100. Analysis of Music of the Classical Period. 100 Units.

This course focuses on the analysis of music by composers associated with the Viennese classical period, including Haydn, Mozart, and Beethoven. Topics include classical phrase structure, standard tonal forms such as sonata-allegro, and basic chromatic harmony. Participants present model compositions and write analytical papers.

Instructor(s): Various Terms Offered: Winter

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course is typically offered in alternate years.

Equivalent Course(s): MUSI 30809

MUSI 25200. Analysis of Nineteenth-Century Music. 100 Units.

This course focuses on the tonal language of nineteenth-century European composers, including Schubert, Chopin, Brahms, and Wagner. Students confront analytical problems posed by these and other composers' increasing uses of chromaticism and extended forms through both traditional (classical) models of tonal harmony and form, as well as alternative approaches specifically tailored to this repertoire. We will also address the ways in which these analytical perspectives might impinge on or influence matters of performance; students with a performance background will be invited to propose a final project that involves both performance and analysis.

Instructor(s): Various Terms Offered: Spring

Prerequisite(s): MUSI 15300 or equivalent

MUSI 25300. Analysis of Twentieth-Century Music. 100 Units.

This course introduces theoretical and analytical approaches to twentieth-century music. The core of the course involves learning a new theoretical apparatus—often called 'set theory'—and exploring how best to apply that apparatus analytically to pieces by composers such as Schoenberg, Bartók, and Stravinsky. We also explore the relevance of the theoretical models to music outside of the high-modernist canon, including some jazz. The course provides an opportunity to confront some foundational questions regarding what it means to 'theorize about music.'

Instructor(s): Various Terms Offered: Various

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 26100. Introduction to Composition. 100 Units.

Designed for beginning composers to practice and hone the nuances of their musical craft, this course introduces some of the fundamentals of music composition through a series of exercises as well as several larger creative projects. Professional musicians will perform students' exercises and compositions. This is primarily a creative, composing course. Through a combination of composition assignments, listening, discussion, analysis, and reading, we will explore and practice the fundamental aspects of music composition. Repertoire study, harmony, counterpoint, rhythm, orchestration, timbre, form, transformation, and several other pertinent essentials are included in the curriculum. This laboratory-style, practical course is interactive and discussion-based.

Terms Offered: Autumn

Prerequisite(s): Any two quarters of music theory, inclusive of 14300 and 15153, or permission from the instructor

MUSI 26217. Analyzing Popular Music. 100 Units.

This class will explore different theoretical approaches to the analysis of twentieth and twenty-first century popular music. This will include examinations of phrase structure, form, pitch, timbre, harmonic syntax, meter and rhythm, transcription, and music-text relations. Students will analyze songs from a variety of popular music genres and participate in discussions about song interpretation, situating examples within broader contexts of time period, politics, and popular culture.

Equivalent Course(s): MUSI 36217

MUSI 26618. Electronic Music I. 100 Units.

Electronic Music I presents an open environment for creativity and expression through composition in the electronic music studio. The course provides students with a background in the fundamentals of sound and acoustics, covers the theory and practice of digital signal processing for audio, and introduces the recording studio as a powerful compositional tool.

The course culminates in a concert of original student works presented in multi-channel surround sound. Enrollment gives students access to the Electronic Music Studio in the Department of Music. No prior knowledge of electronic music is necessary.

Instructor(s): Sam Pluta Terms Offered: Autumn

Equivalent Course(s): MAAD 24618, MUSI 36618

MUSI 26718. Approaches to Live Electronics. 100 Units.

Hand-built circuits, tape loops, feedback, filters, ring modulators, turntables, live-processing software environments, microphones, and human-machine interface designs. In this course, we will study current and historical approaches to the performative use of hardware and software environments in music, and will follow the practice as it continues to redefine music composition and improvisation in the 21st century. Study will be repertoire-based, drawing from the work of artists ranging from David Tudor to Herbie Hancock to Grandmaster Flash to Kaija Saariaho.

Instructor(s): Sam Pluta Terms Offered: Autumn

Equivalent Course(s): MAAD 16718, MUSI 36718

MUSI 27100-27200-27300. Topics in the History of Western Music I-II-III.

This sequence is a three-quarter investigation into Western art music, with primary emphasis on the vocal and instrumental repertoires of Western Europe and the United States. This sequence is now offered every year, allowing students to complete the music major within the space of two years.

MUSI 27100. Topics in the History of Western Music I. 100 Units.

Part I of a three-quarter investigation into Western art music, with primary emphasis on the vocal and instrumental repertoires of Western Europe and the United States. MUSI 27100 begins with the earliest notated music and considers monophonic liturgical chant and the development of sacred and secular vocal polyphony through the sixteenth century.

This course is part of the College Course Cluster, The Renaissance.

Instructor(s): Martha Feldman Terms Offered: Autumn

Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 27200. Topics in the History of Western Music II. 100 Units.

MUSI 27200 addresses topics in music from 1600 to 1800, including opera, sacred music, the emergence of instrumental genres, the codification of tonality, and the Viennese classicism of Haydn and Mozart.

Terms Offered: Winter

Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 27300. Topics in the History of Western Music III. 100 Units.

MUSI 27300 treats music since 1800. Topics include the music of Beethoven and his influence on later composers; the rise of public concerts, German opera, programmatic instrumental music, and nationalist trends; the confrontation with modernism; and the impact of technology on the expansion of musical boundaries.

Terms Offered: Spring

Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 28500. Musicianship Skills. 000 Units.

This is a yearlong course in ear training, keyboard progressions, realization of figured basses at the keyboard, and reading of chamber and orchestral scores. Classes each week consist of one dictation lab (sixty minutes long) and one keyboard lab (thirty minutes long).

Instructor(s): Olga Sánchez-Kisielewska Terms Offered: Autumn Spring Winter

Prerequisite(s): MUSI 15300. Open only to students who are majoring in music.

Note(s): 100 units credit is granted only after successful completion of the year's work.

MUSI 29500. Undergraduate Honors Seminar. 100 Units.

The seminar guides students through the preliminary stages of selecting and refining a topic, and provides an interactive forum for presenting and discussing the early stages of research, conceptualization, and writing. The course culminates in the presentation of a paper that serves as the foundation of the honors thesis. The instructors work closely with honors project supervisors, who may be drawn from the entire music faculty.

Terms Offered: Spring

Prerequisite(s): Consent of instructor. Open only to third years who are majoring in music and wish to develop a research project and prepare it for submission for departmental honors.



Near Eastern Languages and Civilizations

Department Website: <http://nelc.uchicago.edu>

Program of Study

Majors in Near Eastern Languages and Civilizations (NELC) at the University of Chicago pursue rigorous knowledge about a region of the world that is known as “the cradle of civilization” and the home of several important religious and cultural traditions, as well as one of the most important geopolitical areas of our contemporary world. NELC majors acquire languages; learn how archaeologists, economists, historians, linguists, literary scholars, and careful readers of legal, religious, economic, and other kinds of texts critically evaluate evidence; and acquire, largely in small class settings, analytical writing, thinking, and research skills that will help prepare them for a variety of careers.

Geographically centered on the Nile to Oxus and Danube to Indus region, NELC also embraces North Africa and Islamic Spain, as well as Central Asia and the Balkans in its ambit, from the early Bronze Age to the recent era of revolutions. Students can gain expertise in a wide variety of languages, including the living spoken tongues of the modern Middle East and Central Asia (Arabic, Armenian, modern Hebrew, Kazakh, Persian, Turkish, and Uzbek) or languages that open gateways onto the ancient past (Aramaic, Babylonian, Biblical Hebrew, Coptic, Egyptian Hieroglyphics, Elamite, Ge'ez, Hittite, Middle and Old Persian, Ottoman, Syriac, Ugaritic, etc.).

In an interdisciplinary area studies department like NELC, majors learn about the region through primary sources (material, oral, or textual) and scholarly analysis, structuring their curriculum around various disciplines and methodologies, including stratigraphy and paleobotany, comparative literature, cultural and civilizational studies, economics and numismatics, gender studies, history (economic, political, religious, and social), human rights, public policy, and digital humanities approaches.

Areas of specialization within NELC include:

- Arabic Studies
- Armenian Studies
- Archaeology and Art of the Ancient Near East
- Classical Hebrew Language and Civilization
- Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
- Egyptian Languages and Civilization
- History (Ancient Near East, Islamic History, Modern Middle Eastern History)
- Islamic Thought (including Law, Sufism)
- Israeli and Jewish Studies (including Biblical and Modern Hebrew, Aramaic, Syriac)
- Persian and Iranian Studies (Culture, Language, Literature, History, Religion)
- Semitic Languages and Literatures (Comparative Semitics, Northwest Semitics)
- Turkish and Ottoman Studies (Culture, History, Languages, Literatures)

Students who major in NELC who are interested in learning one or more of the primary native languages as a means of access to the cultures of the ancient Near East and/or the modern Middle East can do so in the **Language and Culture Track** of the NELC major, while students who are more interested in developing their knowledge of the material cultures of the Near East and of the concepts and techniques of archaeology can do so in the **Archaeology Track** of the NELC major. In consultation with the Director of Undergraduate Studies, each student chooses an area of specialization and devises a program of study that provides a sound basis for graduate work in that area or for a career in business, education, government, journalism, law, museology, public policy, public service, or a variety of other disciplines and professions.

Major Requirements

Requirements for the NELC major vary quite substantially between the **Language and Culture Track** on the one hand, and the **Archaeology Track** on the other hand. Specific requirements for each track are described below. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the major in NELC. Students are encouraged to track their progress through requirements by using our major worksheet (available on the NELC website (<http://nelc.uchicago.edu/undergraduate/>)). NELC strongly encourages students to study abroad if they are able. Civilization sequences offered in the Study Abroad programs at Rabat, Istanbul (Granada), Cairo, and Jerusalem (300 units in one quarter) fulfill the requirements of the NELC major in terms of civilization courses. Language courses taken abroad can also be counted towards the major, after evaluation by the NELC coordinator for the language and approval by the Director of Undergraduate Studies. Students should consult the website of the Study Abroad program study-abroad.uchicago.edu (<https://study-abroad.uchicago.edu/>) for further details.

Thirteen courses and a Research Project are required for a NELC major.

Summary of Requirements: Language and Culture Track

Two or three quarters of one of the following civilization sequences: *		200-300
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	
NEHC 20011-20012-20013	Ancient Empires I-II-III	
NEHC 20201-20202-20203	Islamicate Civilization I-II-III	
NEHC 20501-20502-20503	Islamic History and Society I-II-III	
NEHC 20601-20602-20603	Islamic Thought and Literature I-II-III	
JWSC 12000-12001-12003	Jewish Civilization I-II-III ⁺	
Six courses in one, or three courses each in two of the Near Eastern languages (e.g., Arabic, Armenian, Babylonian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek) **		600
Three or four elective courses in the student's area of specialization ⁺⁺		300-400
NEHC 29899	Research Colloquium	100
Total Units in the Major		1300

- * Note that the course sequence on “Islamicate Civilization” does not fulfill the general education requirement in civilization studies. All of the other NELC civilization sequences do fulfill the general education requirement. ‘Islamic History and Society’ will not be offered in 2020–21. If a Near Eastern civilization sequence is used to meet the College general education requirement, a second Near Eastern civilization sequence is required for the NELC major. Students who took NEHC 20001-20002-20003 Ancient Near Eastern History and Society I-II-III prior to 2020–21 may continue to apply these courses toward NELC requirements. Students who took NEAA 20001-20002-20003-20006 Ancient Near Eastern History and Society I-II-III-VI prior to 2020–21 may continue to apply these courses toward the Language and Culture Track.
- + Students who began taking Jewish Civilization courses prior to Autumn 2018 may continue to use the courses that previously satisfied the civilization studies requirement. See the Jewish Studies page for details.
- ** Credit for language courses may not be granted by examination or petition.
- ++ These may consist of any NELC courses, including additional language courses, an additional civilization sequence, or NELC courses in areas such as archaeology, art, literature in translation, history, and religion. NEHC 29995 Research Project may be counted towards the elective requirement. Contact the NELC Director of Undergraduate Studies for questions about course requirements.

Summary of Requirements: Archaeology Track

One archaeological methods course		100
NEAA 20100	Archaeological Methods and Interpretations	
One course in geographic information science		100
NEAA 20061 or GEOG 28202	Ancient Landscapes I Geographic Information Science I	
Three methodologically oriented courses, chosen from among the following: *		300
NEAA 10020	Ceramic Analysis in Archaeology	
NEAA 20027	New Approaches to Old Stones: Chipped & Ground Stone Analysis	
NEAA 20035	Introduction to Zooarchaeology	
NEAA 20062	Ancient Landscapes II	
GEOG 28402 & GEOG 28602	Geographic Information Science II and Geographic Information Science III	
ANTH 26900	Archaeological Data Sets	
ANTH 28400	Bioarchaeology and the Human Skeleton	
BIOS 22265	Human Origins: Milestones in Human Evolution and the Fossil Record	
Three courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department, for example: ⁺		300
NEAA 20001-20002-20003-20006	Archaeology of the Ancient Near East I-II-V-VI	
NEAA 20501	Introduction to Islamic Archaeology	
HIST 16700-16800-16900	Ancient Mediterranean World I-II-III	
EALC 28010	Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage	

EALC 28015	Archaeology of Bronze Age China	
Two courses in a relevant foreign language, ancient or modern, chosen in consultation with the NELC Director of Undergraduate Studies.		200
One course in statistical methods		100
STAT 22000 or DIGS 20002	Statistical Methods and Applications ** Data Analysis for the Humanities I	
NEAA 20091	Field Archaeology ++	100
NEHC 29899	Research Colloquium	100
Total Units		1300

* Students can also choose other approved undergraduate courses in archaeological methods or in the application of social theory in archaeological interpretation that may be offered in NELC or another department (e.g., archaeobotany, archaeometallurgy, archaeological conservation, ancient DNA, epigraphic methods, etc.)

+ This list is purely indicative. Students should discuss with the Director of Undergraduate Studies to establish a coherent list of electives in their areas and periods of interest.

** Students who have taken statistics to fulfill other requirements may substitute an approved elective.

++ This course entails participation in archaeological fieldwork with a University of Chicago faculty member or in an approved field school sponsored by another university. The fieldwork requirement for the major will often be fulfilled during the Summer Session for course credit from the University of Chicago or for transfer credit from another school. If the fieldwork is done without earning course credit, the student will substitute an additional elective chosen among the methodologically oriented courses or the courses in the archaeology, history, or culture of the region(s) of interest quoted above, or an additional language course. In any case, the student must engage in approved archaeological fieldwork as a requirement of the major.

Grading

All courses used to meet requirements in the major must be taken for quality grades with the exception of the NEHC 29899 Research Colloquium, which is taken for P/F grading.

Advising

As soon as they declare their major in NELC, students must consult the Director of Undergraduate Studies to plan their programs of study. In Autumn Quarter of their fourth year, all NELC students must see the Director of Undergraduate Studies with an updated degree program and transcript.

BA Research Project

NELC majors are required to elaborate a substantial Research Project during their fourth year. In most cases, students choose to write a BA thesis, in the form of an original academic essay of approximately 30 to 50 pages. Upon agreement with instructors and the Director of Undergraduate Studies, the NELC major Research Project also allows for less traditional forms of knowledge production, such as (but not exclusively limited to) artistic expressions supported by a research question, various forms of research-oriented endeavors using computational methods (including geographic information systems), etc.

The timeline below assumes a Spring Quarter graduation. Students who expect to graduate in other quarters should consult the Director of Undergraduate Studies.

Year 3: Spring Quarter

NELC majors in their third year should discuss possible topics for their Research Project with NELC faculty members with whom they have worked or who have expertise in their topic. This may grow out of a paper written from a course or may be an entirely new project.

After choosing a topic and narrowing down its focus, students are responsible to request a member of the NELC faculty to serve as their research adviser, who will help them further conceive the scope and aims of the project and provide guidance about methods and sources for carrying out their research. Students must formally file their proposed Research Project topic with their faculty adviser's signature in the NELC department office before the end of their third year (by Monday of tenth week of Spring Quarter). Forms to register the topic are available on our website (<http://nelc.uchicago.edu/undergraduate/>).

Year 4: Autumn Quarter

Students are required to register for NEHC 29899 Research Colloquium in Autumn Quarter of their fourth year on a P/F basis. NEHC 29899 is a workshop course designed to survey the fields represented by NELC and to assist students in researching and finalizing their Research Projects. The course is run by a BA preceptor, typically an advanced PhD student in NELC. Preceptors work closely with students and their faculty advisers to assist in all aspects of conceiving, researching, and writing. A passing grade (P) for NEHC 29899 depends on full attendance and participation throughout the quarter.

Year 4: Winter Quarter

NELC majors are strongly encouraged to register for an optional one-quarter independent study course NEHC 29995 Research Project with their BA preceptor that will allow time in their schedules over Winter Quarter to work on and revise their projects under the guidance of their BA preceptor. Students will receive a quality grade for this course, equivalent to the final Research Project grade, reported in the Spring Quarter.

Year 4: Spring Quarter

The completed Research Project must be submitted to the Department Administrator by Monday of third week in Spring Quarter. For theses, students should submit two bound hard copies and one pdf of the paper; for digital projects and other non-traditional projects, students are responsible for discussing in advance with their faculty adviser and the Department Administrator the format under which their work should be submitted. The Department Administrator will distribute the Research Projects to the faculty adviser. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.

The faculty adviser will grade the Research Project and submit grades and honors recommendations to the Director of Undergraduate Studies by Monday of fifth week in Spring Quarter.

Double Majors

Students intending to double major may, with the permission of the NELC Director of Undergraduate Studies, write a single Research Project that is designed to meet the requirements of both majors, provided that the faculty research adviser is a member of the NELC faculty. Approval from both Directors of Undergraduate Studies is required. A consent form, to be signed by the Directors of Undergraduate Studies, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Research Funding

Students are encouraged to begin the reading and research for their Research Project in the summer before their fourth year. Research grants are available to undergraduates. Please discuss the availability of grants with the Department Administrator and/or Director of Undergraduate Studies early in the third year and visit the department website for updated information.

NELC is a participant in the PRISM program (<https://careeradvancement.uchicago.edu/jobs-internships-research/prism-grants/>) and majors are encouraged to apply for PRISM grants.

Honors

Students who complete their course work and their Research Project with distinction are considered for honors. To be eligible for honors, students must have an overall GPA of 3.25 or higher, they must have a NELC GPA of 3.5 or higher, and they must have earned a grade of A on the Research Project.

Prizes

The department awards the Justin Palmer Prize annually to the Research Project judged to be the most outstanding. The Director of Undergraduate Studies makes this determination in consultation with the department chair and faculty members. This monetary prize is made possible by a generous gift from the family of Justin Palmer, AB'04, who completed a minor in NELC.

Minor Program in Near Eastern Languages and Civilizations

Students in the College with an interest in the languages, cultures, and archaeology of the Middle East or of the ancient Near East may pursue a minor in NELC. Completion of this minor certifies that students' undergraduate course work at the University of Chicago has prepared them with language skills, field-specific knowledge and methods, and cultural competency that can give them an advantage on the job market for a wide variety of careers—in business, in medicine or law, in the public sector, or in museums and cultural heritage.

Students who wish to take a minor in NELC must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students must submit the Consent to Complete a Minor Program (<https://college.uchicago.edu/advising/tools-forms/>) form to their College adviser by the deadline above. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the minor in NELC. Students are encouraged to track their progress through requirements by using our minor worksheet, which can be found on our website (<http://nelc.uchicago.edu/undergraduate/>).

Program Requirements for the Minor

Students may choose one of three tracks: Language, Culture, or Archaeology. The first two tracks require a two- or three-quarter NELC civilization sequence which can be taken on campus or in one of the Study Abroad programs focusing on the Middle East (see Major Requirements for more detail on civilization sequences). In addition, the **Language Track** requires three courses of one NELC language at any level. Students using a NELC sequence to satisfy the general education requirement in civilization studies may seek approval from the department to substitute additional language course work in place of the civilization requirement in the minor. The **Culture Track** allows students to focus on such topics as history, religion, or literature in translation and does not have a language requirement. The **Archaeology Track** requires NEAA 20100 Archaeological Methods and Interpretations, one introductory course in geographical systems analysis (either NEAA 20061 Ancient Landscapes I or GEOG 28202 Geographic Information Science I), two methodologically oriented courses

(see Major Requirements for more detail on these courses), and two elective courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department.

The six courses in the minor may not be double counted with a student's major(s) or with other minors, and they may not be counted toward general education requirements. Courses in the minor must be taken for quality grades.

Language Track Sample Minor

NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	300
HEBR 10101-10102-10103	Elementary Classical Hebrew I-II-III	300
Total Units		600

Language Track Sample Minor

ARAB 20101-20102-20103	Intermediate Arabic I-II-III	300
NEHC 20601-20602-20603	Islamic Thought and Literature I-II-III	300
Total Units		600

Culture Track Sample Minor

NEHC 20011-20012-20013	Ancient Empires I-II-III	300
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	300
Total Units		600

Archaeology Track Sample Minor

NEAA 20100	Archaeological Methods and Interpretations	100
GEOG 28202	Geographic Information Science I	100
NEAA 10020	Ceramic Analysis in Archaeology	100
NEAA 20035	Introduction to Zooarchaeology	100
NEAA 20003	Archaeology of the Ancient Near East III: Levant	100
NEAA 20006	Archaeology of the Ancient Near East VI: Egypt	100
Total Units		600

All undergraduate courses being offered in the 2019–20 academic year are listed below, by subject. Upper-level courses and the most up-to-date course information can be found in the NELC section of Class Search (<http://registrar.uchicago.edu/classes/>).

Akkadian Courses

AKKD 10501-10502-10503. Introduction to Babylonian I-II-III.

Introduction to Babylonian

AKKD 10501. Introduction to Babylonian I. 100 Units.

Introduction to the grammar of Akkadian, specifically to the Old Babylonian dialect. The class covers the first half of the Old Babylonian grammar, an introduction to the cuneiform script, and easy translation exercises.

Instructor(s): Susanne Paulus Terms Offered: Autumn

AKKD 10502. Introduction to Babylonian II. 100 Units.

This course is the second quarter of the annual introductory sequence to the Babylonian language and the Cuneiform script. Students will further explore the grammar of Babylonian in its Old Babylonian dialect (19th-16th c. BCE) and read ancient inscriptions (especially the Laws of Hammu-rabi) in the Old Babylonian monumental script. They will also be introduced to the Old Babylonian cursive used in letters and the documents of everyday life.

Instructor(s): Herve Reculeau Terms Offered: Winter

Prerequisite(s): AKKD 10501 or equivalent

AKKD 10503. Introduction to Babylonian III: Divinatory Texts. 100 Units.

Akkadian readings in a wide variety of divinatory cuneiform texts, including omens from extispicy, teratology, libanomancy, medical diagnosis, and lunar eclipses, among others. Students are graded based on their preparation and mastery of cuneiform script-Old Babylonian cursive, in particular-and Akkadian philology.

Instructor(s): John Wee Terms Offered: Spring

Prerequisite(s): AKKD 10502 or equivalent

AKKD 20352. Nuzi: Documents from a Late Bronze Age Town. 100 Units.

More than 6000 cuneiform documents from a single Late Bronze Age site, ancient Nuzi, dating to a period of only about 150 years, yield unparalleled insights into everyday life in the ancient world. This course will use these resources to explore a series of legal and social phenomena, both private and public, including family/status (marriage, divorce, inheritance, adoption), judicial process (trials, lawsuits), public corruption, political events, and more.

Instructor(s): Martha Roth Terms Offered: Spring

Prerequisite(s): 2 years Akkadian or permission of instructor

Equivalent Course(s): AKKD 30350

AKKD 20601. Intermediate Akkadian: Myths of Creation and Destruction. 100 Units.

Akkadian readings of passages, mainly from the Babylonian Creation Epic (Enuma Elish) and the Babylonian Flood Story (Atrahasis), as well as from the Babylonian Theodicy, Gilgamesh, and the Myth of Seven Sages. Students are expected to master grammatical and narratorial content, become familiar with the use of modern dictionaries and other Assyriological resources, and improve their proficiency in reading directly from Assyrian and Babylonian cursive cuneiform scripts.

Instructor(s): Wee, John Terms Offered: Autumn

Prerequisite(s): 1 Year of Akkadian

AKKD 20900. Old Assyrian Letters and Documents. 100 Units.

This course introduces students to the Assyrian dialect of the early second millennium BCE, as witnessed in the archives of Assyrian merchants operating in the ancient city of Kaneš (modern Kültepe, Turkey). Students will read through a selection of letters, legal texts and administrative documents pertaining to the merchants' activities between Northern Mesopotamia and Anatolia. They will be exposed to the earliest known attestation of the Northern dialect of Akkadian, which differs sensibly from the contemporary Old Babylonian and later Standard Babylonian dialects that are introduced in elementary and intermediate Akkadian courses. Similarly, Old Assyrian cursive paleography has its own rules for sign shapes and values, with some marked differences with contemporary Old Babylonian. Knowledge of the Old Babylonian grammar and cursive cuneiform script are therefore required to take this course, and knowledge of Standard Babylonian and the associated scripts are highly recommended. Due to the restrictions in classroom availabilities imposed by the current pandemic, this course will be offered remotely via Zoom. Evaluation will be based on participation (30%), a midterm take-home exam (30%) and a final take-home exam (40%).

Instructor(s): Hervé Reculeau Terms Offered: Autumn

Prerequisite(s): Intermediate Akkadian (exceptions possible with instructor's consent).

Equivalent Course(s): AKKD 30900

Ancient Anatolian Languages Courses

AANL 10101-10102-10103. Elementary Hittite I-II-III.

This three-quarter sequence covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes students with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 BC).

AANL 10101. Elementary Hittite I. 100 Units.

As part of a three-quarter sequence, this course familiarizes the student with about 3/4 of Hittite grammar. The principles of the cuneiform writing system are taught and the student will learn some 100 signs of the basic syllabary and most important logograms. Also, a begin is made of introducing the student to the basic tools of the field.

Instructor(s): Theo Van Den Hout Terms Offered: Autumn

AANL 10102. Elementary Hittite II. 100 Units.

As part of a three-quarter sequence, this second quarter we finish the grammar and start reading Hittite texts, introducing the student to the various genres that Hittite literature has to offer. We will continue the introduction of important tools of the field and students will acquire further routine in reading cuneiform.

Instructor(s): Theo Van Den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

AANL 10103. Elementary Hittite III. 100 Units.

This is the third in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 B.C.).

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

AANL 20125. Advanced Readings in Hittite. 100 Units.

This course focuses on a particular genre of Hittite texts. The Hittite texts are read in cuneiform and placed in their social-historical context and the reading hones the student's philological skills.

Instructor(s): Theo Van Den Hout Terms Offered: Autumn

Prerequisite(s): AANL 10101, 10102, 10103

AANL 20225. Readings: Palaic. 100 Units.

TBD

AANL 20302. Luwian-2: Second Millennium Texts. 100 Units.

This course focuses on the Hieroglyphic Luwian inscriptions of the second millennium BC. Since Hieroglyphic Luwian I (AANL 20301) is required this course will not offer a grammatical overview but start with the texts immediately.

Instructor(s): Goedegebuure, Petra Terms Offered: Winter

Prerequisite(s): AANL 20301/1 Hieroglyphic Luwian I

AANL 20501. Lycian. 100 Units.

This course introduces the grammar and writing system of the Lycian language of the first millennium BC (ca. 500 to 300). After reading a series of tomb inscriptions, we venture into the larger historical inscriptions that include the Lycian-Greek-Aramaic trilingual of Xanthos.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): Elementary Hittite or consent from instructor

Equivalent Course(s): ANCM 30800, AANL 30501

AANL 20601. Carian/Pisidian/Sidetic. 100 Units.

TBD

Equivalent Course(s): ANCM 30200

AANL 20901. Introduction to Hurrian. 100 Units.

This class introduces the student to the grammar and texts of the Hurrian language. In addition we will read a number of representative texts in Hurrian.

Instructor(s): Theo van den Hout Terms Offered: Spring

Note(s): For College students with second-year standing

Arabic Courses

ARAB 10101-10102-10103. Elementary Arabic I-II-III.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week.

ARAB 10101. Elementary Arabic I. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week. Note(s): The class meets for six hours a week

Instructor(s): Osama Abu-Eledam, Zainab Hermes, Aidan Kaplan, TBA Terms Offered: Autumn Spring Winter

ARAB 10102. Elementary Arabic II. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes, TBA, TBA Terms Offered: Winter

Prerequisite(s): ARAB 10101 or equivalent

ARAB 10103. Elementary Arabic III. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes, TBA Terms Offered: Spring

Prerequisite(s): ARAB 10102 or equivalent

ARAB 10123. Summer Intensive Arabic Level 1. 300 Units.

Summer Intensive Arabic Level I is an eight-week course designed to introduce complete novices to the fundamentals of Arabic in the four language skills (speaking, listening, reading, and writing). Classes are small and use the Alif Baa' and al-Kitaab textbook (2nd edition), supplemented by authentic materials, both to learn the language and to experience the culture. Cultural proficiency is an integral part of the language instruction (forms of address, youth phrases, phrases used among intimate friends, etc.). Students will spend 4-5 hours per day practicing using Arabic in classroom activities and should plan on studying an additional 3-4 hours most afternoons and evenings. In addition to class time, a full day trip to an Arab neighborhood in Chicago provides an opportunity to use Arabic in an authentic cultural context. Cultural exposure will also be supplemented through guest speakers, songs, and films. At the conclusion of the course, students can expect to have mastered the sounds and shapes of the Arabic alphabet and to be able to speak about themselves and their world in Modern Standard Arabic, as well as to engage in conversations about familiar topics with native speakers, to comprehend basic texts, and to use some common phrases in colloquial Egyptian and Shaami.

Instructor(s): Staff Terms Offered: Summer

ARAB 10250. Colloquial Levantine Arabic. 100 Units.

Spoken Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture of Syria, Lebanon, Jordan, and Palestine.

Instructor(s): O. abu-Eledam Terms Offered: Autumn

ARAB 10257. Colloquial Levantine Arabic II. 100 Units.

Colloquial Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture.

Instructor(s): Osama Abu-Eledam Terms Offered: Spring

ARAB 15001. Elementary Arabic in Jerusalem. 100 Units.

ARAB 15002. Elementary Arabic in Jerusalem. 100 Units.

ARAB 15003. Intermediate Arabic in Jerusalem. 100 Units.

ARAB 15004. Intermediate Arabic in Jerusalem. 100 Units.

ARAB 15005. Advanced Arabic in Jerusalem. 100 Units.

ARAB 15006. Advanced Arabic in Jerusalem. 100 Units.

ARAB 15007. Elementary Arabic in Cairo. 100 Units.

Elementary Arabic in Cairo

ARAB 15008. Elementary Arabic in Cairo. 100 Units.

Elementary Arabic in Cairo

ARAB 15009. Intermediate Arabic in Cairo. 100 Units.

Intermediate Arabic in Cairo

ARAB 15010. Intermediate Arabic in Cairo. 100 Units.

Intermediate Arabic in Cairo

ARAB 15011. Advanced Arabic in Cairo. 100 Units.

Advanced Arabic in Cairo

ARAB 15012. Advanced Arabic in Cairo. 100 Units.

Advanced Arabic in Cairo

ARAB 15013. Elementary Arabic in Morocco. 100 Units.

ARAB 15014. Elementary Arabic in Morocco. 100 Units.

ARAB 15015. Intermediate Arabic in Morocco. 100 Units.

ARAB 15016. Intermediate Arabic in Morocco. 100 Units.

ARAB 15017. Advanced Arabic in Morocco. 100 Units.

ARAB 15018. Advanced Arabic in Morocco. 100 Units.

ARAB 15019. Elementary Arabic in Granada. 100 Units.

ARAB 15020. Elementary Arabic in Granada. 100 Units.

ARAB 15021. Intermediate Arabic in Granada. 100 Units.

ARAB 15022. Intermediate Arabic in Granada. 100 Units.

ARAB 15023. Advanced Arabic in Granada. 100 Units.

ARAB 15024. Advanced Arabic in Granada. 100 Units.

ARAB 20100. Intermediate Modern Arabic for CPS Students. 100 Units.

StarTalk Arabic-Year 2

ARAB 20101-20102-20103. Intermediate Arabic I-II-III.

This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.

ARAB 20101. Intermediate Arabic I. 100 Units.

The first quarter of Intermediate Arabic

Instructor(s): Osama Abu Eledam, Zainab Hermes, TBA, TBA Terms Offered: Autumn Spring Winter

Prerequisite(s): ARAB 10103 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.

The second quarter of Intermediate Arabic

Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes, TBA Terms Offered: Winter

Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.

ARAB 20103 is the spring quarter continuation of the Intermediate Arabic sequence that began with ARAB 20101 last fall, and continued with ARAB 20102 in the winter. We will continue to work through the second half of Al-Kitaab Part 2. As in any language course, we address all four of the fundamental skills: reading, writing, listening, and speaking. A particular focus of this sequence, however, is ensuring that students have a solid, comprehensive understanding of the rules of Arabic syntax. In addition to readings and exercises from the textbook, we will increasingly make use of articles from Arabic-language news media.

Instructor(s): Osama Abu Eledam, Zainab Hermes, TBA, TBA Terms Offered: Spring

Prerequisite(s): ARAB 20102 or equivalent

ARAB 20123. Summer Intensive Arabic Level II. 300 Units.

Summer Intensive Arabic Level 2 is designed for students who have completed the equivalent of Alif Baa' and al-Kitaab Part One. In this 8-week summer course in Arabic, instructors will make full use of the abundant online resources and real-time interactions with native speakers to achieve the course objective of intermediate high proficiency in the four skills. Students will improve and refine their language skills using al-Kitaab part 2 (3rd edition), along with authentic film and video clips, social media posts, songs, stories, poems, and articles. Cultural proficiency is an integral part of the language instruction, as students immerse themselves in readings (literary and journalistic) and engage in conversations with their classmates and with guest lecturers/presenters. Students will also extend their language and cultural skills by working on songs and film extracts. The class will help students develop their ability to initiate and sustain discussion on topics of general interest and to present information and simple narratives in Modern Standard Arabic; to understand a wide range of written genres in Arabic, including formal writing, journalistic texts, and less formal styles; to write and speak with increasing accuracy and fluency; and to carry out basic research with non-technical texts.

Instructor(s): Staff Terms Offered: Summer

ARAB 20390. Arabic in Social Context. 100 Units.

This is a course for the advanced student of Arabic, focusing on improving listening comprehension and instilling an awareness of the social associations accompanying different speech styles. Through intensive exposure to a variety of authentic oral texts (talk shows, songs, soap operas, films, news shows, ads, comedy skits, etc.), students will delve into current social and political issues, as well as become sensitive to code switching between MSA and colloquial (all the major dialects). Through these texts, we will examine the themes of diglossia and code-switching; gendered discourse; urban-rural differences; class differences; youth language. A heavily aural course, class activities will involve student presentations (group and solo), discussion groups, and a final oral presentation project.

Instructor(s): N. Forster Terms Offered: Winter

Prerequisite(s): Two Years of Arabic study or consent of instructor

Equivalent Course(s): ARAB 30390

ARAB 20588. Media Arabic. 100 Units.

Media Arabic is a course designed for the advanced student of Modern Standard Arabic. The course objective is to improve students' listening comprehension and writing skills. Students will advance toward this goal through listening to and reading a variety of authentic materials from Arabic Media (on politics, literature, economics, education, women, youth, etc.).

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): At least two years of Modern Standard Arabic

Equivalent Course(s): ARAB 30588

ARAB 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.

This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.

Instructor(s): G. Hayek Terms Offered: Spring

Equivalent Course(s): ARAB 30658, NEHC 20658, NEHC 30658

Aramaic Courses**ARAM 10101-10102-10103. Biblical Aramaic; Old Aramaic Inscriptions; Imperial Aramaic.**

Three quarter sequence in Aramaic spanning Biblical Aramaic (Autumn), Old Aramaic (Winter), and Imperial Aramaic (Spring).

ARAM 10101. Biblical Aramaic. 100 Units.

This course provides a thorough introduction to the grammar of the Aramaic portions of the Hebrew Bible during the first few weeks. The remainder of the course is spent reading texts from the books of Daniel and Ezra.

Instructor(s): S. Creason Terms Offered: Autumn

Prerequisite(s): HEBR 10103 or equivalent.

Note(s): Instructor Consent Required

Equivalent Course(s): JWSC 11000

ARAM 10102. Old Aramaic Inscriptions. 100 Units.

Selected monumental inscriptions from the Old Aramaic period (c. 1000-600 BCE) are read with special attention to the dialectal differences among various subgroups of texts.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): ARAM 10101 or equivalent.

Equivalent Course(s): JWSC 11100

ARAM 10103. Imperial Aramaic. 100 Units.

Selected letters and contracts from the Imperial Aramaic period (c. 600-200 BCE) are read with special attention to the historical development of the grammar of Aramaic during this time period.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): ARAM 10102 or equivalent.

Equivalent Course(s): JWSC 11200

Armenian Courses

ARME 10101-10102-10103. Elementary Modern Armenian I-II-III.

This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

ARME 10101. Elementary Modern Armenian I. 100 Units.

This three-quarter sequence focuses on the acquisition of basic speaking, listening, reading and writing skills in modern formal and spoken Armenian. The course utilizes the most advanced computer technology and audio-visual aids enabling students to master the alphabet, a core vocabulary, and some basic grammatical structures in order to communicate their basic survivor's needs in Armenian, understand simple texts and to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement.

Instructor(s): H. Haroutunian Terms Offered: Autumn

ARME 10102. Elementary Modern Armenian II. 100 Units.

This three-quarter sequence focuses on the acquisition of basic speaking, listening, reading and writing skills in modern formal and spoken Armenian. The course utilizes the most advanced computer technology and audio-visual aids enabling students to master the alphabet, a core vocabulary, and some basic grammatical structures in order to communicate their basic survivor's needs in Armenian, understand simple texts and to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

ARME 10103. Elementary Modern Armenian III. 100 Units.

This three-quarter sequence focuses on the acquisition of basic speaking, listening, reading and writing skills in modern formal and spoken Armenian. The course utilizes the most advanced computer technology and audio-visual aids enabling students to master the alphabet, a core vocabulary, and some basic grammatical structures in order to communicate their basic survivor's needs in Armenian, understand simple texts and to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102 or equivalent

ARME 10501. Intro To Classical Armenian. 100 Units.

The course focuses on the basic grammatical structure and vocabulary of the Classical Armenian language, Grabar (one of the oldest Indo-European languages). It enables students to achieve basic reading skills in the Classical Armenian language. Reading assignments include a wide selection of original Armenian literature, mostly works by 5th century historians, as well as passages from the Bible, while a considerable amount of historical and cultural issues about Armenia are discussed and illustrated through the text interpretations. Recommended for students with interests in Armenian Studies, Classics, Divinity, Indo-European or General Linguistics.

Instructor(s): Hripsime Haroutunian Terms Offered: Winter

Prerequisite(s): Knowledge of modern Armenian is not required though preferred

Equivalent Course(s): ANCM 32212, MDVL 10501

ARME 20101-20102-20103. Intermediate Modern Armenian I-II-III.

The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.

ARME 20101. Intermediate Modern Armenian i. 100 Units.

The course is aiming to enable students to reach a reasonable level of proficiency in the Armenian language. The curriculum is heavily based on real life situations. Each class session includes a healthy balance of real-life like conversations (shopping, placing an order in a restaurant, asking directions, talking with natives, getting around in the city, banking, etc.), readings (dialogues, jokes, stories, news, etc.) and writings (essays on selected topics, filling forms, etc.). The students can also communicate in Armenian well beyond basic needs about the daily life and obtain some level of fluency in their professional interests. This sequence covers a wider-range vocabulary and more complex grammatical structures in modern formal and colloquial Armenian. Reading assignments also include a selection of

simple original Armenian literature. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Prerequisite(s): ARME 10103 or equivalent

ARME 20102. Intermediate Modern Armenian II. 100 Units.

The course is aiming to enable students to reach a reasonable level of proficiency in the Armenian language. The curriculum is heavily based on real life situations. Each class session includes a healthy balance of real-life like conversations (shopping, placing an order in a restaurant, asking directions, talking with natives, getting around in the city, banking, etc.), readings (dialogues, jokes, stories, news, etc.) and writings (essays on selected topics, filling forms, etc.). The students can also communicate in Armenian well beyond basic needs about the daily life and obtain some level of fluency in their professional interests. This sequence covers a wider-range vocabulary and more complex grammatical structures in modern formal and colloquial Armenian. Reading assignments also include a selection of simple original Armenian literature. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 20101 or equivalent

ARME 20103. Intermediate Modern Armenian III. 100 Units.

The course is aiming to enable students to reach a reasonable level of proficiency in the Armenian language. The curriculum is heavily based on real life situations. Each class session includes a healthy balance of real-life like conversations (shopping, placing an order in a restaurant, asking directions, talking with natives, getting around in the city, banking, etc.), readings (dialogues, jokes, stories, news, etc.) and writings (essays on selected topics, filling forms, etc.). The students can also communicate in Armenian well beyond basic needs about the daily life and obtain some level of fluency in their professional interests. This sequence covers a wider-range vocabulary and more complex grammatical structures in modern formal and colloquial Armenian. Reading assignments also include a selection of simple original Armenian literature. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 20102 or equivalent

ARME 29700. Rdg/Rsch: Armenian. 100 Units.

Egyptian Courses

EGPT 10101-10102. Introduction to Middle Egyptian Hieroglyphs I-II.

This sequence examines hieroglyphic writing and the grammar of the language of classical Egyptian literature.

EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.

This course and its sequel EGPT 10102 provide an introduction to the hieroglyphic writing system, vocabulary and grammar of Middle Egyptian, the 'classic' phase of the Egyptian language developed during the Middle Kingdom (circa 2025-1773 BCE) and used until the disappearance of hieroglyphs over two thousand years later.

Instructor(s): Jan Johnson Terms Offered: Autumn

Prerequisite(s): None

Equivalent Course(s): ANCM 30500

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.

This course completes an introduction to the hieroglyphic writing system, vocabulary and grammar of Middle Egyptian, the 'classic' phase of the Egyptian language developed during the Middle Kingdom (circa 2025-1773 BCE) and used until the disappearance of hieroglyphs over two thousand years later. It also begins an introduction to ancient Egyptian culture and society through a close reading of its 'classic' literature.

Instructor(s): Jan Johnson Terms Offered: Winter

Prerequisite(s): EGPT 10101 or consent of the instructor

Equivalent Course(s): ANCM 30501

EGPT 10103. Middle Egyptian Texts I. 100 Units.

This course continues an introduction to ancient Egyptian culture and society through a close reading of its 'classic' literature from the Middle Kingdom (circa 2025-1773 BCE) and beyond, until the disappearance of hieroglyphs over two thousand years later.

Instructor(s): Brian Muhs Terms Offered: Spring

Prerequisite(s): EGPT 10101-10102 or consent of the instructor

Equivalent Course(s): ANCM 30502

EGPT 20101. Middle Egyptian Texts II. 100 Units.

This course features readings in a variety of genres, including historical, literary, and scientific texts.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): EGPT 10101-10102-10103 or consent of the instructor

EGPT 20110. Introduction to Old Egyptian. 100 Units.

This course provides an introduction to the hieroglyphic writing system, vocabulary and grammar of Old Egyptian, the phase of the Egyptian language used during the Old Kingdom (circa 2686-2181 BCE). It also provides an introduction to the culture and society of Egypt's 'Pyramid Age' through a close reading of monumental texts from private tombs, royal and private stelae, administrative decrees, economic documents, and Pyramid texts. Some attention is given to Old Egyptian texts written in cursive Hieratic.

Instructor(s): Janet Johnson Terms Offered: Autumn

Prerequisite(s): EGPT 10101-10103 or equivalent

EGPT 20220. Texts and Society in the Nubian Kingdom of Napata. 100 Units.

This course examines the culture and society of the Nubian kingdom of Napata (circa 750-350 BCE) through a close reading of its texts written in the ancient Egyptian language and hieroglyphic script. We will also review the language and script of the Nubian kingdom of Meroe (circa 350 BCE - 350 CE), in order to look for possible language contact in the Napatan texts written in ancient Egyptian.

Instructor(s): Brian Muhs Terms Offered: Autumn

Prerequisite(s): EGPT 10101-10103 or equivalent

Ge'ez Courses**Hebrew Courses****HEBR 10101-10102-10103. Elementary Classical Hebrew I-II-III.**

The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The course is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

HEBR 10101. Elementary Classical Hebrew I. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first quarter focuses on the inflection of nouns and adjectives and begins the inflection of verbs. It includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.

Instructor(s): S. Creason Terms Offered: Autumn

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22000

HEBR 10102. Elementary Classical Hebrew II. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The second quarter focuses on verb inflection and verbal sequences and includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first half of the third quarter concludes the study of verb inflection and the second half is spent reading prose narrative texts with specific attention to the grammatical analysis of those texts.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 30300, JWSC 22200

HEBR 10501-10502-10503. Introductory Modern Hebrew I-II-III.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

HEBR 10501. Introductory Modern Hebrew I. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

Instructor(s): A. Almog Terms Offered: Autumn

Equivalent Course(s): JWSC 25000

HEBR 10502. Introductory Modern Hebrew II. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

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

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essays.

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

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): JWSC 25200

HEBR 15001. Elementary Hebrew in Jerusalem. 100 Units.**HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.****HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.****HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.****HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.****HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.****HEBR 20104-20105-20106. Intermediate Classical Hebrew I-II-III.**

A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.

The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts.

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

Prerequisite(s): HEBR 10103 or equivalent

Equivalent Course(s): JWSC 22300

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

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

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): JWSC 22500

HEBR 20202. Reading Hebrew for Research Purposes. 100 Units.

The main objective is to teach students a broad range of skills necessary to read scholarly articles and primary materials in students' fields of study, written in Modern Hebrew. Due to the fact that the background of each student is different as far as his or hers past experience with Hebrew, a grammar survey is going to be the first step. The goal of this course is for the students to achieve high comprehension level. (Please note: This course does not intend to teach official rules and forms of translation). By the end of the course, students should feel confident in their ability to read any given Hebrew text, fiction and non-fiction.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Students should have at least two years of Modern Hebrew and/or one year of Biblical Hebrew. Students should be able to read Hebrew texts without vowels as well as cursive Hebrew.

Equivalent Course(s): RLST 16102

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.

This course is designed for students who possess a basic knowledge of modern# #and/or Biblical Hebrew# (#either the first year course or the placement exam# #are prerequisites#). #The main objective is to provide students with the# #skills necessary to approach Modern Hebrew prose#, #both fiction and# #non-fiction#. Students learn to use the dictionary#, #and approach unfamiliar# #texts and vocabulary#. Many syntactic structures are introduced#, #including# #simple clauses#,

#coordinate and compound sentences#. #Throughout the year#, #students read#, #write#, #and speak extensively and are required to analyze the# #grammatical structures of assigned materials#.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HEBR 20501 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.

The course aims to consolidate and broadens all four skills in order to help with the transition from easy Hebrew to regular Hebrew.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HEBR 20502 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25500

HEBR 29700. Rdg/Rsch: Hebrew. 100 Units.

Kazakh Courses

KAZK 10501. Intro to Turkic Languages I. 100 Units.

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): UZBK 10501, TURK 10501

KAZK 29700. Independent Study: Kazakh. 100 Units.

Independent Study: Kazakh

Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter

KAZK 29701. Independent Study: Intermediate Kazakh. 100 Units.

Independent Study: Intermediate Kazakh

Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter

Near Eastern Art and Archeology Courses

NEAA 20006. Archaeology of the Ancient Near East VI: Egypt. 100 Units.

This sequence provides a thorough survey in lecture format of the art and archaeology of ancient Egypt from the late Predynastic era through the Roman period.

Instructor(s): STAFF Terms Offered: Autumn

Note(s): This sequence does not meet the general education requirements in civilization studies.

Equivalent Course(s): NEAA 30006

NEAA 20030. The Rise of the State in the Ancient Near East. 100 Units.

This course introduces the background and development of the first urbanized civilizations in the Near East in the period from 9000 to 2200 BC. In the first half of this course, we examine the archaeological evidence for the first domestication of plants and animals and the earliest village communities in the "fertile crescent" (i.e., the Levant, Anatolia, and Mesopotamia). The second half of this course focuses on the economic and social transformations that took place during the development from simple, village-based communities to the emergence of the urbanized civilizations of the Sumerians and their neighbors in the fourth and third millennia BC.

Instructor(s): G. Stein Terms Offered: Winter

Equivalent Course(s): ANTH 36715, NEAA 30030, ANTH 26715

NEAA 20035. Introduction to Zooarchaeology. 100 Units.

This course provides undergraduate and graduate students with an introduction to the use of animal bones in archaeological research. Students will gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. The class will address theoretical and methodological issues involved in the use of animal bones as a source of information about prehistoric societies. The course consists of lectures, laboratory sessions, and original research projects using collections of animal bone from archaeological excavations in southeast Turkey. Topics covered include: 1) identifying, ageing and sexing animal bones; 2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; 3) analysis of animal bone data; 4) reconstructing prehistoric hunting and pastoral economies, especially: animal domestication, hunting strategies, herding systems, seasonality, and pastoral production in complex societies.

Instructor(s): G. Stein Terms Offered: Spring

Equivalent Course(s): ANTH 38810, NEAA 30035, ANTH 28410

NEAA 20091. Field Archaeology. 100 Units.

This course entails four weeks of full-time, hands-on training in field archaeology in an excavation directed by a University of Chicago faculty member. At the Tell Keisan site in Israel, students will learn techniques of excavation and digital recording of the finds; attend evening lectures; and participate in weekend field trips. Academic requirements include the completion of assigned readings and a final written examination. For more information about this archaeological field opportunity in Summer 2020, see <http://keisan.uchicago.edu>. Students who are enrolled in this course will pay a Summer Session tuition fee in addition to the cost of participation in the dig. UChicago College students are eligible to apply for College Research Scholar grants to fund their participation.

NEAA 20100. Archaeological Methods and Interpretations. 100 Units.

The first part of this course surveys the history of archaeology as a discipline and the methods used by archaeologists to obtain evidence about past human activity via excavations, surface surveys, and remote-sensing technologies; and also surveys the methods used to date, classify, and analyze various kinds of evidence after it has been obtained. The second half of the course surveys the main paradigms in social theory and examines the theoretical concepts and assumptions archaeologists have used to make sense of what they find.

Instructor(s): David Schloen Terms Offered: Winter

Equivalent Course(s): NEAA 30100

NEAA 20501. Introduction to Islamic Archaeology. 100 Units.

This course is intended as a survey of the regions of the Islamic world from Arabia to North Africa, from Central Asia to the Gulf. The aim will be a comparative stratigraphy for the archaeological periods of the last millennium. A primary focus will be the consideration of the historical archaeology of the Islamic lands, the interaction of history and archaeology, and the study of patterns of cultural interaction over this region, which may also amplify understanding of ancient archaeological periods in the Near East.

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

Equivalent Course(s): MDVL 20530, NEAA 30501

NEAA 20522. Archaeology of Islamic Syria-Palestine. 100 Units.

This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1500 years. While the subject matter is archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology that contributes to an understanding of the earlier history and archaeology of this region.

Instructor(s): D. Whitcomb Terms Offered: Spring

Prerequisite(s): Introductory course in archaeology

Equivalent Course(s): NEAA 30522, MDVL 20522

Near Eastern History and Civilizations Courses**NEHC 10101. Introduction to the Middle East. 100 Units.**

Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region's rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.

Instructor(s): Hakan Karateke Terms Offered: Spring

Equivalent Course(s): HIST 15801

NEHC 12003. Jewish Civilization III - Language, Creation, and Translation in Jewish Thought and Literature. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Spring course in 2021 will start with two stories from Genesis-the creation story and the story of the Tower of Babel in chapter 11-and consider the intertwined dynamics of language, creation, and translation in Jewish thought and literature. In addition to commentaries on both of these key texts, we will read philosophical and literary texts that illuminate the workings of language as a creative force and the dynamics of multilingualism and translation in the creation of Jewish culture. Through this lens, we will consider topics such as gender and sexuality, Jewish national identity, Zionism, the revival of the Hebrew language, Jewish responses to the Holocaust, and contemporary American Jewish culture.

Instructor(s): Na'ama Rokem Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies credit, must also take Jewish Civilization I and II. The course may also be taken as an independent elective.

Equivalent Course(s): CMLT 12003, RLST 22012, JWSC 12003

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.

This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.

This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.

Instructor(s): Susanne Paulus Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20005. Ancient Near Eastern Thought & Literature II: Anatolian Lit. 100 Units.

The goal of this class is to get an overview of Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. Some of the most important questions we can ask ourselves in reading ancient texts are: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about - in our case - Hittite society?

Instructor(s): Theo van den Hout Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20006. Ancient Near Eastern Thought & Literature III. 100 Units.

This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.

Instructor(s): Brian Muhs Terms Offered: Winter

NEHC 20011-20012-20013. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20011. Ancient Empires I. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 25700, HIST 15602

NEHC 20012. Ancient Empires II. 100 Units.

The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Equivalent Course(s): HIST 15603, CLCV 25800, MDVL 20012

NEHC 20013. Ancient Empires III. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20019. Mesopotamian Law. 100 Units.

Ancient Mesopotamia--the home of the Sumerians, Babylonians, and Assyrians who wrote in cuneiform script on durable clay tablets--was the locus of many of history's firsts. No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (codes), among which The Laws of Hammurabi (r. 1792-1750 BC) stands as most important for understanding the subsequent legal practice and thought of Mesopotamia's cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice, including family formation and dissolution, crime and punishment (sympathetic or talionic eye for an eye, pecuniary, corporal), and procedure (contracts, trials, ordeals).

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

Equivalent Course(s): SIGN 26022, LLSO 20019, NEHC 30019

NEHC 20201-20202-20203. Islamicate Civilization I-II-III.

This sequence surveys the intellectual, cultural, religious, and political development of the Islamic world (Middle East and North Africa), from its origins in pre-Islamic Arabia to the late 20th century. The sequence is required for MA students in CMES and counts toward completion of the NELC major and minor. It is recommended that the course be taken in sequence.

NEHC 20201. Islamicate Civilization I: 600-950. 100 Units.

This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): MDVL 20201, HIST 15611, NEHC 30201, ISLM 30201, RLST 20201, HIST 35621

NEHC 20202. Islamicate Civilization II: 950-1750. 100 Units.

This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi'i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the "gunpowder empires" of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.

Instructor(s): Franklin Lewis Terms Offered: Winter

Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): HIST 15612, ISLM 30202, MDVL 20202, RLST 20202, NEHC 30202, HIST 35622

NEHC 20203. Islamicate Civilization III: 1750-Present. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): ISLM 30203, HIST 35623, HIST 15613, RLST 20203, NEHC 30203

NEHC 20235. Imaging Armenia: Diaspora and the Constitution of Subjectivity. 100 Units.

What does it mean to be "Armenian"? Despite centuries of dispersion and displacement, there has remained, in the Armenian diaspora, a sense of Armenian-ness-a sense, in other words, of being Armenian. This course will serve as an interrogation of and meditation on what that sense of being has looked like across time and space, as seen through the lens of pivotal musical and other artistic works from the post-genocide diaspora. Through in-depth analyses of these works and the discourses surrounding them, this course will trace the emergence, articulation, and negotiation of Armenian diasporic subjectivities and the ways in which those subjectivities have emerged in relation to and in conversation with power structures both internal and external to the Armenian communities under discussion. Diaspora, then, will be approached not as a fixed unit of analysis, but as something that emerges and is sustained through complex relationships and negotiations with sociopolitical forces both within and outside the diasporic community. Through this course, we will see that artistic expression in the Armenian diaspora functions as a site of agency: a site in which the question of what it is to be Armenian is explored in ways that shape, challenge, and upend notions and understandings of diasporic identity.

Instructor(s): Sylvia Alajaji Terms Offered: Spring

Equivalent Course(s): NEHC 30235

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.

The course will survey the contents of the Hebrew Bible, and introduce critical questions regarding its figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East.

Instructor(s): Simeon Chavel Terms Offered: Autumn

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): NEHC 30504, RLST 11004, HIJD 31004, BIBL 31000, JWSC 20120

NEHC 20550. Scandal as Historical Document, 17th-21st Centuries. 100 Units.

How can we use scandals as windows into the cultural history of the modern and early modern worlds? What does a scandal tell us about the public that consumes and disseminates it? In this course, we tackle these questions through an investigation of some of the major scandals of the early modern and modern periods in both Europe and the Middle East. From courtroom dramas in Paris and London to fierce debates in coffee houses and newspapers in Cairo, Beirut, and Istanbul, this course

offers a comparative view of how scandals were disseminated, received, and narrativized across time and space. In doing so, we will also examine the central role of the "public" both as a concept and as an actor in early modern and modern scandals. The course will also introduce students to a wide variety of primary sources as well as a rich literature on the subject. All readings are in English. No prior background on the subject is required.

Equivalent Course(s): HIST 22608

NEHC 20568. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

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

Equivalent Course(s): REES 39009, ANTH 25908, REES 29009, CMLT 23301, NEHC 30568, ANTH 35908, CMLT 33301

NEHC 20570. Mughal India: Tradition & Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

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

Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.

Equivalent Course(s): SALC 37701, SALC 27701, HIST 36602, HIST 26602, NEHC 30570

NEHC 20573. The Burden of History: The Nation and Its Lost Paradise. 100 Units.

What makes it possible for the imagined communities called nations to command the emotional attachments that they do?

This course considers some possible answers to Benedict Anderson's question on the basis of material from the Balkans.

We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek's theory of the subject as constituted by trauma and Kant's notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.

Instructor(s): A. Ilieva Terms Offered: Autumn

Equivalent Course(s): NEHC 30573, HIST 24005, CMLT 23401, REES 39013, REES 29013, CMLT 33401, HIST 34005

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, MDVL 20601, RLST 20401, HIST 25610

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, HIST 25615, SOSC 22100, MDVL 20602

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals' engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintaining religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the

modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, RLST 20403, SOSC 22200

NEHC 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.

This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.

Instructor(s): J. Woods Terms Offered: Winter

Equivalent Course(s): MDVL 20605, HIST 26005, HIST 36005, ISLM 30605, NEHC 30605

NEHC 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.

This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.

Instructor(s): G. Hayek Terms Offered: Spring

Equivalent Course(s): ARAB 30658, ARAB 20658, NEHC 30658

NEHC 20692. Armenian History through Art and Culture. 100 Units.

Who are the Armenians and where do they come from? What is the cultural contribution of Armenians to their neighbors and overall world heritage? This crash-course will try to answer these and many other similar questions while surveying Armenian history and elements of culture (mythology, religion, manuscript illumination, art, architecture, etc.). It also will discuss transformations of Armenian identity and symbols of 'Armenianness' through time, based on such elements of national identity as language, religion, art, or shared history. Due to the greatest artistic quality and the transcultural nature of its monuments and artifacts, Armenia has much to offer in the field of Art History, especially when we think about global transculturation and appropriation among cultures as a result of peoples' movements and contacts. The course is recommended for students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.

Instructor(s): Hripsime Haroutunian Terms Offered: Winter

Equivalent Course(s): NEHC 30692, HIST 25711, ARTH 20692

NEHC 20737. Imperialism before the Age of Empires? 100 Units.

This course offers a critical analysis of the use of concepts such as empire and imperialism in the historiography of ancient Mesopotamia to address political formations that developed (and vanished) from the Early to Late Bronze Ages (mid-3rd to late-2nd millennium BCE). Drawing from theoretical studies on imperialism and the imperial constructions that developed in the Iron Age and beyond (starting with the Neo-Assyrian and Neo-Babylonian empires), this seminar will explore the nature of power, control, and resource management in these early formations, and how they qualify (or not) as imperial policies. Students will address a substantial part of Mesopotamian history (from the Sargonic down to the Middle Assyrian and Babylonian periods) and study in depth some key historiographical issues for the history of Early Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, readings of secondary literature in common academic languages (especially French and German) are to be expected. This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and MA program in the CMES.

Instructor(s): Hervé Reculeau Terms Offered: Winter

Equivalent Course(s): HIST 30312, HIST 20312, NEHC 30737

NEHC 20745. A Social History of the Poet in the Arab and Islamic World. 100 Units.

What constitutes a poet? What role does a poet play in society? Can we think of poets as agents of change? If so, in what capacity? This course asks the student to consider the role of the poet in the shaping of Islamic history. The course traces the changing role of the poet and of poetry in Islamic history with a focus on Arabic poetry (in translation) in the early modern and modern Middle East and North Africa. From early modern mystical poets, to modern Arab nationalist poets, to the street poets of the Arab Spring, the course investigates the role and function of the poet as an agent of change and of poetry as a catalyst for the formation of collective identity. To do this the course also explores the variety of mediums through which poetry was transmitted and remembered. We will thus consider the role of orality, aurality, and memory in the creation, preservation, and transmission of poetry in the early modern and modern Arabic-speaking world.

Equivalent Course(s): CMLT 22609, HIST 22609

NEHC 20765. Introduction to the Musical Folklore of Central Asia. 100 Units.

This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.

Instructor(s): Kagan Arik Terms Offered: Spring

Equivalent Course(s): MUSI 33503, ANTH 25905, REES 35001, REES 25001, MUSI 23503, NEHC 30765

NEHC 20852. Race and Ethnicity in the Modern Middle East. 100 Units.

This seminar examines the ways that race and ethnicity are identified and discussed in Middle Eastern societies from the late-eighteenth century to the contemporary period. This class will analyze debates surrounding Middle Eastern racial and ethnic constructions in order to consider the extent to which these are the products of European colonialism-as some claim-or other legacies including Ottoman slave trade networks. This course addresses the ways these categories have shaped nationalist discourses, anticolonial struggles, US involvement in the Middle East, and contemporary questions of citizenship. Students will examine the role of diaspora encounters in Europe and the Americas in crafting these categories and ask whether new flows of migrants from sub-Saharan Africa, South Asia, and the Philippines to the Middle East are reconfiguring old constructions or creating new ones. Sources will include literature, music, and film and methodologies are cultural, social, and political history. The class comprises case studies from Morocco, the Nile Valley, Turkey, Israel, and the Gulf States.

Instructor(s): K. Hickerson Terms Offered: Winter

Note(s): A background in Middle Eastern history and/or studies is suggested but not required.

Equivalent Course(s): HIST 25709, CRES 25709

NEHC 20901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.

Course description unavailable.

Instructor(s): C. R. Perkins Terms Offered: Winter. Course was offered 2013

Equivalent Course(s): CMLT 36901, NEHC 30901, SALC 26901, HIST 26905, HIST 36905, CMLT 26901

NEHC 20911. Prophets in Jewish and Islamic Traditions. 100 Units.

In this course, we will study the tales of the prophets as found in the Bible, the Qur'an, and Jewish and Islamic interpretive traditions. By examining and enjoying the narratives of individual prophets, we will develop an understanding of prophecy as a broad religious phenomenon. The course offers opportunities for comparative enquiry into two sacred scriptures-the Bible and the Qur'an-and the rich interpretive literature that Jewish and Islamic communities created in order to understand them. All readings will be in English translation. Assignments include three short essays, an oral presentation, and a final exam.

Instructor(s): J. Andruss Terms Offered: Winter

Equivalent Course(s): JWSC 20910, RLST 20910

NEHC 21000. Before the Zodiac: Astronomy and Mathematics as Ancient Culture. 100 Units.

Taking as its central theme the cultural situatedness of the earliest systems of mathematics and astronomy-from their origins in ancient Mesopotamia (Iraq, c. 3400 BCE) until the Common Era (CE)-this course explores topics in mathematical language and script, metrology, geometry and topology, music theory, definitions of time, models of stars and planets, medical astrology, and pan-astronomical hermeneutics in literature and an ancient board game. Pushing against boundaries separating the humanities and social and physical sciences, students discover how histories of science and mathematics could be decisively shaped not merely by sensory experience or axiomatic definition, but also by ideas and imagery derived from the cultures, societies, and aesthetics of their day.

Instructor(s): J. Wee Terms Offered: Spring

Equivalent Course(s): HIPS 21001, SIGN 26045, NEHC 31000

NEHC 21010. The Age of Innovation - Famous Firsts 5,000 Years Ago. 100 Units.

The first man on moon", "the first Thanksgiving," or "the first kiss"--our society is still fascinated and remembers the exact moment something happened for the first time. The history of the Ancient Near East, especially the ancient civilization of Mesopotamia (modern Iraq), is quite rich of such "firsts in history." From the moment, writing is discovered there is an abundance of textual record, covering the first documents about politics, law, and economics. The first private documents allow us a glimpse into what living and dying were like more than 5,000 years ago. This course will explore what the cultural conditions of those innovations were, how innovations transform societies, and why it matters to study ancient civilizations. By discovering primary sources (in English translation), the fascination of reading those texts for the "first" time will be experienced. Visits at the Oriental Institute Museum will link textual record and object-based inquiry.

Instructor(s): S. Paulus Terms Offered: Winter

Equivalent Course(s): SIGN 26016

NEHC 21215. Abraham's Sacrifice of Isaac in Multiple Perspectives. 100 Units.

The story of Abraham's (near) sacrifice of his son, Isaac, found in Genesis 22:1-19, is one of the most influential and enduring stories in Western literature and art. It is part of the living tradition of Judaism, Christianity, and Islam and its meaning and implications have been repeatedly explored in the communities defined by these religions, and has, in turn, helped to shape the self-perception of those communities. This course will consider the multiple perspectives from which this story has been viewed and the multiple interpretations which this story has generated, starting with its earliest incorporation into the Hebrew Bible, moving to its role in Judaism, Christianity, and Islam, and concluding with its influence on modern works. No knowledge of Hebrew is required.

Instructor(s): Stuart Creason Terms Offered: Spring

Equivalent Course(s): NEHC 31215, RLST 21215, JWSC 21215, ISLM 31215, BIBL 31215, HIJD 31215

NEHC 22010. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from

the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): James Robinson Other TBA Terms Offered: Autumn

Equivalent Course(s): RLST 22010, MDVL 12000, JWSC 12000

NEHC 22011. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): S. Hammerschlag J. Kirzane Terms Offered: Winter

Equivalent Course(s): JWSC 12001, RLST 22011

NEHC 23010. Introduction to the History and Civilizations of Central Eurasia I: Pre-1500s. 100 Units.

This course will explore narrative and thematic histories of Central Asia up to the fifteenth century, starting from the development of pastoral nomadism and ending during the rule of the Timurids. We will discuss the everyday practices of the peoples in the area, the formation and influence of political, economic, and religious forces, and the region's wider interactions with other parts of the premodern world. While acknowledging the disparate peoples and cultures of the region, the course nevertheless assumes that Central Asia can be studied as a cohesive unit of historical inquiry. Throughout the course, we will also address the problems of historiography and methodology in the study of premodern Central Asian history and will explore possible solutions to these issues.

Instructor(s): H.S. Sum Cheuk Shing Terms Offered: Winter

Note(s): This course is open to MAPH students with consent of instructor.

Equivalent Course(s): CRES 13010, HIST 15404, EALC 13010, EALC 33010

NEHC 23613. Popular Culture in the Middle East and North Africa. 100 Units.

No description available.

Instructor(s): Travis Jackson Terms Offered: Various

Prerequisite(s): 100-level music course or consent of instructor.

Equivalent Course(s): MUSI 23613

NEHC 24110. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): REES 24110, REES 34110, CRES 24111, CMLT 24111, CMLT 34111, CRES 34111, NEHC 34110

NEHC 25147. Anthropology of Israel. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.

Instructor(s): Morris Fred Terms Offered: Spring

Equivalent Course(s): JWSC 25149, ANTH 35150, MAPS 35150, ANTH 25150, NEHC 35147, CMES 35150

NEHC 25148. Israel in Film and Ethnography. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations. In addition to the readings, participants will be expected to view designated films before class related to the topic.

Equivalent Course(s): ANTH 25148, JWSC 25148, CMES 35148, MAPS 35148, NEHC 35148, ANTH 35148

NEHC 26151. The History of Iraq in the 20th Century. 100 Units.

The class explores the history of Iraq during the years 1917-2015. We will discuss the rise of the Iraqi nation state, Iraqi and Pan-Arab nationalism, and Iraqi authoritarianism. The class will focus on the unique histories of particular group in Iraqi society; religious groups (Shiis, Sunnis, Jews), ethnic groups (especially Kurds), classes (the urban poor, the educated middle classes, the landed and tribal elites), Iraqi women, and Iraqi tribesmen. Other classes will explore the ideologies that became prominent in the Iraqi public sphere, from communism to Islamic radicalism. We will likewise discuss how colonialism and imperialism shaped major trends in Iraqi history. The reading materials for the class are based on a combination of primary and secondary sources: we will read together Iraqi novels, memoirs and poems (in translation), as well as British and American diplomatic documents about Iraq.

Instructor(s): Orit Bashkin Terms Offered: Autumn

Equivalent Course(s): SIGN 26028

NEHC 26500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.

After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles within their works. Students will broaden their understanding of the development of Christian thought as they gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature. Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study expected.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn

Equivalent Course(s): NEHC 36500, GNSE 26505, RLST 16500, BIBL 36500, HCHR 36500, GNSE 36505

NEHC 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery-at different times in different places-resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne Terms Offered: Spring

Equivalent Course(s): NEHC 36614, CLAS 36620, CLCV 26620, HIST 36614, SALC 36614, SALC 26614, MDVL 26614, HIST 26614

NEHC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.

No description available.

Instructor(s): C.R. Perkins Terms Offered: Autumn

Equivalent Course(s): HIST 26608, SALC 46903, SALC 26903

NEHC 28504. Interactions b/w Jewish Phil. and Lit.in Middle Ages. 100 Units.

Any study of Jewish philosophy that focuses on a small collection of systematic summus tells only half the story. In this seminar, the emphasis will be shifted from canonical theologies to lesser-known works of literature. Each class will examine the way a different genre was used to defend philosophy and teach it to the community at large. Emphasis will be on literary form and style, rhetoric, methods of teaching and argumentation, all in relation to questions about reception and dissemination, progress and creativity, science and religion.

Instructor(s): James T. Robinson Terms Offered: Winter

Equivalent Course(s): JWSC 22701, NEHC 42700, MDVL 22700, HIJD 42700, RLVC 42700, RLST 28504, ISLM 42700

NEHC 28611. Jewish Sufism. 100 Units.

During the Middle Ages the Jews in the Muslim world developed a robust synthesis of Jewish Spirituality and Islamic Sufism. Even those who did not subscribe to a Sufi pietistic Judaism nevertheless introduced Sufi language and ideas into their Jewish thought. This course will introduce several important figures in this Jewish Sufi movement, from Bahya ibn Paquda in 11th-century Spain to Maimonides and his descendants in 12th/14th century Egypt. There will be a section for Arabists to read Bahya's "Duties of the Hearts" in Arabic, and a section for Hebraists to read the twelfth-century Hebrew translation of it.

Instructor(s): James T. Robinson Terms Offered: Winter

Equivalent Course(s): NEHC 48610, HIJD 48610, RLVC 48610, RLST 28611, ISLM 48610, MDVL 28610, JWSC 28610

NEHC 29023. Returning the Gaze: The West and the Rest. 100 Units.

Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the "West," as the center of economic power and self-proclaimed normative humanity, and the "Rest," as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that

other's standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself-self-consciousness, defiance, arrogance, self-exoticization and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.

Instructor(s): Angelina Ilieva Terms Offered: Winter

Equivalent Course(s): HIST 23609, NEHC 39023, REES 39023, HIST 33609, REES 29023, CMLT 39023, CMLT 29023

NEHC 29714. North Africa in Literature and Film. 100 Units.

This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb-encompassing Algeria, Morocco, and Tunisia. Situated at the crossroads of Africa, the Middle East, and Europe, the Maghreb has a layered colonial past culminating in France's brutal occupation of the region through the 1960s. Inflected by this colonial history, Maghrebi studies tends to privilege Francophone works while overlooking the region's rich Arabic and indigenous traditions. Understanding the Maghreb as both a geopolitical as well as an imagined space, our course materials reflect the region's diverse cultural histories and practices. We will consider the Maghreb's ethnic, linguistic, and religious pluralism in dialogue with broader questions of cultural imperialism, orientalism, decolonization, and globalization. Fictional and cinematic works will be paired with relevant historical and theoretical readings. In light of the recent 'Arab Spring' catapulted by the Tunisian uprising in January 2011, we will also touch on contemporary social and political happenings in the region.

Instructor(s): Hoda El Shakry Terms Offered: Spring

Equivalent Course(s): CMLT 39714, CMLT 29714, NEHC 39714

NEHC 29899. Research Colloquium. 100 Units.

Required of fourth-year students who are majoring in NELC. This is a workshop course designed to survey the fields represented by NELC and to assist students in researching and completing their Research Project. Students must get a Reading and Research form from their College Adviser and complete the form in order to be registered. Signatures are needed from the adviser and Director of Undergraduate Studies. Please indicate on the form that you wish to register for NEHC 29899 Section 01.

Terms Offered: Autumn

NEHC 29995. Research Project. 100 Units.

In consultation with a faculty research adviser and with consent of the Director of Undergraduate Studies, students devote the equivalent of a one-quarter course to the preparation of their Research Project. Students are required to submit the College Reading and Research Course Form. Please indicate that you wish to register for NEHC 29995 Section 01 with the Director of Undergraduate Studies.

Terms Offered: Winter

Prerequisite(s): 4th year NELC majors only. Approval of Director of Undergraduate Studies.

Near Eastern Languages Courses

NELG 20301. Introduction to Comparative Semitics. 100 Units.

This course examines the lexical, phonological, and morphological traits shared by the members of the Semitic language family. We also explore the historical relationships among these languages and the possibility of reconstructing features of the parent speech community.

Instructor(s): R. Hasselbach-Andee Terms Offered: Autumn

Prerequisite(s): Knowledge of two Semitic languages or one Semitic language and Historical Linguistics.

Equivalent Course(s): NELG 30301

NELG 20901. Advanced Seminar: Comparative Semitic Linguistics. 100 Units.

This course is an advanced seminar in comparative Semitics that critically discusses important secondary literature and linguistic methodologies concerning topics in the field, including topics in phonology, morphology, syntax, etc.

Instructor(s): R. Hasselbach-Andee Terms Offered: Winter

Prerequisite(s): Introduction to Comparative Semitics. Undergraduates require consent of instructor.

Equivalent Course(s): NELG 40301

Persian Courses

PERS 10101-10102-10103. Elementary Persian I-II-III.

This sequence concentrates on modern written Persian as well as modern colloquial usage. Toward the end of this sequence, students are able to read, write, and speak Persian at an elementary level. Introducing the Iranian culture is also a goal.

PERS 10101. Elementary Persian I. 100 Units.

This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): Staff Terms Offered: Autumn

PERS 10102. Elementary Persian II. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing

the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian III. 100 Units.

This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PERS 10102

PERS 20101-20102-20103. Intermediate Persian I-II-III.

This sequence deepens and expands students' knowledge of modern Persian at all levels of reading, writing, and speaking. Grammar is taught at a higher level, and a wider vocabulary enables students to read stories, articles, and poetry. Examples of classical literature and the Iranian culture are introduced.

PERS 20101. Intermediate Persian I. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PERS 10103 or consent of instructor

PERS 20102. Intermediate Persian II. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PERS 20202 or consent of the instructor

Sumerian Courses

SUMR 20310. Sumerian Literary Texts 1. 100 Units.

This advanced Sumerian course covers a selection of Sumerian literary texts from the Old Babylonian period. The prerequisite for this class is the one-year introductory sequence, Sumerian 10101, 10102, and 10103.

Instructor(s): C. Woods Terms Offered: Spring

Prerequisite(s): 1 Year of Sumerian

SUMR 20401. A School in Nippur. 100 Units.

Using the original tablets excavated by the Oriental Institute in Nippur, we will read different texts found in House F, an Old Babylonian School. The class will include introductions to typical genres like lexical texts, model contracts, and literary school texts.

Instructor(s): Susanne Paulus Terms Offered: Winter

Prerequisite(s): 1 year of Sumerian

Equivalent Course(s): SUMR 30401

Turkish Courses

TURK 10101-10102-10103. Elementary Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.

TURK 10101. Elementary Turkish I. 100 Units.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.

Instructor(s): K. Arik Terms Offered: Autumn

Note(s): The class meets for five hours a week

TURK 10102. Elementary Turkish II. 100 Units.

Elementary Turkish (First Year)

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

TURK 10103. Elementary Turkish III. 100 Units.

Elementary Turkish (First Year)

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

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

TURK 10501. Intro to Turkic Languages I. 100 Units.

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): UZBK 10501, KAZK 10501

TURK 20101-20102-20103. Intermediate Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

TURK 20101. Intermediate Turkish I. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency. Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

Instructor(s): Helga Anetshofer Terms Offered: Autumn

Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

Instructor(s): Helga Anetshofer Terms Offered: Winter

Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

Instructor(s): Helga Anetshofer Terms Offered: Spring

Prerequisite(s): TURK 20102

TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.

Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening, reading and writing skills and further solidify their foundation and proficiency in Turkish. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half further deepens students' proficiency, using an introductory sample of authentic textual and audio-visual materials, and excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will have 25 contact hours per week in this course, including synchronous and asynchronous online class time with the instructor, and time spent similarly with the native language assistant. Several hours will be allocated each week to cultural activities such as viewing films, clips, and presentations, and virtual conversation tables. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago.

Instructor(s): Staff Terms Offered: Summer

Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.

TURK 20350. Readings in Ottoman Court Records. 100 Units.

This course introduces the students to the scholarship on and the original texts of Ottoman court records. Thousands of registers with millions of court cases covering the period from the sixteenth century to modern times have survived to date. These documents are celebrated by modern historians as exceptional snapshots into the daily lives of common people. Monday sessions are reserved for the discussion of secondary literature; we will read from the original court records on Fridays.

Instructor(s): Hakan Karateke Terms Offered: Winter

Prerequisite(s): Some exposure to Ottoman texts

Equivalent Course(s): TURK 30350

TURK 29701. Independent Study: Old Turkic. 100 Units.

Independent study in Old Turkic.

Terms Offered: Autumn Spring Winter

Uzbek Courses**UZBK 10501. Intro to Turkic Languages I. 100 Units.**

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): KAZK 10501, TURK 10501

UZBK 29700. Independent Study: Uzbek. 100 Units.

Independent Study: Uzbek

Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter



Neuroscience

Department Website: <http://neuroscience.uchicago.edu/undergraduate> (<http://neuroscience.uchicago.edu/undergraduate/>)

Program of Study

Neuroscience is concerned with the function of nervous systems. The sheer scope of neuroscience necessitates numerous scientific approaches to achieve understanding of sensation, perception, cognition, and behavior. Consequently, students in the major are provided with access to a wealth of scientific variety, including biology, psychology, physics, chemistry, computer science, engineering, mathematics, statistics, and medicine. Neuroscience faculty at the University of Chicago have expertise in all of these areas and are distributed across the Biological Sciences, Social Sciences, and Physical Sciences Divisions.

The bachelor of arts (BA), bachelor of science (BS), and bachelor of science with honors degrees in neuroscience provide a broad foundation in understanding neural function from the perspective of molecules, cells, circuits, systems, organisms, and species. The BA degree provides thorough study in the field of neuroscience while allowing flexibility in elective choice. The BS and BS honors degrees offer a more intensive program of study that includes individual research. Students who wish to incorporate neuroscientific literacy into their degree but have primary interest in other fields can choose to obtain a minor in neuroscience.

Summary of Requirements for the Major in Neuroscience

The major curriculum includes nine required neuroscience courses, which provide a comprehensive overview of the field. Students must also take neuroscience electives, which may include up to two neuroscience-related electives. Neuroscience electives increase a student's knowledge of neural systems, while neuroscience-related electives are included to provide students with tools or context to enhance understanding of neural systems. Elective courses can be selected either to achieve breadth, i.e., broad exposure to many topics, or for depth in a particular area of neuroscience. Students who wish to major in neuroscience are strongly encouraged to declare the major in their second year.

Program Requirements: BA - Nine required neuroscience courses beyond the general education requirement (which should begin in the first year), plus a minimum of seven electives are required for a BA.

Program Requirements: BS - Nine required neuroscience courses beyond the general education requirement (which should begin in the first year), plus a minimum of 10 electives. Enrollment in faculty-supervised research for elective credit culminating in a poster presentation and thesis submission are also required for a BS.

Program Requirements for BS with Honors - The honors program expands on the program requirements for the BS by requiring a minimum GPA plus a summer of full-time research and three quarters of faculty-supervised research for elective credit culminating in a public talk and thesis submission. Interested majors must apply for admittance into the honors program in their third year.

Grading

All courses used to satisfy prerequisites and requirements must be taken for quality grades. Students must pass each course in the Fundamental Neuroscience Sequence (NSCI 20100-20140) with a C or higher. Students are also required to pass general education courses with an average GPA of 2.0 or higher to continue in the program.

General Education Requirements for the Major

To satisfy the general education requirements students must take 200 units of Biology, 200 units of Math and 200 units of Chemistry from the selected list of General Education courses for the Neuroscience major (see General Education Table).

Bachelor of Arts Degree in Neuroscience

The basic degree in neuroscience is the BA. To qualify for a BA, students must minimally satisfy the general education requirements and complete the neuroscience required courses (900 units), 500 units of neuroscience elective courses, and 200 units of neuroscience or neuroscience-related elective courses as listed in the table below.

MAJOR: BACHELOR OF ARTS REQUIRED COURSES

NSCI 20101	Foundations of Neuroscience	100
NSCI 20111	Cellular Neurophysiology	100
NSCI 20130	Systems Neuroscience	100
NSCI 20140	Sensation and Perception	100
PHYS 12100-12200	General Physics I-II (or higher) *	200
NSCI 20100	Neuroscience Laboratory	100
STAT 22000	Statistical Methods and Applications *	100
CHEM 11300	Comprehensive General Chemistry III *	100
or CHEM 12300	Honors General Chemistry III	
At least five Neuroscience electives **		500

No more than two Neuroscience-related electives [^]	200
Total Units	1600

- * Credit may be granted by examination.
- [^] May also include additional neuroscience electives
- ** While students may register for multiple quarters of NSCI 29700 Reading and Research in Neuroscience, only one may be counted toward major requirements.

Independent Research

By their third year, students majoring in neuroscience are strongly encouraged to participate in research with a faculty member. This can take many forms, including internships, fellowships, and research for elective credit. See also BS and Honors in Neuroscience. For more information on research opportunities, visit (<https://neuroscience.uchicago.edu/research-opportunities/>) the undergraduate major website. (<https://neuroscience.uchicago.edu/research-opportunities/>)

Bachelor of Science Degree in Neuroscience

Students can earn a bachelor of science in neuroscience (<https://neuroscience.uchicago.edu/bachelor-science/>) by completing the neuroscience required courses (900 units), 200 units of neuroscience or related elective courses, and 800 units of neuroscience elective courses, which must include one to three quarters of faculty-supervised NSCI 29100 Neuroscience Thesis Research. At the completion of their thesis research, students will present a poster and write a thesis. BS Students will be required to attend a minimum of two informational meetings during their fourth year before the submission of the thesis and poster. Note that Neuroscience Thesis Research (NSCI 29100) must be completed before the final quarter of the student's graduating year to allow sufficient time to prepare the written document and presentation. The additional neuroscience electives and thesis work require approval by the office of the director of undergraduate studies and the thesis adviser.

MAJOR: BACHELOR OF SCIENCE REQUIRED COURSES

NSCI 20101	Foundations of Neuroscience	100
NSCI 20111	Cellular Neurophysiology	100
NSCI 20130	Systems Neuroscience	100
NSCI 20140	Sensation and Perception	100
PHYS 12100-12200	General Physics I-II (or higher) [*]	200
NSCI 20100	Neuroscience Laboratory	100
STAT 22000	Statistical Methods and Applications [*]	100
CHEM 11300	Comprehensive General Chemistry III [*]	100
or CHEM 12300	Honors General Chemistry III	
At least eight Neuroscience electives ^{**}		800
No more than two Neuroscience-related electives [^]		200
Total Units		1900

- * Credit may be granted by examination.
- ** Must include one to three courses of NSCI 29100, NSCI 29101, NSCI 29102 Neuroscience Thesis Research or NSCI 29200, NSCI 29201, NSCI 29202 Neuroscience Honors Thesis Research
- [^] May also include additional neuroscience electives

Honors in Neuroscience

The BS with honors is an extension of the BS and is targeted toward students with a particularly strong interest in research. To obtain honors in neuroscience, students must have a minimum GPA of 3.5 in the major and a cumulative GPA of 3.25 to apply for the honors program. This level of achievement must be maintained throughout the academic year corresponding to the thesis submission. Applications for the honors program will be reviewed by a faculty examining committee. A faculty sponsor (<https://neuroscience.uchicago.edu/faculty/>) and approved topic must be identified before applying.

The honors program begins with 10 weeks of full-time research during the Summer Quarter between the student's third and fourth years. This continues with research as a graded elective research course (NSCI 29200, NSCI 29201, and NSCI 29202 Neuroscience Honors Thesis Research) during Autumn, Winter, and Spring Quarters of the fourth year, which culminates in a public talk and a written thesis. A stipend is provided during the summer research component of the honors program. As part of the research course work, honors students participate in regular group meetings in which they share their research with each other and supervising faculty, and receive guidance on formulating testable hypotheses, experimental design, report writing, and oral presentations. They also receive training in the responsible conduct of research. Experimental research may not be credited toward honors in more than one major.

Minor in Neuroscience

The minor in neuroscience is intended to provide neuroscientific literacy for students whose primary interest lies in other fields. The minor requires that students meet the general education requirements in the biological and physical sciences plus MATH 13100-13200 Elementary Functions and Calculus I-II. Students are strongly encouraged to take STAT 22000 Statistical Methods and Applications (or higher) and NSCI 20140 Sensation and Perception for two of the four electives, if these courses have not already been taken to fulfill major requirements. No course in the minor can count toward the student's major(s) or other minors, nor can it count toward general education requirements.

REQUIRED COURSES FOR THE MINOR IN NEUROSCIENCE

NSCI 20101	Foundations of Neuroscience	100
NSCI 20111	Cellular Neurophysiology	100
NSCI 20130	Systems Neuroscience	100
Four Neuroscience electives*		400
Total Units		700

* Neuroscience-related electives do not count.

Minor in Computational Neuroscience

This minor is intended to provide literacy in computational neuroscience and is for students who are majoring in biological sciences and are interested in mathematical approaches, or for students who are majoring in the physical sciences and are interested in neuroscience. Students electing this minor must have completed, or placed out of, the equivalent of a year of collegiate-level calculus and must have completed the general education requirement for the neuroscience major. No course in the minor can count toward the student's major(s) or other minors, nor can it count toward general education requirements.

Summary of Requirements for the Minor in Computational Neuroscience

BIOS 26210-26211	Mathematical Methods for Biological Sciences I-II	200
NSCI 20101	Foundations of Neuroscience	100
NSCI 23700	Methods in Computational Neuroscience	100
NSCI 24000	Modeling and Signal Analysis for Neuroscientists	100
Total Units		500

Double Majors

Students interested in double majoring in neuroscience and (1) biological sciences or (2) psychology must meet with the NSCI advisors to discuss restrictions on double counting courses. Please email neuromajor@uchicago.edu to receive information on restrictions for double counting courses.

Sample Program

Neuroscience is a unique and broad field that allows students to plan their undergraduate career in a variety of ways. Below is a [sample](#) plan for when to take NSCI required courses:

Year 1: Biological Sciences, Chemistry and Mathematics General Education Courses

Year 2: NSCI 20101, NSCI 20111, NSCI 20130, PHYS 12100-12200 General Physics I-II

Year 3: NSCI 20100 and/or NSCI 20140, Electives, Research Opportunities, STAT 22000

Year 4: NSCI 20100 and/or NSCI 20140, Electives, Research Opportunities, STAT 22000

Electives

NEUROSCIENCE ELECTIVES (no fewer than five)

NSCI 20500	Neuroanatomy	100
NSCI 20510	Evolution and the Nervous System	100
NSCI 21000	Social Neuroscience	100
NSCI 21015	Biological Psychology	100
NSCI 21100	Photons to Consciousness: Cellular and Integrative Brain Functions	100
NSCI 21300	Animal Models in the Study of Cognition	100
NSCI 21400	Biological Clocks and Behavior	100
NSCI 21600	Attention and Working Memory in the Mind and Brain	100
NSCI 21800	Perspectives in Drug Abuse	100
NSCI 21900	Neuropharmacology	100
NSCI 22010	Neuroscience of Consciousness	100
NSCI 22015	Cognitive Psychology	100

NSCI 22110	Molecular and Translational Neuroscience	100
NSCI 22300	Molecular Principles of Nervous System Development	100
NSCI 22355	Observing Proteins in Action: How to Design and Build Your Own Instruments	100
NSCI 22400	Neuroscience of Seeing	100
NSCI 22450	Conquest of Pain	100
NSCI 22500	Neuroscience of Communication	100
NSCI 22535	The Psychology and Neurobiology of Stress	100
NSCI 23400	Synaptic Physiology	100
NSCI 23500	Survey of Systems Neuroscience	100
NSCI 23600	Computational Approaches to Cognitive Neuroscience	100
NSCI 23700	Methods in Computational Neuroscience	100
NSCI 23810	Neurons and Glia: A cellular and molecular perspective	100
NSCI 24000	Modeling and Signal Analysis for Neuroscientists	100
NSCI 29100	Neuroscience Thesis Research	100
NSCI 29101	Neuroscience Thesis Research	100
NSCI 29102	Neuroscience Thesis Research	100
NSCI 29200	Neuroscience Honors Thesis Research	100
NSCI 29201	Neuroscience Honors Thesis Research	100
NSCI 29202	Neuroscience Honors Thesis Research	100
NSCI 29700	Reading and Research in Neuroscience	100
CMSC 25025	Machine Learning and Large-Scale Data Analysis *	100
CMSC 25400	Machine Learning *	100

* Non-NSCI courses listed here require prior approval from the department. Inquiries and petitions may be submitted to neuromajor@uchicago.edu

RELATED ELECTIVES (no more than two)

BIOS 20172	Mathematical Modeling for Pre-Med Students	100
BIOS 20173	Perspectives of Human Physiology	100
BIOS 20175	Biochemistry and Metabolism	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20188	Fundamentals of Physiology	100
or BIOS 20191	Integrative Physiology	
BIOS 20189	Fundamentals of Developmental Biology	100
or BIOS 20190	Principles of Developmental Biology	
BIOS 20200	Introduction to Biochemistry	100
BIOS 20234	Molecular Biology of the Cell	100
BIOS 20235	Biological Systems	100
BIOS 20236	Biological Dynamics	100
BIOS 20242	Principles of Physiology	100
BIOS 26210	Mathematical Methods for Biological Sciences I	100
BIOS 26211	Mathematical Methods for Biological Sciences II	100
CMSC 12100-12200	Computer Science with Applications I-II	200
CMSC 15100-15200	Introduction to Computer Science I-II	200
CMSC 15400	Introduction to Computer Systems	100
CMSC 16100-16200	Honors Introduction to Computer Science I-II	200
CMSC 25050	Computer Vision	100
CMSC 25300	Mathematical Foundations of Machine Learning	100
LING 27010	Psycholinguistics	100
MATH 23500	Markov Chains, Martingales, and Brownian Motion	100
PHYS 12300	General Physics III	100
or PHYS 13300	Waves, Optics, and Heat	
STAT 32940	Multivariate Data Analysis via Matrix Decompositions	100

General Education Table

GENERAL EDUCATION

One of the following BIOS sequences:*		200
BIOS 20186	Fundamentals of Cell and Molecular Biology [†]	
Plus one of the following:		
BIOS 20153	Fundamentals of Ecology and Evolutionary Biology	
BIOS 20151	Introduction to Quantitative Modeling in Biology (Basic)	
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
BIOS 20187	Fundamentals of Genetics	
BIOS 20188	Fundamentals of Physiology	
OR		
BIOS 20170 & BIOS 20171	Microbial and Human Cell Biology and Human Genetics and Developmental Biology [#]	
OR		
BIOS 20234-20235-20236	Molecular Biology of the Cell; Biological Systems; Biological Dynamics ^{**}	
One of the following two-course MATH sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II [*]	
MATH 16100-16200	Honors Calculus I-II	
One of the following two-course CHEM sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II	
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II	
Total Units		600

[†] The neuroscience major general education requirement in the biological sciences can be fulfilled by courses in the Biological Sciences Fundamentals Sequences (BIOS 20186 to 20190) without the Biological Sciences prerequisites (BIOS 20153-20151/20152) unless a student pursues a double major in Biological Sciences. However, all students in the sequence will be expected to possess the mathematical modeling competencies and basic coding in R covered in BIOS 20151/BIOS 20152 and BIOS 20153.

^{*} Credit may be granted by examination.

[#] BIOS 20171 must be taken concurrently with BIOS 20172.

^{**} Students with a score of 4 or 5 on the Advanced Placement Biology exam may use their AP credit to meet the general education requirement in the biological sciences if the first three quarters of the Advanced Biology sequence are completed.

Neuroscience Courses

NSCI 20100. Neuroscience Laboratory. 100 Units.

This course has three components in series, representing (1) molecular neuroscience, (2) cellular electrophysiology, and (3) computation and psychophysics. The course meets one afternoon each week for four hours of laboratory time, including a didactic introduction. Students will be graded on their laboratory reports.

Instructor(s): J. Maunsell; E. Heckscher; M. McNulty Terms Offered: Winter

Prerequisite(s): NSCI 20111. Must be a Neuroscience Major

NSCI 20101. Foundations of Neuroscience. 100 Units.

This course is an introduction to the broad field of neuroscience. This is a lecture-based course that aims to introduce undergraduate students to concepts and principles that explain how the nervous system is built and how it functions.

Examples of thematic areas covered in lectures include: (a) cellular anatomy of the nervous system, (b) development and evolution of the nervous system, (c) sensory systems, (d) motor systems, (e) cognition and behavior.

Instructor(s): D. Freedman, P. Kratsios Terms Offered: Autumn

Equivalent Course(s): BIOS 24101, PSYC 24450

NSCI 20111. Cellular Neurophysiology. 100 Units.

This course describes the cellular and subcellular properties of neurons, including passive and active electrophysiological properties, and their synaptic interactions. Readings are assigned from a general neuroscience textbook.

Instructor(s): M. Sheffield, W. Wei Terms Offered: Winter

Prerequisite(s): At least one quarter of Biological Sciences instruction, AND MATH 13100, or MATH 15100, or MATH 16100. Or consent of instructor

Equivalent Course(s): BIOS 24111

NSCI 20130. Systems Neuroscience. 100 Units.

This course covers vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Instructor(s): J. MacLean Terms Offered: Spring

Prerequisite(s): NSCI 20101, NSCI 20111 or consent of instructors

Equivalent Course(s): BIOS 24130, PSYC 24010

NSCI 20140. Sensation and Perception. 100 Units.

What we see and hear depends on energy that enters the eyes and ears, but what we actually experience-perception-follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.

Instructor(s): K. Ledoux Terms Offered: Winter

Equivalent Course(s): PSYC 20700

NSCI 20500. Neuroanatomy. 100 Units.

This course is part of the Study Abroad Neuroscience program in Paris, France. In this course, we will use an understanding of development in order to understand the neuroanatomy of the adult vertebrate nervous system. This understanding will be solidified by dissections of mammalian, fish and bird brains as well as a trip to see myriad brains at the Muséum national d'histoire naturelle. In the second half of the course, neuroanatomical adaptations specific to particular animals will be examined in the context of critical environmental and ecological factors. Examples include postural control in sloths, vision in marine animals and raptors, and the control of muscles of facial expression across mammalian species.

Instructor(s): P. Mason Terms Offered: TBD. Paris Study Abroad Neuroscience Program

Prerequisite(s): Enrollment into the Paris Study Abroad Program

NSCI 20510. Evolution and the Nervous System. 100 Units.

Evolutionary neuroscience has traditionally focused on the neural bases of animal behavior (neuroethology) and employed the methods of comparative anatomy, cellular neurophysiology and behavioral neuropsychology. This course will approach neuroethology from a modern evolutionary perspective, one that integrates findings from genomics, molecular developmental biology and paleontology with insights from neuroethology. Our exploration will include the controversies over the evolutionary origin of neurons and centralized brains, the independent solutions across taxa to processing ecologically important sensory information, and recent insights into the evolution of the neocortex.

Instructor(s): C. Ragsdale Terms Offered: Spring

NSCI 21000. Social Neuroscience. 100 Units.

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): PSYC 22350, ECON 21830, HLTH 22350, BIOS 24137, CHDV 22350

NSCI 21015. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): S. London, L. Kay Terms Offered: Winter

Prerequisite(s): Some background in biology and psychology.

Note(s): This course does not meet requirements for the Biological Sciences Major.

Equivalent Course(s): PSYC 20300, CHDV 20300, BIOS 29300

NSCI 21100. Photons to Consciousness: Cellular and Integrative Brain Functions. 100 Units.

This course uses the visual system as a model to explore how the brain works. We begin by considering the physical properties of light. We then proceed to consider the mechanism of sensory transduction, cellular mechanisms of neuron to neuron communication, the operation of small neural networks, strategies of signal detection in neuron networks, and the hierarchical organization of cortical function. We conclude with visually guided behavior and consciousness.

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

Prerequisite(s): NSCI 20111

Equivalent Course(s): BIOS 24136

NSCI 21300. Animal Models in the Study of Cognition. 100 Units.

This course will be a combination of lecture and seminar. In the first half of the course we will read and discuss seminal literature in the study of cognitive questions using animal models (primarily rodents). In the second half of the course we will learn about study design and design two different types of studies in smaller groups. Evaluation will be through short weekly papers, class discussion and a final paper.

Instructor(s): L. Kay Terms Offered: Spring

Prerequisite(s): Completion of PSYC 20300 Biological Psychology or equivalent background in neuroscience and/or biological psychology.

Equivalent Course(s): PSYC 28910

NSCI 21400. Biological Clocks and Behavior. 100 Units.

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Spring

Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.

Equivalent Course(s): BIOS 24248, PSYC 21750, HLTH 21750

NSCI 21600. Attention and Working Memory in the Mind and Brain. 100 Units.

This course will provide a broad overview of current work in psychology and neuroscience related to attention and working memory. We will discuss evidence for sharp capacity limits in an individual's ability to actively monitor and maintain information in an "online" mental state. Readings will be primarily based on original source articles from peer-reviewed journals, with a focus on behavioral and neural approaches for measuring and understanding these basic cognitive processes.

Instructor(s): E. Awh, E. Vogel Terms Offered: Winter

Prerequisite(s): PQ: NSCI 20110 (Fundamental Neuroscience) is required for Neuroscience majors only.

Equivalent Course(s): PSYC 23820

NSCI 21800. Perspectives in Drug Abuse. 100 Units.

It is a broad overview course about drug abuse, that is appropriate for graduate students as well as undergraduates. It includes lectures on epidemiology, genetics, neurobiology, experimental methods, policy and treatment, as well as lectures on several specific drug classes. Lectures are by Dr. de Wit and by other invited faculty members, and students are required to present and discuss recent published papers during classes.

Equivalent Course(s): NURB 32900, BIOS 24135

NSCI 21900. Neuropharmacology. 100 Units.

This is a one quarter course that will explore neuronal pharmacology. Both the autonomic and central nervous system will be examined. The course has a clinical orientation. The course starts with an overview of the nervous system. In this section, we will explore the cellular aspects of neurons and their basic membrane and electrophysiological properties as well cellular and molecular aspects of synaptic transmission. The majority of the course will explore different neurotransmitter systems and drugs that interact with these systems.

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

Prerequisite(s): NSCI 20101, NSCI 20111

Equivalent Course(s): BIOS 24140

NSCI 22010. Neuroscience of Consciousness. 100 Units.

Consciousness has been considered one of great mysteries in human existence. In this course, we will begin by trying to define the term and consider the so-called "hard" and "easy" problems of consciousness. A brief history of ancient civilizations' views on mental experience will be discussed. We will then go over basic neuroscientific concepts and methods that are being used to study the neural correlates of consciousness. We will explore different states of consciousness and disruptions of consciousness in human patients. We will touch on the related problems of intentionality and free will. Finally, we will discuss prevailing scientific theories of consciousness.

Instructor(s): Hatsopoulos, Nicholas Terms Offered: Autumn

Prerequisite(s): NSCI 20101

NSCI 22015. Cognitive Psychology. 100 Units.

Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.

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

Equivalent Course(s): PSYC 20400, EDSO 20400

NSCI 22110. Molecular and Translational Neuroscience. 100 Units.

This lecture/seminar course explores the application of modern cellular and molecular techniques to clarify basic mechanisms that underlie neural development, synaptic transmission, protein trafficking, and circuit function and the dysfunction of these fundamental processes that results in neurodevelopmental disorders and age-associated neurological diseases.

Instructor(s): S. Sisodia Terms Offered: Spring

Prerequisite(s): Neuroscience Fundamental Series (NSCI 20110-20130)

Equivalent Course(s): BIOS 24143

NSCI 22300. Molecular Principles of Nervous System Development. 100 Units.

This elective course provides an overview of the fundamental questions in developmental neurobiology. It is based on primary research papers and highlights key discoveries in vertebrate and invertebrate animals that advanced our understanding of nervous system development. Topics covered, among others, will include neural stem cells, neuronal specification and terminal differentiation, and circuit assembly. Dogmas and current debates in developmental neurobiology

will be discussed, aiming to promote critical thinking about the field. This advanced-level course is open to upper level undergraduate and graduate students and combines lectures, student presentations, and discussion sections. Neuroscience major undergrads need to have completed the Fundamentals of Neuroscience sequence.

Instructor(s): E. Grove, P. Kratsios Terms Offered: Spring

Prerequisite(s): For undergrads: NSCI 20110, 20120, 20130 and a basic understanding of Genetics, or 'BIOS 20187' (Fundamentals of Genetics) is recommended, but not required.

Equivalent Course(s): DVBI 32300, NURB 32300, CPNS 32300

NSCI 22355. Observing Proteins in Action: How to Design and Build Your Own Instruments. 100 Units.

New insights into cell function are now possible using technologies that resolve single molecules. However, as devices become more complicated, we are often faced with three questions: What is it that our instruments actually measure; how can we change the instrument to see a new behavior; and, how do we analyze the data to get the greatest insight? We will learn how to answer these questions by designing, building, and using our own electrical and optical instruments, making measurements, and then analyzing the results. Membrane proteins play an essential role in the behavior of all cells. We will study membrane protein channels in synthetic membranes, host cells, and giant axons from squid collected in the waters surrounding the MBL. The movement of electrical charge produced by conformational changes will be correlated with both the current passing thru single channels and structural information obtained from light and electron microscopy. The course will proceed from simple measurements to student-designed projects.

Instructor(s): E. Schwartz, F. Bezanilla, E. Perozo Terms Offered: Autumn, L. September 2018.

Note(s): This course will be given at Marine Biological Laboratory, Woods Hole, Massachusetts

Equivalent Course(s): BIOS 27721

NSCI 22400. Neuroscience of Seeing. 100 Units.

This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.

Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn

Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor

Equivalent Course(s): CPNS 34133, PSYC 34133, PSYC 24133, BIOS 24133, NURB 34133

NSCI 22450. Conquest of Pain. 100 Units.

This course examines the biology of pain and the mechanisms by which anesthetics alter the perception of pain. The approach is to examine the anatomy of pain pathways both centrally and peripherally, and to define electrophysiological, biophysical, and biochemical explanations underlying the action of general and local anesthetics. We discuss the role of opiates and enkephalins. Central theories of anesthesia, including the relevance of sleep proteins, are also examined.

Instructor(s): K. Ruskin Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, CHEM 2200-22100-22200 or BIOS 20200 and prior course in neurobiology or physiology is recommended.

Equivalent Course(s): BIOS 24217

NSCI 22535. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Instructor(s): G. Norman Terms Offered: Autumn

Note(s): This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): PSYC 25750, BIOS 29271

NSCI 23400. Synaptic Physiology. 100 Units.

This course covers the basic principles of synaptic transmission and plasticity using a combination of lecture and discussion of primary literature. Lecture topics cover membrane electrical phenomena that lead to release of neurotransmitter presynaptically, as well as the physiological consequences of postsynaptic receptor activation. Paper discussions, which make up ~ 2/3 of the course, are centered on two major topics: 1) The molecular machinery controlling synaptic vesicle exocytosis and recycling, and 2) Synaptic plasticity covering LTP, LTD, Metaplasticity, Spike-timing dependent plasticity and Homeostatic plasticity. There is significant emphasis on the connections between the various forms of synaptic modification and behavior.

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

Prerequisite(s): Upper undergrads by consent of instructor

Equivalent Course(s): NURB 32400

NSCI 23500. Survey of Systems Neuroscience. 100 Units.

This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord and peripheral nervous system. Somatic, visual, auditory, vestibular and olfactory sensory systems are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of many regions of brain in rodents, cats and primates.

Instructor(s): S. Bensmaia Terms Offered: Autumn

Prerequisite(s): NSCI 20130. For Biological Sciences majors: Three quarters of a Biological Sciences fundamentals sequence

Equivalent Course(s): ORGB 32500, CPNS 30116, NURB 31600, BIOS 24208

NSCI 23600. Computational Approaches to Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Winter

Prerequisite(s): For Neuroscience Majors: NSCI 20110, NSCI 20130, BIOS 26210, and knowledge using Matlab, or consent of instructor.

Equivalent Course(s): CPNS 33200, PSYC 34410, BIOS 24232, ORGB 34650

NSCI 23700. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): relating neural data to behavior, Signal Detection theory, models of vision and artificial neural networks, Information Theory, Generalized Linear Models, dimensionality reduction, classification, and clustering.

Instructor(s): S. Bensmaia, D. Freedman, M. Kaufman Terms Offered: Winter, L.

Prerequisite(s): For Neuroscience Majors: NSCI 20130, BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): PSYC 24231, CPNS 34231, BIOS 24231

NSCI 23810. Neurons and Glia: A cellular and molecular perspective. 100 Units.

This course will be an interactive, in-depth analysis of the cell biology of neurons and glia. We will learn and discuss the latest techniques used, for example, to study the structure and function of neuronal proteins. In this way we will illuminate the central concepts that define our understanding of the cell and molecular biology of neurons and glia. The course will consist of lectures and critical reading of contemporary literature.

Instructor(s): R. Carrillo; W. Green Terms Offered: Autumn

Prerequisite(s): Neuroscience Majors: NSCI 20101-20130 (Fundamental Neuroscience Sequence)

NSCI 24000. Modeling and Signal Analysis for Neuroscientists. 100 Units.

The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.

Instructor(s): W. van Drongelen Terms Offered: Spring, L.

Prerequisite(s): Undergraduates: Biology Major - BIOS 26210 and 26211, or consent of instructor. Neuroscience Major - NSCI 20130, BIOS 26210 and 26211, or consent of instructor.

Equivalent Course(s): BIOS 24408, CPNS 32111

NSCI 29100. Neuroscience Thesis Research. 100 Units.

Scholar or Research Thesis.

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

Prerequisite(s): By consent of instructor and approval of major director.

NSCI 29101. Neuroscience Thesis Research. 100 Units.

Scholar or Research Thesis.

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

Prerequisite(s): NSCI 29100, and consent of instructor, and approval of major director.

NSCI 29102. Neuroscience Thesis Research. 100 Units.

Scholar or Research Thesis.

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

Prerequisite(s): NSCI 29101, and consent of instructor, and approval of major director.

NSCI 29200. Neuroscience Honors Thesis Research. 100 Units.

Scholar or Research Thesis.

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

Prerequisite(s): By consent of instructor and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29201. Neuroscience Honors Thesis Research. 100 Units.

NSCI 29200, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

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

Prerequisite(s): NSCI 29200, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29202. Neuroscience Honors Thesis Research. 100 Units.

Research Thesis and Seminar.

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

Prerequisite(s): NSCI 29201, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29700. Reading and Research in Neuroscience. 100 Units.

BA Students can do reading and research in an area of neuroscience under the guidance of a faculty member. A written report is required at the end of the quarter.

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

Prerequisite(s): By consent of instructor and approval of NSCI Undergraduate Director.

Note(s): Must be a Bachelor of Arts student. Students are required to submit the College Reading & Research form.



New Collegiate Division

The New Collegiate Division offers a variety of interdisciplinary courses in addition to those particularly related to specific programs of study. One of the purposes of the division is to provide a forum for new ideas in teaching; certainly only one such forum among many in the College and the University, but for some teachers, and for some subjects cutting across familiar academic lines, the most convenient one. These courses are as a rule open to all students. Indeed, they usually aspire to attract students with different interests and backgrounds.

New Collegiate Division Courses

NCDV 29700. Reading Course. 100 Units.

This course is designed for New Collegiate Division students whose program requirements are best met by study under a faculty member's individual supervision. The subject, course of study, and requirements are arranged with the instructor.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for a quality grade.

NCDV 29800. Reading Course. 100 Units.

Students in divisions other than the New Collegiate Division may arrange a tutorial with a member of the New Collegiate Division faculty. Registration for this course and information about the tutorial arrangement must be reported to the office of the New Collegiate Division master.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and New Collegiate Division master. Students are required to submit the College Reading and Research Course Form.

Note(s): Available for either quality grades or for P/F grading.

NCDV 29900. Independent Study. 100 Units.

Open only to New Collegiate Division students with consent of faculty supervisor and program chairman.

Terms Offered: Autumn, Spring, Winter

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

Note(s): Must be taken for P/F grading.



Norwegian Studies

Minor Program in Norwegian Studies

Students in any field may complete a minor in Norwegian Studies. A Norwegian Studies minor will consist of the beginning language cycle (NORW 10100-10200-10300 (<http://collegecatalog.uchicago.edu/search/?P=NORW%2010100-10200-10300>) First-Year Norwegian I-II-III) as the language component of the minor. Three additional courses are required to complete the minor. Students choose these courses in consultation with the program administrator.

NORW 10100-10200-10300	First-Year Norwegian I-II-III	300
Three Elective Courses *		300
Total Units		600

* Students may choose from NORW 10400 Intermediate Norwegian I: Introduction to Literature, NORW 10500 Intermediate Norwegian II, or any 20000-level Norwegian language and/or literature courses.

Students who elect the minor program in Norwegian Studies must meet with the program administrator *before the end of Spring Quarter of their third year* to declare their intention to complete the minor and must submit the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form obtained from their College adviser. The department's approval for the minor program should be submitted to the student's College adviser by the deadline above on the form.

Courses in the minor may not be double counted with the student's major(s) or with other minors and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Minor program requirements are subject to revision.

Norwegian Courses

NORW 10100-10200-10300. First-Year Norwegian I-II-III.

The aim of this sequence is to provide students with minimal proficiency in the four language skills of speaking, reading, writing and listening—with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary.

NORW 10100. First-Year Norwegian I. 100 Units.

The aim of this sequence is to provide students with minimal proficiency in the four language skills of speaking, reading, writing and listening—with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary.

Instructor(s): Kimberly Kenny Terms Offered: Autumn

NORW 10200. First-Year Norwegian II. 100 Units.

Part two of the three-quarter beginning sequence, NORW10100, NORW10200 and NORW10300, continues the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening - with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.

Instructor(s): Kimberly Kenny Terms Offered: Winter

NORW 10300. First-Year Norwegian III. 100 Units.

Part three of the three-quarter beginning sequence, NORW 10100, NORW 10200 and NORW 10300, concludes the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening—with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.

Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 10400. Intermediate Norwegian I: Introduction to Literature. 100 Units.

This course combines intensive review of all basic grammar with the acquisition of more advanced grammar concepts. While our main priority remains oral proficiency, we work to develop our reading and writing skills. We challenge our reading ability with more sophisticated examples of Norwegian prose and strengthen our writing through essay writing. The centerpiece of the course is the contemporary Norwegian novel *Naiv*. Super.

Instructor(s): Kimberly Kenny Terms Offered: Spring

Prerequisite(s): NORW 10300 or consent of instructor

NORW 10500. Intermediate Norwegian II. 100 Units.

This course combines intensive review of all basic grammar with the acquisition of more advanced grammar concepts. Students undertake readings pertaining to culture and contemporary Norwegian life, including the contemporary novel, *L*, by Erlend Loe and excerpts from Thor Heyerdahl's *Kon Tiki*. Classes conducted in Norwegian.

Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 29700. Reading and Research Course in Norwegian. 100 Units.

Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

Instructor(s): Kimberly Kenny Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies.

Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.



Philosophy

Department Website: <http://philosophy.uchicago.edu>
Philosophy Undergraduate Wiki

<https://wiki.uchicago.edu/display/phildr/Philosophy+Wiki+Home+Page> (<https://wiki.uchicago.edu/display/phildr/Philosophy+Wiki+Home+Page/>)

Email Lists

All majors and minors in philosophy should immediately subscribe to two Department of Philosophy email lists: philugs@lists.uchicago.edu and philosophy@lists.uchicago.edu. These lists are the department's primary means of disseminating information on the undergraduate program, deadlines, prizes, fellowships, and events. Information on how to subscribe can be found here: <https://coral.uchicago.edu:8443/display/phildr/Philosophy+Email+Lists> (<https://coral.uchicago.edu:8443/display/phildr/Philosophy+Email+Lists/>).

Program of Study

Philosophy covers a wide range of historical periods and fields. The BA program in philosophy is intended to acquaint students with some of the classic texts of the discipline and with the different areas of inquiry, as well as to train students in rigorous methods of argument. In addition to the standard major, the department offers two tracks. The intensive track option is for qualified students interested in small group discussions of major philosophical problems and texts. The option in philosophy and allied fields is designed for students who wish to pursue an interdisciplinary program involving philosophy and some other field. All three options are described in the next section.

The course offerings described include both 20000-level courses (normally restricted to College students) and 30000-level courses (open to graduate students and advanced College students). There is room for a good deal of flexibility in individual planning of programs. Most of the requirements allow some choice among options. Course prerequisites may be relaxed with the consent of the instructor, and College students may take 40000- and 50000-level courses (normally restricted to graduate students) under special circumstances. Students should work out their program under the guidance of the director of undergraduate studies.

Students in other fields of study may also complete a minor in Philosophy. Information follows the description of the major.

Program Requirements

All majors will be required to meet with the assistant to the director of undergraduate studies during Winter Quarter of their third year to review their program of study and discuss the possibility of writing the senior essay.

The Standard Major

The following basic requirements for the standard major in philosophy are intended to constitute a core philosophy curriculum and to provide some structure within an extremely varied collection of course offerings that changes from year to year.

The Department of Philosophy offers a three-quarter sequence in the history of philosophy (PHIL 25000 History of Philosophy I: Ancient Philosophy, PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy, and PHIL 27000 History of Philosophy III: Kant and the 19th Century), which begins in the first quarter with ancient Greek philosophy and ends in the third quarter with nineteenth-century philosophy. Students are required to take two courses from this sequence (any two are acceptable) and are encouraged to take all three. Students are also encouraged to take these courses early in their program because they make an appropriate introduction to more advanced courses.

Students may bypass PHIL 20100 Elementary Logic for a more advanced course if they can demonstrate to the instructor that they are qualified to begin at a higher level.

Standard majors are welcome to apply to write senior essays. For more information, please see The Senior Essay (below).

Distribution

At least two courses in one of the following two fields and at least one course in the other field: (A) practical philosophy and (B) theoretical philosophy.

Courses that may be counted toward these requirements are indicated in the course descriptions by boldface letters in parentheses. Other courses may not be used to meet field distribution requirements.

Summary of Requirements: Standard Major

Two of the following:		200
PHIL 25000	History of Philosophy I: Ancient Philosophy	
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000	History of Philosophy III: Kant and the 19th Century	
PHIL 20100	Elementary Logic (or approved alternative course in logic)	100

One of the following:	300
One from field A and two from field B	
Two from field A and one from field B	
Four additional courses in philosophy *	400
Total Units	1000

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges. Only one of these courses may be satisfied by participation in the BA essay workshop.

The Intensive Track

Admission to the intensive track requires an application, which must be submitted by the middle of the Spring Quarter in the student's second year. The application form is on the department wiki (<https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki/>). The director of undergraduate studies and the assistant to the director of undergraduate studies will have 'interview' meetings following the application deadline. (The departmental website lists the office hours of the director of undergraduate studies and the assistant to the director of undergraduate studies.)

The intensive track is designed to acquaint students with the problems and methods of philosophy in more depth than is possible for students in the standard major. It differs from the standard program mainly by offering the opportunity to meet in the following very small discussion groups: the intensive track seminar in the Autumn Quarter of the third or fourth year (PHIL 29601 Intensive Track Seminar), PHIL 29200 Junior Tutorial, and PHIL 29300 Senior Tutorial.

Note on the pacing and scheduling of the intensive track: Intensive track majors take PHIL 29601 Intensive Track Seminar in Autumn Quarter of their third year. Students fulfill the tutorial requirement by selecting one junior tutorial (PHIL 29200) in any quarter of their third year and one senior tutorial (PHIL 29300) in any quarter of their fourth year. Finally, intensive track students must write a senior essay. The essay process includes participation in the Senior Seminar over two quarters of their fourth year; students must register for PHIL 29901 Senior Seminar I in Autumn quarter and PHIL 29902 Senior Seminar II in Winter quarter.

Summary of Requirements: Intensive Track

Two of the following:		200
PHIL 25000	History of Philosophy I: Ancient Philosophy	
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000	History of Philosophy III: Kant and the 19th Century	
PHIL 20100	Elementary Logic (or approved alternative course in logic)	100
One of the following:		300
One from field A and two from field B		
Two from field A and one from field B		
PHIL 29200	Junior Tutorial	100
PHIL 29300	Senior Tutorial	100
PHIL 29601	Intensive Track Seminar	100
PHIL 29901 & PHIL 29902	Senior Seminar I and Senior Seminar II	200
Two additional courses in philosophy *		200
Total Units		1300

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges.

Philosophy and Allied Fields

This variant of the major is a specialist option for students with a clear and detailed picture of a coherent interdisciplinary course of study, not available under the standard forms of major and minor. Examples of recent programs devised by students electing this track are philosophy and mathematics, philosophy and biology, and philosophy and economics. Students in this program must meet the first three of the basic requirements for the standard major (a total of six courses) and take six additional courses that together constitute a coherent program; at least one of these six additional courses must be in the Department of Philosophy. *Students must receive approval for the specific courses they choose to be used as the allied fields courses. Admission to philosophy and allied fields requires an application to the director of undergraduate studies, which should be made by the middle of Spring Quarter of their second year.* To apply, students must submit a sample program of courses as well as a statement explaining the nature of the interdisciplinary area of study and the purpose of the proposed allied fields program. Applicants must also have the agreement of a member of the Department of Philosophy to serve as their sponsor in the program. Interested students should consult with the assistant to the director of undergraduate studies before applying; for office hours and the application form, visit the departmental wiki (<https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki/>) or website.

Summary of Requirements: Philosophy and Allied Fields

Two of the following:		200
PHIL 25000	History of Philosophy I: Ancient Philosophy	
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000	History of Philosophy III: Kant and the 19th Century	
PHIL 20100	Elementary Logic (or approved alternative course in logic)	100
One of the following:		300
One from field A and two from field B		
Two from field A and one from field B		
Six additional courses, at least one of which must be in the Department of Philosophy *		600
Total Units		1200

* Only one of these courses may be satisfied by participation in the BA essay workshop.

The Senior Essay

Students who have been admitted to the intensive track are required to write a senior essay (also called the “BA essay”). Standard majors and philosophy and allied fields majors may also apply to write an essay. The proposal should be formulated in consultation with a faculty adviser who has expertise in the topic area. Potential advisers can be approached directly, but the assistant to the director of undergraduate studies can help pair students with suitable advisers as needed. BA essay applications are due middle of Spring Quarter. Applications are available from the shelves outside the Philosophy Department office (Stuart 202) as well as on the wiki (<https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki/>).

Students writing a BA essay in philosophy are normally expected to have maintained a GPA of 3.25 in their philosophy courses. A 3.25 is also the minimum GPA for departmental honors in philosophy. Students should submit, along with their application to write a BA essay, a record of their grades in the College. If a student who wishes to write a BA essay in philosophy has a GPA in philosophy courses below 3.25, the student should also submit a petition in writing to the Director of Undergraduate Studies.

In their fourth year, students writing BA essays must participate in the senior seminar. The seminar runs in the Autumn and Winter quarters and attendance is required throughout. Students should register for PHIL 29901 Senior Seminar I in Autumn Quarter and for PHIL 29902 Senior Seminar II in Winter Quarter. These two courses are among the requirements for the intensive track. For essay writers who are in the standard track or the allied fields track, both courses must be taken; however, only PHIL 29902 will be counted toward the track's total-units requirement.

Grading

All courses for all tracks must be taken for a quality grade. The one exception is for students in the Intensive Track: PHIL 29901 is graded on a Pass/Fail basis. Accordingly, students in other tracks taking PHIL 29901-29902 will only be able to count PHIL 29902 in the major.

Honors

The main requirement for honors is a senior essay of distinction. A GPA in the major of 3.25 or higher typically also is required.

Transfer Students

Requirements for students transferring to the University of Chicago are the same as for other students. Up to (but typically no more than) three courses from another institution may be counted toward major requirements. All such courses must be approved by the director of undergraduate studies.

Advising

Students should contact the director of undergraduate studies with questions concerning program plans, honors, and so forth.

Minor Program in Philosophy

The minor program in philosophy provides a basic introduction to some central figures and themes in both the history of philosophy and in current philosophical controversies. The minor requires six courses: students must take: either two courses from the history of philosophy sequence and one course from field A or field B, along with three additional courses in philosophy; or one course from the history of philosophy sequence and one course from each of fields A and B, along with three additional courses in philosophy.

No courses in the minor can be double counted with the student's major(s) or with other minors; nor can they be counted toward general education requirements. They must be taken for quality grades.

Students who elect the minor program should meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the program. The approval of the director of undergraduate

studies for the minor should be submitted to the student's College adviser, on a form obtained from the College adviser, no later than the end of the student's third year.

Samples follow of two groups of courses that would comprise a minor:

SAMPLE 1

Two of the following:	200
PHIL 25000 History of Philosophy I: Ancient Philosophy	
PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000 History of Philosophy III: Kant and the 19th Century	
One from either field A or field B	100
Three additional courses in philosophy	300
Total Units	600

SAMPLE 2

One of the following:	100
PHIL 25000 History of Philosophy I: Ancient Philosophy	
PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000 History of Philosophy III: Kant and the 19th Century	
One from field A	100
One from field B	100
Three additional courses in philosophy	300
Total Units	600

Philosophy Courses

PHIL 20004. Thomas Aquinas's Commentary on Aristotle's Physics. 100 Units.

In the Physics, Aristotle lays out the basic concepts and principles governing his thought about physical reality. His approach is both philosophically sophisticated and quite different from that of modern science. We will work through substantial selections, especially from Books I-IV and Book VIII, with the help of Aquinas's expositions, which make them more digestible without diluting them. Topics to be treated include the principles of change, matter and form, the concept of nature, causality, teleology, motion, the infinite, place, time, the duration of the physical world, and the primary mover. (B)

Instructor(s): S. Brock Terms Offered: Autumn

Prerequisite(s): Students with majors other than Philosophy and Fundamentals need the permission of the instructor.

Equivalent Course(s): FNDL 20004

PHIL 20100. Elementary Logic. 100 Units.

An introduction to the concepts and principles of symbolic logic. We learn the syntax and semantics of truth-functional and first-order quantificational logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.

Instructor(s): Autumn 2020: G. Schultheis; Winter 2021: M. Kremer Terms Offered: Autumn Winter

Equivalent Course(s): LING 20102, PHIL 30000, HIPS 20700, CHSS 33500

PHIL 21000. Introduction To Ethics. 100 Units.

In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)

Instructor(s): C. Vogler Terms Offered: Winter

Equivalent Course(s): HIPS 21000, FNDL 23107

PHIL 21002. Human Rights: Philosophical Foundations. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)

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

Equivalent Course(s): HMRT 21002, HIST 39319, HIST 29319, PHIL 31002, INRE 31602, MAPH 42002, HMRT 31002, LLSO 21002

PHIL 21102. Opera as Idea and As Performance. 100 Units.

Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature

of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, one each week, including a director, a conductor, a designer and two singers, to enable us to explore different perspectives. The list of operas to be discussed include Monteverdi's *The Coronation of Poppea*, Mozart's *Don Giovanni*, Rossini's *La Cenerentola*, Verdi's *Don Carlos*, Puccini's *Madama Butterfly*, Wagner's *Die Meistersinger*, Strauss's *Elektra*, and Britten's *Billy Budd*. (A) (I)

Instructor(s): A. Freud; M. Nussbaum Terms Offered: Spring

Prerequisite(s): Remark: students do not need to be able to read music, but some antecedent familiarity with opera in performance or through recordings would be extremely helpful. Ph.D. students in the Philosophy Department and the Music Department and all law students (both J. D. and LL.M.) may enroll without permission. All other students will be selected by lottery up to the number feasible given CA arrangements.

Note(s): Ph.D. students and law students will write one long paper at the end (20-25 pages), based on a prospectus submitted earlier. Other students will write one shorter paper (5-7 pages) and one longer paper (12-15 pages), the former due in week 4 and the latter during reading period.

Equivalent Course(s): PHIL 31102, MUSI 24416, MUSI 30716

PHIL 21499. Philosophy and Philanthropy. 100 Units.

Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their resources to worthy causes—for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)

Instructor(s): B. Schultz Terms Offered: Winter

Note(s): This course will feature a number of guest speakers and be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement. Students will also be presented with some practical opportunities to engage reflectively in deciding whether, why and how to donate a certain limited amount of (course provided) funding.

Equivalent Course(s): HMRT 21499, PLSC 21499, MAPH 31499

PHIL 21609. Topics in Medical Ethics. 100 Units.

Decisions about medical treatment, medical research and medical policy often have profound moral implications. Taught by a philosopher, three physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, abortion, organ markets, research ethics, and distributive justice in health care. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): HLTH 21609, BIOS 29314, HIPS 21609, BPRO 22612

PHIL 22000. Introduction to Philosophy of Science. 100 Units.

We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper's deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B) (II)

Instructor(s): T. Pashby Terms Offered: Autumn

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

PHIL 22209. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution and toxic waste, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What do the terms 'nature' and 'wilderness' even mean, and should 'natural' environments as such have ethical and/or legal standing? What fundamental ethical and political perspectives inform such approaches as the 'Land Ethic,' ecofeminism, and deep ecology? Is there a plausible account of environmental justice applicable to both present and future generations? Are we now in the Anthropocene, and if so, is 'adaptation' the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

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

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): HMRT 22201, PLSC 22202, ENST 22209

PHIL 23004. Aristotle's Practical Philosophy. 100 Units.

This course will survey Aristotle's ethics and politics with a view to understanding their relation to one another.

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

Equivalent Course(s): FNDL 23004

PHIL 23402. Augustine's Confessions and Boethius's Consolation of Philosophy. 100 Units.

We will work through these two writings, focusing chiefly on the philosophical thought present in them. (A)

Instructor(s): S. Brock Terms Offered: Spring

Prerequisite(s): Students with majors other than Philosophy and Fundamentals need the permission of the instructor.

Equivalent Course(s): FNDL 23404

PHIL 24800. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's 'The History of Sexuality', with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

Instructor(s): A. Davidson Terms Offered: Autumn

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): FNDL 22001, GNSE 23100, RLST 24800, KNOW 27002, HIPS 24300, CMLT 25001

PHIL 25000. History of Philosophy I: Ancient Philosophy. 100 Units.

An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.

Instructor(s): G. Richardson Lear Terms Offered: Autumn Spring

Prerequisite(s): Completion of the general education requirement in humanities.

Equivalent Course(s): CLCV 22700

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

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

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

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

Equivalent Course(s): HIPS 26000, MDVL 26000

PHIL 27000. History of Philosophy III: Kant and the 19th Century. 100 Units.

The philosophical ideas and methods of Immanuel Kant's 'critical' philosophy set off a revolution that reverberated through 19th-century philosophy. We will trace the effects of this revolution and the responses to it, focusing on the changing conception of what philosophical ethics might hope to achieve. We will begin with a consideration of Kant's famous Groundwork of the Metaphysics of Morals, in which the project of grounding all ethical obligations in the very idea of rational freedom is announced. We will then consider Hegel's radicalization of this project in his Philosophy of Right, which seeks to derive from the idea of rational freedom, not just formal constraints on right action, but a substantive conception of the proper organization of our social and political lives. We will conclude by examining some important critics of the Kantian/Hegelian project in ethical theory: Karl Marx, John Stuart Mill, Frederick Douglass, and Friedrich Nietzsche.

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

Prerequisite(s): Completion of the general education requirement in humanities.

PHIL 29200. Junior Tutorial. 100 Units.

Junior/Senior Tutorial. For topic and other information, please visit <https://philosophy.uchicago.edu/courses>.

Instructor(s): Autumn 2020: Michael Kolodziej - Hegel's Science of Logic Sarale Ben Asher - Define 'definition': Socratic definition and its subject-matter Mathis Koschel - Kant on Causation Winter 2021: Ermioni Prokopaki - Plato's Theaetetus Stephen Cunniff - Hegel's Phenomenology of Spirit Pirachula Chulanon - Philosophy of Animal Minds from Descartes to Kant Spring 2021: Amy Levine - A Life of One's Own: Autonomy, Meaning and Selfhood Warren Wilson - Autonomy and Liberation Terms Offered: Autumn Spring Winter

Prerequisite(s): Open only to intensive-track and philosophy majors.

Note(s): Junior and Senior sections meet together. No more than two Tutorials may be used to meet program requirements.

PHIL 29300. Senior Tutorial. 100 Units.

Junior/Senior Tutorial. For topic and other information, please visit <https://philosophy.uchicago.edu/courses>.

Instructor(s): Autumn 2020: Michael Kolodziej - Hegel's Science of Logic Sarale Ben Asher - Define 'definition': Socratic definition and its subject-matter Mathis Koschel - Kant on Causation Winter 2021: Ermioni Prokopaki - Plato's Theaetetus

Stephen Cunniff - Hegel's Phenomenology of Spirit Pirachula Chulanon - Philosophy of Animal Minds from Descartes to Kant Spring 2021: Amy Levine - A Life of One's Own: Autonomy, Meaning and Selfhood Warren Wilson - Autonomy and Liberation Terms Offered: Autumn Spring Winter

Prerequisite(s): Open only to intensive-track and philosophy majors.

Note(s): Junior and Senior sections meet together. No more than two Tutorials may be used to meet program requirements.

PHIL 29400. Intermediate Logic. 100 Units.

This course provides a first introduction to mathematical logic for students of philosophy. In this course we will prove the soundness and completeness of deductive systems for both propositional and first-order predicate logic. (B) (II)

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

Prerequisite(s): Elementary Logic (PHIL 20100) or its equivalent.

Equivalent Course(s): HIPS 20500, PHIL 39600, CHSS 33600

PHIL 29601. Intensive Track Seminar. 100 Units.

Title: Internalism and Externalism about Meaning This seminar will explore an advanced topic in philosophy. It is required as part of the intensive track of the Philosophy Major.

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

Prerequisite(s): Open only to third-year students who have been admitted to the intensive track program.

PHIL 29700. Reading and Research. 100 Units.

Reading and Research.

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

Prerequisite(s): Consent of Instructor & Director of Undergraduate Studies. Students are required to submit the college reading and research course form.

PHIL 29901. Senior Seminar I. 100 Units.

Students writing senior essays register once for PHIL 29901, in the Autumn Quarter, and once for PHIL 29902, in the Winter Quarter. The Senior Seminar meets for two quarters, and students writing essays are required to attend throughout.

Instructor(s): A. Callard; T. Zimmer; E. Dupree; A. Pitel Terms Offered: Autumn

Prerequisite(s): Consent of Director of Undergraduate Studies.

Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.

PHIL 29902. Senior Seminar II. 100 Units.

Students writing senior essays register once for PHIL 29901, in the Autumn Quarter, and once for PHIL 29902, in the Winter Quarter. The Senior Seminar meets for two quarters, and students writing essays are required to attend throughout.

Instructor(s): A. Callard; T. Zimmer; E. Dupree; A. Pitel Terms Offered: Winter

Prerequisite(s): Consent of Director of Undergraduate Studies.

Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.

PHIL 29908. Free Will. 100 Units.

The 'problem of free will' is to reconcile our perception of ourselves as free agents with ideas about the structure of reality, and our place within it, that appear to belie that perception. The problem is old, of perennial interest, and, it would seem, wholly intransigent. We shall try to get as close as we can to understanding the root of the problem's seeming intransigence. Our readings will be both historical and recent. Authors include Aristotle, Cicero, Aquinas, Hobbes, Hume, Kant, Schopenhauer, Wittgenstein, Anscombe, Strawson, and Frankfurt. Topics include logical necessity, time's arrow, causation, natural law, motivation, compulsion, and moral responsibility. (A) (I)

Instructor(s): J. Bridges Terms Offered: Autumn

Equivalent Course(s): PHIL 39908



Physics

Department Website: <http://physics.uchicago.edu>

Program of Study

Physics is concerned with the study of matter, energy, forces, and their interaction in the world and universe around us. The undergraduate curriculum in the Department of Physics leading to the BA in physics includes a strong emphasis on experiment and covers the broad fundamentals necessary for graduate study in theoretical or experimental physics, as well as some fields of engineering and many interdisciplinary specialties requiring a strong technical background (e.g., biophysics, medical physics, atmospheric and environmental sciences).

Students who are majoring in other fields of study may also complete a minor in physics. Information follows the description of the major.

Program Requirements

Courses

The curriculum leading to the BA degree in physics is designed for maximum flexibility consistent with a thorough coverage of the essential principles of physics. Degree requirements include introductory and advanced physics and mathematics courses, as well as physics electives that allow students to pursue specific interests.

Students who plan to major in physics are encouraged to start course work in their first year. However, the program can be completed in three years, so one could start physics in the second year without delaying graduation. Two of the physics and two of the mathematics courses can be designated as general education courses, with eighteen courses remaining to fulfill the major.

In general, students should take the most advanced courses for which they have the appropriate prerequisites. Entering students will be given a placement for either PHYS 13100 Mechanics or PHYS 14100 Honors Mechanics based on their mathematics and physics background. Either course is appropriate for students planning to major (or minor) in physics.

Mathematics

The mathematics requirement is a Mathematical Methods sequence, MATH 18300-18400-18500-18600 Mathematical Methods in the Physical Sciences I-II-III-IV. Alternatively, students may use an Analysis sequence (MATH 20300-20400-20500 Analysis in Rn I-II-III or higher) and MATH 16300 Honors Calculus III, though they will subsequently need to acquire certain math tools, as needed, on their own.

Summary of Requirements

GENERAL EDUCATION

One of the following sequences:	200
PHYS 13100-13200	Mechanics; Electricity and Magnetism
PHYS 14100 & PHYS 14200	Honors Mechanics and Honors Electricity and Magnetism *
One of the following sequences:	200
MATH 15100-15200	Calculus I-II *
MATH 16100-16200	Honors Calculus I-II
Total Units	400

MAJOR

One of the following:	100
PHYS 13300	Waves, Optics, and Heat
PHYS 14300	Honors Waves, Optics, and Heat *
One of the following sequences:	400
MATH 18300-18400-18500-18600	Mathematical Methods in the Physical Sciences I-II-III-IV
MATH 20300 & MATH 20400 & MATH 20500 & MATH 16300	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III and Honors Calculus III +
MATH 20700 & MATH 20800 & MATH 20900 & MATH 16300	Honors Analysis in Rn I and Honors Analysis in Rn II and Honors Analysis in Rn III and Honors Calculus III +
PHYS 18500	Intermediate Mechanics
PHYS 23410	Quantum Mechanics I
	100
	100

PHYS 24310	Advanced Quantum Mechanics	100
PHYS 21101-21102-21103	Experimental Physics I-II-III	300
PHYS 22500-22700	Intermediate Electricity and Magnetism I-II	200
PHYS 27900	Statistical and Thermal Physics	100
Three electives (to be selected from list of approved courses)		300
Total Units		1700

* Credit may be granted by examination.

+ Or MATH 16310 or MATH 15910

Electives

In addition to specified course work, the physics major requires three electives. These electives may be selected from the following courses:

All 20000-level physics courses (except PHYS 29100-29200-29300, and PHYS 29700)

Any of the following courses:		
ASTR 21100	Computational Techniques in Astrophysics	
ASTR 23900	Physics of Galaxies [†]	
ASTR 24100	The Physics of Stars [†]	
ASTR 24300	Cosmological Physics [†]	
ASTR 25400	Radiation Processes in Astrophysics [†]	
ASTR 25800	Astrophysics of Exoplanets	
BIOS 29326	Introduction to Medical Physics and Medical Imaging	
CHEM 26300	Chemical Kinetics and Dynamics	
CHEM 26800	Quantum Molecular and Materials Modeling	
CMSC 23710	Scientific Visualization	
CMSC 25025	Machine Learning and Large-Scale Data Analysis	
CMSC 28510	Introduction to Scientific Computing	
CMSC 28515	Introduction to Numerical Partial Differential Equations	
GEOS 21200	Physics of the Earth	
GEOS 24220	Climate Foundations	
GEOS 24230	Geophysical Fluid Dynamics: Foundations	
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification	
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	
GEOS 24550	Ocean Circulation	
MATH 23500	Markov Chains, Martingales, and Brownian Motion	
MATH 26200	Point-Set Topology	
MATH 27000	Basic Complex Variables	
MATH 27200	Basic Functional Analysis	
MATH 27300	Basic Theory of Ordinary Differential Equations	
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds	
MATH 27500	Basic Theory of Partial Differential Equations	
MATH 27600	Dynamical Systems	
MENG 21100	Principles of Engineering Analysis I	
MENG 26101	Transport Phenomena I: Forces and Flows	
MENG 26102	Transport Phenomena II	
MENG 26300	Engineering Electrodynamics	
MENG 26400	Quantum Computation	
STAT 23400	Statistical Models and Methods	
or STAT 24400	Statistical Theory and Methods I	
or STAT 24410	Statistical Theory and Methods Ia	
STAT 24500	Statistical Theory and Methods II	
or STAT 24510	Statistical Theory and Methods IIa	

Or other courses approved by the program chair for physics

† Cannot be counted toward electives if used to satisfy requirements for the specialization in astrophysics.

Sample Programs

An example of what the major might look like is shown below.

In the first year, a physics sequence is taken concurrently with Mathematical Methods:

First Year					
Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PHYS 13100 or 14100		100 PHYS 13200 or 14200		100 PHYS 13300 or 14300	100
MATH 18300		100 MATH 18400		100 MATH 18500	100
		200		200	200

Total Units: 600

The Mathematical Methods sequence could also start in Winter Quarter, if additional exposure to calculus is needed.

The remaining required courses are typically distributed over the next three years, like so:

Second Year					
Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PHYS 18500		100 PHYS 23410		100 PHYS 23150	100
MATH 18600		100			
		200		100	100
Third Year					
Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PHYS 24310		100 PHYS 22500		100 PHYS 22700	100
PHYS 21101		100 PHYS 21102		100 PHYS 21103	100
		200		200	200
Fourth Year					
Autumn Quarter	Units				
PHYS 27900		100			
		100			

Total Units: 1100

In addition, three electives (selected from a list of approved courses) must be taken. In deciding when to take electives, students should be mindful of any course prerequisites.

The required laboratory sequence PHYS 21101-21102-21103 is a year-long study of experimental physics. It is recommended, but not required, that Experimental Physics be taken in the third year.

Progress through the physics program can be accelerated by 'doubling up' on some of the required courses. For example, PHYS 24310 Advanced Quantum Mechanics and PHYS 27900 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2019700>) may be taken concurrently in the third year, and PHYS 22500 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2022500>)/PHYS 22700 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2022700>) may be concurrent with PHYS 23410 Quantum Mechanics I/PHYS 23510 in the second year. This provides more options in the third and fourth years for electives, as well as research or graduate course work. Note that it is possible to complete all program requirements in three years.

Finally, the sample programs shown here are only meant to be illustrative. Students are encouraged to speak with the departmental counselors in planning individual programs, especially regarding selection of mathematics courses and program electives.

Introductory Course

The introductory course for students in the physical sciences is divided into two variants—PHYS 13100-PHYS 13200-PHYS 13300 and PHYS 14100-PHYS 14200-PHYS 14300—so students may learn with others who have comparable physics and mathematics backgrounds. The essential physics content of these two sequences is the same, but the 140s sequence covers material at a higher mathematical level. Both PHYS 130s and PHYS 140s prepare students for further courses in the physics major or minor.

The Mathematical Methods sequence MATH 18300-18400-18500-18600 would be taken concurrently, with MATH 18300 starting in Autumn or Winter Quarter of first year. Alternatively, the Mathematical Methods sequence may be replaced with MATH 20300-20400-20500 or MATH 20700-20800-20900, and MATH 16300. Depending on math background, some portion of the first-year calculus sequence MATH 15100-MATH 15200-MATH 15300 or MATH 16100-MATH 16200-MATH 16300 may be needed prior to taking the Mathematical Methods or Analysis sequences.

First-year students are placed into either PHYS 13100 or PHYS 14100 based on Advanced Placement test scores. Subsequent adjustments in physics placement can be made by consulting the undergraduate program chair (KPTC 205) during Orientation week. Transfer students who have satisfactorily completed calculus-based introductory physics courses at another university may be granted appropriate transfer credit upon petition to, and approval by, the program chair.

Another introductory sequence, PHYS 12100-PHYS 12200-PHYS 12300, is intended for students pursuing studies in biology or medicine. The prerequisite is two quarters of calculus and completion of general chemistry. While topics are similar to the 130s and 140s sequences, PHYS 120s cannot serve as a prerequisite for further courses in physics, and thus cannot be used for the physics major or minor.

In all three sequences, a grade of at least C- is required to take the next course in the sequence. For a passing grade below C- , the student will need to obtain permission from the instructor of the next course before enrolling.

A student who completes PHYS 14100 or PHYS 14200 with a grade below C is normally required to move to PHYS 13200 or PHYS 13300 the following quarter. Petitions for a waiver of this requirement must be presented to the undergraduate program chair before the second day of the succeeding course. A student who receives an A or A- in PHYS 13100 may petition the undergraduate program chair to move to PHYS 14200.

Advanced Placement

Students who took both Physics C Advanced Placement examinations prior to matriculation in the College may receive credit for PHYS 12100 and/or PHYS 12200. Consult the section on Advanced Placement Credit in this catalog for more information.

Accreditation

Accreditation examinations are administered for the content of PHYS 12100-PHYS 12200-PHYS 12300 and PHYS 14100-PHYS 14200-PHYS 14300. The first examination may be taken by incoming students only at the time of matriculation in the College. Students who pass the first examination (for PHYS 12100 or PHYS 14100) will receive credit for the lecture part of the course only and will then be invited to try the next examination of the sequence. All students who receive advanced standing on the basis of a physics accreditation examination are interviewed by the undergraduate program chair to determine the extent of their lab experience. Additional laboratory work may be required.

Grading

All regular (non-research) physics courses must be taken for quality grades. All courses used to satisfy prerequisites must be taken for quality grades. The Department of Physics requires students to pass PHYS 13100-13200-13300 or PHYS 14100-14200-14300, and PHYS 18500-23410-23510 with an average of 2.0 or higher to continue in the program.

Opportunities for Participation in Research

The physics program offers unique opportunities for College students to become actively involved in the research being conducted by faculty of the department. Interested students are welcome to consult with the departmental counselors. The focus of much of the undergraduate research is structured around the Bachelor's Thesis (PHYS 29100-PHYS 29200-PHYS 29300). Alternatively, third- or fourth-year students majoring in physics may register for research for academic credit (PHYS 29700). In addition to these formal arrangements, students at any level may become involved in research by working in a faculty member's lab or research group on an extracurricular basis.

Honors

The two requirements for a BA with Honors are as follows:

- 1) a minimum GPA of 3.3 in the courses listed under Major in the preceding Summary of Requirements section.
- 2) completion of PHYS 29100-PHYS 29200-PHYS 29300 with a grade of B or higher, based on a bachelor's thesis describing an approved research project completed during the year.

Minor Program in Physics

The minor in physics is designed to present a coherent program of study to students with a strong interest in physics but insufficient time to pursue the major. The courses required for the minor are:

One of the following:		100
PHYS 13300	Waves, Optics, and Heat	
PHYS 14300	Honors Waves, Optics, and Heat	
One of the following:		400
MATH 18300-18400-18500-18600	Mathematical Methods in the Physical Sciences I-II-III-IV	
MATH 20300 & MATH 20400 & MATH 20500 & MATH 16300	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III and Honors Calculus III ⁺	
MATH 20700 & MATH 20800 & MATH 20900 & MATH 16300	Honors Analysis in Rn I and Honors Analysis in Rn II and Honors Analysis in Rn III and Honors Calculus III ⁺	
PHYS 18500	Intermediate Mechanics	100
PHYS 23410	Quantum Mechanics I	100

Two electives, at least one of which is:	200
PHYS 22500	Intermediate Electricity and Magnetism I
PHYS 27900	Statistical and Thermal Physics
The second elective may be any course that is required by the major or can be used as an elective for the major.	
Total Units	900

+ Or MATH 16310 or MATH 15910

The mathematics requirement for the minor is identical to the requirement for the major; please consult the description of the major for more information. Note that the PHYS 13300/PHYS 14300 requirement will be waived for those who must take this course to satisfy the requirements of a major or another minor. Consequently, the number of courses needed for the minor will vary between eight and nine.

Students who elect the minor program in physics must meet with the physics undergraduate program chair before the end of Spring Quarter of their third year to declare their intention to complete the minor. The approval of the program chair for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the College adviser. Courses for the minor are chosen in consultation with the program chair.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and students must have a GPA of 2.0 or higher in the minor. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Physics Courses

PHYS 12100-12200-12300. General Physics I-II-III.

This is a one-year sequence in the fundamentals of physics for students in the biological sciences and pre-medical studies. Univariable calculus will be used as needed. Where appropriate, attention will be drawn to interdisciplinary applications. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 12100. General Physics I. 100 Units.

This is a one-year sequence in the fundamentals of physics for students in the biological sciences and pre-medical studies. Univariable calculus will be used as needed. Where appropriate, attention will be drawn to interdisciplinary applications. The first two courses meet the general education requirement in physical sciences. (L) This course covers Newtonian mechanics and fluid dynamics. (L) Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300 or BIOS 20151 or BIOS 20152 or BIOS 20172 or BIOS 20236; CHEM 11300 or 12300.

Terms Offered: Autumn

Prerequisite(s): MATH 13200 or 15200 or 16200; CHEM 11300 or 12300.

PHYS 12200. General Physics II. 100 Units.

This course covers electric and magnetic fields. (L).

Terms Offered: Winter

Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.

This course covers waves, optics, and modern physics. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 12200

PHYS 13100-13200-13300. Mechanics; Electricity and Magnetism; Waves, Optics, and Heat.

This is a one-year introductory sequence in physics for students in the physical sciences. Univariable calculus will be used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 13100. Mechanics. 100 Units.

This is a three-course calculus-based sequence in the fundamentals of physics and represents a full-year's work. Content is not repeated from course to course. Topics include classical mechanics, electricity & magnetism, wave motion, optics, and an introduction to heat and thermodynamics. All labs must be completed to receive credit for the course. Final exams are held on the last Wednesday of each course. PHYS 13100 and 13200 count toward the general education requirement in the natural and mathematical sciences.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 13100 or 15100 or 16100. (May be concurrent with MATH 15100 or 16100.)

PHYS 13200. Electricity and Magnetism. 100 Units.

This is a three-course calculus-based sequence in the fundamentals of physics and represents a full-year's work. Content is not repeated from course to course. Topics include classical mechanics, electricity & magnetism, wave motion, optics, and an introduction to heat and thermodynamics. All labs must be completed to receive credit for the course. Final exams are held on the last Wednesday of each course. PHYS 13100 and 13200 count toward the general education requirement in the natural and mathematical sciences.

Terms Offered: Winter

Prerequisite(s): Minimum grade of C- in PHYS 13100 or 14100, or consent of instructor. MATH 13200 or 15200 or 16200 (may be concurrent with MATH 15200 or 16200).

PHYS 13300. Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Minimum grade of C- in PHYS 13200 or 14200, or consent of instructor. MATH 13300 or 15300 or 16300 (may be concurrent with MATH 15300 or 16300).

PHYS 14100-14200-14300. Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat.

This is a one-year introductory sequence in physics for students in the physical sciences. A strong background in univariable calculus is assumed. Multivariable and vector calculus will be introduced and used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 14100. Honors Mechanics. 100 Units.

Topics include particle motion, Newton's Laws, work and energy, systems of particles, rigid-body motion, gravitation, oscillations, and special relativity. (L)

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Placement required.

PHYS 14200. Honors Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): PHYS 14100

PHYS 14300. Honors Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 14200

PHYS 18500. Intermediate Mechanics. 100 Units.

Topics include a review of Newtonian mechanics, the calculus of variations, Lagrangian and Hamiltonian mechanics, generalized coordinates, canonical momenta, phase space, constrained systems, central-force motion, non-inertial reference frames, and rigid-body motion.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 13100 or 14100; PHYS 22000 or MATH 18400 or consent

PHYS 21101-21102-21103. Experimental Physics I-II-III.

This is a year-long laboratory sequence, offering experiments in atomic, molecular, solid-state, nuclear, and particle physics. Additional material, as needed, is presented in supplemental lectures. Content varies from quarter to quarter. (L)

Note(s): Open only to students who are majoring in Physics.

PHYS 21101. Experimental Physics I. 100 Units.

This is a year-long laboratory sequence, offering experiments in atomic, molecular, solid-state, nuclear, and particle physics. Additional material, as needed, is presented in supplemental lectures. Content varies from quarter to quarter.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 23510

PHYS 21102. Experimental Physics II. 100 Units.

A continuation of the year-long laboratory sequence.

Terms Offered: Winter

Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.

A continuation of the year-long laboratory sequence.

Terms Offered: Spring

Prerequisite(s): PHYS 21102

PHYS 21400. Creative Machines and Innovative Instruments. 100 Units.

This course is intended for interested students with no previous experience in design. Topics include mechanical design, machining, materials properties, computer-aided design, rapid prototyping, circuit design and electrical measurement. The course will be project-based, and the final project will be the design and construction of a functioning machine.

Instructor(s): Stephan Meyer and Scott Wakely Terms Offered: Winter

Prerequisite(s): PHYS 12200 or PHYS 13200 or PHYS 14200; or CMSC 12100 or CMSC 12200 or CMSC 12300; or consent of instructor.

PHYS 22100. Mathematical Methods in Physics. 100 Units.

Topics include linear algebra and vector spaces, ordinary and partial differential equations, calculus of variations, special functions, series solutions of differential equations, and integral transforms.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 14300 or (PHYS 13300 and PHYS 22000)

PHYS 22500-22700. Intermediate Electricity and Magnetism I-II.

This is a two-quarter sequence on static and time-varying electric and magnetic fields.

PHYS 22500. Intermediate Electricity and Magnetism I. 100 Units.

Topics include electrostatics and magnetostatics, boundary-value problems, and electric and magnetic fields in matter.

Terms Offered: Winter

Prerequisite(s): PHYS 13200 or 14200; PHYS 22100 or MATH 18500 or MATH 20700 or MATH 20250 (may be concurrent with MATH 20250)

PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.

Topics include electromagnetic induction, electromagnetic waves, and radiation.

Terms Offered: Spring

Prerequisite(s): PHYS 22500

PHYS 22600. Electronics. 100 Units.

This hands-on experimental course is intended to develop confidence, understanding, and design ability in modern electronics. It is not a course in the physics of semiconductors. In two lab sessions a week, we explore the properties of diodes, transistors, amplifiers, operational amplifiers, oscillators, field effect transistors, logic gates, digital circuits, analog-to-digital and digital-to-analog converters, phase-locked loops, and more. Lectures supplement the lab. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 12200 or 13200 or 14200

PHYS 23410. Quantum Mechanics I. 100 Units.

A study of wave-particle duality leading to the basic postulates of quantum mechanics is presented. Topics include the uncertainty principle, applications of the Schrödinger equation in one and three dimensions, the quantum harmonic oscillator, rotational invariance and angular momentum, the hydrogen atom, and spin.

Terms Offered: Winter

Prerequisite(s): PHYS 13300 or 14300; PHYS 22100 or MATH 18600 or MATH 20250 (may be concurrent with MATH 18600 or 20250).

PHYS 23500. Quantum Mechanics II. 100 Units.

A review of quantum mechanics is presented, with emphasis on Hilbert space, observables, and eigenstates. Topics include spin and angular momentum, time-independent perturbation theory, fine and hyperfine structure of hydrogen, the Zeeman and Stark effects, many-electron atoms, molecules, the Pauli exclusion principle, and radiative transitions.

Terms Offered: Autumn

Prerequisite(s): PHYS 23400

PHYS 23600. Solid State Physics. 100 Units.

Topics include a review of quantum statistics, crystal structure and crystal binding, lattice vibrations and phonons, liquid helium, the free-electron model of metals, the nearly-free-electron model, semi-conductors, and optical properties of solids.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): PHYS 23500 or 23510; PHYS 27900

PHYS 23700. Nuclei and Elementary Particles. 100 Units.

This course covers topics such as nuclear structure, processes of transformation, observables of the nucleus, passage of nuclear radiation through matter, accelerators and detectors, photons, leptons, mesons, and baryons, hadronic interactions, and the weak interaction.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 23500 or 23510

PHYS 24310. Advanced Quantum Mechanics. 100 Units.

This course will include topics not normally covered in PHYS 23410-23510. Topics may include the following: symmetry in quantum mechanics; quantum mechanics and electromagnetism; adiabatic approximation and Berry phase; path integral formulation; scattering.

Terms Offered: Autumn

Prerequisite(s): PHYS 23510

PHYS 25000. Computational Physics. 100 Units.

This course introduces the use of computers in the physical sciences. After an introduction to programming basics, we cover numerical solutions to fundamental types of problems, including cellular automata, artificial neural networks, computer simulations of complex systems, and finite element analysis. Additional topics may include an introduction to graphical programming, with applications to data acquisition and device control. (L)

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 13300 or 14300 required; knowledge of computer programming not required

PHYS 25200. Nonlinear Dynamics and Chaos. 100 Units.

This course introduces students to dynamical systems and bifurcation theory. Starting from first-order ordinary differential equations, topics will include limit cycles and nonlinear oscillators, as well as a survey of period doubling and chaos in Hamiltonian and dissipative systems. The treatment will emphasize geometrical intuition and approximate analytical solutions.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 18500

PHYS 26400. Spacetime and Black Holes. 100 Units.

This course is an introduction to general relativity, focusing on metrics and geodesics, and treating gravity as the curvature of four-dimensional spacetime. It will begin by fully exploring special relativity, and will then introduce the basic tools of physics in curved spacetime. It will also study black holes, including aspects of the event horizon and singularity, and the properties of orbits in black hole spacetimes.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 18500 or consent of instructor

PHYS 27900. Statistical and Thermal Physics. 100 Units.

This course develops a statistical description of physical systems. Topics include elements of probability theory, equilibrium and fluctuations, thermodynamics, canonical ensembles, the equipartition theorem, quantum statistics of ideal gases, and kinetic theory.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 23400 or 23510

PHYS 29100-29200-29300. Bachelor's Thesis I-II-III.

This year-long sequence of courses is designed to involve the student in current research. Over the course of the year, the student works on a research project in physics or a closely related field, leading to the writing of a bachelor's thesis. A student who submits a satisfactory thesis, earns a grade of B or higher based on the project, and achieves a GPA of 3.0 or higher in courses required for the major is eligible to receive a BA with honors. The project may be one suggested by the instructor or one proposed by the student and approved by the instructor. In either case, all phases of the project (including the literature search, design and construction of the experiments, and analysis) must be done by the student. The instructor and faculty adviser, as well as members of the adviser's research group, are available for consultation. Note: Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29100. Bachelor's Thesis I. 100 Units.

Students are required to submit the College Reading and Research Course Form. P/F grading.

Terms Offered: Autumn

Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.

PHYS 29200. Bachelor's Thesis II. 100 Units.

P/F grading.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

PHYS 29300. Bachelor's Thesis III. 100 Units.

Quality grading.

Terms Offered: Spring

Prerequisite(s): PHYS 29200

PHYS 29700. Participation in Research. 100 Units.

By mutual agreement, students work in a faculty member's research group. Participation in research may take the form of independent work (with some guidance) on a small project, or of assistance in research to an advanced graduate student or research associate. A written report must be submitted at the end of the quarter. Students may register for PHYS 29700 for as many quarters as they wish; students need not remain with the same faculty member each quarter. (L)

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and departmental counselor. Open to students who are majoring in Physics with third- or fourth-year standing.

Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor.



Political Science

Department Website: <http://political-science.uchicago.edu>

Program of Study

Political science is the study of governments, public policies, political processes, political behavior, and ideas about government and politics. Political scientists use both humanistic and scientific perspectives and a variety of methodological approaches to examine the political dynamics of all countries and regions of the world, both ancient and modern. Political science contributes to a liberal education by introducing students to concepts, methods, and knowledge that help them understand and judge politics within and among nations. A BA degree in political science can lead to a career in business, government, journalism, education, or nonprofit organizations; or it can lead to a PhD program in the social sciences or to professional school in law, business, public policy, or international relations. Our graduates have gone into all those areas in recent years.

Program Requirements

Course Requirements

The Political Science major requires twelve political science courses and a substantial paper. All students must take three out of the four courses that introduce the fields of political science. All students must also take the required research methods course. Students may meet the writing requirement by completing a BA Thesis or by writing a Long Paper. The BA Thesis and Long Paper options are explained below.

Introductory Course Requirement

To gain a broad understanding of political science, the department's faculty thinks students should take a wide range of courses. To ensure that breadth, students are required to take at least three of the following four courses:

- PLSC 28701 Introduction to Political Theory
- PLSC 28801 Introduction to American Politics
- PLSC 28901 Introduction to Comparative Politics
- PLSC 29000 Introduction to International Relations

Each course will be offered every year, introducing students to the four principal areas of study in political science. The introductory courses must be taken for quality grades.

Research Methods Requirement

To prepare students to evaluate the materials in their classes and to write research papers, students are also required to take the department's research methods course, which will be offered every quarter:

- PLSC 22913 The Practice of Social Science Research

The department also strongly recommends, but does not require, a course in statistics.

Political Science Course Requirement

In addition to the above requirements, students are required to take six to eight Political Science courses of their choosing in order to develop their interests in and knowledge of the field. Those following the Long Paper path, described below, must complete eight courses while those on the BA Thesis path must complete at least six. It may be appropriate for advanced students to pursue an independent study credit (see below). Courses outside Political Science may be considered for the major only by petition. (Please submit the General Petition form (<http://college.uchicago.edu/advising/tools-forms/>), found at college.uchicago.edu/advising/tools-forms (<https://college.uchicago.edu/advising/tools-forms/>), along with a copy of the course syllabus to Pick 406.)

Writing Requirement: Two Options

Students who are majoring in political science must write at least one substantial paper. There are two ways to meet this requirement, by writing a BA Thesis or by submitting a Long Paper.

Option 1: Long Paper

The Long Paper is typically a course paper. It may be written for either a professor in Political Science or a professor in another department whose course is accepted for Political Science credit. Students who write a Long Paper are not required to write a BA Thesis. Students submitting a Long Paper must bring an approval form to the departmental office signed by an instructor who verifies that the paper meets two requirements: (a) the paper is twenty pages or longer, double-spaced (that is, approximately 5,000 words or longer); and (b) the paper received a grade of B or better (that is, a grade of B- or below does not meet the requirement).

The Long Paper might be:

- A class paper for any course used to meet the major's requirements.
- An extended version of a shorter paper written for a course. If a course requires a shorter paper, students may ask the instructor for permission to write a twenty-page paper instead.

- Written for a course that did not require any papers. Students may ask the instructor for permission to write a twenty-page paper, either in place of another assignment, as an extra assignment, or as an ungraded assignment.
- Written for a Political Science instructor after a course is completed. The student could either produce an entirely new paper or, with the instructor's permission, take a shorter assignment and turn it into a longer paper.

If the paper is not a graded assignment for class, it still meets the department's requirement if the instructor attests that it merits a grade of B or better. Unless the paper is written for a graded class assignment, students must ask the instructor's permission to submit any such paper.

Students are responsible for obtaining an approval form ([political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long Paper Form.pdf](http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) (<http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf>)) to verify the successful completion of the Long Paper from the department office and giving it to the relevant instructor. Please ask the instructor to sign the approval form and return it to the departmental office. The deadline for submitting the approval form (<http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf>) and the paper is 4 p.m. on Friday of the second week of the quarter in which the student expects to graduate. Students should complete their paper before their final quarter; the approval form should be submitted to the departmental office as soon as the writing requirement is completed.

Option 2: BA Thesis

Writing a BA Thesis will meet the writing requirement in Political Science and may also qualify a student for consideration for honors; see sections below for more information. In either case, the paper is typically from thirty-five to fifty pages in length (the length of most scholarly articles in professional journals). It must receive a grade of B or higher. Students choose a suitable faculty member to supervise the research and writing. The deadline for submitting two copies of a BA Thesis to the departmental office is 4 p.m. on Friday of the fourth week of the quarter in which the student expects to graduate.

BA Colloquium. Students who choose to write a BA Thesis are required to enroll in PLSC 29800 BA Colloquium in the Spring Quarter of the third year and continue to attend the BA Colloquium in the Autumn Quarter of their fourth year. The colloquium is designed to help students carry out their BA Thesis research and to offer feedback on their progress. *Although the course meets over two quarters, it counts as a single course and has a single grade.* The final grade for the colloquium is based on the student's contribution to the colloquium during both quarters. Students who write a BA Thesis must also enroll in PLSC 29900 BA Thesis Supervision for one quarter, normally Winter Quarter of fourth year (although enrollment may be in any quarter).

A few students each year study abroad in the Spring Quarter of third year or in the Autumn Quarter of the fourth year and also intend to complete the Political Science major by writing a BA Thesis. Students who study abroad in the Spring Quarter are not required to enroll in the BA Colloquium in the Spring Quarter, but are expected to enroll and participate in the BA Colloquium in the Autumn Quarter. Students who study abroad in the Autumn Quarter must enroll in the BA Colloquium in the previous Spring Quarter, but are not required to participate in the Autumn Quarter.

All students who intend to write a BA thesis must submit a proposal for the thesis by the end of Spring Quarter, regardless of residency. Students who are away from campus in the Spring Quarter should line up an adviser and discuss ideas about a thesis topic while they are abroad or even during the Winter Quarter before departure. The department has arranged the BA Thesis process so that students arrive back on campus for fourth year ready to execute the research for the thesis in the Autumn Quarter, rather than compressing research and writing both into the Winter Quarter. Students who will be abroad in Spring Quarter and unable to participate in the Spring BA Colloquium should contact the department's Undergraduate Studies office during the Winter Quarter to receive instructions about the preparations they should expect to make while they are away.

BA Thesis Supervision. During their fourth year, students who choose to write a BA Thesis must register with their BA Thesis faculty adviser for one quarter of PLSC 29900 BA Thesis Supervision. Students may also elect to take a second quarter of PLSC 29900 BA Thesis Supervision, which will count toward the twelve required courses. To enroll, students are required to submit the College Reading and Research Course Form, which is available from the College Advising Reception Desk. The final grade for the course will be based on the grade given the BA Thesis by the faculty adviser. Although most BA Theses are supervised by Political Science professors, the adviser need not be a member of the Department of Political Science.

Summary of Requirements for Students Meeting the Writing Requirement with a Long Paper

Three of the following Political Science courses:		300
PLSC 28701	Introduction to Political Theory	
PLSC 28801	Introduction to American Politics	
PLSC 28901	Introduction to Comparative Politics	
PLSC 29000	Introduction to International Relations	
PLSC 22913	The Practice of Social Science Research	100
Eight additional Political Science courses *		800

Fulfillment of the writing requirement	000
Total Units	1200

* At least five must be courses in Political Science.

Summary of Requirements for Students Meeting the Writing Requirement with a BA Thesis

Three of the following Political Science courses:	300
PLSC 28701	Introduction to Political Theory
PLSC 28801	Introduction to American Politics
PLSC 28901	Introduction to Comparative Politics
PLSC 29000	Introduction to International Relations
PLSC 22913	The Practice of Social Science Research
Six additional Political Science courses *	600
PLSC 29800	BA Colloquium
PLSC 29900	BA Thesis Supervision
Total Units	1200

* At least three must be courses in Political Science.

Pass/Fail Courses

Courses that meet requirements for the major are normally taken for quality grades. The three required introductory courses must be taken for quality grades. However, students may take up to two courses in the major on a *P/F* basis.

Independent Study

Students with extensive course work in Political Science who wish to pursue more specialized topics that are not covered by regular courses have the option of registering for PLSC 29700 Independent Study, to be taken individually and supervised by a member of the Political Science faculty. Students must obtain the prior consent of the program director and the instructor, as well as submit the College Reading and Research Course Form that is available from the College Advising Reception Desk. The substance of the independent study may not be related to the BA Thesis or BA research, which is covered by PLSC 29900 BA Thesis Supervision. Only one PLSC 29700 Independent Study course may count toward requirements for the major.

Honors in the Major

Students who do exceptionally well in their course work and who write an outstanding BA Thesis are recommended for honors in the major. A student is eligible for honors if the GPA in the major is 3.6 or higher and the overall GPA is 3.0 or higher at the beginning of the quarter in which the student intends to graduate. Students who wish to be considered for honors are required to register for PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision and to submit a BA Thesis. To graduate with department honors, then, a student must have both honors-level grades and a BA Thesis that receives honors.

Double Majors

Students who plan to double major may complete the Political Science requirements by either the BA Thesis option or the Long Paper option. Students who write the BA Thesis must attend the Political Science BA Colloquium *even if the other major also requires attendance at its colloquium*. A request to use a single BA Thesis for two majors requires the approval of both program directors on a form available at college.uchicago.edu/advising/forms-and-petitions (<https://college.uchicago.edu/advising/tools-forms/>).

Courses Taken at Other Universities by Students Who Transfer to the University of Chicago

Student who transfer into the University of Chicago and wish to transfer courses into the major should see the Director of Undergraduate Studies soon after matriculation. The introductory course requirement and the research methods requirement cannot be satisfied by courses taken elsewhere, but courses may be counted toward the major by petition (see college.uchicago.edu/advising/forms-and-petitions (<https://college.uchicago.edu/advising/tools-forms/>)).

Becoming a Political Science Major

Most students declare a major at the end of the second year or beginning of the third. The department encourages students to try out the major even before declaring. To receive announcements about the program in the major and other information about the Department of Political Science, students should sign up for the undergraduate email list either in the departmental office or at <https://lists.uchicago.edu/web/info/ugpolsall> (<https://lists.uchicago.edu/web/info/ugpolsall/>).

Political Science Courses for 2020–21

PLSC 20676. Labor and Liberty in the Scottish Enlightenment. 100 Units.

When we ask children what they want to be when they grow up, we presume their participation in a division of labor. Few concepts in the history of economic thought are as central as the division of labor, or as immediately visible in our social structure. But how did this division evolve? And does specialization encourage social well-being? Theorists of the Scottish Enlightenment treated 'the separation of arts and professions' and 'the distinction of ranks' as an historical development -

one with profound consequences, not just for the accumulation of wealth but, more centrally, for its effect on gender roles, family relations, national security, and the organization of justice. Scottish authors such as Adam Smith, Adam Ferguson, and John Millar debated whether the division of labor was in fact a sign of natural 'progress. We will study how these early sociologists and political theorists treated the future of work - and its effects on education, civic participation, and national cohesion. We will ask whether the rise of specialization has led to social atomization or encouraged new forms of social interdependence. Finally, we will look at how Scottish theories of social division and domination influenced subsequent thinkers, particularly Karl Marx, Emile Durkheim, and Friedrich Hayek.

Instructor(s): Danielle Charette Terms Offered: Course to be taught winter quarter 2021

Equivalent Course(s): SETH 20676

PLSC 21410. Advanced Theories of Gender and Sexuality. 100 Units.

Beginning with the breakup of the New Left and the proliferation of 'new social movements' such as feminism, Black Power, and gay liberation, this seminar explores the key debates around which gender and sexuality were articulated as politically significant categories. How did feminist and queer politics come to be scripted increasingly in terms of identity and its negation? To what extent has a juridical and state-centered conception of politics come to displace quotidian practices of freedom and world-building? What are the limits to rights-oriented political movements? What are the political implications of the recent ontological turn to affect in feminist and queer theory?

Instructor(s): Linda Zerilli Terms Offered: Winter

Note(s): Undergraduates by consent only.

Equivalent Course(s): GNSE 21400, MAPH 36500, ENGL 30201, GNSE 31400, PLSC 31410, ENGL 21401

PLSC 21499. Philosophy and Philanthropy. 100 Units.

Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their resources to worthy causes—for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)

Instructor(s): B. Schultz Terms Offered: Winter

Note(s): This course will feature a number of guest speakers and be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement. Students will also be presented with some practical opportunities to engage reflectively in deciding whether, why and how to donate a certain limited amount of (course provided) funding.

Equivalent Course(s): HMRT 21499, PHIL 21499, MAPH 31499

PLSC 21506. Feminist Politics in the US: Lessons from the Second Wave. 100 Units.

Feminist scholars and activists tend to look back on the second wave in the United States as a failure. Indeed, the movement could not pass the Equal Rights Amendment (ERA) or regulations of pornography, and abortion became legal only because of a Supreme Court decision. Historical accounts often narrate the women's liberation movement as dominated by white, wealthy, straight women, who suppressed the voices of women of color and lesbians. This course returns to the era of the 'second wave' as a vibrant moment for feminism—perhaps more so than contemporary politics—and to the women's liberation movement as an important site of feminist organizing and theorizing. After engaging with four notable activist efforts at political and legal transformation, we move on to read Betty Friedan's famous consciousness-raising text, as well as lesbian manifestos and womanist works that critiqued the mainstream women's liberation movement. We end by considering the ways in which the backlash against the second wave continues to haunt contemporary feminist politics. Questions raised by the course include: What political goals motivated the women's liberation movement, and how did they strive to achieve those goals? What lessons can feminist activists and theorists today take away from the movement? Why do we narrate the second wave, and the women's liberation movement, as a failure? How could re-thinking our treatment of the second wave transform our conception of feminist politics today?

Terms Offered: Winter

Equivalent Course(s): GNSE 21506

PLSC 21538. Racial Universalisms. 100 Units.

This class will discuss the relationship between race and universalism. At first glance, one might think that both terms are opposed, with race as a particular and the universal that which transcends it. The universalism of equal rights, this view would suggest, stands against the divisions drawn along racial lines. But closer inspection reveals that the interplay between race and the discourse of universalism is more complex. In fact, their juxtaposition - as in the seemingly oxymoronic 'racial universalisms' in the plural - arguably leads to the heart of what both concepts are about, both in their theoretical contours and historical trajectories. Particular attention will be given to contemporary debates on race and 'epistemologies of ignorance,' which have provided theoretical tools to understand the systematic and racialized blinding effects that universalist discourse might entail.

Instructor(s): Niklas Plautzer Terms Offered: Winter

Equivalent Course(s): CRES 27538

PLSC 21539. The Politics of Black Queer Feminist Praxis. 100 Units.

This course critically interrogates contemporary 'status quo' power dynamics through a lens of Black Queer Feminism. This course understands Black Queer Feminism as a political praxis that operationalizes intersectionality by seeking to deconstruct normative and hegemonic systems of power. While many of the attendees of the Women's March of 2017 were white, over 53% of white women had just voted for Donald Trump in the 2016 presidential election. This comes at a stark comparison with the 94% of Black women that voted for Hillary Clinton. As one journalist cleverly wrote, this highlights a '53 percent problem in American Feminism'. This seminar-style course, through critical engagement with Black Queer Feminist praxis (thought and action), attempts to reconcile this 53 percent problem. We will begin with a history of Black feminist thought and transition to its contemporary iterations, including trans politics and queer theory. Along with a diasporic and transnational analysis, we will investigate: how do contemporary iterations of radical Black feminism engage with and resist against the state? How does Black Queer Feminism shape politics and society? The syllabus will incorporate readings from various disciplines including political science, sociology, and Black studies and will focus on how the simultaneity of hegemony shapes access to and relationships with power.

Instructor(s): Laterricka Smith Terms Offered: Spring

Equivalent Course(s): CRES 27539, GNSE 27539

PLSC 21540. Slave Abolition and Its Afterlives. 100 Units.

In recent years scholars and activists have (re)turned to the abolitionist movement of the 19th century in order to gain critical traction on the interlocking operations of racism, capitalism, and patriarchy. The return of abolitionism reveals an aspiration to learn from the failures of the past in order to generate new strategies to overcome the structures of domination that pervade our social and political lives. This quarter we will read a series of texts produced before and after the formal end of slavery in the United States with particular attention paid to the revisions, retrospections, and reformulations made to conceptions of freedom. How did abolitionists understand the meaning of freedom before Emancipation? What political transformations did they endorse? Did formal emancipation actualize or reframe the abolitionist imaginary? We will also track two unfulfilled promises in the thought of black scholars and activists: the attempt to secure economic independence for freed slaves and critiques of patriarchal rule within the family. By tracking these political projects, we will raise questions about the re-emergence of abolitionist promises. How does the present trend to appropriate abolition occlude key political disagreements among early and mid-nineteenth century activists? Which strand of abolitionism are we inheriting in the twenty-first century? Why? These questions will anchor our course and help us think about the uses of history for our own political present.

Instructor(s): Larry Svabek Terms Offered: Winter

Equivalent Course(s): HIST 29008, CRES 27540

PLSC 22202. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution and toxic waste, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What do the terms 'nature' and 'wilderness' even mean, and should 'natural' environments as such have ethical and/or legal standing? What fundamental ethical and political perspectives inform such approaches as the 'Land Ethic,' ecofeminism, and deep ecology? Is there a plausible account of environmental justice applicable to both present and future generations? Are we now in the Anthropocene, and if so, is 'adaptation' the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

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

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): HMRT 22201, PHIL 22209, ENST 22209

PLSC 22205. Utopia's Eclipse? The Horizon of Political Hope in the Wake of Empire and Revolution. 100 Units.

The twentieth century was a time of extraordinary political hope associated with socialist and anti-colonial struggles that promised to usher in new forms of human freedom. However, by the 1980s, this hope had given way to catastrophe as the horizons of revolutionary aspiration characterizing these struggles collapsed. How do we reckon with this collapse, and what does it mean to make a life for oneself in the wake of these failed emancipatory projects? This course explores this question by examining the place of utopian thinking, broadly understood, in the projects of anticolonial and socialist struggle in the twentieth century and by reading this strain of thought in light of the doubts that certain thinkers have raised about the possibility of attaining utopia's promise. Taking as a starting point the idea that utopian thinking—at least in its modern, universalistic form—has always existed in a complex relationship to the figure of the 'savage Other' and the project of Western imperialism, the first half of the course invites students to test this claim against the aspirations advanced by certain anti-colonial and left revolutionaries. In the second half of the course, we turn to recent reflections on the postcolonial predicament and to arguments for renewed utopian thinking to consider what we might learn from the revolutionary failures of the twentieth century and what critical resources this history has yielded to us.

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

Equivalent Course(s): LLSO 22205

PLSC 22400. Public Opinion. 100 Units.

What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.

Instructor(s): J. Brehm Terms Offered: Spring

Equivalent Course(s): LLSO 26802, CRES 22400

PLSC 22505. Knowledge and Politics. 100 Units.

What is the relationship between knowledge and power, and between science and democracy? What kinds of knowledge are needed in politics, and who needs to know what? In this course we read a number of philosophers, theorists, and social scientists interested in the relationship between knowledge and politics. Topics covered may include: the epistemic properties of political institutions and markets; the role of expertise in politics; values in science and public policy; and theories of epistemic democracy and epistemic injustice. (A)

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

PLSC 22700. Happiness. 100 Units.

From Plato to the present, notions of happiness have been at the core of heated debates in ethics and politics. What is happiness? Is it subjective or objective? Is it a matter of pleasure or enjoyment? Of getting what one most wants? Of flourishing through the development of one's human capabilities? Of being satisfied with how one's life is going overall? Is happiness the ultimate good for human beings, the essence of the good life and tied up with virtue, or is morality somehow prior to it? Can it be achieved by all, or only by a fortunate few? Can it be measured, and perhaps made the basis of a science? Should it be the aim of education? What causes happiness? Does the wrong notion of happiness lend itself to a politics of manipulation and surveillance? What critical perspectives pose the deepest challenges to the idea that happiness matters? These are some of the questions that this course addresses, with the help of both classic and contemporary texts from philosophy, literature, and the social sciences. The approach will involve a lot of more or less Socratic questioning, which may or may not contribute your personal happiness. (A)

Instructor(s): B. Schultz Terms Offered: Spring

Equivalent Course(s): HUMA 24900, PHIL 21400, GNSE 25200

PLSC 22710. Electoral Politics In America. 100 Units.

This course explores the interactions of voters, candidates, the parties, and the media in American national elections, chiefly in the campaign for the presidency, both in nominating primaries and in the November general election. The course will examine how voters learn about candidates, how they perceive candidates, how they come to turn out to vote, and how they decide among the candidates. It will examine the strategies and techniques of electoral campaigns, including the choices of campaign themes and the impact of campaign advertising. It will consider the role of campaign contributors and volunteers, the party campaign organizations, campaign and media polls, and the press. Finally, it will assess the impact of campaigns and elections on governing and policymaking.

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

Equivalent Course(s): LLSO 22710, AMER 22710

PLSC 22755. The Idea of Africa. 100 Units.

The Idea of Africa, a new interdisciplinary course, offers undergraduates students an opportunity to engage critically with key philosophical and political debates about contemporary Africa on the continent and globally. The course takes its title from V.Y. Mudimbe's 1994 book which builds on his earlier work *The Invention of Africa*. It asks three questions: (1) How and to what purposes has Africa been conceived as metaphor and concept. (2) How might we locate Africa as a geographic site and conceptual space to think through contemporary debates about citizenship, migration and new structures of political economy? (3) What futures and modes of futurity are articulated from the space and metaphor of Africa? This lecture course co-thought in an interdisciplinary mode will include public guest lectures, field trips, and engagement with visual arts, and film related to the themes of the course. The course will be divided into the following four sections: 1) Inventing Africa; 2) Political Trajectories; 3) Afro-Mobilities; 4) Afro-Futures.

Instructor(s): Natacha Nsabimana & Adom Getachew Terms Offered: Spring, Spring 2021

Equivalent Course(s): CRES 22755, ANTH 22755

PLSC 22805. Empire, Law, and Global Justice. 100 Units.

In this research seminar we will read recent scholarship examining the law and politics of empire from the early modern period through the early twentieth century. Empires present particular problems of constitutional law, in particular the relationship between center and periphery. They are sites of conflict over membership, commerce, and the rights of colonized peoples. They are arenas in which conceptions of sovereignty, authority, and regulation are created and fought over. We will read works by historians, political scientists, and legal scholars that situate these issues in the context of particular empires, in both the Atlantic and Pacific worlds, as well as in relation to a more broadly imperial global order.

Instructor(s): J. Pitts Terms Offered: Winter

Equivalent Course(s): PLSC 42805

PLSC 22913. The Practice of Social Science Research. 100 Units.

This is a first course in empirical research as it is practiced across a broad range of the social sciences, including political science. It is meant to enable critical evaluation of statements of fact and cause in discussions of the polity, economy, and society. One aim is to improve students' ability to produce original research, perhaps in course papers or a senior thesis. A second objective is to improve students' ability to evaluate claims made by others in scholarship, commentary, or public

discourse. The specific research tools that the course develops are statistical, but the approach is more general. It will be useful as a guide to critical thinking whether the research to be evaluated, or to be done, is quantitative or not. Above all, the course seeks to demonstrate the use of empirical research in the service of an argument.

Instructor(s): P. Conley Terms Offered: Autumn, Spring, Winter

PLSC 23100. Democracy and the Information Technology Revolution. 100 Units.

The revolution in information technologies has serious implications for democratic societies. We concentrate, though not exclusively, on the United States. We look at which populations have the most access to technology-based information sources (the digital divide), and how individual and group identities are being forged online. We ask how is the responsiveness of government being affected, and how representative is the online community. Severe conflict over the tension between national security and individual privacy rights in the U.S., United Kingdom, and Ireland will be explored as well. We analyze both modern works (such as those by Turkle and Gilder) and the work of modern democratic theorists (such as Habermas).

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

Equivalent Course(s): LLSO 27101

PLSC 23501. International Political Economy. 100 Units.

What explains a government's decision to block a trade deal, prevent foreign investors from gaining control of a local factory, or ban the export of rare earth minerals? This course develops theory and evidence that these decisions reflect domestic and international politics. We will discuss the political dimension of the integration of the global economy and the way that globalization separates workers, business, and consumers. Drawing on methods and theory from international political economy, we will critically examine the prospects for international cooperation on trade and immigration, as well as the future of international governance.

Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 24210. Politicizing the Passions: Emotions and Collective Action. 100 Units.

The first objective of this course is to develop a critical understanding of the different disciplinary and methodological approaches to emotion and its place in political life. To that end, we will begin by analyzing how rationality and emotion are conceptualized and theorized in different disciplines. Throughout the course we will consider the conceptions and methodologies of competing models of the place of emotion in politics, examining both macro and micro approaches, and considering questions such as: how do we measure emotions? Are emotions primarily physiological or cognitive? Are emotions at base universal or socially and culturally constructed? What are the processes by which private, individual emotions become public, collective, and politically relevant? The first half of the course is organized thematically by political effect. The second half of the course is designed to discern patterns and identify concrete ways that specific emotions—such as fear, shame, anger, and hope—shape politics.

Instructor(s): Mekawy, Yasmeen Terms Offered: Spring

Equivalent Course(s): GLST 24210

PLSC 24741. Politics and Popular Culture in the Middle East. 100 Units.

This course will examine the relationship between popular culture and politics in the MENA. Pop culture, such as cinema, television, street art, music, and social media, has been a means of both resisting and shoring up authority, of affirming and subverting societal norms and taboos, and of motivating and expressing political action. We will critically examine examples of pop culture from societies throughout the region, analyzing their connection to power structures and changes in ideology and nationalism, gender/class/religious identity and practice, militarism and insurgency, and state power. This course will draw on research approaches in anthropology, sociology, media studies, and political science to theorize the role of popular culture in reflecting, challenging, and expanding political horizons in the region.

Instructor(s): Mekawy, Yasmeen Terms Offered: Autumn

Equivalent Course(s): GLST 24741

PLSC 25311. Models of Ancient Politics I: Athens, Sparta, Rome. 100 Units.

This course begins a two-quarter sequence on Athens, Sparta, and Rome as models of politics and their subsequent reception and appropriation in the history of Western political thought. This quarter, we will focus on understanding the institutions, political culture, and political theory of ancient Greece and Rome through an engagement with ancient texts and modern scholarship. Readings will include Thucydides, Plato, Aristotle, Xenophon, Plutarch, Polybius, Livy, and Sallust.

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

Equivalent Course(s): PLSC 35311

PLSC 25312. Models of Ancient Politics II: Modern Receptions. 100 Units.

This is the second course in a two-quarter sequence on the importance of Athens, Sparta, and Rome for Western political theory. This quarter we will focus on the reception and appropriation of ancient political models in modern European political thought. Authors to be read include Machiavelli, Montesquieu, Adams, Hume, Rousseau, Mill, and Grote, as well as modern scholars.

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

Equivalent Course(s): PLSC 35312

PLSC 25350. The Arab Uprisings: Social Movements and Revolution in the MENA. 100 Units.

This course examines the reasons for and variations in contemporary uprisings in the Middle East. At once theoretical and empirical, the class focuses on events in Tunisia, Egypt, Yemen, Bahrain, Syria, Libya in the first wave, followed by Sudan, Algeria, Lebanon, and Iraq in the second wave, considering them in relation to prevailing social scientific theories of change and management. We will cover the following topics: the causes and meanings of 'revolution'; the rise of new social movements in a neoliberal era; authoritarianism and the various roles of the military; the importance of digital

publics; popular culture and artistic practices in the context of ongoing tumult; cultural, generational, and gender dynamics; the causes of civil war; and the influence of regional and international super-powers. Throughout the class we will make connections between the Arab uprisings and theories of social movements and revolutions, evaluating different lenses of analysis, such as the state, class, and culture and ideology. In addition to academic texts, the course will also draw on a wide range of other materials such as memoirs, short films, documentaries, songs, and social media.

Instructor(s): Mekawy, Yasmeen Terms Offered: Autumn

Equivalent Course(s): GLST 25350

PLSC 25610. Authority, Obligation, and Dissent. 100 Units.

What is the basis of political authority? What, if anything, makes it legitimate? Under what conditions are we obliged to follow the laws and orders of government authorities? Under what conditions can we legitimately disobey such laws or orders, or even engage in violent rebellion? How have some of the most influential political thinkers answered such questions historically and which of their theories are most helpful for illuminating these issues for us today? Readings include classic writings by Plato, Hobbes, Locke, Burke, Paine, Kant, Thoreau, Gandhi, Fanon, and Martin Luther King, Jr.

Instructor(s): S. Muthu Terms Offered: Winter

Equivalent Course(s): LLSO 25610

PLSC 25705. Radical Enlightenment. 100 Units.

An examination of some of the roots of radical critical theory in the writings of a variety of European eighteenth-century thinkers on topics such as despotism, prejudice, oligarchic interests, slavery, empire, sex/gender equality, private/public goods, state power, and revolution/reform.

Instructor(s): S. Muthu Terms Offered: Spring

PLSC 26205. American Political Economy and Race. 100 Units.

This course will explore how individual or group identity and social location is understood in economics. Specifically, we will use a political economy framework, which emerges from the premise that economic life has material, cultural, and political dimensions and that an individual's (or group's) identity or social location--e.g., race, gender, and class--may constrain or empower agents in their participation in economic and political life. The readings will draw from diverse disciplines including political science, economics, and sociology and will focus primarily on the intersection of race and class.

Instructor(s): P. Posey Terms Offered: Winter

Equivalent Course(s): CRES 26205

PLSC 26244. Research Approaches to Global New Media. 100 Units.

The development of new media technology has prompted questions about and challenges to conceptions of power, knowledge, and subjectivity. In this course we will examine how different groups around the world use digital media in the construction of new identities, subcultures, virtual public spheres, and new forms of political participation. This course will equip students with methodological tools for studying new media, including discourse analysis, digital ethnography, and other interpretive methods. The goal of this course is not only to acquaint students with the theoretical and epistemological underpinnings of such methods, but to put them into practice through class exercises and a final multi-media research project.

Instructor(s): Mekawy, Yasmeen Terms Offered: Spring

Equivalent Course(s): ENST 26244, GLST 26244

PLSC 26502. Race and Criminal Justice Systems in the US. 100 Units.

This course will familiarize students with major themes in research on criminal justice and race in the United States. These include how racial hierarchies influence legislation, the role criminal justice plays in racial construction, the functioning of bureaucracies in racialized societies, the political consequences of criminal justice policy, and the historical development of the contemporary criminal justice system.

Instructor(s): A. McCall Terms Offered: Autumn

Equivalent Course(s): CRES 26502

PLSC 26603. Democracy and the Immigrant in Classical Greek Thought. 100 Units.

Readers have long marveled at classical Greek thought's ability to capture the enduring dilemmas of democratic life. But on the increasingly urgent issue of immigration, political scientists persistently bypass the Athenian democratic polis and its critics even though Athenians lived in a democracy that invited, but kept disenfranchised, a large number of free, integrated immigrants called 'metics' (metoikoi). With this curiosity in mind, we seek to understand how ancient philosophers, dramatists, and orators saw the democracy's dependence on immigrants to support its economy, fight its wars, educate its citizenry, and express a precarious way of living in the polis. On what grounds were metics excluded from citizenship? What do critics think citizenship comes to mean under such conditions? Can they shed new light on contemporary assumptions about the relationship between democracy and immigration? Readings of primary texts in translation will be paired with contemporary political theory, gender theory, and classical studies.

Instructor(s): D. Kasimis Terms Offered: Spring

Equivalent Course(s): CRES 26603

PLSC 26615. Democracy's Life and Death. 100 Units.

How are democracies founded and maintained? What are their advantages and disadvantages with respect to stability, security, liberty, equality, and justice? Why do democracies decline and die? This course addresses these questions by examining democracies, republics, and popular governments in both the ancient and modern worlds. We will read and discuss primary texts from and social scientific analyses of Athenian democracy, the Roman Republic, the United States, and modern representative governments throughout the globe.

Instructor(s): J. McCormick, D. Kasimis Terms Offered: Autumn
Equivalent Course(s): LLSO 26615

PLSC 26920. Freedom, Justice and Legitimacy. 100 Units.

In this course we will explore two main questions, which are central to both contemporary political theory and political discourse: (1) how different concepts and conceptions of freedom ground different theories of social justice and political legitimacy and (2) how to understand the relationship between justice and legitimacy. To what extent are justice and legitimacy separate ideas? Does legitimacy require justice? Are just states necessarily legitimate? We will critically analyze and normatively assess how different contemporary theories have answered, whether explicitly or implicitly, such questions. The course will focus on five major contemporary theories: liberal-egalitarianism as represented by the work of John Rawls; libertarianism, as represented by the work of Robert Nozick, neo-Lockean theories as represented by the work of John Simmons, neo-republicanism as represented by the work of Philip Pettit, and neo-Kantian theories as represented by the work of Arthur Ripstein.

Instructor(s): C. Cordelli, J. Wilson Terms Offered: Autumn
Equivalent Course(s): PLSC 36920, LLSO 26920

PLSC 27002. Norms, Ideas, and Identity in International Politics. 100 Units.

This advanced seminar examines the role of norms, ideas, and identities in world politics. The main goal is to help students understand academic and policy debates over the role of non-material factors in theories of international politics. Our emphasis will be on the tradition of constructivist scholarship in International Relations, its trajectory, and its critics. This course is intended for advanced undergraduates (political science majors and non-majors welcome) with prior coursework in International Relations.

Instructor(s): R. Terman Terms Offered: Spring

PLSC 27301. Weimar Political Theology: Schmitt and Strauss. 100 Units.

This course is devoted to the idea of 'political theology' that developed during the interwar period in twentieth-century Central Europe, specifically Germany's Weimar Republic. The course's agenda is set by Carl Schmitt, who claimed that both serious intellectual endeavors and political authority require extra-rational and transcendent foundations. Along with Schmitt's works from the period, such as *Political Theology* and *The Concept of the Political*, we read and discuss the related writings of perhaps his greatest interlocutor, Leo Strauss.

Instructor(s): J. McCormick Terms Offered: Spring
Prerequisite(s): Consent of instructor.
Equivalent Course(s): PLSC 37301, FNDL 27301

PLSC 27500. Organizational Decision Making. 100 Units.

This course examines the process of decision making in modern, complex organizations (e.g., universities, schools, hospitals, business firms, public bureaucracies). We also consider the impact of information, power, resources, organizational structure, and the environment, as well as alternative models of choice.

Instructor(s): J. Padgett Terms Offered: Winter

PLSC 27541. Race, Capitalism and the Atlantic World. 100 Units.

This course serves as an introduction to the long history of racial capitalism. While understandings of racial capitalism vary across disciplines and historical periods, this interdisciplinary course will focus on the construction of the Black Atlantic world as a way of understanding how race, capitalism and gender are constitutive elements of modernity. Taking the Black Atlantic as both a discursive formation and historical world-event, the course will explore the articulations of power made possible by the modern geography of the Atlantic world. The course will necessarily draw from sources both historically minded and theoretically rich, encouraging students to consider how the development of modern regimes of racialization and capitalism inform contemporary understandings of race, gender and power.

Instructor(s): Cameron Cook Terms Offered: Autumn
Equivalent Course(s): CRES 27541

PLSC 27703. Exemplary Leaders: Livy, Plutarch, and Machiavelli. 100 Units.

Cicero famously called history the 'schoolmistress of life.' This course explores how ancient and early modern authors—in particular, Livy, Plutarch, and Machiavelli—used the lives and actions of great individuals from the Greek and Roman past to establish models of political behavior for their own day and for posterity. Such figures include Solon, Lycurgus, Alexander, Romulus, Brutus, Camillus, Fabius Maximus, Scipio Africanus, Julius Caesar, and Augustus. We will consider how their actions are submitted to praise or blame, presented as examples for imitation or avoidance, and examine how the comparisons and contrasts established among the different historical individuals allow new models and norms to emerge. No one figure can provide a definitive model. Illustrious individuals help define values even when we mere mortals cannot aspire to reach their level of virtue or depravity. Course open to undergraduates and graduate students. Readings will be in English. Students wishing to read Latin, Greek, or Italian will receive support from the professors.

Instructor(s): J. McCormick, M. Lowrie Terms Offered: Winter
Equivalent Course(s): CLAS 37716, PLSC 47703, FNDL 27716, CLCV 27716

PLSC 27815. Politics and Public Policy in China. 100 Units.

This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China's political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed.

Instructor(s): D. Yang Terms Offered: Winter
Equivalent Course(s): LLSO 27815

PLSC 28301. Nuclear Weapons and International Politics. 100 Units.

The aim of this course is to examine: 1) the impact of nuclear weapons on the conduct of international politics; 2) how states think about employing nuclear weapons in a war; 3) the different theories of nuclear deterrence; and 4) the causes and consequences of nuclear proliferation.

Instructor(s): J. Mearsheimer Terms Offered: Spring

PLSC 28400. American Grand Strategy. 100 Units.

This course examines the evolution of American grand strategy since 1900, when the United States first emerged on the world stage as a great power. The focus is on assessing how its leaders have thought over time about which areas of the world are worth fighting and dying for, when it is necessary to fight in those strategically important areas, and what kinds of military forces are needed for deterrence and war-fighting in those regions.

Instructor(s): J. Mearsheimer Terms Offered: Winter
Equivalent Course(s): PLSC 49500

PLSC 28405. Democratic Erosion. 100 Units.

Until recently, democracies died dramatic deaths. Tanks rolled out, politicians were arrested, a free press was suddenly closed. In recent years, the coup d'état is being replaced by slower and less easily identified challenges to democratic governance. The attacks often arise from within, as elected leaders chip away at democratic institutions and norms. What are the causes of the erosion of democracy? What are the early warning signs, and can it be reversed? This course, which is being taught in tandem among 35 universities across the U.S. and several abroad, delves deeply into these themes. It offers students opportunities to write policy briefings and to blog about challenges to democracy in the world today.

Instructor(s): S. Stokes Terms Offered: Autumn

PLSC 28602. American National Security Strategy. 100 Units.

This course surveys contemporary National Security Strategy around the world, focusing on the most urgent and important issues of the U.S. national security agenda. The purpose of the course is to help students better understand how the U.S. formulates national security strategy, key debates over how the U.S. should handle contemporary challenges, and provide important conceptual frameworks that will enable students to grapple with the security challenges of the decade ahead. The course covers recent changes in American grand strategy, nuclear policy, and the use of conventional forces in contemporary conflicts.

Instructor(s): R. Pape Terms Offered: Spring
Equivalent Course(s): PLSC 38602

PLSC 28620. The Intelligible Self. 100 Units.

The Delphic maxim 'know thyself' is one of the cornerstones of Western philosophy. But how, exactly, do we figure ourselves out? This course examines three approaches to self-knowledge: Buddhism, Psychoanalytic Theory, and Social Neuroscience. We will learn both the theories behind each approach and how they can foster deeper perspectives on our own condition. We will explore the nature of love, guilt, anxiety, and other emotions, the origins of morality, and the many biases in our cognition. Readings include Sigmund Freud, Patricia Churchland, Daniel Kahneman, Pema Chodron, and Walpola Sri Rahula.

Instructor(s): E. Oliver Terms Offered: Autumn

PLSC 28701. Introduction to Political Theory. 100 Units.

This course will address several major, pressing questions of political morality, and introduce students to theoretical approaches to those questions. The class aims to develop students' abilities to address political problems in rigorous and thoughtful ways. Topics will include property rights and distributive justice; the meaning of freedom and equality; arguments for and against democracy and the proper design of democratic institutions; war and the use of force; racial and gender justice; and global economic justice and human rights. The focus will be on contemporary approaches to these problems rather than on classical works of political thought. Familiarity with some such works will be helpful but is not required.

Instructor(s): J. Wilson Terms Offered: Autumn

PLSC 28765. The Politics of Authoritarian Regimes. 100 Units.

This course provides an overview of topics related to politics in authoritarian regimes. We begin by introducing the concept of authoritarianism: how it differs from democracy and how authoritarian regimes differ from each other. We then investigate the tools authoritarian rulers employ to maintain power, including institutions, policies, and tactics, and we examine the effects and side effects of these tools. Finally, we study transitions of power and of institutions, both on the way out of authoritarianism (democratization) and on the way in (democratic backsliding). Students who take this course will acquire a broad understanding of authoritarian politics and how it is covered in the literature.

Instructor(s): Scott Gehlbach; Zhaotian Luo Terms Offered: Winter
Prerequisite(s):

Note(s): Prior recommended coursework: one semester in Statistics (Stats 220 or equivalent) and current or prior training in game theory (PBPL 222, Social Science Inquiry core, or equivalent).

Equivalent Course(s): PBPL 28765

PLSC 28801. Introduction to American Politics. 100 Units.

This survey course canvasses the basic behavioral, institutional, and historical factors that comprise the study of American politics. We will evaluate various modes of survey opinion formation and political participation both inside and outside of

elections. In addition to studying the primary branches of U.S. government, we will consider the role of interest groups, the media, and political action committees in American politics. We also will evaluate the persistent roles of race, class, and money in historical and contemporary political life.

Instructor(s): R. Bloch Rubin Terms Offered: Autumn

PLSC 28901. Introduction to Comparative Politics. 100 Units.

Why are some nations rich and others are poor? Why is inequality skyrocketing across the developed world? Why are some countries democratic and others are dictatorships, and what determines switching between regimes? Does democracy matter for health, wealth, and happiness? Why are some countries beset by civil violence and revolution whereas others are politically stable? Why do political parties organize themselves politically around ethnicity, language, religion, or ideology? This course explores these and other similar questions that lie at the core of comparative politics. Drawing on political science, economics, sociology, and anthropology, while utilizing a wealth of data and case studies of major countries, we will examine how power is exercised to shape and control political, cultural, and economic institutions and, in turn, how these institutions generate policies that affect what we learn, what we earn, how long we live, and even who we are.

Instructor(s): M. Albertus, M. Nalepa Terms Offered: Spring

PLSC 29000. Introduction to International Relations. 100 Units.

Humans face many challenges today. These range from wars and nuclear proliferation, to economic crises and the collapse of global order. International Relations-the study of global anarchy and the commitment problems it creates between sovereign governments-offers analytical tools for understanding the causes and consequences of these challenges. This course introduces students to the scientific study of world politics, focusing on the areas of security, economic cooperation, and international law.

Instructor(s): P. Poast Terms Offered: Autumn

PLSC 29102. Game Theory I. 100 Units.

This course introduces students to games of complete information through solving problem sets. We will cover the concepts of dominant strategies, rationalizable strategies, Nash equilibrium, subgame perfection, backward induction, and imperfect information. The course will be centered around several applications of game theory to politics: electoral competition, agenda control, lobbying, voting in legislatures and coalition games.

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

Prerequisite(s): PLSC 40801 Social Choice Theory and PLSC 43401 Mathematical Foundations of Political Methodology or consent of instructor

Equivalent Course(s): PLSC 30901

PLSC 29103. Game Theory II. 100 Units.

This course introduces students to games of incomplete information and several advanced topics through solving problem sets. We will cover the concepts of Bayes Nash equilibrium, perfect Bayesian equilibrium, and the basics of mechanism design and information design. In terms of applications, the course will extend the topics examined in the prerequisite, PLSC 30901. Game Theory I to allow for incomplete information, with a focus on the competing challenges of moral hazard and adverse selection in those settings.

Instructor(s): Z. Luo Terms Offered: Winter

Prerequisite(s): PLSC 30901 or equivalent and consent of instructor. Undergraduates by consent only.

Equivalent Course(s): PLSC 31000

PLSC 29700. Independent Study. 100 Units.

This is a general reading and research course for independent study not related to the BA thesis or BA research.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of faculty supervisor and program chair.

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

PLSC 29800. BA Colloquium. 100 Units.

The colloquium is designed to help students carry out their BA thesis research and offer feedback on their progress.

Terms Offered: Autumn Spring

Note(s): Required of students who are majoring in political science and plan to write a BA thesis. Students participate in both Spring and Autumn Quarters but register only in the Spring Quarter of the third year. PLSC 29800 counts as a single course and a single grade is reported in Autumn Quarter.

PLSC 29900. BA Thesis Supervision. 100 Units.

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

Terms Offered: Autumn Spring Summer Winter

Note(s): Required of fourth-year students who are majoring in political science and plan to write a BA thesis. Students are required to submit the College Reading and Research Course Form.



Psychology

Department Website: <http://psychology.uchicago.edu>

Program of Study

Psychology is the study of the mental states and processes that give rise to behavior. It seeks to understand the basic mechanisms and functions of perception, cognition, emotion, and attitudes in guiding behavior. Although it focuses on the level of the individual, individual behavior depends on the social relationships and structures in which people are embedded and the biological systems of which we are comprised. Thus, psychological study encompasses a broad set of topics that overlap with a number of disciplines across the social and biological sciences. The requirements of the major are designed to acquaint students with the research methods psychologists use and to provide a foundation of core knowledge covering the major areas of psychology. This broad foundation allows students to pursue a more advanced understanding of subfields related to their own particular interests and goals for the major. The program may serve as preparation for graduate work in psychology or related fields (e.g., neuroscience, education), as well as for students interested in careers in social work, public policy, business, or medicine. Students are encouraged to become actively engaged in research in the department and should consult with the director of undergraduate research about their interests as early as possible.

Program Requirements

Although no special application is required for admission to the major, majors are required to:

1. Inform the Department of Psychology by completing an enrollment form available from the department student affairs administrator in Beecher 109 and inform their College adviser.
2. Subscribe to the Psychology Majors Listhost at lists.uchicago.edu/web/info/psychology-majors/ (<https://lists.uchicago.edu/web/info/psychology-majors/>). The listhost is the primary means of communication between the program and its majors or students interested in being majors. We use it to notify students of events relevant to psychology majors, such as research opportunities, job postings, fellowship announcements, and any changes in the course schedule, or curriculum updates.

NOTE: The following revised requirements are in effect for students who matriculated September 2014 and after. Students who matriculated prior to September 2014 should consult the College Catalog archives for the requirements that pertain to them.

NOTE: When planning your course schedule, please consult Class Search at registrar.uchicago.edu/classes/ and the Courses section (<http://psychology.uchicago.edu/content/courses-2017-18/>) of the Psychology Department Undergraduate Program website for any changes in the course offerings.

Statistics/Methodology Sequence

By the end of their third year, psychology majors are required to complete PSYC 20200 Psychological Research Methods and one of the following courses: PSYC 20250 Introduction to Statistical Concepts and Methods, STAT 22000 Statistical Methods and Applications, or PSYC 20100 Psychological Statistics (if taken Autumn Quarter 2018 or earlier). It is strongly recommended that these courses be taken as early as possible as they provide foundational concepts that facilitate understanding of subject area courses. These two courses cover the conceptual and methodological issues (PSYC 20200) and the statistical methods (PSYC 20250, STAT 22000, or PSYC 20100) used in psychological science and are typically taught in Autumn and Winter Quarters. We advise students to take PSYC 20200 Psychological Research Methods prior to taking statistics, but either order is acceptable.

Beginning with the Class of 2019, students with AP examination credit for STAT 22000 Statistical Methods and Applications may not count that credit toward the major and should instead replace that requirement with a higher-level statistics course or an additional psychology elective. Students interested in graduate programs in psychology or other empirical sciences are strongly encouraged to take a higher level statistics course.

Breadth Requirement

Students are required to take four of the following five courses, each of which will be offered every year:

PSYC 20300	Biological Psychology	100
PSYC 20400	Cognitive Psychology	100
PSYC 20500	Developmental Psychology	100
PSYC 20600	Social Psychology	100
PSYC 20700	Sensation and Perception	100

Additional Courses

At least six additional courses (for a total of twelve in the major) must be chosen from among the courses offered by the Department of Psychology. Courses without a PSYC number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair. Only one independent study course can count toward the twelve courses required of students who are majoring in psychology (PSYC 29200 Undergrad Rdgs: Psychology or PSYC 29700 Undergraduate Research in Psychology). In addition to the six electives, students pursuing honors in psychology must also take the PSYC 29800 Honors Seminar: Psychology. Independent study courses can be taken for P/F grading, but all other

courses must be taken for a quality grade. NOTE: Before registering for an elective, students should confirm that they have met any prerequisites for the course.

Research

Students are required to take PSYC 20200 Psychological Research Methods. Students are encouraged to gain additional experience by working on a research project under the guidance of a faculty member.

Calculus

Students are required to take two quarters of calculus as part of the College general education requirements.

NOTE: For psychology students, a maximum of three courses can be transferred into the major from outside the University of Chicago.

Summary of Requirements

GENERAL EDUCATION

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) [†]	200
Total Units		200

MAJOR

PSYC 20200	Psychological Research Methods (by end of third year)	100
One of the following (by end of third year): *		100
PSYC 20250	Introduction to Statistical Concepts and Methods	
STAT 22000	Statistical Methods and Applications	
PSYC 20100	Psychological Statistics	
Four of the following:		400
PSYC 20300	Biological Psychology	
PSYC 20400	Cognitive Psychology	
PSYC 20500	Developmental Psychology	
PSYC 20600	Social Psychology	
PSYC 20700	Sensation and Perception	
Six electives ⁺		600
Total Units		1200

[†] Credit may be granted by examination.

* Examination credit for PSYC 20250 Introduction to Statistical Concepts and Methods, PSYC 20100 Psychological Statistics, or STAT 22000 Statistical Methods and Applications will not count toward the requirements for the major. Students with credit for PSYC 20250, PSYC 20100, or STAT 22000 should replace that requirement with a higher level Statistics course or an additional psychology elective.

+ Courses without a PSYC number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair.

Grading

All courses in the major must be taken for quality grades except for the independent study course, which is available for either a quality grade or for P/F grading.

Honors

To qualify for honors, students must meet the following requirements:

- Students must have a GPA of at least 3.0 overall, and a GPA of at least 3.5 in the major by the beginning of the quarter in which they intend to graduate.
- Students should arrange to write an honors paper with a faculty advisor from the Department of Psychology. Papers must represent a more substantial research project than the average term paper. After the paper has been approved by the faculty sponsor, the paper must then be read and approved by a second faculty member.
- Students are required to take PSYC 29800 Honors Seminar: Psychology in Winter Quarter of their third or fourth year. This is in addition to the twelve required courses for the major. It is expected that students will be actively working on the thesis project during the quarter they are taking the honors research seminar.
- Students are required to present their findings in Spring Quarter of their fourth year at an honors day celebration. For details, visit psychology.uchicago.edu (<http://psychology.uchicago.edu>).

Specialized Courses of Study

Faculty members (or the undergraduate program chair) are available to help individual students design a specialized course of study within psychology. For example, particular course sequences within and outside of psychology may be designed for students who wish to pursue specializations in particular areas. These areas include, but are not limited

to, cognitive neuroscience, language and communication, computational psychology, behavioral neuroscience and endocrinology, sensation and perception, and cultural psychology.

Double Majors

Students pursuing honors in more than one major should note that:

1. The student's thesis adviser for psychology cannot be the same person as his or her thesis adviser for the second major.
2. The student must meet all the requirements listed in the preceding Honors section, including taking the Honors Seminar and presenting at an honors day celebration.

Earl R. Franklin Research Fellowship

The Earl R. Franklin Research Fellowship is awarded to select third-year students who are majoring in psychology. It provides financial support during the summer before his or her fourth year to carry out psychological research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, transcript, and letter of recommendation.

Psychology Courses

PSYC 20200. Psychological Research Methods. 100 Units.

This course introduces concepts and methods used in behavioral research. Topics include the nature of behavioral research, testing of research ideas, quantitative and qualitative techniques of data collection, artifacts in behavioral research, analyzing and interpreting research data, and ethical considerations in research.

Instructor(s): K. Ledoux Terms Offered: Autumn

PSYC 20209. Adolescent Development. 100 Units.

Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development.

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

Prerequisite(s): Students will have previously taken one other course in CHDV

Note(s): CHDV Distribution: B

Equivalent Course(s): EDSO 20209, CHDV 20209

PSYC 20250. Introduction to Statistical Concepts and Methods. 100 Units.

Statistical techniques offer psychologists a way to build scientific theories from observations we make in the laboratory or in the world at large. As such, the ability to apply and interpret statistics in psychological research represents a foundational and necessary skill. This course will survey statistical techniques commonly used in psychological research. Attention will be given to both descriptive and inferential statistical methodology.

Instructor(s): TBD Terms Offered: Winter

Prerequisite(s): It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.

Equivalent Course(s): EDSO 20250, ENST 20250

PSYC 20260. Introduction to Behavioral Research Methods: From Design to Statistical Analysis. 100 Units.

The course will take a novel approach to these topics that integrates an understanding of research designs and methods with the descriptive and inferential statistical techniques used to interpret and learn from data. The primary goal of the course is for students to learn how to establish an empirical relationship between theory and data, and identify the inferences this relationship licenses. More specifically, students will gain experience in how to (1) form testable hypotheses, (2) devise and implement appropriate research methods and designs, (3) describe and analyze resulting data, and (4) interpret and report results. Through this process, students will learn to recognize and understand a variety of research designs, data collection methods, and statistical models that psychologists and other social scientists use to address research questions about the psychological states and processes that drive individual behavior. While topics will include naturalistic observation of behavior and large-scale surveys, the primary focus of the course will be on experimental methods and designs and the statistical methods and models appropriate to them. In addition to designing studies and collecting data, students will also learn how to use statistical software for data management and analysis, and how to report the results of their studies in accordance with APA guidelines. This course will expose students in a very direct way to the process by which psychological science is done.

Terms Offered: Summer

Equivalent Course(s): SOSC 20260

PSYC 20300. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): S. London, L. Kay Terms Offered: Winter

Prerequisite(s): Some background in biology and psychology.

Note(s): This course does not meet requirements for the Biological Sciences Major.

Equivalent Course(s): NSCI 21015, CHDV 20300, BIOS 29300

PSYC 20400. Cognitive Psychology. 100 Units.

Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.

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

Equivalent Course(s): NSCI 22015, EDSO 20400

PSYC 20500. Developmental Psychology. 100 Units.

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.

Instructor(s): K. O'Doherty Terms Offered: Spring

Note(s): CHDV Distribution, B

Equivalent Course(s): CHDV 25900, EDSO 20500

PSYC 20600. Social Psychology. 100 Units.

This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.

Instructor(s): K. Meidenbauer Terms Offered: Autumn

Equivalent Course(s): CHDV 26000

PSYC 20700. Sensation and Perception. 100 Units.

What we see and hear depends on energy that enters the eyes and ears, but what we actually experience-perception-follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.

Instructor(s): K. Ledoux Terms Offered: Winter

Equivalent Course(s): NSCI 20140

PSYC 20850. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Autumn

Prerequisite(s): CHDV majors or intended majors.

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): HLTH 20000, CHDV 20000

PSYC 21100. Human Development Research Design. 100 Units.

The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

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

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): HLTH 20100, EDSO 20100, CHDV 20100

PSYC 21116. The Development of Social Cognition. 100 Units.

Our species is notably social, with both positive and negative consequences: we thrive in groups, yet we often discriminate against those who are not like us. This course focuses on social cognitive development in childhood, with the goal of understanding the foundations of human nature in a social context. Topics include theories of mind, social learning, motivation and achievement, moral development, social categorization and the origins and development of our tendency to divide the world into "us" versus "them."

Instructor(s): K. Kinzler Terms Offered: Winter

PSYC 21260. Psychology Research Incubator. 100 Units.

Answering questions about how minds work, how choices are made, or about the forces that shape behavior depends on understanding how to carry out research. This course guides you through the process of developing an original research project of your own design. Whether your questions come from research you are already working on in a lab or reflect independent interests of your own, this course will lead you through the process of designing an empirical study to address an issue that interests you. From the first stages of turning an idea into a study, you will work either individually or with

a group to develop your research questions scientifically to address issues that can add new knowledge to psychological science. In this course you will learn to: (1) generate testable hypotheses that are informed by prior research, (2) design and implement methods for testing these hypotheses, and (3) write an IRB protocol in order to collect data. The course culminates with drafting a research grant proposal so you will be well positioned to take advantage of the increased funding opportunities available for undergraduate research.

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

Prerequisite(s): PQ: PSYC 20200 Psychological Research Methods

Note(s): Open to second and third year students only.

PSYC 21690. Media and Psychology: Causes and consequences of media use across the lifespan. 100 Units.

This course will examine the influence of media on individuals and groups from both a developmental and socio-cultural perspective. Topics will include young children's academic and social-emotional skill learning from television, video and tablets; adolescents' social media identities and experiences including cyber-bullying; media influences on adults' health behaviors, aggression, prejudice, and more. Students will engage in both qualitative and quantitative research on media and psychology as part of this course.

Instructor(s): K. O'Doherty Terms Offered: Winter

PSYC 21750. Biological Clocks and Behavior. 100 Units.

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Spring

Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.

Equivalent Course(s): BIOS 24248, NSCI 21400, HLTH 21750

PSYC 22350. Social Neuroscience. 100 Units.

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): ECON 21830, NSCI 21000, HLTH 22350, BIOS 24137, CHDV 22350

PSYC 22580. Child Development in the Classroom. 100 Units.

This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, "mindset", "grit", exercise/nutrition, emotion regulation, and more.

Instructor(s): Kate O'Doherty Terms Offered: Autumn

Equivalent Course(s): HLTH 22580, CHDV 22580, EDSO 22580

PSYC 23000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 31000, PSYC 33000, GNSE 21001, AMER 33000, ANTH 35110, EDSO 21100, CHDV 21000, CRES 21100, ANTH 24320, CHDV 31000

PSYC 23165. Multidisciplinary Perspectives on Morality. 100 Units.

The past decade saw an explosion of empirical research in the study of morality. Among the most exciting and novel findings and theories, evolutionary biologists and comparative psychologists have shown that moral cognition has evolved to facilitate cooperation and smooth social interactions, and that certain components of morality are present in non-human animals. Developmental psychologists came up with ingenious paradigms, demonstrating that the elements that underpin morality are in place much earlier than we thought, and clearly in place before children turn two. Social neuroscientists have begun to map brain circuits implicated in moral decision-making and identify the contribution of neuropeptides to moral sensitivity. Changes in the balance of brain chemistry, or in connectivity between regions can cause changes in moral

behavior. The lesson from all this new knowledge is clear: human moral behavior cannot be separated from human biology, its development, and past evolutionary history. As our understanding of the human brain improves, society at large, and justice and the law in particular, are and will be increasingly challenged. Discoveries in neuroscience will soon impact our legal system in ways that hopefully lead to a more cost-effective, humane and flexible system than we have today. The intent of this class is to provide an overview of the current research on the morality, and examine this topic from a range of relevant interdisciplinary perspectives.

Instructor(s): J. Decety Terms Offered: Winter

Equivalent Course(s): PSYC 33165

PSYC 23370. Bright and Dark Sides of Empathy. 100 Units.

This course invites students to critically explore the science of empathy by examining its scope and its limits. It delves into cutting-edge research from evolutionary theory, neurobiology, developmental and social psychology, social neuroscience, clinical neuroscience, and behavioral economics to illuminate the mechanisms behind feeling for and with others. Questions explored in this course include: What are the evolutionary roots of empathy? What are the neural and neuro-endocrinological mechanisms that facilitate empathy? How does empathy develop in young children? Is empathy a limited-capacity resource? How is empathy modulated by unconscious processing and implicit attitudes (e.g., group dynamics, social status)? Is empathy necessarily a good thing for social decision-making? Why empathy can make us act unfairly? Why do some individuals (i.e., psychopaths) lack empathy and concern for the well-being of others? How does empathy improve the overall effectiveness of medical care? This course introduces undergraduate students to current research and theories of empathy. The study of empathy serves as the basis for integrating a variety of perspectives including evolutionary biology, behavioral economics, affective neuroscience, developmental psychology, social psychology, behavioral neurology and psychiatry.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): CHDV 23370

PSYC 23660. The Disordered Mind. 100 Units.

What are disorders of the mind? What are some of the theoretical and practical issues surrounding the identification, classification, and treatment of such disorders? What do mental disorders have to teach us about the typically-functioning mind? This seminar course will address these and other questions within biological, psychological, and sociocultural perspectives to attempt to understand the current and historical paradigms that have influenced our perception of what it means for the mind to be "disordered." Included will be discussion of behavioral, emotional, cognitive, and developmental disorders.

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

PSYC 23820. Attention and Working Memory in the Mind and Brain. 100 Units.

This course will provide a broad overview of current work in psychology and neuroscience related to attention and working memory. We will discuss evidence for sharp capacity limits in an individual's ability to actively monitor and maintain information in an "online" mental state. Readings will be primarily based on original source articles from peer-reviewed journals, with a focus on behavioral and neural approaches for measuring and understanding these basic cognitive processes.

Instructor(s): E. Awh, E. Vogel Terms Offered: Winter

Prerequisite(s): PQ: NSCI 20110 (Fundamental Neuroscience) is required for Neuroscience majors only.

Equivalent Course(s): NSCI 21600

PSYC 23860. Beyond Good and Evil: The Psychology of Morality. 100 Units.

Morality is a mysterious and possibly uniquely human capacity that influences how we make decisions in a number of domains. In this course we will explore how and why human beings have the moral intuitions that they do and also where these intuitions come from—what about our moral intuitions are built in and how are these intuitions shaped by experience? To achieve these goals, we will discuss literature from developmental, social, and evolutionary psychology, as well as some literature from behavioral economics and experimental philosophy. We will briefly review the history of moral psychology, but spend the bulk of our time discussing contemporary debates and findings from research on moral psychology.

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

PSYC 24010. Systems Neuroscience. 100 Units.

This course covers vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Instructor(s): J. MacLean Terms Offered: Spring

Prerequisite(s): NSCI 20101, NSCI 20111 or consent of instructors

Equivalent Course(s): NSCI 20130, BIOS 24130

PSYC 24060. Understanding Practical Wisdom. 100 Units.

Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to "smart" or "clever." Is it just vast knowledge? This course will examine the nature of wisdom—how it has been defined in philosophy and psychological science, how its meaning has changed, and what its essential components might be. We will discuss how current philosophical and psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business,

education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy. The course will include lectures by philosophers and psychologists. This course is offered in association with the Chicago Moral Philosophy Project and the Good Life program (the Hyde Park Institute).

Instructor(s): H. Nusbaum, A. Henly Terms Offered: Spring

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

Equivalent Course(s): CHDV 24050, PSYC 34060, RLST 24055, BPRO 24050

PSYC 24133. Neuroscience of Seeing. 100 Units.

This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.

Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn

Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor

Equivalent Course(s): CPNS 34133, NSCI 22400, PSYC 34133, BIOS 24133, NURB 34133

PSYC 24231. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): relating neural data to behavior, Signal Detection theory, models of vision and artificial neural networks, Information Theory, Generalized Linear Models, dimensionality reduction, classification, and clustering.

Instructor(s): S. Bensmaia, D. Freedman, M. Kaufman Terms Offered: Winter, L.

Prerequisite(s): For Neuroscience Majors: NSCI 20130, BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): NSCI 23700, CPNS 34231, BIOS 24231

PSYC 24450. Foundations of Neuroscience. 100 Units.

This course is an introduction to the broad field of neuroscience. This is a lecture-based course that aims to introduce undergraduate students to concepts and principles that explain how the nervous system is built and how it functions.

Examples of thematic areas covered in lectures include: (a) cellular anatomy of the nervous system, (b) development and evolution of the nervous system, (c) sensory systems, (d) motor systems, (e) cognition and behavior.

Instructor(s): D. Freedman, P. Kratsios Terms Offered: Autumn

Equivalent Course(s): BIOS 24101, NSCI 20101

PSYC 25101. The Psychology of Decision Making. 100 Units.

We constantly make decisions, determine our preferences, and choose among alternatives. The importance of our decisions range from ordering a meal at a restaurant to choosing what college to attend. How do we make such decisions? What are the rules that guide us and the biases that shape our decisions? What determines our preferences? What impacts our willingness to take risks? In this course we consider how the way we go about gathering information affects our judgment, and how the way we frame problems affects our perceptions and shapes the solutions to problems. We learn what governs choice and the systematic way it deviates from normative rules. We consider how we think about the future and how we learn from the past. The course focuses on the psychology behind making decisions with implications for a wide range of areas such as public policy, law, and medicine.

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

Prerequisite(s): Third and fourth-year students only. Priority will be given to third-year students.

PSYC 25120. Child Development and Public Policy. 100 Units.

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about "what develops?", critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children's environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children's development are amenable to public policy intervention and the costs and benefits of different policy approaches.

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

Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): EDSO 25120, CHDV 25120, PBPL 25120

PSYC 25700. The Psychology of Negotiation. 100 Units.

Negotiation is ubiquitous in interpersonal interactions, from making plans for a trip with friends or family, to determining working conditions with an employer, to managing international conflicts. In this course we examine the structure of different negotiations and the psychology that governs the processes and outcomes of a negotiation. For instance, we consider the role of perceptions, expectations, intuitions, and biases. We evaluate the role of information processing, modes of communication, and power in influencing a negotiated outcome. We see how the psychology of trust, reciprocity, fairness, cooperation, and competition can affect our ability to benefit from an exchange or contribute to the escalation of conflict. To better understand the dynamics of the negotiation process, we learn both through engaging in a variety of negotiation role-plays and relating these experiences to research findings.

Instructor(s): B. Keysar Terms Offered: Winter

Prerequisite(s): Third- or fourth-year students only. Priority will be given to fourth-year students.

Note(s): It is recommended that students take PSYC 25101 The Psychology of Decision Making before this course, as it provides the conceptual foundations.

PSYC 25750. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Instructor(s): G. Norman Terms Offered: Autumn

Note(s): This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): NSCI 22535, BIOS 29271

PSYC 25790. Psychology of Race, Ethnicity, and Social Class: Perspectives and Impact. 100 Units.

This course will explore contemporary theories, findings, and social issues concerning the study of race, ethnicity, and social class as they relate to human behavior from the perspective of the individual in various social contexts. Drawing from disciplines such as cognitive, developmental, and social psychology, this course will also incorporate perspectives from social epidemiology, health disparities research, and critical race theory. Therefore, this course will be guided by a critical analysis lens that recognizes the intersection of gender, race/ethnicity, and social class, using the United States as a "case study" to evaluate the complexities of social inequality. Learning will take place through a series of lectures, in-class activities, and weekly readings, and will emphasize interdisciplinary research, multilevel analysis, and critical evaluation of empirical research articles.

Instructor(s): C. Cardenas-Iniguez Terms Offered: Winter

Prerequisite(s): PSYC 20200. Third or fourth-year standing.

Equivalent Course(s): CRES 25790

PSYC 26010. Big Data in the Psychological Sciences. 100 Units.

Innovative research in Psychology has been pushing the bounds of traditional experiments through the usage of "Big Data", where experiments are conducted at humungous scales-at the levels of thousands to millions of participants, images, or neurons. With these developments in the field, fluency in these new technologies, methods, and computational skills are becoming increasingly important. In this course, students will develop an understanding of these new directions, and will learn practical plug-and-play tools that will allow them to easily incorporate Big Data in their lives and research. We will also discuss the looming ethical issues and societal implications that come with Big Data. The class will culminate in a final project in which students will be able to collect and analyze their own Big Data.

Instructor(s): W. Bainbridge Terms Offered: Winter

Prerequisite(s): Familiarity with basic statistics and Excel. PSYC 20100 (Statistics) and PSYC 20200 (Research Methods) recommended but not required.

PSYC 26020. Habits of a Free Mind: Psychology for Democracy. 100 Units.

Are we capable of engaging across lines of difference without feeling traumatized and without dehumanizing? How can we navigate "cancel culture" in which a misinterpreted word, heterodox views, or guilt-by-association can result in ostracization on college campuses, mobbing on social media, and retractions and redactions of published works? Texts will include *The Coddling of the American Mind*, *Man's Search for Meaning* by Viktor Frankl, *On Tyranny* by Timothy Snyder, and a variety of short readings in philosophy, poetry, social science, theatre, and historical and contemporary essays. You will begin by identifying why being a free thinker matters to you. Then, through in-class exercises, experiential assignments, and an emphasis on playfulness, you will spend the quarter developing and practicing mental and interpersonal habits designed to increase your capacity to tolerate discomfort, expand your facility with civil dialogue and productive disagreement, and strengthen your ability to make a difference in an area that matters to you. At its core, this course is about what it means to be human. You must be willing to engage in authentic critical self-examination, abide by an unfamiliar set of class rules and norms, experience psychological discomfort, and be playful.

Instructor(s): Pamela Paresky Terms Offered: Spring

Equivalent Course(s): HIPS 26020, SOSC 26020, KNOW 26020

PSYC 26780. Emotion and Motivation. 100 Units.

What are emotions and how do they motivate us? In this course we will explore the universally experienced concept of emotion and how it is fundamentally inseparable from that of motivation. From their shared neurobiological mechanisms and evolutionary theories to their psychological impact on behavior, this course will trace the commonalities between emotion and motivation. Topics will include autonomic correlates of emotions, the motivational utility of positive and negative emotions, and relationships to development, cognition, social behavior, and mental health. Interdisciplinary research will be emphasized, particularly in the critical evaluation of current theories and empirical research.

Instructor(s): F. Rockwood Terms Offered: Spring

Prerequisite(s): Prior coursework in psychology and/or neuroscience recommended but not required.

PSYC 26880. Comparative Chronobiology and Timed Behavior. 100 Units.

From bacteria to blue whales, organisms keep time. The importance of time is unquestionable. Imagine if a willow flowered in the dead of winter or a mouse emerged at noon; the outcomes are not pleasant. Such occurrences, though, are the exception not the norm. So perhaps it is important to ask why don't plants flower in the dead of winter or nocturnal rodents emerge during the day? How do they track the days and seasons, and modify their reproductive, social and self-regulatory behaviors accordingly? Decades of research have come to one basic answer: engrained in their genomes lay a network of genes that collectively generates hyperprecise timekeeping mechanisms which impact diverse aspects of cellular- and organismal-level processes. These timing mechanisms are called 'biological clocks'. This course will address how biological clocks are constructed out of the genes, RNAs, and proteins expressed over the course of the lifespan. The material will consist of scientific articles (empirical studies and review papers) surveying the mechanisms of clocks in organisms ranging from bacteria to humans. After understanding how clocks measure circadian time intervals, we will turn to clocks that impact behavior and physiology over non-circadian intervals (years, tidal cycles, menstrual/and estrus cycles) and to still more mysterious timing mechanisms that generate ultradian (>24h) oscillations.

Instructor(s): JP. Riggle Terms Offered: Winter

Prerequisite(s): This course assumes that students are comfortable with reading structured reports from generalist and specialist scientific journals; possess a basic understanding of genetics; have familiarity with neuroscience via an introductory course on biopsychology or the equivalent. The completion of Biological Clocks and Behavior (PSYC 21750) accomplishes all prerequisites, but it is not required. Experience in 200 level biology or neuroscience courses is preferred.

PSYC 27010. Psycholinguistics. 100 Units.

This is a survey course in the psychology of language. We will focus on issues related to language comprehension, language production, and language acquisition. The course will also train students on how to read primary literature and conduct original research studies.

Instructor(s): Eszter Ronai (Autumn), Jason Riggle (Spring) Terms Offered: Autumn Spring

Equivalent Course(s): LING 27010

PSYC 28610. Neuroendocrine Mechanisms of Human Behavior. 100 Units.

This course aims to explore the role hormones play in the study of human behavior and development across various stages in the life course. We will explore how biological mechanisms take part in explaining many different aspects of human behavior, and how these explanations fit into discourse from the fields of evolutionary biology, psychology, and behavioral economics.

Instructor(s): N. Nickels Terms Offered: Spring

Prerequisite(s): N/A

Note(s): CHDV Distribution: A

Equivalent Course(s): CHDV 28600

PSYC 28791. Behavioral Science and Public Policy. 100 Units.

Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.

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

Equivalent Course(s): PBPL 28791

PSYC 28810. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, "Are we alone in the universe?," in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe - in order to better understand the meaning of human existence.

Instructor(s): P. Sereno; L. Rogers; S. London Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ASTR 18700, BIOS 29142, BPRO 28800

PSYC 28850. The Biological Nature of Psychological Problems. 100 Units.

This course is based on the strong assumption that psychology is a biological science, albeit with elements of the social sciences. The course uses a combination of lectures and classroom discussion of primary and secondary source readings assigned for each class meeting. It presents a strong biological science perspective on individual differences in emotions, motivations, and cognitions that cause distress or interfere with adaptive life functioning, but does so in a non-stigmatizing manner. The course begins with a description and discussion of the nature of psychological problems. The course will survey what is known about the genetic, environmental, and epigenetic bases of such problems and the methods used to study genetic influences and gene-environment interactions. Next, students will review what is currently known about the neural and other biological mechanisms involved in maladaptive individual difference in emotion, motivation, and cognitive processes, with discussion of the methods of studying such mechanisms in humans and nonhumans. The pros and cons of

the medical model of 'mental illness' will be discussed as the major contrast with the natural science view advocated by the instructor.

Instructor(s): B. Lahey Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-MAJOR PRE-MED STUDENTS, except by petition.

Equivalent Course(s): BIOS 16120

PSYC 28910. Animal Models in the Study of Cognition. 100 Units.

This course will be a combination of lecture and seminar. In the first half of the course we will read and discuss seminal literature in the study of cognitive questions using animal models (primarily rodents). In the second half of the course we will learn about study design and design two different types of studies in smaller groups. Evaluation will be through short weekly papers, class discussion and a final paper.

Instructor(s): L. Kay Terms Offered: Spring

Prerequisite(s): Completion of PSYC 20300 Biological Psychology or equivalent background in neuroscience and/or biological psychology.

Equivalent Course(s): NSCI 21300

PSYC 29200. Undergrad Rdgs: Psychology. 100 Units.

Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Only one independent study course may count toward the twelve courses required of students majoring in psychology.

Terms Offered: Autumn, Spring, Winter

PSYC 29700. Undergraduate Research in Psychology. 100 Units.

Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Only one independent study course may count toward the twelve courses required of students majoring in psychology.

Terms Offered: Autumn Spring Winter

PSYC 29800. Honors Seminar: Psychology. 100 Units.

This course is a reading and discussion of general papers on writing and research, and individual students present their own projects to the group. A literature review, data from ongoing or completed empirical projects, or portions of the thesis paper itself can be presented. Students are expected to give thoughtful feedback to others on their presentations and written work.

Instructor(s): B. Prendergast Terms Offered: Winter

Note(s): Open to third- or fourth-year students who are majoring in psychology and have begun their thesis project.

Available for either quality grades or for P/F grading.

PSYC 29941. XCAP: The Experimental Capstone - The Affect System. 100 Units.

The Affect system in Medicine and the Political Science is a multidisciplinary course that aims to explore the concept of "affect" from different angles and unique perspectives. Drawing broadly from Medicine, philosophy and the political science, this course seeks to understand the affect system in different cultures and environments. The term "affect" typically refers to feelings beyond those of the traditional senses, with an emphasis on the experience of emotions and variations in hedonic tone. The structure and processes underlying mental contents are not readily apparent, however, and most cognitive processes occur non-consciously with only selected outcomes reaching awareness. Over millions of years of evolution, efficient and manifold mechanisms have evolved for differentiating hostile from hospitable stimuli and for organizing adaptive responses to these stimuli. These are critically important functions for the evolution of mammals, and the integrated set of mechanisms that serve these functions can be thought of as an "affect system." It is this affect system - its architecture and operating characteristics, as viewed from neural, psychological, social, and political perspectives, that is the focus of the course.

Instructor(s): Stephanie Cacioppo and Eric Oliver Terms Offered: Winter

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): KNOW 29941



Public Policy Studies

Department Website: <http://pbpl.uchicago.edu>

Program of Study

Public Policy Studies is a multidisciplinary major grounded in the social sciences, with substantial inputs from economics, sociology, political science, and law, among other disciplines. The major recognizes that public issues are not neatly contained within traditional disciplinary boundaries and that analysts possessing a broad range of social scientific understanding, quantitative expertise, and communication skills are well placed to contribute to improved public policies. Public Policy involves direct contact with policy problems, ensuring that academic speculations are well-informed and connected to real-world conditions.

The Public Policy Studies major strives to put analysis before advocacy, stressing that compelling policy analysis is a central component of effective advocacy. We aim to be open and helpful to students of all political persuasions and challenge students to rethink clichéd responses to policy problems. The program of study for the BA degree in Public Policy Studies is designed to introduce students to policy analysis and implementation, equip them to use quantitative and economic methods, train them in policy research, enhance their spoken and written policy communication skills, and provide them with a thorough grounding in one or more specific policy areas.

Program Requirements

Two quarters of calculus, one quarter of statistics, five “core” Public Policy courses, one “Methods” and one “Windows” course, three related courses constituting an area of specialization, a BA paper preparation course, and a successful BA paper (senior thesis): these are the necessary components for completing the Public Policy Studies major. The calculus and statistics requirements, and frequently some courses constituting an area of specialization, too, are generally fulfilled through courses offered in programs outside of Public Policy Studies. Students have considerable flexibility in terms of when in their undergraduate career they take the required courses. One useful precept, however, is that it is helpful (though not required) to have taken the Methods and Windows courses, as well as most of the core courses, before embarking on the BA paper.

Calculus and Statistics: Public Policy Studies students take two quarters of calculus (typically MATH 13100-13200 Elementary Functions and Calculus I-II or MATH 15100-15200 Calculus I-II), and one quarter of statistics (either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods).

Five Public Policy Core Courses: Students are required to take PBPL 20000 Economics for Public Policy; an acceptable substitute for PBPL 20000, however, is ECON 20000 The Elements of Economic Analysis I. Completion of PBPL 20000 (or ECON 20000) is a prerequisite for the required course PBPL 22200 Public Policy Analysis. With the exception of PBPL 20000 Economics for Public Policy (which must be taken prior to PBPL 22200), the core courses can be taken in any order, and the core requirements can be fulfilled over multiple academic years.

The five core courses are listed in the table below. Except for PBPL 22300 Policy Implementation, the core courses typically are offered only one quarter each academic year: for instance, PBPL 22100 Politics and Policy is offered in the Autumn Quarter, and PBPL 22200 Public Policy Analysis is offered in the Winter Quarter. This standard timing, however, is subject to change, so students should check with their academic adviser before committing to a plan that necessitates, for instance, taking a specific core course in the quarter just before graduation.

PBPL 20000	Economics for Public Policy	100
PBPL 22100	Politics and Policy	100
PBPL 22200	Public Policy Analysis	100
PBPL 22300	Policy Implementation	100
PBPL 26400	Quantitative Methods in Public Policy	100

Methods and Windows

Students must take one “Methods” course and one “Windows” course to fulfill the practicum requirement of the major. The practicum requirement is designed to help students to learn research methods (e.g., demography, interviewing, GIS mapping, survey design) and then apply their methodological skills in a “real world” context, opening a “window” from the ivory tower into the outside world. Some Windows courses, in particular, involve collective work on a substantive policy problem with a community organization or government entity.

A sample of approved Methods and Windows courses are listed in the tables below; for a more complete list, please see our website at harris.uchicago.edu/academics/undergraduate-program (<https://harris.uchicago.edu/academics/undergraduate-program/>). Students can also petition to fulfill their Methods or their Windows requirement with an appropriate course that is not listed.

Some approved Methods courses:

PBPL 26302	Public Policy Practicum: Interview Project on Gun Violence	100
PBPL 26303	Public Policy Practicum: Interview Project on Urban Education	100
PBPL 26433	Practicum in Environmental Management	100

SOCI 20140	Qualitative Field Methods	100
GEOG 20273	Urban Spatial Archaeology I	100
GEOG 28202	Geographic Information Science I	100
PPHA 34600	Program Evaluation	100
CHDV 20100	Human Development Research Design	100
MACS 20500	Computing for the Social Sciences	100
PBPL 28829	Artificial Intelligence for Public Policy	100

Some approved Windows courses:

PBPL 24751	The Business of Non-Profits and The Evolving Social Sector	100
PBPL 26302	Public Policy Practicum: Interview Project on Gun Violence	100
PBPL 26303	Public Policy Practicum: Interview Project on Urban Education	100
PBPL 26255	Environmental Justice Field Research Project I (also PBPL 26355)	100
PBPL 26433	Practicum in Environmental Management	100
ENST 27155	Urban Design with Nature	100
ENST 27221	Sustainable Urbanism	100
CHDV 20305	Inequality in Urban Spaces	100
SOCI 20140	Qualitative Field Methods	100

Area of Specialization

Students are required to complete three related, policy-relevant courses that together constitute their area of specialization. The specialization courses can be related either with respect to academic discipline (for example, three statistics courses could form a statistics specialization) or with respect to policy sub-field, such as urban policy or environmental policy. Area of specialization courses can be drawn from any academic department; they do not have to be listed as Public Policy Studies courses. Please see the Public Policy Studies website for examples of some specialization courses: harris.uchicago.edu/academics/undergraduate-program/areas-specialization/ (<https://harris.uchicago.edu/academics/undergraduate-program/areas-specialization/>). Proposed Areas of Specialization can be pre-approved, before some or all of the constituent courses have been taken.

The BA Prep Course and the BA Paper

All Public Policy Studies majors must produce a substantial piece of policy-relevant research, their BA paper (or senior thesis), which is intended to serve as a capstone experience for students within the major. The BA paper-creating process covers almost an entire academic year, from the Autumn Quarter through the early Spring Quarter. As part of the process, students are required to take PBPL 29800 BA Seminar: Public Policy in the Autumn quarter of their final (typically fourth) year. A public presentation of the BA paper at the annual BA Paper Symposium is also required for Public Policy Studies majors.

Email List

Students majoring in Public Policy Studies should subscribe to our e-mail list publicpolicy-ugrad@lists.uchicago.edu, which disseminates announcements concerning courses, internships, fellowships, and other information connected with the major. You can subscribe at publicpolicy-ugrad-request@uchicago.edu.

Summary of Requirements

GENERAL EDUCATION

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher)	200
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MAJOR

STAT 22000 or STAT 23400	Statistical Methods and Applications Statistical Models and Methods	100
PBPL 20000	Economics for Public Policy	100
PBPL 22100	Politics and Policy	100
PBPL 22200	Public Policy Analysis	100
PBPL 22300	Policy Implementation	100
PBPL 26400	Quantitative Methods in Public Policy	100
Approved Methods Course		100
Approved Windows Course		100
Three Courses in an Area of Specialization		300
PBPL 29800	BA Seminar: Public Policy	100

BA Paper and Public Presentation

Total Units 1200

Grading

All courses counting toward the public policy major must be taken for quality grades.

Honors

Fourth-year students are eligible for honors if their overall GPA is 3.4 or higher. Qualifying students are recommended for honors if their BA papers are judged to be of superior quality. For additional information about honors, please visit the Public Policy Studies website (pbpl.uchicago.edu (<http://pbpl.uchicago.edu>)).

Study Abroad

The University of Chicago's Spring quarter Barcelona Public Policy program provides University of Chicago students with an opportunity to study comparative public policy in the exciting cultural and political capital of Catalonia in northeastern Spain. The program is designed to expose students to policymaking in a non-U.S. setting through a combination of courses and excursions that will allow students to learn how the political and policymaking system operates in other nations. The three-course Public Policy sequence will meet the requirement for three courses in an area of specialization within the Public Policy major (though students need not be Public Policy majors to participate in the program). In addition to the Public Policy sequence, participants take a fourth course in Spanish language. Students with sufficient knowledge of Catalan may substitute a Catalan language course in place of the Spanish language course. For more information, or to apply, visit the Study Abroad website (<http://study-abroad.uchicago.edu/programs/barcelona-public-policy/>).

Public Policy Studies (PBPL) Courses

PBPL 20000. Economics for Public Policy. 100 Units.

This course develops the microeconomic theories of consumer and producer choices, as well as demonstrates the application of these theoretical tools to policy problems. Supply, demand, and competitive markets are examined, along with the conditions under which government policy can increase efficiency.

Instructor(s): R. Kellogg Terms Offered: Autumn

Prerequisite(s): Completion of two quarters of calculus required; prior knowledge of economics not required. For ECON majors and students who have taken ECON 20000: consent of instructor required.

Note(s): PBPL 20000 or ECON 20000 is required of all students who are majoring in public policy. PBPL 20000 satisfies the ECON 20000 prerequisite for PBPL 22200. Students who have taken ECON 20000 require the instructor's consent to enroll in PBPL 20000.

PBPL 20150. Sustainable Urban Development. 100 Units.

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

Instructor(s): Evan Carver Terms Offered: Spring Winter

Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Equivalent Course(s): ENST 20150, ARCH 20150, GLST 20150

PBPL 20170. Pandemics, Urban Space, and Public Life. 100 Units.

Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. "Social distance," while a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society? What creative responses have architects, urban designers, and planners brought to this challenge?

Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities cope with the present coronavirus/COVID-19 crisis as it is unfolding and to return to post-pandemic life more vibrant than ever.

Instructor(s): Evan Carver Terms Offered: Autumn Spring

Equivalent Course(s): ARCH 20170, ENST 20170, GEOG 20170, HLTH 20170

PBPL 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CRES 20305, EDSO 20305, EDSO 40315, CHDV 20305

PBPL 20702. Introduction to Environmental Ethics. 100 Units.

This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism, biocentrism, theocentrism) should ground an environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Equivalent Course(s): KNOW 20702, LLSO 24106, RETH 30702, ENST 24106, RLST 24106, KNOW 30702

PBPL 21220. Cities Through Space and Time. 100 Units.

This course introduces you to cities. What are cities? Where do they come from? How do they work? In Calvino's words, what are the "invisible reasons that make cities live"? And, crucially, how can cities be better than they are today? In investigating these questions, we will explore the spatial, economic, cultural, political, and social aspects of cities, including topics like industrialization, transportation technologies, social movements, gentrification, and environmental design. We will examine case studies drawn from both the Global North and South that will help us see how the ideas we explore are being worked out in actual practice in cities, and we will also explore the qualitative, quantitative, and spatial tools used for studying cities. Class sessions will involve a mix of (interactive) lectures, discussion, and exercises. Outside class, the primary work will be reading selected texts and writing responses. There will also be a midterm and a final exam.

Instructor(s): Evan Carver Terms Offered: Autumn

Note(s): Not offered during the 2020-21 academic year.

Equivalent Course(s): GEOG 21221, ENST 21220

PBPL 21310. Water: Economics, Policy and Society. 100 Units.

Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.

Instructor(s): Sabina Shaikh Terms Offered: Spring

Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)

Equivalent Course(s): ECON 16510, LLSO 21310, GLST 21310, ENST 21310

PBPL 21425. Health in a Changing America: Social Context and Human Rights. 100 Units.

In this interdisciplinary course, students will consider the social context of health and the social and political commitments necessary to protect health as a human right. We will analyze recent trends in population health, such as the obesity epidemic, the opioid crisis, and the large gaps in life expectancy between neighborhoods in urban centers. Using case studies, students will envision a human rights-based response to these and other health challenges. We will examine the ways that framing health as personal versus public responsibility is consequential for social policy.

Instructor(s): Alicia Riley, Graduate Lecturer in Human Rights Terms Offered: Spring

Equivalent Course(s): HMRT 21403

PBPL 21700. Applied Research in Environment, Development and Health. 100 Units.

This course engages students in collaborative research on topics that connect the environment, health, agriculture and development. After identifying a shared theme, students will design and commence a plan of research with the goal of producing content including reading lists, research and policy briefs, data visualizations, maps, blog posts and web content, as well as creative media such as podcasts. Students will also apply their findings to programming surrounding the Frizzell Speaker and Learning Series for 2020-21 by identifying possible keynote speakers and curating other events. Students are strongly encouraged but not required to enroll in both the autumn and winter courses to gain the full benefit of a sustained research experience.

Instructor(s): Shaikh, Sabina Terms Offered: Autumn

Equivalent Course(s): GEOG 21710, GLST 21700, ENST 21700

PBPL 21800. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global

climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

Note(s): Not offered in Autumn of the 2020-21 academic year.

Equivalent Course(s): ENST 21800, ECON 16520, LLSO 26201

PBPL 22100. Politics and Policy. 100 Units.

This course has two fundamental aims. The first is to introduce students to a set of analytical tools and concepts for understanding how political institutions generate public policy. The second is to apply these tools in examining the major institutions of democracy in the United States. Note(s): Public Policy 22100-22200-22300 may be taken in any order.

Instructor(s): C. Berry Terms Offered: Autumn

Note(s): Public Policy 22100-22200-22300 may be taken in any order.

PBPL 22200. Public Policy Analysis. 100 Units.

This course reviews and augments the basic tools of microeconomics developed in ECON 20000 and applies these tools to policy problems. We examine situations in which private markets are likely to produce unsatisfactory results, suggesting a potential rationale for government intervention. Our goal is to allow students to comprehend, develop, and respond to economics arguments when formulating or evaluating public policy.

Instructor(s): J. Leitzel Terms Offered: Winter

Prerequisite(s): PBPL 20000 or ECON 20000

Note(s): PBPL 22100-22200-22300 may be taken in any order. PBPL 22200 is not intended for students majoring in public policy who are planning to specialize in economics or to take advanced economics courses; those students should meet with the program director or administrator to arrange an alternative.

PBPL 22300. Policy Implementation. 100 Units.

Good public policy has the potential to advance justice in society. However, once a policy or program is put in place, policymakers often face challenges in getting it carried out in the ways it was intended. This course explores some of the structural and cultural challenges that government and organizations face as they attempt to put policies into effect. Focusing on the United States, we will draw on organizational theory as well as case studies from education, policing, healthcare, and the corporate world in order to investigate the broader context of policy implementation.

Instructor(s): S. Brophy Terms Offered: Spring Winter

Prerequisite(s): Second-year standing is recommended; attendance on the first day of class is required or registration is dropped.

Note(s): PBPL 22100-22200-22300 may be taken in any order.

PBPL 23001. Organizational Theory in Public Policy. 100 Units.

In this course, we will draw on the tools of organizational theory in order to better understand organizational dynamics in nonprofits, social service, and government organizations. We will pair organizational theory texts with contemporary case studies and interviews with class guests in order to develop conclusions about how change is created in organizations, how conflict impacts their success, and how they are impacted by the external environment.

Instructor(s): Brophy, Sorcha Terms Offered: Winter

PBPL 23007. Clinical and Health Services Research: Methods and Applications. 100 Units.

This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus on policy-related implications. Through exposure to theoretical foundations, methodologies, and applications, students without significant investigative experience will learn about the design and conduct of research studies. We will cover the integration of research within the stages of translational medicine, and how science conducted across the translational medicine spectrum informs policy through purveyors of clinical services (e.g. physicians, hospitals), government, insurers, and professional societies. We will use the examples of postmenopausal hormone replacement therapy and autologous bone marrow transplantation to illustrate pitfalls in the progression from basic science research to clinical trials leading to diffusion in clinical medicine that can complicate the creation of logical, evidence-based practice guidelines, reimbursement, and clinical practice.

Instructor(s): Greg Ruhnke Terms Offered: Spring

Equivalent Course(s): CCTS 21007, BIOS 29329, HLTH 21007, CCTS 43007

PBPL 23100. Environmental Law. 100 Units.

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): R. Lodato Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): ENST 23100, LLSO 23100

PBPL 23200. The Economics of Crime. 100 Units.

This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior. Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy.

Instructor(s): S. Levitt

Prerequisite(s): ECON 20100 required; STAT 23400, ECON 21010, or ECON 21020 strongly recommended

Equivalent Course(s): ECON 28700

PBPL 23420. Introduction to Intergenerational Mobility. 100 Units.

The gap between top income percentiles and bottom income percentiles has increased in many countries, including the US, over the last decades. Income distribution is placed back at the center of economics and has become a prominent part of media and policy discussions. Empirical findings suggest that there exists a positive correlation between inequality and immobility. To provide deeper insight in mechanisms underlying the latter phenomenon the course covers theories of persistent inequality and intergenerational mobility. Students in this course will learn about the fundamental theories of distributive justice, theory of measures of mobility and persistence, empirical evidence on intergenerational mobility, theories of intergenerational mobility. Assignments include regular class participation and several home assignments (in particular, students will be asked to choose 1 paper to master and to write an essay on it; there will be also offered sets of problems and practical questions).

Instructor(s): Aleksandra Lukina Terms Offered: Spring

Prerequisite(s): PBPL 20000 and 22200

PBPL 23550. Urban Ecology and the Nature of Cities. 100 Units.

Urban ecology is an interdisciplinary field derived from the academic discipline of ecology. How well does classical ecological theory, typically formed from reductionist views of nature without humans, describe and predict patterns in human-dominated landscapes? Students will learn fundamental concepts in ecological theory, examine how these concepts apply to urban systems, and explore the paradigms of ecology in, of, and for cities. Readings and discussions will focus on classical research papers from the ecological literature, history of modern ecology, and contemporary approaches to studying biotic systems in cities.

Instructor(s): Alison Anastasio Terms Offered: Winter

Equivalent Course(s): ENST 23550

PBPL 23600. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D. Prelim exam in political sociology.

Instructor(s): T. Clark Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in the social sciences

Equivalent Course(s): ENST 23500, SOCI 30106, SOCI 20106

PBPL 23606. Political Culture, Social Capital, and The Arts. 100 Units.

Many analysts like Robert Putnam hold that bowling alone signals a decline in social capital, with major consequences for trust and legitimacy of the political system. But new work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts--political culture, social capital, legitimacy--and how they change with these new developments. We lay out new concepts and related methods, such as a grammar of scenes, measured for 40,000+ U.S. zip codes. Scenes, nightlife, design, the internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. The course has two halves: first to read and discuss major works and complete a mid-term exam, second to continue as a seminar where the main requirement is writing a paper.

Equivalent Course(s): SOCI 20184, SOCI 30184

PBPL 23700. Geographical Issues in Housing and Community Development. 100 Units.

This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Spring. This course offered in even years.

Prerequisite(s): Open to Chicago Studies Program students.

Equivalent Course(s): GEOG 23700, GEOG 33700

PBPL 24102. Environmental Politics. 100 Units.

Politics determines not only which particular faction holds power, but the parameters upon which contests for power are conducted. At present, the desirability of economic growth is the universal consensus principle that actors across the political spectrum and national borders agree upon despite their disagreement on the shape that this should take and the beneficiaries of it. This principle overrides any other consideration, including environmental protection and restoration, regardless of the political beliefs of the leader or party in question. This course undertakes a term-long discussion of how the assumptions and practices of politics, policy, and activism would be changed if the protection of the environment was the central organizing principle of the international system, with particular attention to theories that challenge conventional ways of organizing society, economics, and politics.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): ENST 24102, LLSO 24102

PBPL 24105. Urban Design: The Chicago Experience. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building--the pedestrian realm. Topics include walkability, the design of streets, architectural style and its effect on pedestrian experience, safety and security in relation to accessibility and social connection, concepts of urban fabric, repair and placemaking, the regulation

of urban form, and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion, as well as firsthand interaction with the urbanism of Chicago.
Equivalent Course(s): SOSC 26001, GEOG 24100, GEOG 34100, SOSC 36001

PBPL 24605. Introduction to Urban Sciences. 100 Units.

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): GEOG 24600, SOCI 20285, GEOG 34600, ENST 24600

PBPL 24701. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): ENST 24701, LLSO 24901

PBPL 24702. Political Anthropology. 100 Units.

This course introduces students to the anthropological study of politics and the political. Classes are seminar-style discussions with a mix of group discussions, mini-lectures, writing workshops, and in-class small group activities. In addition to reading major theoretical and empirical contributions to the field, students will also learn how to conduct meeting- and event-based ethnography and to compose ethnographic writing. Major assignments include conducting fieldwork, handing in periodic field notes journals, and a final paper assignment that weaves together field data with course readings. Authors include, but are not limited to the following: Abrams, Anderson, Aretxaga, Comaroff and Comaroff, Evans-Pritchard, Foucault, Mbembé, McGovern, Mitchell, Mosse, Nelson, Povinelli, Rabinow, Ramirez, Scott, Sharma and Gupta, Silverstein, Taussig, Trouillot, and Weber.

Instructor(s): Erin McFee Terms Offered: Winter. Course offered Winter 2020

Equivalent Course(s): ANTH 34701, ANTH 24701, GLST 24701

PBPL 24751. The Business of Non-Profits and The Evolving Social Sector. 100 Units.

Led by an experienced practitioner, this course aims to provide both an intellectual and experiential understanding of the contemporary nonprofit sector. In addition to a seminar component examining the rapidly evolving social sector, students engage in a hands-on consulting project for an area nonprofit involving analysis, reporting, and presentation. This course satisfies the Public Policy practicum WINDOWS requirement.

Instructor(s): C. Velasquez Terms Offered: Autumn Spring Winter

Prerequisite(s): Instructor consent required. During 6th and 7th week, students must submit an application to

CampusCATALYST, a nonprofit that assists in the coordination of consulting projects. Please see the quarterly time schedules for the CampusCATALYST application link.

PBPL 24752. Impact investing: Using Impact Capital to Address Social Problems. 100 Units.

While modern-day impact investing (investing with the goal of generating both financial and positive social/environmental returns) has been around for fifty years, only in the last decade has this movement really caught on achieving mainstream levels of attention and awareness. Investors of all types are seeking to align their values with their investments and every day we see more examples of companies being held accountable (either by themselves or by their stakeholders) for the social and/or environmental externalities of their operations. Through a combination of readings, case studies, class discussion and projects, the course provides an introduction to and overview of the impact investing landscape, the range of investment opportunities across asset classes, and the opportunities and challenges for investors seeking meaningful impact investment vehicles. Students will learn the entire impact investment process from deal sourcing, financial and programmatic due diligence, to investment structuring to monitoring financial and social returns. Led by an experienced practitioner and supplemented by guest speakers, this course will provide both an intellectual and experiential understanding of double-bottom-line investing.

Instructor(s): Christa Velasquez Terms Offered: Spring

Prerequisite(s): PBPL 24751 The Business of Non-Profits and The Evolving Social Sector

Note(s): Registration only with instructor consent

PBPL 24756. Exploring the Resilient City. 100 Units.

In recent years, sub-national units of government have enacted meaningful policy plans in the wake of the ongoing failure of the international community to address global climate change. Cities in particular have shaped their plans to address

the now-inevitable effects of climate change by adopting policies that emphasize resilience and environmental protection, without sacrificing economic growth, and with attention to the ongoing challenges of poverty and inequality. This course will take a comparative look at the policies adopted by cities on an international basis, while defining what it means to be a resilient city and how much the built environment can be adjusted to limit the environmental impact of densely populated metropolises. It will also consider what impact citizen activism and input had upon the shape of each plan and the direction that its policies took. Students will also be asked to consider what might be missing from each plan and how each plan could be improved to foster greater resiliency.

Instructor(s): R. Lodato Terms Offered: Course was not offered 2019-2020

Equivalent Course(s): ENST 24756

PBPL 24776. International Environmental Policy. 100 Units.

Environmental issues have become a prominent part of the work of international organizations and their member nations. The international community has recognized the efficacy of multi-national agreements as a method for comprehensive solutions to problems that were once dealt with on a nation-by-nation basis. This course will address such topics as the Montreal Protocol, climate change agreements, and the Law of the Sea treaty, as well as the efforts being undertaken by some leading nations to address present-time environmental challenges.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): ENST 24776

PBPL 24800. Urban Policy Analysis. 100 Units.

This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn

Equivalent Course(s): SOCI 30120, SOCI 20120, GEOG 20120, GEOG 30120

PBPL 24901. Trade, Development and Poverty in Mexico. 100 Units.

With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.

Instructor(s): C. Broughton Terms Offered: Winter

Note(s): This course is offered in alternate years.

Equivalent Course(s): SOCI 20251, LACS 24901

PBPL 25003. Immigration, Law and Society. 100 Units.

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): HMRT 25003, SSAD 25003, SOCI 28079, CRES 25003, LACS 25003

PBPL 25004. Punishment and Social Theory. 100 Units.

How is the power to punish derived? How has the role of punishment been conceived? What do the practices of punishment produce? What do they tell us about ourselves? Are there alternatives? Taking up these questions, the course outlines major theories of punishment advanced by political philosophers, penologists and scholars who study the role of punishment in society, tracing the trajectory of our modern impulse to punish "wrong doers." We will interrogate the shifting terrain of crime control policy and attend to the ways that prison reformers, scholars, and activists have sought to bring about change. We examine the political economy, culture, and consequences of punishment through readings on the carceral state and conclude by raising new questions about punishment and its alternatives in the age of mass incarceration.

Terms Offered: TBD

Equivalent Course(s): SSAD 25004, HMRT 25004

PBPL 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

Instructor(s): Susan Lambert Terms Offered: TBD

Equivalent Course(s): SSAD 25005, LLSO 25005

PBPL 25006. How Things Get Done in Cities and Why. 100 Units.

Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.

Terms Offered: TBD

Equivalent Course(s): ENST 25006, SOCI 20294, LLSO 21100, SSAD 21100

PBPL 25120. Child Development and Public Policy. 100 Units.

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about "what develops?", critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children's environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children's development are amenable to public policy intervention and the costs and benefits of different policy approaches.

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

Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): PSYC 25120, EDSO 25120, CHDV 25120

PBPL 25220. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.

This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual's beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.

Equivalent Course(s): CHDV 25220, HMRT 25220, INRE 30600

PBPL 25370. Social Justice and Social Policy. 100 Units.

What is a fair policy? Policy makers often appeal to justice, fairness or rights to justify policy. Yet it is often unclear what exactly these concepts mean. This course will examine contemporary theories of justice and teach students how these theories can be applied to public policy issues. We will start with three general theories of justice: utilitarianism, liberal equality and libertarianism. We will then discuss more specific issues pertaining to marginalized groups such as immigrants or the disabled. Finally, we will examine empirical evidence about peoples' fairness beliefs in the US and abroad. This course will allow students to form a more coherent notion of what they think is fair, while understanding that rational people can legitimately disagree with each other about what is fair.

Instructor(s): I. Marinescu Terms Offered: TBD

PBPL 25550. Economic Development and Policy. 100 Units.

The history, current pattern, and causes of the distribution of the wealth of nations remains one of the most fascinating and fundamental of all questions in economics and policy. This course will attempt to give an overview of economic growth and development, focusing on real-world data, by looking at the empirical and theoretical research that has been used to understand them and subsequently form the basis of development policies. The course is divided into three major sections: measuring and modeling growth and development, human capital, and markets. Throughout the quarter, we'll explore sets of "development facts" - the way that the world currently appears to us as policy-makers - by looking at contemporary data. For each topic, we will discuss contemporary methodology and debates in development policy.

Instructor(s): Jina, A Terms Offered: Spring Winter

Equivalent Course(s): PPHA 35550

PBPL 25663. Urban Studies: Placemaking. 100 Units.

This course considers the values that drive neighborhood transformation, how policy is shaped and implemented, and the role that arts and culture can play in mindful city-building. Classroom hours will be spent with Theaster Gates, professor, Department of Visual Art, in addition to other UChicago faculty, discussing key principles in guiding city redevelopment in mindful and equitable ways. Students will gain field experience working with Place Lab, Gates's multidisciplinary team that documents and demonstrates urban ethical redevelopment strategies initiated through arts and culture. Working across a variety of projects, students will be exposed to programming, data collection, development, community building, strategy, and documentation. Weekly site visits will give students the opportunity to see analogous projects and meet practitioners throughout Chicago.

Equivalent Course(s): ARTV 20663

PBPL 25695. Workplace and Family Policy. 100 Units.

The topics covered in the course will include: the demographic transition, human capital accumulation, gender wage and employment gaps, discrimination in the workplace, family leave and childcare policies, tax policies including subsidies like the Earned Income Tax Credit (EITC), and related welfare policies. We will draw on the theory of static and dynamic labor supply, theories of labor demand, and labor market equilibrium to guide its investigation, and use empirical tools to answer research questions. For each topic covered in this course, I will introduce an elementary treatment of the canonical theoretical model and give examples of its empirical application. In studying empirical applications, we will often draw on analysis from international experience.

Instructor(s): Y. Asai Terms Offered: Spring

Equivalent Course(s): GNSE 25695

PBPL 25704. Environmental Justice in Chicago. 100 Units.

This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject. We will focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the often understudied role of religion in environmental justice theory and practice.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Equivalent Course(s): RETH 35704, ENST 25704, KNOW 25704, RLST 25704

PBPL 25831. Comparative Politics and Policy. 100 Units.

We will study the political economy of our host city and nation. The first module of the course introduces students to the political behavior and institutions of the location, set within the broader context of the European Union. Subsequent modules explore the politics of policymaking process in three specific areas: physical, social, and fiscal policy. The course complements PBPL 221, Politics and Policy, which is focused on the United States.

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

PBPL 25832. Early Human Capital Development. 100 Units.

We will study the social and policy contexts aimed at promoting the development, health, and well-being of young children, with an emphasis on our host nation and the European Union. Topics to be covered include family policies such as fertility and related family planning policies; marriage and family formation; policies targeting working parents (i.e. parental leave); income support policies for lone or low-income parents; as well as child care and early education programs targeted directly to children.

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

Prerequisite(s): Acceptance into the Barcelona Public Policy Program

PBPL 25833. Comparative Social Policy Analysis. 100 Units.

This course will teach students the tools for understanding inequality and redistribution in comparative perspective. The course does not require deep knowledge of econometrics. Topics to be covered include defining and measuring social welfare, tools of the social policy maker including redistribution, incentives, universal vs. targeted policies, conditionality in social policies and potentially important trade-offs (like economic growth and equality).

Instructor(s): S. Mayer

Prerequisite(s): Acceptance into the Barcelona Public Policy Program

PBPL 25834. Independence Movements. 100 Units.

This course will examine independence movements around the world. We will primarily focus on the politics of secession while also discussing its ethics, legality, economics, violence, and aftermath. Many different movements will be discussed including Scotland, Quebec, Northern Ireland, and South Sudan, although particular attention will be paid to Catalonia.

Instructor(s): Anthony Fowler Terms Offered: Spring, Barcelona Pub Pol Program

Prerequisite(s): Admission to Barcelona Pub Pol Program

PBPL 25840. Odyssey Engaged Nonprofit Practicum. 100 Units.

The Odyssey Engaged nonprofit practicum is a unique partnership between the Office of Civic Engagement, the Public Policy department of the College, Career Advancement, the campusCATALYST (cC) RSO and local nonprofit organizations. The Odyssey Engaged program integrates career development, public service, and innovation with academic work. This course presents a broad overview of the nonprofit sector and offers an opportunity to study the theory that underlies the hands-on work students are doing at local nonprofit organizations. Each student is required to complete a capstone project, which allows them to apply the knowledge that they will be receiving from the academic component of the program to their work at their host organization.

Instructor(s): C. Velasquez Terms Offered: Summer

Prerequisite(s): Acceptance into the Odyssey Engaged Program

PBPL 25860. Crime, Justice, and Inequality in the American City. 100 Units.

This course explores perspectives on street gangs and criminal activity; policing and the criminal justice system; and obstacles to securing housing, employment, and services for reentry after incarceration. Students will examine advances in the social science of adolescence and innovations in government policy and community-based programs aimed at encouraging public safety and youth development, improving policing and prisons, and promoting criminal desistance and decarceration. In addition, we will delve into the lived experience of adolescence and beyond in the context of racially-segregated, high-poverty neighborhoods, with a focus on Chicago. Our approaches will include discussion and lecture; ethnographic, autobiographical, and policy-oriented readings; panels and guest speakers; and documentary films and other media.

Instructor(s): Broughton, C. Terms Offered: Autumn

Equivalent Course(s): SOCI 20255

PBPL 26003. Chicago by Design. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building-the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago. This course is part of the College Course Cluster, Urban Design.

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

Equivalent Course(s): GEOG 24300, ENST 26003, SOSC 26003

PBPL 26005. Cities by Design. 100 Units.

This course examines the theory and practice of city design-how, throughout history, people have sought to mold and shape cities in pre-determined ways. The form of the city is the result of myriad factors, but in this course we will hone in on the purposeful act of designing cities according to normative thinking-ideas about how cities ought to be. Using examples from all time periods and places around the globe, we will examine how cities are purposefully designed and what impact those designs have had. Where and when has city design been successful, and where has it resulted in more harm than good?

Instructor(s): Emily Talen Terms Offered: Autumn

Equivalent Course(s): ENST 26005, GEOG 26005, ARCH 26005

PBPL 26255. Environmental Justice Field Research Project I. 100 Units.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based research project, collect data, conduct analyses, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University. PBPL 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.

Instructor(s): Lodato, R. Terms Offered: Autumn

Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.

Equivalent Course(s): ENST 26255

PBPL 26302. Public Policy Practicum: Interview Project on Gun Violence. 100 Units.

This one-quarter practicum in qualitative methods aims to develop interview research skills, including instrument design, questioning, transcription, thematic analysis, and write-up, in the context of a mini-BA thesis trial run. The topic of this version of the practicum is gun violence in Chicago. Students will engage in weekly in-class interviews with informants with wide-ranging vantage points on gun violence as a social and policy problem including community members, scholars, and policy-makers. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using the weekly in-class interviews conducted by students, and supplemented by interviews and observations of their own, will formulate a question related to gun violence and construct the component parts of their own research paper, which they will submit at the end of the quarter.

Instructor(s): Broughton, Chad Terms Offered: Spring

Prerequisite(s): Open only to Public Policy Studies majors.

Note(s): Can fulfill either the "Methods" or "Windows" major requirement. Recommended for third-year students.

PBPL 26303. Public Policy Practicum: Interview Project on Urban Education. 100 Units.

This one-quarter practicum in qualitative methods aims to develop interview research skills, including instrument design, questioning, transcription, thematic analysis, and write-up, in the context of a mini-BA thesis trial run. The topic of this version of the practicum is urban education. Students will engage in weekly in-class interviews with informants with wide-ranging vantage points on education as a social and policy issue including community members, scholars, and policy-makers. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using the weekly in-class interviews conducted by students and supplemented by interviews and observations of their own, will formulate a question related to urban education and construct the component parts of their own research paper, which they will submit at the end of the quarter.

Instructor(s): Broughton, Chad Terms Offered: Spring

Note(s): Open only to Public Policy Studies majors. Can fulfill either the "Methods" or "Windows" major requirement.

Recommended for third-year students.

PBPL 26304. Public Policy Practicum: Interview Project on Policing. 100 Units.

This one-quarter practicum in qualitative methods aims to develop interview research skills-including instrument design, questioning, transcription, thematic analysis, and write-up-in the context of a mini-BA thesis trial run. The topic of this version of the practicum is policing in America. Students will engage in several in-class interviews with informants with wide-ranging vantage points on police-citizen relations as a social and policy issue including scholars, activists, police officers, and policy-makers. Meant to prepare Public Policy students for the BA thesis process, each student, using in-class interviews conducted by students-and supplemented by interviews, observations, and other data exercises of their own-will formulate a question related to policing and construct the component parts of their own "Mini-Thesis," which they will submit at the end of the quarter. In addition, this course will have an ExoTerra component in which students will develop-based on what they've learned in class-a system of policing and punishment de novo as part of an educational role-playing game. Students can volunteer to participate in this component all quarter. Open only to Public Policy Studies majors. Can fulfill either the "Methods" or "Windows" major requirement. Strongly recommended for third-year students.

Instructor(s): Chad Broughton Terms Offered: Autumn

Note(s): Open only to Public Policy Studies Majors. Can fulfill either the 'Methods' or 'Windows' major requirement. Strongly recommended for third-year students.

PBPL 26355. Environmental Justice Field Research Project II. 100 Units.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University. PBPL 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.

Instructor(s): Lodato, R. Terms Offered: Winter

Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.

Equivalent Course(s): ENST 26355

PBPL 26400. Quantitative Methods in Public Policy. 100 Units.

Policy designers and policy analysts should understand the quantitative methods whereby social and economic reality can be described and policy outcomes evaluated; this course will introduce the basic methodologies used in quantitative social description. The underlying discipline is statistics, and this course will focus on statistical thinking and applications with real data sets. Students will be introduced to sampling, hypothesis testing, and regression, as well as other components of the basic toolkit of quantitative policy analysis.

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

PBPL 26416. Latin American Extractivisms. 100 Units.

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current "neextractivisms" have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.

Equivalent Course(s): ANTH 23093, LACS 26416

PBPL 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): PPHA 32510, ENST 26530, ECON 26530

PBPL 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
 Equivalent Course(s): PPHA 32520, ENST 26531, ECON 26540

PBPL 26690. The Politics of Health Care. 100 Units.

In this course we will tackle some of the complexity of health care head on, considering how cultural, legal and structural factors shape the delivery of care. Our goal will be to address foundational questions about how we as a society imagine health care, the professionals who work within the field, and the patients. We will draw on evidence from the United States to ask: How have shifts in the institutional context in which medical professionals work altered their task? How do we imagine patients and their choices? How do external and internal pressures shape what issues are prioritized and who receives care? In addition to traditional coursework, PBPL 26690 will take part in the ExoTerra Imagination Lab

Instructor(s): S. Brophy Terms Offered: Autumn

Equivalent Course(s): HLTH 26690

PBPL 26705. Economics of Education. 100 Units.

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Instructor(s): D. Neal Terms Offered: TBD

Prerequisite(s): ECON 21020 or ECON 21030

Equivalent Course(s): ECON 26700, EDSO 26700

PBPL 26830. Medical Ethics. 100 Units.

In this course we will tackle some of the complex ethical challenges faced in health care. We will discuss the broad philosophical frameworks used in health care settings to make decisions around hot-button issues like: abortion, organ donation, and withdrawing care at the end of life. We will also investigate how legal and cultural factors complicate decision-making around these topics. Class time will be divided between debates over real case studies, class guests, field trips to hospitals and ethics committees, and a mock policy forum, in which students will represent the perspectives of different interest groups in order to develop medical ethics policy.

Instructor(s): Brophy, S. Terms Offered: Summer

PBPL 26843. Public Policy and the Labor Market. 100 Units.

The field of labor economics explores how labor markets function. The course will cover 6 major themes in labor economics and their applications to public policy: (1) labor force participation (employment, unemployment, non-employment), (2) the wage structure (the earnings distribution, measuring inequality, superstar earnings, inter-generational mobility), (3) labor mobility (migration, immigration, job match, job turnover), (4) collective bargaining (unions), (5) incentive pay (piece rates, time rates, tournaments, efficiency wages), and (6) impacts of trade on employment and wages.

Instructor(s): Sloane, C. Terms Offered: Autumn

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 26886. Women and Labor Markets. 100 Units.

Workers differ on many dimensions. In this course, we will focus on one: gender. Students will develop a microeconomist's toolbox to consider six major themes related to women's labor: (1) Human capital- Understanding why and how people invest in themselves and how these investments have differed by gender over time. (2) Aggregate labor market- Understanding where wages come from. (3) Occupational choice- Thinking about why people sort into occupations and how occupational sorting by gender has varied over time. (4) Discrimination- Considering the effects of prejudice and discrimination on wages and productivity. (5) Family as an economic unit- Family formation/dissolution, time use, and fertility decisions. (6) Public policy- Considering the effects of public programs, regulations, taxes, and transfers on female labor force participation, family size, and family stability.

Instructor(s): Sloane, C. Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 27000. International Economics. 100 Units.

This course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies, and technology diffusion. In addition, this course also discusses the main empirical patterns of international trade and international investment.

Instructor(s): F. Tintelnot Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 27000

PBPL 27040. Public Finance and Public Policy. 100 Units.

This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will review the economic tools of analysis used in public finance, including cost-benefit analysis, and apply them to government policies, largely at the federal level. The course will focus on policies to remedy externalities, the provision of public goods, social insurance, and the effects of taxes. Within social insurance, we will cover social security and health reform. We will also explore the role taxation plays in government policy. Tax topics include the effect of taxes on consumers and firms, savings and corporate decisions, and fundamental tax reform.

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

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 27070. Philanthropy: Private Acts and Public Goods. 100 Units.

Under what conditions do philanthropy and other forms of private action come to be significant elements of the provision of public goods? What are the consequences of organizing society in this way? In this course, we will address the social role of philanthropy, its historical development as a significant economic and political institution, and the place of philanthropy in contemporary public policy and civic projects.

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

Prerequisite(s): Completion of at least 2 quarters of SOSC

Equivalent Course(s): SOCI 20222

PBPL 27101. Sustainable Urbanism in Context. 100 Units.

Sustainable urbanism presents a great range of challenges at conceptual, practical, and spatial levels. But solutions to these challenges are only meaningful insofar as they can be implemented at local scales and in a context-appropriate manner.

This hands-on seminar-studio takes students into the heart of the Calumet, a region with complex environmental, industrial, and urban histories. Students will learn to assess the conditions of the built environment, to identify needs, and, working in concert with local stakeholders, to propose design solutions to help reinvigorate a sense of place and restore a fragmented landscape.

Instructor(s): Evan Carver Terms Offered: Spring

Prerequisite(s): Acceptance is based on enrollment in the Chicago Studies Quarter: Calumet in Spring 2020.

Equivalent Course(s): GEOG 27101, ENST 27101

PBPL 27103. Planning for Land and Life. 100 Units.

The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course's exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to other local and regional plans. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.

Instructor(s): Mark Bouman Terms Offered: Spring

Equivalent Course(s): ARCH 27103, GEOG 27103, ENST 27103

PBPL 27115. Crime and Policing. 100 Units.

This class covers recent empirical work in crime and policing, including the effects of arrests, bail, criminal records, and incarceration on long-term outcomes, as well as interactions between family formation and the criminal justice system.

We also study the effects of officer diversity and police reforms, body cameras, and stop and frisk. We will examine both individual (e.g., officer, judge) racial discrimination as well as systemic racism in the justice system.

Instructor(s): Norris, Sam Terms Offered: Spring

PBPL 27125. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENGL 27125, REES 29025, ENST 27125, HIST 27710, CMLT 27125

PBPL 27150. China's Economic Development & Transition. 100 Units.

TBD

Equivalent Course(s): ECON 25710

PBPL 27156. Urban Design with Nature. 100 Units.

This course will use the Chicago region as the setting to evaluate the social, environmental, and economic effects of alternative forms of human settlement. Students will examine the history, theory and practice of designing cities in sustainable ways - i.e., human settlements that are socially just, economically viable, and environmentally sound. Students will explore the literature on sustainable urban design from a variety of perspectives, and then focus on how sustainability theories play out in the Chicago region. How can Chicago's neighborhoods be designed to promote environmental, social, and economic sustainability goals? This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): BPRO 27155, GEOG 27155, ENST 27155

PBPL 27210. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.

This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago.

Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City.

Instructor(s): William Nickell Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENST 27210, REES 24417, HIST 27712

PBPL 27307. Schools and Space: A Chicago History. 100 Units.

This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how metropolitan development, labor markets, and anxieties over migration affected educational policy. The course stresses the relationship between educational policy and the politics of urban development, gender, and race. Schools were sites of gendered work, for the women who operated them and for the children who navigated the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettos had an enduring impact on educational inequity and the shape of African American political life. Over the time span covered by the course, the United States became an indisputably "schooled" society, and Chicago was a leading indicator of national trends. Key historic episodes in American education—the rise of the modern high school, the birth of progressive education, the origins of teachers' unions, the Catholic encounter with race, the fragmentation of suburban school districts, the civil-rights critique of de facto school segregation, the pronounced "failure" of urban education, and the triumph of choice-and-accountability reforms, and the teacher-led resistance that followed—were especially well-illustrated by this course's focus on Chicago.

Instructor(s): N. Kryczka Terms Offered: Winter

Note(s): This course combines lecture with discussions of primary sources and secondary literature each week, beginning with the one-room, log-stable schoolhouses of the antebellum Illinois prairie and ending with the nation's first charter-school teacher strikes in 2018. In addition to composing a research paper on a chosen school or school policy, students will take a field trip to local schoolhouses, reading the city's urban history through its educational architecture.

Equivalent Course(s): EDSO 27307, ARCH 27307, AMER 27307, GNSE 27307, HIST 27307

PBPL 27325. Urban Ecology in the Calumet Region. 100 Units.

This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.

Instructor(s): Alison Anastasio Terms Offered: Spring

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter: Calumet program for Spring 2020.

Equivalent Course(s): GEOG 27325, ENST 27325

PBPL 27330. Spaces of Hope: The City and Its Immigrants. 100 Units.

The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life." (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another.

Instructor(s): Nada Petkovic Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENST 27330, REES 21500, HIST 27713

PBPL 27809. Violence in the Early Years. 100 Units.

This course will address issues related to children's exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children's literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children's lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.

Instructor(s): A. Aduka Terms Offered: TBD

PBPL 27900. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): GEOG 30116, SOCI 20116, LLSO 20116, SOCI 30116, HMRT 20116, GEOG 20116, HMRT 30116

PBPL 27905. Global Health Metrics. 100 Units.

This course provides an overview of the causes of illness and injury in populations across the world and the most important risk factors. We will discuss how population health is measured using summary indicators that combine mortality and non-fatal health outcomes. We will use these indicators to compare and contrast the health of populations across global regions and in time. Sound measurement of the global burden of disease is essential for prioritizing prevention strategies. Therefore, there will be a strong emphasis on understanding how data sources in information-poor settings are used to generate estimates of population health.

Instructor(s): Kavi Bhalla Terms Offered: Spring

Prerequisite(s): N/A

Equivalent Course(s): PBHS 27900, HLTH 27905, PBHS 31900

PBPL 27919. Research in School Improvement. 100 Units.

Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge models for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.

Instructor(s): David Johnson Terms Offered: Winter. Offered 2020-21

Equivalent Course(s): EDSO 27919

PBPL 28029. Education Policy. 100 Units.

Which education policies work and which do not? How are these policies evaluated? The main goal of this course is to familiarize students with the methods and research frontier in the economics of education, with an emphasis on policies designed to improve students' outcomes. We will explore and discuss a wide range of educational policy issues, including the returns to schooling, student incentives, teacher labor markets, school choice, accountability, school funding, and higher education. Throughout the course, we will pay close attention to the methods employed to evaluate the effects of education policies.

Instructor(s): Delgado, W Terms Offered: Spring

Note(s): PBPL 26400 recommended

PBPL 28139. Society, Politics and Security in Israel. 100 Units.

This graduate course examines Israel's unique DNA through a thorough examination of its history, society, politics and security challenges. We shall explore these traits as manifested in the defining chapters of Israel's history, since the early stages of the Zionist driven immigration of Jews to the Holy Land, through the establishment of the Jewish State in 1948, until present time. Students will work with primary sources, diverse theoretical perspectives, and rich historiographical material to better understand the Israeli experience, through domestic, regional and international perspectives. Particular attention will be given to the emergence of the Israeli vibrant society and functioning democracy in the background of continuous conflict and wars. The course will explore topics such as: How Israel reconciles between the imperatives and narratives of democracy and Jewishness, between collective ethos and heterogeneous tribalism, and between protracted security challenges and resilience. We will also discuss the multifaceted aspects of the changing Israeli security doctrine and practice, in light of regional threats and international involvement.

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

Equivalent Course(s): INRE 36001, JWSC 28139

PBPL 28150. U.S. Foreign Policy: Inst & Decision making 21st Century. 100 Units.

This course explores contemporary relations between the United States and the world. The primary goal is to give students conceptual and critical tools to understand and analyze how international relations theory, U.S. foreign policy decision-making processes, and current events fit together, especially in the post 9/11 world. It is designed to develop students' capacity both to explain the foreign policy-making process in the United States, and to better understand the underlying patterns, logic, and implications of American foreign policy in the world at large. The course is divided into three main topics. First, we will discuss International Relations theory that grounds U.S. foreign policy focusing on American international power and the goals for which this power is employed. The second part of the class will examine the institutions and processes that guide foreign policy formation and implementation. Questions will revolve around who are the important people setting the foreign policy agenda and what are the important institutions attempting to implement this agenda. Finally, the last third of the course will review some of the more salient foreign policy challenges facing the U.S. in the 21st century, including particular focus on geographic regions. Some of these issues include how the recent global economic crises may influence foreign policy, how terrorism and democracy promotion continue to shape U.S. foreign policy, and whether U.S. foreign policy towards Africa is undergoing significant change.

Instructor(s): F. Vabulas Terms Offered: TBD

PBPL 28300. Health Economics and Public Policy. 100 Units.

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.

Instructor(s): Meltzer, D Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor

Equivalent Course(s): ECON 27700, PPHA 38300, CCTS 38300

PBPL 28335. Health Care Markets and Regulation. 100 Units.

This course analyzes the economics of health care markets and the way regulations impact those markets. We will study the unique institutional arrangements found in the health care sector (primarily, though not exclusively, in the United States) and examine how market forces manifest themselves in this setting. We will consider the behavior of health care providers, insurers' roles both as intermediaries and risk managers, patients' health care demand, and geographic differences

in medicine. The study of government regulations, including their theoretical and empirical impacts on health care markets, will be integrated throughout these topics.

Instructor(s): Gottlieb, J. Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent, or consent of the instructor

PBPL 28375. Political Economy of Development. 100 Units.

This course explores why some countries are poor and violent, and what (if anything) peaceful and prosperous countries can do to foster stability and development elsewhere in the world. The first half of the class looks at history and theory to understand the roots of violence and how order and development emerged in some places. The second half of the class looks at Western interventions in the last half century (and today), from aid to military intervention to democracy portion, to understand why some efforts succeed and fail.

Instructor(s): C. Blattman Terms Offered: Spring

PBPL 28425. Strategic Behavior and Regulation of Firms. 100 Units.

This course will examine the role of public policy in oligopoly markets, where competition is imperfect. We will examine the strategies that firms use to increase profits, the effects of those strategies on consumers, and the cases for and against regulatory intervention in markets. Topics will include issues such as mergers, predation, price discrimination, collusion, and network economics. Class discussions will frequently focus on the economics of recent business and regulatory case studies, such as the California electricity crisis, Google's use of its search engine, and net neutrality regulation. An important component of the course will be the Competitive Strategy Game, in which students will form firms that compete against one another in several simulated markets, allowing students to gain first-hand experience with some of the strategic decisions firms regularly face.

Instructor(s): R. Kellogg Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 28430. International Trade, Banking and Capital Markets. 100 Units.

Over the past 50 years, the markets for goods and services have become dramatically globalized. The internationalization of financial markets and the liberalization of trade have been critical to this growth. In contrast to a few decades ago, today's companies manage global supply chains and investment capital moves quickly from market to market. International Trade, Banking and Capital Markets is an introduction to the drivers of and issues behind these changes. The course assumes only an introductory course in microeconomics. Topics covered include: the economic models presenting the gains from trade and gains and issues created by instruments of trade policy such as tariffs and treaties, as well as international trade bodies including the World Trade Organization. The course will then cover aspects of international capital markets, focusing on floating and fixed foreign exchange regimes. The growth of international banking out of trade finance and the international expansion of domestic businesses will be presented along with the issues these developments created. The parallel deregulation of international financial markets will be discussed and its impact on developed and developing countries. We will discuss the importance of these markets in supporting the underlying growth in trade and services as well as the issues created, e.g., the precipitation of the 1997 East Asian Crisis by developing economies' increased access to capital markets.

Instructor(s): David H. Schabes Terms Offered: Autumn

PBPL 28488. Politics and Public Policy in Latin America. 100 Units.

This course will cover the politics of policy making in Latin America. The first part will focus on understanding the problems of economic development in the region. It will address how and why Latin America is different by looking at its economic outcomes, economic and social policies and political institutions. It will also look at different examples of how political institutions shape policy outcomes. The second part will ground the distinctiveness of Latin America in its history, and show why understanding this is critical for comprehending why it is so different from the United States. It will explore how these historical factors persist, for example, how the legacy of authoritarianism shapes redistributive policies and how these historical foundations have created the weak Latin American states we see today. The third part of the course will look at how groups such as civil society or violent actors can also shape policymaking and welfare in this region. Finally, it will discuss some perspectives on whether some countries in the region have managed to find ways to change their political institutions and subsequently their social and economic policies with the prospect of creating a more prosperous society. The aim of this course is for students to gain empirical knowledge on the region's politics and policies as well as a practical understanding of political factors that shape policy outcomes.

Instructor(s): Maria Bautista Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000

Equivalent Course(s): LACS 28488

PBPL 28498. Women, Development and Politics. 100 Units.

This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender inequities will be explored alongside a wide range of themes impacting majority-world women, such as free market globalization, health and sexuality, race and representation, participatory development, human rights, the environment and participation in politics. Course lectures will integrate policy and practitioner accounts and perspectives to reflect the strong influence development practice has in shaping and informing the field. Course materials will also include anti-racist, postcolonial and post-development interruptions to dominant development discourse, specifically to challenge the underlying biases and assumptions of interventions that are predicated on transforming "them" into "us". The material will also explore the challenges of women participating in politics and what are the consequences when they do or do not.

Instructor(s): Bautista, M. and Chishiti, M. Terms Offered: Autumn

Equivalent Course(s): GNSE 28498, LACS 28498

PBPL 28501. Process and Policy in State and City Government. 100 Units.

This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Instructor(s): C. Harris III Terms Offered: Autumn Spring Winter

PBPL 28525. Missing Markets: The Economics of the Environment. 100 Units.

This course presents a broad-based treatment of the theory and application of environmental economics. Topics are introduced in the context of real-world environmental policy questions (with special emphasis on energy policy), then translated into microeconomic theory to highlight the salient constraints and fundamental trade-offs faced by policymakers. Topics include property rights, externalities, Pigouvian taxes, command-and-control regulation, cap-and-trade, valuation of environmental quality, cost-benefit analysis, policymaking under uncertainty, and inter-regional competition.

Instructor(s): Cicala, S. Terms Offered: Spring

Prerequisite(s): PBPL 22200 or ECON 20100

Note(s): PQ: PBPL 22200 or ECON 20100

PBPL 28528. Household Finance: Theory and Applications. 100 Units.

This course will examine the choices households make about important financial decisions and how these individual choices can impact the aggregate economy. Each week, basic predictions from economic theory will be discussed and compared with empirical findings. Topics will include: asset market participation and household portfolio choice; human capital and student loans; housing and mortgages; retirement planning; credit card debt; payday loans; and the gig/sharing economy. Focus will also be placed on government policies affecting these topics, including so-called household financial engineering, the creation of Government Sponsored Enterprises (GSEs) like "Fannie" and "Freddie," and regulatory agencies like the Consumer Financial Protection Bureau (CFPB). The course will provide an introduction to structural modeling for conducting policy counterfactuals. Assessment will be based on problem sets, a midterm and a final. These problem sets will require students to work in R, Stata or other statistical package of the student's choice (with permission of instructor).

Instructor(s): D. Koustas Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 required; PBPL 22200 preferred.

Equivalent Course(s): ECON 13110

PBPL 28538. Political Economy of Natural Resources. 100 Units.

The aim of this course is to provide students with an understanding of the political and economic consequences of natural resource wealth. The course will combine theoretical models and empirical evidence on the relationship between natural resources and outcomes such as low economic growth, authoritarianism, corruption and conflict. We will look at the very different experiences of different resource-rich countries (e.g. Norway versus Venezuela) and will also explore the differences across resources (e.g. oil vs minerals). The course will provide a setting for the discussion of the merits and potential pitfalls of various policies for the management of natural resource wealth.

Instructor(s): Luis Martinez Terms Offered: TBD

Prerequisite(s): PBPL 20000 or ECON 20000 and PBPL 26400

PBPL 28550. Social Experiments: Design and Generalization. 100 Units.

The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This course will address two broad topics: (i) the design of experiments, quasi-experiments, and surveys; and (ii) the use of these social investigations for generalization in policy areas. The course will explore how the relationship between surveys and experiments can inform generalization from experiments. Randomized clinical trials in medicine, field experiments in economics and psychology, and the use of scientific evidence in policy formulation will be among the examples. This course satisfies the Public Policy practicum METHODS requirement.

Instructor(s): C. O'Muircheartaigh Terms Offered: Winter

PBPL 28605. Economic Analysis of Law. 100 Units.

This course involves the application of the choice theory of economics to the opportunities obtainable within different legal environments. The likelihood that a person will choose to return a lost wallet, keep a promise, drive more carefully, or heed the terms in a will is partly a function of the applicable laws and regulations. Alternative rules, under the standard Law and Economics approach, are compared in terms of the economic efficiency of their subsequent outcomes. This efficiency lens of Law and Economics is applied to rules concerning property, torts, contracts, and criminal behavior.

Instructor(s): J. Leitzel Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 28600

PBPL 28633. Introduction to Program Evaluation. 100 Units.

This course will teach students how to answer public policy questions using regression analysis. We will discuss applications from the fields of education, health, job training, and others. Students will learn the statistical foundations of regression as well as its practical implementation using the R programming language. They will study the interpretation of regression results including causal inference through experimental as well as quasi-experimental designs. No previous programming experience is assumed. This course satisfies the Public Policy practicum METHODS requirement.

Instructor(s): Potash, E. Terms Offered: Winter

Prerequisite(s): PBPL 26400; third and fourth year standing

PBPL 28640. Mixed Methods Approaches to Policy Research. 100 Units.

This course will introduce students to a diverse range of mixed methods approaches to policy research. Students will learn about multiple disciplinary perspectives and methodological approaches to policy research. The course will expose students to different styles of mixed methods research, including a small project on qualitative data analysis. Students in this course will become critical consumers of both qualitative and quantitative research, specifically, what types of questions best lend themselves to quantitative, qualitative, and mixed methods studies. This course satisfies the Public Policy practicum METHODS requirement.

Instructor(s): A. Claessens Terms Offered: TBD

PBPL 28681. Applied Investments for Public Policy. 100 Units.

Central banks, Treasury departments, the IMF, and sovereign wealth funds use financial data and tools to inform their decisions. This class covers the main concepts of finance theory for stocks, bonds, and investment portfolios and applies them in the public policy context. Topics covered include the following: present value, real and nominal interest rates, optimal portfolio choice, Value-at-Risk and Growth-at-Risk, risk and return, the Capital Asset Pricing Model, performance evaluation, market efficiency, and return predictability.

Instructor(s): Pflueger, Carolin Terms Offered: Autumn

Prerequisite(s): PBPL 20000 or ECON 20000, PBPL 26400, and Statistics 22000 or 23400 or higher

PBPL 28683. Introduction to Corporate Finance. 100 Units.

This course presents an introduction to the principles of corporate finance and its applications. These principles are critical to understanding the nature of how corporations and many government entities present their financial condition, finance themselves and manage their financial risks. We will examine corporate structure, evaluation of new projects, financial planning and governance. Perspectives will include those of the debt shareholders and key management members, including the Chief Executive Officer, Chief Financial Officer and Treasurer. Additional material relating to the public policy issues that certain corporate decisions create will be considered. There will be problem sets, graded and ungraded, to support most areas.

Instructor(s): Schabes, D. Terms Offered: Winter

Prerequisite(s): This course requires no prior finance or business knowledge.

PBPL 28685. Fiscal and Monetary Policy in the 21st Century. 100 Units.

This course discusses public policy from macroeconomic perspective. We will examine how public policy effects the macroeconomy both in theory and in practice. The first part of the course studies household labor, savings, and consumption behavior in the face of various government policies and how these aggregate in the macroeconomy. In particular, we will pay special attention to (1) taxes, (2) transfer programs, and (3) social insurance programs including both their cyclical and long-run effects. We will then turn to the empirical analysis of social safety net programs, paying attention to cross-state and cross-country comparisons. We will conclude this section of the course by discussing the trade offs the government faces in providing social insurance, reducing inequality, and promoting efficiency. The second part of the course will study monetary policy, touching on money and banking. We will study several models of monetary policy and their public policy implications. We will conclude with a discussion of the U.S. Financial Crisis.

Instructor(s): Gallen, T. Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 28728. Climate Change and Society: Human Impacts, Adaptation, and Policy Solutions. 100 Units.

Anthropogenic climate change is one of the most difficult challenges faced by modern society. A revolution in socioeconomic and environmental data, along with new and old insights from economics, can inform how we face this global challenge. During the course, our focus will be on the impacts of climate change upon society, and the necessity of solutions that deal with the global scope, local scales, and often unequal nature of the impacts. This interdisciplinary course covers the tools and insights from economic analysis, environmental science, and statistics that inform our understanding of climate change impacts, the design of mitigation and adaptation policies, and the implementation of these policies. Students will develop a mastery of key conceptual ideas from environmental economics relevant for climate change and acquire tools, both theoretical and empirical, for conducting analyses of climate impacts and policies. The latter part of the course will hone students' ability in applying these insights and tools through policy debates and presentations. The goal is to help students become informed and critically-minded practitioners of evidence-based, climate-informed policy making.

Instructor(s): Jina, A. Terms Offered: Winter

Prerequisite(s): PBPL 20000 or ECON 20000 or consent of instructor

Equivalent Course(s): ENST 28728

PBPL 28730. Insurgency in South and Southeast Asia. 100 Units.

This course will trace the emergence, spread, and decline of insurgencies across South and Southeast Asia. We will use cutting-edge theoretical and quantitative research to examine the causes of each conflict--from the Naxal Insurgency in India to the varied separatist movements in Indonesia--and draw on in-depth case studies of various counterinsurgency strategies to assess how these conflicts were or might be resolved through cooperation between local and international actors. Students will engage with ongoing field data collection efforts in Thailand and the Philippines, and will use original microdata as a core feature of their final research paper.

Instructor(s): Wright, A. Terms Offered: TBD

PBPL 28747. The Modern Welfare State. 100 Units.

In 2016, Denmark was the happiest country in the world according to a United Nations happiness report. Denmark, along with Sweden and Finland have shared 20 years of relative prosperity and now are among the wealthiest countries in the

world in terms of GDP per capita. They are also "welfare states" with very high levels of taxation and redistribution--policies at odds with traditional views on the power of incentives to encourage prosperity. The influence of the Nordic Model is evident in policy discussion in the US on issues ranging from educational subsidies to family-friendly workplaces. What can policy makers in other countries learn from the successes and failures of the Nordic Model? This class has three goals: 1. to familiarize you with Nordic taxes and subsidies, 2. to help you understand why these policies are successful (or appear to be successful), and 3. to give you the tools to critically evaluate suggestions for similar policy implementation in the US.

Instructor(s): Yana Gallen Terms Offered: TBD

Prerequisite(s): PBPL 26400 or equivalent

PBPL 28750. Conflict: Root Causes, Consequences, and Solutions for the Future. 100 Units.

This course will focus on understanding the causes and consequences of conflict, drawing on literatures from economics, political science and psychology. We will study why people join armed groups; and examine the role of ethnicity, religion and poverty in terrorism and civil war. We will also study whether conflict has lasting consequences on social cohesion and prospects for economic development. Finally, we will examine how individuals reconcile and rebuild in the aftermath of conflict.

Instructor(s): Dube, O Terms Offered: Winter

PBPL 28760. The Art of Political Persuasion: from Pericles' Funeral Oration to Donald Trump's Tweets. 100 Units.

What are the elements of persuasive political rhetoric in speeches, essays, op-eds, and tweets? This course will examine the theory and practice of effective political communication, beginning with foundational concepts of rhetoric in Aristotle and Cicero. We proceed to a close reading of masterpieces of oratory, including Pericles's Funeral Oration, Plato's Apology, Lincoln's Gettysburg Address, McClung's "Should Men Vote?", Churchill's "Never Surrender," King's "I Have a Dream," Mandela's "I Am Prepared to Die," and Thatcher's "Lady's Not for Turning." Our attention then turns to the written word: Locke's "Letter Concerning Toleration," Zola's "J'Accuse," and Havel's "Power of the Powerless," along with more contemporary writers: Steinem, Hitchens, Noonan and others. Finally, we examine Donald Trump's tweets and impromptu remarks. In addition to the study of the written word, students will be expected to write speeches and op-eds for delivery and publication.

Instructor(s): B. Stephens Terms Offered: Spring

PBPL 28765. The Politics of Authoritarian Regimes. 100 Units.

This course provides an overview of topics related to politics in authoritarian regimes. We begin by introducing the concept of authoritarianism: how it differs from democracy and how authoritarian regimes differ from each other. We then investigate the tools authoritarian rulers employ to maintain power, including institutions, policies, and tactics, and we examine the effects and side effects of these tools. Finally, we study transitions of power and of institutions, both on the way out of authoritarianism (democratization) and on the way in (democratic backsliding). Students who take this course will acquire a broad understanding of authoritarian politics and how it is covered in the literature.

Instructor(s): Scott Gehlbach; Zhaotian Luo Terms Offered: Winter

Prerequisite(s):

Note(s): Prior recommended coursework: one semester in Statistics (Stats 220 or equivalent) and current or prior training in game theory (PBPL 222, Social Science Inquiry core, or equivalent).

Equivalent Course(s): PLSC 28765

PBPL 28775. Poverty and Economic Development. 100 Units.

This course focuses mainly on the microeconomic fundamentals of economic development. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve well-being. We will concentrate on topics such as fertility, nutrition and health, education, labor markets, intra-household allocation of resources and foreign aid. Empirical evidence from developing economies will be used extensively.

Instructor(s): A. Menendez Terms Offered: Autumn

Prerequisite(s): A microeconomics course and a statistics/econometrics course is required. This course is recommended for third and fourth-year students.

PBPL 28776. Political Development and Policy. 100 Units.

The study of the inter-relationship between politics and economics is a lively one. In 1755, when Adam Smith wrote: "Little else is required to carry a state to the highest degree of opulence from the lowest barbarism, but peace, easy taxes, and a tolerable administration of justice, all the rest being brought about the natural course of things." he might not expected even after 400 years we would be in search of such a state. Yet alone, we would still be trying to understand the economic consequences of the political decisions, and the political consequences of the economic decisions. This course provides students with a broad understanding of development economics and political economy. We will explore questions such as but not limited to: What is the effect of state capacity, especially in the areas of fiscal and legal capacity, on development? On the other hand, how socio-political factors such as ethnic fractionalization, polarization, gender discrimination affect economic outcomes? What are economic causes and consequences of political violence? What is development assistance? How should we analyze the effect of development assistance on the developing nations?"

Instructor(s): Emine Deniz Terms Offered: Spring

PBPL 28780. The Art and Science of Negotiations and Persuasion. 100 Units.

The ability to influence other people and convince them to go along with your beliefs about what they should do is perhaps one of the most sought after, but misunderstood, professional skills. Those who appear to be successful at negotiation and persuasion are routinely built up as having unique traits like charisma, excellent leadership skills, and innate talent. However, this course will explain how success in influencing others depends not on innate or unique traits, but rather on knowledge and practice of basic psychological principles that govern interpersonal behavior. This course will increase

your understanding of negotiations and persuasion in several ways. First, you will experience varied negotiation situations firsthand in the classroom on a weekly basis. Second, you will learn how to analyze your work using insights collected from decades of research in social psychology, decision-making, and behavioral science. Third, and unlike most real-life situations, you will be able to receive feedback on your performance. Life, unfortunately, does not often offer the opportunity to compare your outcomes to other people's outcomes. This course does, thereby enabling you to identify what you did right, what you did wrong, and improve your performance by evaluating your work compared to the rest of the class. This course aims to provide you with negotiation experience, tools for persuading others to go along with your beliefs, and general knowledge of human psychology.

Instructor(s): Klein, N. Terms Offered: Spring

PBPL 28791. Behavioral Science and Public Policy. 100 Units.

Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.

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

Equivalent Course(s): PSYC 28791

PBPL 28805. Behavioral Economics and Policy. 100 Units.

The standard theory of rational choice exhibits explanatory power in a vast range of circumstances, including such disparate decision making environments as whether to commit a crime, have children, or seek to emigrate. Nonetheless, shortfalls from full rationality seem not to be uncommon, and are themselves, to some extent, systematic. Behavioral economics documents and tries to account for these departures from full rationality. This course looks at areas in which some modification of the traditional rational choice apparatus might most be warranted; these include decisions that unfold over time, involve low probability events, or implicate willpower. To what extent should public policy respond to shortfalls from rationality or concern itself with promoting happiness?

Instructor(s): J. Leitzel Terms Offered: Autumn

Equivalent Course(s): ECON 26920

PBPL 28820. Machine Learning and Policy. 100 Units.

The goal of this course is to make students better producers and consumers of machine learning tools designed to help solve public policy problems. One thing this goal requires is some understanding of the basics of machine learning: how it works, what makes it different from the usual sort of statistical and econometric tools that we tend to use in social science studies of public policy problems, and how to implement these prediction models (which we will be doing in R, a free statistical program that now includes many machine learning packages). But this goal also requires some understanding of issues that are outside the usual machine learning toolkit, such as: what sorts of public policy problems are right for these tools, and which are not; how do we know whether a new prediction tool is capable of actually improving policy decisions, not just predicting outcomes accurately within some hold-out set; what additional considerations around fairness and other normative values may arise in using machine learning tools for public policy applications; and what challenges are associated with getting policymakers, front-line practitioners or individual citizens to make use of prediction tools and resulting decision aids.

Instructor(s): J. Ludwig Terms Offered: TBD

Equivalent Course(s): PPHA 38820

PBPL 28829. Artificial Intelligence for Public Policy. 100 Units.

It is hard to name a sector that will not be dramatically affected by artificial intelligence (or machine learning). There are many excellent courses that teach you the mechanics behind these innovations -- helping you develop an engineering skill set. This course takes a different approach. It is aimed at people who want to deploy these tools, either in business or policy, whether through start-ups or within a large organization. While this requires some knowledge of how these tools work, that is only a small part of the equation, just as knowing how an engine works is a small part of understanding how to drive.

What is really needed is an understanding of what these tools do well, and what they do badly. This course focuses on giving you a functional, rather than mechanistic, understanding. By the end, you should be an expert at identifying ideal use-cases and thereby well-placed to create new products, businesses and policies that use artificial intelligence.

Instructor(s): J. Ludwig Terms Offered: Winter

Prerequisite(s): Students should have some Statistics experience.

Equivalent Course(s): PPHA 38829

PBPL 28871. Constitutional Law. 100 Units.

This course is an introduction to American constitutional law. Topics include: the role of the judiciary and other institutions in interpreting and applying the Constitution of the United States; theories of constitutional interpretation; the practice and meaning of judicial review in a political democracy; structural and individual rights approaches to constitutional limitations on government authority; and the public-private distinction in constitutional law.

Instructor(s): D. Spencer Terms Offered: Spring

Prerequisite(s): Third or fourth year standing required

PBPL 28891. The Supreme Court and Public Policy. 100 Units.

Learning how courts interpret policy has become an important component of the policymaker's toolkit. This course aims to introduce students to how Constitutional interpretation touches upon pressing policy questions of today. Students will engage with what courts expect to see from policymakers, while also learning how to read cases from a lawyer's perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal justice issues, voting rights, emoluments, and political questions and official immunity.

Instructor(s): D. Spencer Terms Offered: Spring

Prerequisite(s): Third or Fourth year standing required

PBPL 28900. Environmental and Science Policy. 100 Units.

With a strong emphasis on the fundamental physics and chemistry of the environment, this course is aimed at students interested in assessing the scientific repercussions of various policies on the environment. The primary goal of the class is to assess how scientific information, the economics of scientific research, and the politics of science interact with and influence public policy development and implementation.

Instructor(s): D. Coursey Terms Offered: TBD

Equivalent Course(s): ENST 28900

PBPL 28920. Inequality: Origins, Dimensions, and Policy. 100 Units.

For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.

Instructor(s): A. Sanderson and Staff Terms Offered: May be offered in 2020-2021

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

Note(s): ECON 24720 or ECON 22410 may be used as an Economics elective, but only one of the two may be used toward Economics major requirements.

Equivalent Course(s): BPRO 28900, ECON 24720

PBPL 28925. Health Impacts of Transportation Policies. 100 Units.

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment, and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

Terms Offered: Spring

Equivalent Course(s): ARCH 28925, ENST 28925, HLTH 28925

PBPL 28957. The Social Psychology of Behavior in Organizations. 100 Units.

Understanding others' thoughts and behaviors is essential for professional and personal success. Most of us try to understand others by putting on the cap of an "intuitive scientist," relying on our intuitions to identify others' thoughts and motivations and to predict others' behavior. However, decades of psychological research suggest that our intuitions about other people are often misguided in systematic ways. This course will enable you to have a more accurate understanding of others' motivations, feelings, thoughts, and behaviors by teaching you to think like a "psychological scientist" rather than an intuitive scientist. Relying on research in social psychology, judgment and decision-making, and behavioral science, this course will help you understand when your intuitions are likely to be reliable and when they are unlikely to be so, giving you important knowledge and tools to succeed professionally and interpersonally. Managing other people—be they co-workers, customers, constituents, or competitors—is critical for professional and personal success. At the very start of your professional career, your success will likely depend on having the necessary technical expertise to produce excellent work product for your organization. As you progress in your career, however, success will increasingly require you to manage groups of people, to align their skills, solve interpersonal problems, and create well-functioning teams.

Instructor(s): Klein, N. Terms Offered: Spring

PBPL 29050. Youth Law and Policy: Child Welfare and Juv. Just. in the U.S. 100 Units.

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including "cross-over youth" (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called "school-to-prison-pipeline." This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Not offered in 2020-21

Prerequisite(s): Course limited to 3rd and 4th year students only.

Equivalent Course(s): LLSO 29050, HMRT 29050

PBPL 29070. Nuclear Policy. 100 Units.

While issues arising from technologies that have both military and civilian applications are not new, the nearly incomprehensible destruction from exploding nuclear weapons focuses the mind as few other dual-use technologies can. This course will examine the development of national policies and the international regimes on the uses of nuclear energy. We will review military doctrine and the plans for nuclear war-fighting as well as the effects on societies of developing and using nuclear weapons. We will review the history of international proliferation of nuclear technology and fissile material and examine efforts to curtail the spread of weapons. In the second part of the course, we will focus on the development of civilian nuclear power and on current policy to prevent accidents and dispose of nuclear waste materials. Political leaders often face policy dilemmas because nuclear technology and materials offer great benefit, as well as presenting great danger. We will explore these dilemmas throughout the course.

Instructor(s): Benedict, K Terms Offered: Winter

Equivalent Course(s): PPHA 33510

PBPL 29355. Leading Complex Organizations. 100 Units.

In virtually any field of endeavor, individuals will find themselves operating within organizations - many of them quite complex. By studying leadership of such organizations at the outset of a career, individuals will learn how to better succeed within any organization and will attain a level of preparation for assuming leadership positions if they ultimately become available. The seminar will cover a number of critical subjects: the difference between leadership and management; the development of the organization's sense of mission and the strategy to achieve it; organizational culture; building and leading a team; entrepreneurial leadership; organizational transformation; leading an organization through crisis; how a leader relates to an organization's governing body and external constituencies; how leaders are held accountable.

Instructor(s): Thomas Cole Terms Offered: Spring

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

PBPL 29507. The Politics of Healthcare Policy in the United States, 1900 - 2020. 100 Units.

In the modern history of United States social politics, there have been few issues as enduring, divisive, and consequential as that of healthcare policy. This seminar examines the political, economic, legal, and social origins of the modern U.S. system of healthcare financing and delivery. Our discussion and analysis will be organized around a series of key turning points in the history of U.S. healthcare politics, from the first push for "workingmen's insurance" in the Progressive Era to the debate over Obamacare and "Medicare for All" since 2008. We will learn to view healthcare policy as contested terrain fought over by labor unions, insurance companies, physicians, think tanks, policymakers, grassroots activists, trade associations, and corporate employers. In the process, we will explore themes such as the rise of the modern corporation, public interest law, welfare capitalism and business conservatism, and the politics of race- and class-based healthcare inequality.

Instructor(s): Ben Zdenecanovic Terms Offered: Spring. Not offered in 2020-21

Prerequisite(s): None

Equivalent Course(s): HIPS 27507, HLTH 29507, LLSO 29507, HIST 25319

PBPL 29600. Internship: Public Policy. 100 Units.

Students write a paper about their experience working for a government agency or nonprofit organization.

Instructor(s): J. Leitzel Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of the Program Director is required. Students must obtain consent before beginning the internship.

Note(s): The College Reading and Research Course Form is required. Must be taken for P/F grading.

PBPL 29700. Reading and Research: Public Policy. 100 Units.

This is a reading and research course for independent study not related to BA research or BA thesis preparation.

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

Prerequisite(s): Open only to Public Policy majors. Must be taken for a letter grade.

Note(s): The College Reading and Research Course Form is required.

PBPL 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.

This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): Registration by instructor consent only

Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.

Equivalent Course(s): ENST 29701

PBPL 29702. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) II. 100 Units.

PBPL 29800. BA Seminar: Public Policy. 100 Units.

In Autumn Quarter students learn about sources, methods of research, and the treatment of evidence. In Winter Quarter students continue to work with their preceptor and peers in conducting their research and revising their written work in a workshop or writing group format.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Open only to fourth-year Public Policy majors.

Note(s): PBPL 29800 is offered in both autumn and winter quarters; course sections of PBPL 29800 and PBPL 29801 meet together. Students are required to take one quarter of each course, in any order, to satisfy the Public Policy BA Seminar requirement. Must be taken for a letter grade.

PBPL 29801. BA Seminar: Public Policy II (no credit) 000 Units.

This seminar course focuses on the writing phase of the BA paper.

Instructor(s): STAFF Terms Offered: Autumn Winter

Prerequisite(s): PBPL 29800 or consent.

Note(s): Must be taken for a letter grade.

PBPL 29900. BA Paper Preparation: Public Policy. 100 Units.

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

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

Prerequisite(s): Open only to 4th year Public Policy majors. Must be taken for a letter grade. The College Reading and Research Course Form is required.



Quantitative Social Analysis

Minor Program in Quantitative Social Analysis

The minor in Quantitative Social Analysis explores social statistics and mathematics to describe, understand, and predict the behavior and experiences of individuals, groups, and organizations of groups. These statistical and mathematical methods focus on measurement, analysis, or both, using techniques and strategies that are widely useful, for example, in understanding thoughts and behaviors of individuals, as well as the cultures of societies, fluctuations of markets, actions of governments, spread of disease, dynamics of migration, causes of war, and the diffusion of knowledge. The minor in Quantitative Social Analysis develops strong statistical foundations for the purpose of learning how to draw valid inferences from quantifiable data and critically evaluate empirical evidence in the social and behavioral sciences.

A minor in Quantitative Social Analysis provides an excellent foundation for application to graduate study at all levels and in many disciplines, ranging from economics, psychology, political science, public policy, and sociology, as well as non-social science disciplines such as medical school, public health, education, social services, applied mathematics, and applied computer science. The minor in Quantitative Social Analysis aims to train students in ways that are more immediately attractive to employers in industry, government, the military, environmental studies, journalism, and public interest and advocacy groups, as well as to University of Chicago faculty seeking research assistance.

Program Requirements

Course Work

Students take five (5) courses that cover three levels: Basic Skills (one course), Advanced Skills (two courses), and Quantitative Applications (two courses). **Or**, if the student has already completed a Basic Skills course for the major, then three Advanced Skills courses and two Quantitative Applications courses.

- Students who are taking Basic Skills courses should primarily focus on developing theoretical understanding of statistics and building up quantitative skills (rather than simply utilizing quantitative skills as part of the course).
- Students who are taking Advanced Skills courses will further develop their statistical skills with broad usefulness in social scientific research.
- Students who are prepared with more advanced statistical training are then able to more deeply understand the Quantitative Applications in courses throughout the social sciences and engage in research appropriate to those courses in solo activity or as part of research teams.

In order to ensure that the minor in Quantitative Social Analysis represents the diversity of training across the social sciences, no more than three courses may be taken in any one department, and the Quantitative Applications courses must be drawn from at least two departments. In all cases, students should be aware that some approved courses have explicit prerequisites which may not count toward the Quantitative Social Analysis minor.

Summary of Requirements

One Basic Skills course	100
Two Advanced Skills courses	200
Two Quantitative Applications courses	200
Total Units	500

Approved Courses

The following courses have been approved by the Committee on Quantitative Methods in Social, Behavioral, and Health Sciences as appropriate for the minor in Quantitative Social Analysis and are listed by the three levels stipulated above (Basic Skills, Advanced Skills, and Quantitative Applications).

Basic Skills

One course; may not be satisfied with AP credit.

Students who have already taken SOSOC 13100-13200-13300 Social Science Inquiry I-II-III or previously completed any of the Basic Skills courses as part of their majors may substitute an additional Advanced Skills course in place of the Basic Skills course.

CHDV 20101	Applied Statistics in Human Development Research	100
ECON 21010	Statistical Methods in Economics	100
GEOG 28702	Introduction to GIS and Spatial Analysis	100
PBHS 32100	Introduction to Biostatistics	100
PBPL 26400	Quantitative Methods in Public Policy	100
PSYC 20100	Psychological Statistics	100
PSYC 20200	Psychological Research Methods	100
SOCI 20004	Statistical Methods of Research	100
SOCI 20157	Mathematical Models	100

SOCI 30004	Statistical Methods of Research	100
SOSC 20111	Inferential Statistics	100
SOSC 26006	Foundations of Statistical Theory	100
SOSC 26009	Introductory Statistical Methods	100
STAT 22000	Statistical Methods and Applications	100
STAT 22400	Applied Regression Analysis	100

Advanced Skills

Two courses; or three courses if a Basic Skills course has already been completed for the student's major.

CHDV 30102	Introduction to Causal Inference	100
CHDV 32411	Mediation, Moderation, and Spillover Effects	100
ECON 21020	Econometrics	100
ECON 21030	Econometrics - Honors	100
ECON 21300	Data Construction and Interpretation in Economic Applications	100
ECON 21320	Applications of Econometric and Data Science Methods	100
ECON 21330	Econometrics and Machine Learning	100
ECON 21410	Computational Methods in Economics	100
ECON 21800	Experimental Economics	100
PBHS 32400	Applied Regression Analysis	100
PBHS 32600	Analysis of Categorical Data	100
PBHS 32700	Biostatistical Methods	100
PBHS 33300	Applied Longitudinal Data Analysis	100
PBPL 28550	Social Experiments: Design and Generalization	100
PBPL 28820	Machine Learning and Policy	100
PLSC 30700	Introduction to Linear Models	100
SOCI 20112	Applications of Hierarchical Linear Models	100
SOCI 20253	Introduction to Spatial Data Science	100
SOCI 30005	Statistical Methods of Research-II	100
SOSC 26007	Overview of Quantitative Methods in the Social and Behavioral Sciences	100
SOSC 36008	Principles and Methods of Measurement	100
STAT 22600	Analysis of Categorical Data	100
STAT 24400	Statistical Theory and Methods I	100
STAT 24500	Statistical Theory and Methods II	100
PBHS 33500	Statistical Applications	100

Quantitative Applications

Two courses

ECON 23410	Economic Growth	100
ECON 24000	Labor Economics	100
ECON 24030	Understanding Labor Markets: Theory, Empirics and Policies	100
ECON 24450	Inequality and the Social Safety Net: Theory, Empirics, and Policies	100
ECON 24600	Economics of the Family	100
ECON 24720	Inequality: Origins, Dimensions, and Policy	100
ECON 25000	Introduction To Finance	100
ECON 25100	Financial Economics; Speculative Markets	100
ECON 26010	Public Finance	100
ECON 26020	Public Sector Economics	100
ECON 26500	Environmental Economics	100
ECON 26700	Economics of Education	100
ECON 26730	Global Energy & Climate Challenge: Economics, Science & Policy	100
ECON 26800	Energy and Energy Policy	100
ECON 27000	International Economics	100
ECON 27700	Health Economics and Public Policy	100
ECON 27720	Economics and Regulation of Health Care Markets: Theory and Empirics	100

ECON 28000	Industrial Organization	100
ECON 28020	Industrial Organization and Regulation	100
ECON 28060	The Economics of Organizations: An Experimental Perspective	100
ECON 28100	The Economics of Sports	100
ECON 28700	The Economics of Crime	100
ENST 26530	Environment, Agriculture, and Food: Economic and Policy Analysis	100
ENST 26531	Environment, Agriculture, and Food: Advanced Economic and Policy Analysis	100
PBPL 28350	Education and Development: Policy and Research	100
PBPL 28375	Political Economy of Development	100
PBPL 28425	Strategic Behavior and Regulation of Firms	100
PBPL 28538	Political Economy of Natural Resources	100
PBPL 28750	Conflict: Root Causes, Consequences, and Solutions for the Future	100
PLSC 22400	Public Opinion	100
PLSC 23501	International Political Economy	100
SOCI 20103	Social Stratification	100
SOCI 20122	Introduction to Population	100
SOCI 20192	The Effects of Schooling	100
SOCI 20263	Human Migration	100
SOCI 20264	Wealth	100
SOCI 20275	Sociology of Health and Aging	100

Advising and Grading

Courses in the minor may not be double counted with the student’s major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

College students majoring in any field may complete the minor in Quantitative Social Analysis. Students who elect the minor program in Quantitative Social Analysis must contact the program administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor. The program administrator must submit approval on the form provided by the College for the minor to the student’s College adviser by the Spring Quarter of the student’s third year.



Religious Studies

Department Website: <https://divinity.uchicago.edu/academics/undergraduate-program-religious-studies> (<https://divinity.uchicago.edu/academics/undergraduate-program-religious-studies/>)

Program of Study

The program in Religious Studies introduces students to the academic study of religion. Students in Religious Studies learn how to think, talk, and write about religion in a way that is well-informed, rigorously critical, and responsibly engaged. The study of religion investigates the way human societies construct practices, seek meanings, and pose questions about their world. These investigations may be constructive, cultural, and/or historical. Since it touches all facets of human experience, the study of religion is a crucial conversation partner with other fields of study and draws on the entire range of humanistic and social scientific disciplines. Students in the program are able to explore numerous religious traditions, including Buddhism, Christianity, Hinduism, Islam, and Judaism, and are exposed to the sources, problems, methods, and methodologies of our diverse areas of study, including Biblical and Historical Studies; Ethics, Theology, and the Philosophy of Religions; as well as History of Religions, Anthropology, Sociology, and Religion and Literature. The interests of our students may be descriptive, explanatory, and/or normative.

Program Requirements

Religious Studies majors have the option of pursuing one of two tracks: the Regular Track or the Research Track. Students in the Regular Track must take eleven courses for the major, including at least one introductory-level ('Gateway') course as well as a third-year Theories/Methods seminar. Students in the Research Track will also complete these requirements; in addition, they will complete a BA thesis during two BA seminars: RLST 29800 BA Paper Seminar I and RLST 29900 BA Paper II. Students who wish to pursue the Research Track must officially declare their intention to do so with the Director of Undergraduate Studies by the end of Spring Quarter during their third year. Only students in the Research Track are eligible for departmental honors.

Students with permission to enroll in graduate Divinity courses may count these toward the major. Students who wish to receive credit in the major for non-departmental courses must submit a petition to the Director of Undergraduate Studies. Such requests are decided on a case-by-case basis. NOTE: The Office of the Dean of Students in the College must also approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a study abroad program that is sponsored by the University of Chicago. For more information, visit Transfer Credit.

Introductory Course Requirement

Students in Religious Studies are required to take an introductory-level ('Gateway') course. It need not precede other course work in the major, but students are advised to have completed it by the end of their second year. Gateway courses include RLST 10100 Introduction to Religious Studies, RLST 10102 Religion, Reason, and the State, RLST 11004 Introduction to the Hebrew Bible, and RLST 12000 Introduction to the New Testament: Texts and Contexts.

Course Distribution

Religion is expressed in many forms throughout the world's cultures, and the academic study of religion therefore requires multiple perspectives on its subject. Students of religion should have some knowledge of the historical development of specific religious traditions, understand and critically engage the ethical and intellectual teachings of various religions, and begin to make some comparative appraisals of the roles that religions play in different cultures and historical periods. To introduce students to these multiple perspectives on religion and to provide a sense of the field as a whole, students are required to take at least one course in two of the following areas. To identify the areas, refer to the RLST number range (see below).

A. Historical Studies in Religious Traditions: courses that explore the development of particular religious traditions, including their social practices, rituals, scriptures, and beliefs in historical context (RLST 11000 through 15000, 20000 through 22900).

B. Constructive Studies in Religion: courses that investigate constructive or normative questions about the nature and conduct of human life that are raised by religious traditions, including work in philosophy of religion, ethics, and theology (RLST 23000 through 25900).

C. Cultural Studies in Religion: courses that introduce issues in the social and cultural contingencies of religious thought and practice by emphasizing sociological, anthropological, and literary-critical perspectives on religion, and by raising comparative questions about differing religious and cultural traditions (RLST 26000 through 28900).

Senior Seminar and BA Paper

The two-quarter senior sequence (RLST 29800 BA Paper Seminar I and RLST 29900 BA Paper II) will assist students in the Research Track with the preparation of the required BA paper. During May of their third year, students will work with the preceptor to choose a faculty adviser and a topic for research, and to plan a course of study for the following year. These must be approved by the Director of Undergraduate Studies. Students will take part in the BA Paper Seminar convened by a preceptor during Autumn and Winter Quarters. This seminar will allow students to prepare their bibliographies, hone their writing, and present their research. Students will register for RLST 29800 BA Paper Seminar I in the Autumn Quarter and for RLST 29900 BA Paper II in the Winter Quarter. The BA paper will be due the second week of Spring Quarter. The length is typically between thirty and forty pages, with the upward limit being firm.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program. Approval from both departments is required. Students should consult with the departments by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both departments, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Grading

Religious Studies majors must receive quality grades in all courses in the major. With consent of instructor, nonmajors may take Religious Studies courses for P/F grading. Faculty will determine the criteria that constitute a Pass.

Honors

Honors are awarded by the Divinity School's Committee on Undergraduate Studies. Students who write senior papers deemed exceptional by their faculty advisers will be eligible for consideration for graduation with honors. Only students in the Research Track are eligible for honors. To be considered for honors, students in the Research Track must also have a 3.5 GPA or higher in the major and a 3.25 GPA or higher overall.

Summary of Requirements

Regular Track

One Introductory-level ('Gateway') course	100
At least two courses in three major areas (Historical, Constructive, Cultural Studies)	200
Third-year Theories/Methods seminar	100
Seven additional courses in Religious Studies	700
Total Units	1100

Research Track

One Introductory-level ('Gateway') course		100
At least two courses in three major areas (Historical, Constructive, Cultural Studies)		200
Third-year Theories/Methods seminar		100
Seven additional courses in Religious Studies		700
RLST 29800	BA Paper Seminar I	100
RLST 29900	BA Paper II	100
Total Units		1300

Minor Program in Religious Studies

The minor in Religious Studies requires a total of six courses. One introductory-level ('Gateway') course is required of all minors.

The remaining five courses should be chosen to reflect a broad understanding of the academic study of religion. Of these six, students must take at least one course in two of our three areas of study [Historical Studies (A), Constructive Studies (B), and Cultural Studies (C)]. Courses in the minor may not be double-counted with the student's major(s) or with other minors, and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The student must complete a substantial (at least 10–15 pages) paper or project. This work should engage critically with primary source materials and exemplify methodological sophistication in the study of religion, and should earn a grade no lower than B-. It is expected that this paper will normally be written as part of the student's course work for the minor. The Director of Undergraduate Studies will approve the paper for fulfillment of this requirement.

Students who elect the minor program in Religious Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Consent to Complete a Minor Program forms are available from the student's College adviser or online (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf).

Sample Program

The following group of courses would satisfy a minor in Religious Studies:

RLST 10100	Introduction to Religious Studies	100
RLST 11004	Introduction to the Hebrew Bible	100
RLST 21801	Religion and Society in the Middle Ages	100
RLST 23900	Buddhist Thought in India and Tibet	100
RLST 22505	Histories of Japanese Religion	100

RLST 26800	The Mahabharata in English Translation	100
Total Units		600

Religious Studies Courses

RLST 10100. Introduction to Religious Studies. 100 Units.

What are we talking about when we talk about religion? There are a multitude of answers to that question, and this course provides students with an entry way into a longstanding conversation-involving insiders, outsiders, and those in between-around the meanings of a word that indexes ideas of god and the gods, of origins and ends, and of the proper places of humans (and everything else, including animals) above, in, and below the globe. Talk about religion today is, in fact, cheap: this course will aim to promote a grammatical currency (morphology, vocabulary, syntax) to enhance the value of such talk.

Instructor(s): Ryan Coyne Terms Offered: Winter

Note(s): This course counts as a Gateway course for RLST majors/minors.

RLST 10101. Religion, Reason, and Critique. 100 Units.

This course is part of a two-quarter sequence in Religious Studies (along with 'Religion, Reason, and the State') exploring the work of key theorists and thinkers on the role of religion in the formation of modernity. Central questions in this course include: how do religious belief and practice influence and inform modern accounts of reason? What is critique, and how does religion emerge in modernity as the object of critique par excellence?

Instructor(s): Ryan Coyne Terms Offered: Autumn

Prerequisite(s): No prerequisites.

Note(s): This course counts as a Gateway course for RLST majors/minors. Students may enroll in either one of the courses in this sequence independently of the other course.

RLST 10102. Religion, Reason, and the State. 100 Units.

The second quarter of this sequence explores the work of key theorists on the role of religion in modern society, politics, and the state. Central questions include: How has state power transformed religious institutions, knowledge, and practice? How can we account for the persistence of religious commitments in the face of secularization? What role has religion played in revolutionary movements and in resistance against state power?

Instructor(s): Alireza Doostdar Terms Offered: Winter

Prerequisite(s): No prerequisites.

Note(s): This is the second of a two-quarter sequence. Students may enroll in either one of the courses in this sequence independently of the other course. This course counts as a Gateway course for RLST majors/minors.

RLST 11004. Introduction to the Hebrew Bible. 100 Units.

The course will survey the contents of the Hebrew Bible, and introduce critical questions regarding its figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East.

Instructor(s): Simeon Chavel Terms Offered: Autumn

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): NEHC 30504, NEHC 20504, HIJD 31004, BIBL 31000, JWSC 20120

RLST 12000. Introduction to the New Testament: Texts and Contexts. 100 Units.

An immersion in the texts of the New Testament with the following goals: 1. through careful reading to come to know well some representative pieces of this literature; 2. to gain useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these texts and the events they relate; 3. to learn the major literary genres represented in the canon ('gospels,' 'acts,' 'letters,' and 'apocalypses') and strategies for reading them; 4. to comprehend the various theological visions and cultural worldviews to which these texts give expression; 5. to situate oneself and one's prevailing questions about this material in the history of research, and to reflect on the goals and methods of interpretation; 6. to raise questions for further study.

Instructor(s): Margaret Mitchell Terms Offered: Winter

Prerequisite(s): Interest in this literature, and willingness to enter into conversation with like-minded and non-like-minded others on the texts and the issues involved in their interpretation.

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): FNDL 28202, BIBL 32500, MDVL 12500

RLST 13500. History of Christian Thought V: Modern Religious Thought. 100 Units.

This course will consider key figures in 'modern' religious thought, including Kant, Hegel, Schleiermacher, Feuerbach, Kierkegaard, Troeltsch, and Barth, paying particular attention to two issues: the possibility of freedom in the face of law-like necessities, and the possibility of thinking for oneself.

Instructor(s): Kevin Hector Terms Offered: Autumn

Equivalent Course(s): THEO 30700, HCHR 30900

RLST 15100. Introductory Qur'anic Arabic I. 100 Units.

This course is the first in a 3-quarter sequence 'Introduction to Qur'anic Arabic' (IQA), which aims to provide students with foundational philological and reading skills by covering the essentials of Qur'anic/Classical Arabic grammar. The 3 quarters of IQA are sequential, and students are strongly encouraged to join in the first quarter. Exceptions can be made on a case by case basis.

Instructor(s): TBD Terms Offered: Autumn

Prerequisite(s): Graduate and undergraduate students from any department are welcome to register. The absolute minimum prerequisite for IQA I is knowledge of the Arabic script. Training equivalent to at least a quarter of Modern Standard Arabic (MSA) is highly desirable. The IQA sequence is also open to students who may have had more exposure to Arabic (modern or classical) but wish to acquire a solid foundation in Arabic grammar, and/or students who feel they are not yet ready for third-year Arabic courses.

Equivalent Course(s): NELC 30100, ISLM 30100

RLST 15200. Introductory Qur'anic Arabic II. 100 Units.

This course is the second in a 3-quarter sequence 'Introduction to Qur'anic Arabic' (IQA), which aims to provide students with foundational philological and reading skills by covering the essentials of Qur'anic/Classical Arabic grammar. This course also features readings of select passages from the Qur'an, #ad#th and Tafs#r. The 3 quarters of IQA are sequential, and students are strongly encouraged to join in the first quarter. Exceptions can be made on a case by case basis.

Instructor(s): TBD Terms Offered: Winter

Prerequisite(s): Successful completion of Introductory Qur'anic Arabic I.

Equivalent Course(s): NELC 30200, ISLM 30200

RLST 15300. Introductory Qur'anic Arabic III. 100 Units.

This course is the third in a 3-quarter sequence 'Introduction to Qur'anic Arabic' (IQA), which aims to provide students with foundational philological and reading skills by covering the essentials of Qur'anic/Classical Arabic grammar. This course also features readings of select passages from the Qur'an, #ad#th and Tafs#r. The 3 quarters of IQA are sequential, and students are strongly encouraged to join in the first quarter. Exceptions can be made on a case by case basis.

Instructor(s): TBD Terms Offered: Spring

Prerequisite(s): Graduate and undergraduate students from any department are welcome to register. The minimum prerequisite for IQA III is the successful completion of IQA II or equivalent training. The IQA sequence is also open to students who may have had more exposure to Arabic (modern or classical) but wish to acquire a solid foundation in Arabic grammar, and/or students who feel they are not yet ready for third-year Arabic courses.

Equivalent Course(s): NEHC 30300, ISLM 30300

RLST 16101. Reading Hebrew for Research Purposes. 100 Units.

This course is designed for students who already have a basic knowledge of modern of Biblical Hebrew (at least one first year course). The main objective is to teach students a broad range of skills necessary to read scholarly articles and primary materials in students' fields of study, written in Modern Hebrew. Due to the fact that the background of each student is different as far as his or hers past experience with Hebrew, a grammar survey is going to be the first step. The goal of this course is for the students to achieve high comprehension level. (Please note: This course does not intend to teach official rules and forms of translation). By the end of the course, students should feel confident in their ability to read any given Hebrew text, fiction and non-fiction.

Instructor(s): Staff

Prerequisite(s): Students should have at least two years of Modern Hebrew and/or one year of Biblical Hebrew. Students should be able to read Hebrew texts without vowels as well as cursive Hebrew.

Equivalent Course(s): HEBR 20201

RLST 16102. Reading Hebrew for Research Purposes. 100 Units.

The main objective is to teach students a broad range of skills necessary to read scholarly articles and primary materials in students' fields of study, written in Modern Hebrew. Due to the fact that the background of each student is different as far as his or hers past experience with Hebrew, a grammar survey is going to be the first step. The goal of this course is for the students to achieve high comprehension level. (Please note: This course does not intend to teach official rules and forms of translation). By the end of the course, students should feel confident in their ability to read any given Hebrew text, fiction and non-fiction.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Students should have at least two years of Modern Hebrew and/or one year of Biblical Hebrew. Students should be able to read Hebrew texts without vowels as well as cursive Hebrew.

Equivalent Course(s): HEBR 20202

RLST 16500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.

After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles within their works. Students will broaden their understanding of the development of Christian thought as they gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature. Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study expected.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn

Equivalent Course(s): NEHC 36500, GNSE 26505, BIBL 36500, HCHR 36500, GNSE 36505, NEHC 26500

RLST 20201. Islamicate Civilization I: 600-950. 100 Units.

This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): MDVL 20201, HIST 15611, NEHC 30201, ISLM 30201, HIST 35621, NEHC 20201

RLST 20202. Islamicate Civilization II: 950-1750. 100 Units.

This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi'i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the 'gunpowder empires' of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.

Instructor(s): Franklin Lewis Terms Offered: Winter

Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): HIST 15612, ISLM 30202, MDVL 20202, NEHC 30202, HIST 35622, NEHC 20202

RLST 20203. Islamicate Civilization III: 1750-Present. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the 'modern' Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): ISLM 30203, HIST 35623, HIST 15613, NEHC 30203, NEHC 20203

RLST 20235. The Hebrew Bible and the Shoah. 100 Units.

This course explores the use of biblical literature in Holocaust and post-Holocaust works. The first part focuses on the work of religious thinkers from across the religious spectrum, from the Warsaw ghetto sermons of the orthodox rabbi Kalonymos Shapira to the unique interpretation of the 'suffering servant' by Reform rabbi Ignaz Maybaum. We will see that the question of God's whereabouts during the massacre produced an explosion of biblically-inspired theologies, stemming from Buber, Heschel, and Berkovits' different conceptions of a 'divine eclipse' (hester panim) to Melissa Raphael's audacious affirmation of the presence of the female divine face in Auschwitz. The traditional approach to the Hebrew Bible itself was radically questioned: Fackenheim argued that biblical exegesis had to be thoroughly revised, and André Neher sketched a hermeneutics of biblical silence. In the second part of the course we turn to the influence the Hebrew Bible had on the works of literarily oriented writers and how they reflected on the Shoah. In genres as distinct as poetry and testimony, in authors as different as Chava Rosenfarb and Primo Levi, one sees biblical characters, stories, motifs, and literary forms given unprecedented ambivalence and poignancy. This is true whether the biblical reference is deployed in ironic denunciations of the divine (Shayevitch, Modolowski), in appeals to a newfound hope (Wiesel, Agnon), or in psalmodic hymns to the senselessness of it all (Sachs, Celan).

Instructor(s): Aslan Mizrahi Cohen Terms Offered: Winter

Equivalent Course(s): JWSC 20235

RLST 20401-20402-20403. Islamic Thought and Literature I-II-III.

This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

RLST 20401. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, MDVL 20601, NEHC 20601, HIST 25610

RLST 20402. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamic traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political

and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the 'gunpowder empires' (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 25615, NEHC 20602, SOSC 22100, MDVL 20602

RLST 20403. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals' engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, NEHC 20603, SOSC 22200

RLST 20440. Pure Land Buddhism. 100 Units.

This course will explore the motif of the 'Pure Land' in Mahayana Buddhism, and its attendant applications to Buddhist practice, faith, devotional, and doctrine. We will examine the textual sources on the bodhisattva vows and specific entailments of various pure lands in Indic Mahayana scripture, and then the development of Pure Land thought and practice in China and Japan, including its expression in Tiantai and Jodo Shinshu traditions.

Instructor(s): Brook Ziporyn Terms Offered: Autumn

Equivalent Course(s): HREL 40440, DVPR 40440

RLST 21004. The Bible and 21st Century American Politics. 100 Units.

Since the founding of the United States (and even before), the bible has served an unparalleled role as a source of wisdom and authority for American politicians and jurists at all levels of government. In this course, we will examine ways in which contemporary politicians have appealed to the literature of the Hebrew Bible and New Testaments in support of a variety of arguments concerning how the United States should operate. Beginning with a short introduction to the role of the bible as a foundational and authoritative document in America, we will spend subsequent weeks focusing on particular topics relevant to American politics (the environment, immigration, race, abortion, the Second Amendment) and the biblical materials that are frequently mustered in arguments over these issues. We will endeavor to make sense of the relevant passages in their original historical and cultural contexts as well as their use in contemporary political discourses.

Instructor(s): Marshall Cunningham Terms Offered: Autumn

RLST 21010. God and the Good. 100 Units.

Do we need God to know right from wrong? Or should morality shape and limit (or forbid) religious belief? Should we worry more about uncertainty and ignorance or overconfidence and fanaticism? This course focuses on the religious quest for certainty about how we should live. We will explore a variety of perspectives on the possibilities and problems involved in efforts to connect belief in God to moral knowledge and behavior. Readings include the Hebrew and Christian Bibles, the Quran, Plato, Kant, Kierkegaard, and Feuerbach, as well as more recent voices like Martin Luther King and contemporary critics of religion.

Instructor(s): David Barr Terms Offered: Winter

Prerequisite(s): Completion of the HUMA requirement

Equivalent Course(s): JWSC 26010

RLST 21020. Is Humanity Doomed? 100 Units.

This class explores the possibilities and perils of continued human existence on Earth. Taking climate change as a launching point, the class investigates the features of collective human life that make its prolonged existence a perennial challenge. The texts include those on challenges unique to the environment, like Stephen Gardiner's *A Perfect Moral Storm* and Jared Diamond's *Collapse*, as well as philosophical and religious theories of progress and their skeptics, centering class discussions on sources of hope and reasons for doubt about the human future. A central question of the course is whether climate change is unique or whether there are characteristics of human beings and human society (freedom, sin, tragedy) that make threats like it inevitable.

Instructor(s): David Barr Terms Offered: Spring

Equivalent Course(s): ENST 21020

RLST 21107. Readings in Maimonides' Guide of the Perplexed. 100 Units.

A careful study of select passages in Maimonides' *Guide of the Perplexed*, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.

Instructor(s): James Robinson Terms Offered: Autumn

Equivalent Course(s): NEHC 40470, FNDL 24106, ISLM 45400, HREL 45401, RLVC 45400, JWSC 21107, MDVL 25400, HIJD 45400

RLST 21275. Theologies from Africa, Asia, and Latin America. 100 Units.

What are the life factors and specific contexts that amazingly gave rise to religious thinking in the 1960s Third World theologies? And what are the relations among gender, culture, politics, and economics in these global theologies? This class compares and contrasts various systems and methods in contemporary theologies, male and female, in Africa, Asia, and

Latin America. As we engage these systems of thought, we want to examine the logic of their theologies and the sources used to construct knowledge -- particularly the relation between the materiality of context and the imagination of theology.
 Instructor(s): Dwight Hopkins Terms Offered: Winter
 Equivalent Course(s): LACS 21275, CRES 21275

RLST 21330. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair—a central theme in the writings of many women and men, secular and religious—and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between of feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

Instructor(s): M. Vanderpoel Terms Offered: Autumn
 Equivalent Course(s): HIST 22121, MDVL 21330, GNSE 21330

RLST 21406. Contemporary Religious Ethics I. 100 Units.

This is the first quarter of a three-quarter sequence surveying the rise and development of contemporary religious ethics. We will examine pioneering work that established a new style of scholarship and ethical argumentation during the 'quiet revolution' when the study of religion gained an institutional footing in many North American colleges and universities in the 1950s and 60s. This quarter's readings developed in the wake of that revolution and address moral controversies that arose within the cultural and intellectual ferment of the 1970s and 80s. The course is reading intensive, and it will focus on attempts to craft a method for doing religious ethics in the 1970s that aimed to situate the study of ethics within the academic study of religion and the humanities more generally. These efforts were soon challenged by theories about the importance of history, interpretation, and power in the humanities and social sciences in the 1980s. Hence the title of this cycle: Method and History (1970-1990). Readings include works by Gene Outka, Sumner Twiss and David Little, John P. Reeder, Jr., Alasdair MacIntyre, Charles Taylor, Michel Foucault, Michael Walzer, and Stephen Toulmin and Albert Jonsen. The course aims to introduce students to styles, genres, and patterns of moral reasoning and to innovative work in religious ethics as a foundation for future scholarship in the field.

Instructor(s): Richard Miller Terms Offered: Autumn
 Note(s): Enrollment in other courses in this sequence is not required to enroll in this course.
 Equivalent Course(s): RETH 30802

RLST 21407. Contemporary Religious Ethics II: Identity and Difference. 100 Units.

This is the second of my three-quarter sequence of courses examining the rise and development of contemporary religious ethics. It will continue examining pioneering work that established a new style of scholarship and ethical argumentation during the 'quiet revolution' when the study of religion gained an institutional footing in North American colleges and universities. Readings will examine theories of subject formation; cultural norms and human agency; relationships between human and non-human animals; religion and global conflict; race, gender, and politics; and challenges and opportunities that encountering the Other poses for ethical responsibility and coexistence in political life. Hence the title of this cycle: Identity and Difference (1990-2010). Authors include William F. May, William LaFleur, Cornel West, Charles Taylor, Judith Butler, Avishai Margalit, Lisa Sideris, Saba Mahmood, Aaron Stalnaker, John Kelsay, and Jeffrey Stout. Over the arc of the quarter we will examine how normative inquiry moves across overlapping domains of religion, culture, politics, and science. This course will be followed by Contemporary Religious Ethics III: Peril and Responsibility (2010-2020), next year.

Instructor(s): Richard Miller Terms Offered: Winter
 Note(s): Enrollment in other courses in this sequence is not required to enroll in this course. Doctoral students in the RETH area are encouraged to enroll in both quarters.
 Equivalent Course(s): RETH 30803

RLST 22010-22011-22012. Jewish Civilization I-II-III.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the medieval period; the Winter course will begin with the early modern period and continue to the present. The Spring course will vary as to special topic; for the Spring course to count towards the general education requirement in civilization studies, the student must also take the Autumn and Winter courses. Note: Jewish Studies revised its civilization studies courses in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018 under the previous course options, may complete it with those courses that remain available, or (with prior approval from the JWSC director of undergraduate studies) they may combine them with the new course options, provided that they fulfill the requirement to take one JWSC course in the ancient or medieval period and one in the modern period. Only students who have taken JWSC courses prior to academic year 2018–19 are eligible to complete the program under the prior system.

RLST 22010. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students

will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): James Robinson Other TBA Terms Offered: Autumn

Equivalent Course(s): NEHC 22010, MDVL 12000, JWSC 12000

RLST 22011. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): S. Hammerschlag J. Kirzane Terms Offered: Winter

Equivalent Course(s): NEHC 22011, JWSC 12001

RLST 22012. Jewish Civilization III - Language, Creation, and Translation in Jewish Thought and Literature. 100 Units.

Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Spring course in 2021 will start with two stories from Genesis-the creation story and the story of the Tower of Babel in chapter 11-and consider the intertwined dynamics of language, creation, and translation in Jewish thought and literature. In addition to commentaries on both of these key texts, we will read philosophical and literary texts that illuminate the workings of language as a creative force and the dynamics of multilingualism and translation in the creation of Jewish culture. Through this lens, we will consider topics such as gender and sexuality, Jewish national identity, Zionism, the revival of the Hebrew language, Jewish responses to the Holocaust, and contemporary American Jewish culture.

Instructor(s): Na'ama Rokem Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies credit, must also take Jewish Civilization I and II. The course may also be taken as an independent elective.

Equivalent Course(s): CMLT 12003, NEHC 12003, JWSC 12003

RLST 22132. Science/Fiction/Theory. 100 Units.

Science fiction has enjoyed an extraordinary and still growing resurgence in popularity over the last two decades - through literature, film, video games, and even universities, where it is the subject of ever more courses being taught. Why has science fiction become so popular? Does it express the anxieties of a way of life that can't be sustained, is in decline, and might soon end, in the face of intractable war, lurching financial crises, recurrent pandemics and unchecked climate change? Does it speak to the senses of radical hope and irreparable despair about the future that seem to characterize our time? If so, then science fiction today is grappling with traditionally theological themes: fate and finitude, immortality and the nature of divinity, the place of the human within a cosmic scale, and the possibilities for redemption and messianic rupture. This course will explore these themes by pairing sci-fi literature and film with readings in philosophy and social theory. Throughout, we will ask how science fiction's propensity toward the theological allows it to grapple with the unique forms of hope and despair in our time, and in times past.

Instructor(s): Alireza Doostdar and Hussein Ali Agrama Terms Offered: Spring

Equivalent Course(s): ANTH 22132

RLST 22313. The Lord's Business: Evangelical Christianity and Corporate Capitalism in Modern America. 100 Units.

Throughout United States history, Christianity and capitalism have been inseparable forces for the social and cultural development of the American nation, for better or worse. That is not to say, however, that the relationship between 'faith' and 'finance' has been stable over time. As economic and religious practices met in fluid social worlds, Christians often debated the boundaries of moral behavior under disparate capitalist regimes. At the end of the nineteenth century, mainline Protestants struggled to reconcile the patronage of industrialist benefactors with the social ravages of industrial capitalism. As some Protestants moved towards a critique of capitalism under the 'Social Gospel,' others came to embrace new forms of capital and their assumed spiritual effects. This course will investigate the resulting history of fundamentalist and evangelical Protestant support for and appropriation of 'corporate capitalism' across the twentieth century. We will engage a series of

historical inquiries: On what grounds did certain early-century Protestants defend capitalist society? How did these groups engage capitalism, its ideals and its markets? Moreover, how did capitalism and capitalists, religious or otherwise, respond to this support? What influences, if any, has conservative Protestantism had on economic practice itself? Finally, how can the legacy of corporate, evangelical capitalism shape understandings of recent religious, economic and political issues?

Instructor(s): Greg Chatterley Terms Offered: Winter

RLST 22406. A Medieval Menagerie: Animal Spirituality in the Middle Ages. 100 Units.

In contemporary philosophy, ethics, and literature, a subject attracting more and more attention is animals - human animals, non-human animals, and the complex relation between these paradigmatic others. The aim of this course is to consider many of the same problems and questions raised in modern discourse from the perspective of ancient and medieval sources. Drawing from a diverse corpus of texts - Aristotelian, Neoplatonic, Hindu, Jewish, Christian, Muslim - the course will explore the richness of the medieval traditions of animal symbolism, and the complexity of medieval human beings' understanding of themselves in relationship to their familiar and immanently present confreres in the world of nature.

Instructor(s): James Robinson Terms Offered: Winter

Equivalent Course(s): ISLM 41100, HREL 41101, JWSC 26252, RLVC 41100, HIJD 31100, MDVL 21100

RLST 22555. Narration and Law: Levinas's Talmudic Readings and the Imperative of Ethics. 100 Units.

This is a seminar that will closely read the Jewish writings of Emmanuel Levinas, in particular, the talmudic exegesis that he undertook for the French Jewish Community in the 1990s. Levinas explicates his ethical theories via the recovery of a series of texts from the Babylonian Talmud, the classic text of Jewish law, literature, and theo-philosophic interpretation.

Instructor(s): Laurie Zoloth Terms Offered: Winter

Note(s): Course is in English translation

Equivalent Course(s): RETH 52555

RLST 22605. Europe's Intellectual Transformations, Renaissance through Enlightenment. 100 Units.

This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interlinked intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the 'new philosophy' of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade.

Instructor(s): A. Palmer Terms Offered: Autumn

Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.

Note(s): First-year students and non-History majors welcome.

Equivalent Course(s): SIGN 26036, HIST 29522, FREN 29322, HCHR 39522, HIST 39522, KNOW 29522, FREN 39322, KNOW 39522

RLST 22700. Law in Biblical Literature. 100 Units.

The course will survey topics of biblical law, recover biblical legal reasoning, compare biblical law with comparable ancient Near Eastern records and literature, reconsider the nature of biblical legal composition, interpret biblical legal passages within their larger compositions as pieces of literature, analyze several non-legal biblical texts for the legal interpretation embedded in them, and engage modern scholarship on all these aspects. In addition to preparing to discuss assigned biblical texts, students will also work towards composing an original piece of sustained analysis submitted at quarter's end.

Instructor(s): Simeon Chavel Terms Offered: Winter

Prerequisite(s): 1 year biblical Hebrew + 1 course in Hebrew Bible

Equivalent Course(s): BIBL 32700, JWSC 22702, HIJD 32700, NEHC 32700

RLST 23112. Deconstruction and Religion. 100 Units.

A careful study of the development of deconstruction and the role that religion and religious text play in it. We will pay particular attention to Derrida's writings and lecture courses during the 1970s, from *Margins of Philosophy* and *Glas* to *The Post Card*. We will then use this material to reexamine his later writings on religion.

Instructor(s): Ryan Coyne Terms Offered: Winter

Equivalent Course(s): DVPR 50112, THEO 50112

RLST 23310. Feminism and Islamic Studies. 100 Units.

The goals of this course are three-fold: 1- To examine the (geo)politics of feminism as a Euro-American emancipatory project as it pertains to Muslim-majority societies; 2- to probe the conceptual work made possible by the categories of 'woman' and 'gender' as pioneered by feminist scholars specifically in relation to the history and anthropology of Islam; and 3- to study and evaluate self-consciously reformist projects engaging with the Islamic tradition in the modern period and the complexities of their relationship with Euro-American feminism. Rather than treating these goals in a strictly chronological manner, we will keep them in tension throughout the course.

Instructor(s): Alireza Doostdar Terms Offered: Winter

Prerequisite(s): By permission only. Students should write a one-paragraph statement about why they would like to take this course and what kind of prior preparation they have.

Equivalent Course(s): GNSE 23010, GNSE 43310, AASR 43310, ISLM 43310, ANTH 42450

RLST 23599. Christian and Anti-Christian: Kierkegaard and Nietzsche on Religion and Morality. 100 Units.

This course explores two radically different assessments of religion and morality, one by the Protestant thinker Søren Kierkegaard, and the other by an arch-critic of religion and morality, Friedrich Nietzsche. The course will focus on their assessments of Christian faith and its relation to morality and the human good. Both thinkers wrote in complex and confusing styles: Kierkegaard used pseudonyms; Nietzsche wrote in aphorisms. In order to explore their styles of writing and their critiques of religion and morality we will read Kierkegaard's *Fear and Trembling* as well as Nietzsche's *On the*

Genealogy of Morals. The general aim of the course, then, is to explore two seminal minds in the development of Western thought with the question in mind of their possible contribution to current theological and ethical thinking.

Instructor(s): William Schweiker Terms Offered: Spring

Equivalent Course(s): FNDL 23599, THEO 33599, RETH 33599

RLST 23706. Calvin: Piety, Politics, and the Theater of God's Glory. 100 Units.

This seminar will engage a close reading of John Calvin's *Institutes of the Christian Religion* (1559) in English translation, examining how the masterwork moves and instructs its readers toward correlative knowledge of God and of self. We will attend to Calvin's elaboration of true religion or 'piety'-especially to his picture of the repair and reorientation of the sensing, feeling, willing, and knowing self before God-and to his depiction of rightly ordered individual, corporate, and civic life over against the bondage of the will and tyrannous powers. The course will further a reading of the work as a rhetorical and pedagogical whole.

Instructor(s): Kristine Culp Terms Offered: Spring

Note(s): Open to graduate students by permission of instructor.

Equivalent Course(s): FNDL 23706, THEO 33706

RLST 23750. New Cartesian Questions. 100 Units.

The course shall be divided, in each class, in two moments. First moment: a close reading of Descartes' *Meditations* on first Philosophy to allow students to reach a direct knowledge of cartesian thought, by presenting text explanations. Second, in each class will be addressed one of the most debated issues in the past or today among the allegedly well-known cartesian doctrines. For instance: Was Descartes more a skeptic than a dogmatic philosopher? (b) How far Descartes has followed Montaigne more than he opposed him? (c) Is the ego in the cogito argument really a 'subject' or a 'substance'? (c) Why a finite mind can enjoy an infinite will, and why the successors (even the self-proclaimed followers) of Descartes have given up this claim? (d) Is phenomenology (from Husserl to Levinas) qualified to understand itself as 'cartesian'? (e) Is there or not a cartesian metaphysics, and why the answer remains difficult today? (f) Which role, if any, play sensation and non-conceptual knowledge in Descartes doctrine of morals.

Instructor(s): Jean-Luc Marion Terms Offered: Spring

Equivalent Course(s): DVPR 33750

RLST 23820. Shame. 100 Units.

This course will consider the nature of shame, its potential harms and benefits, and possible of redeeming/being redeemed from it.

Instructor(s): Kevin Hector Terms Offered: Spring

RLST 23906. Ethics, Nature, Dao. 100 Units.

Some worldviews assert that human beings exist somehow apart from the natural world. Humans are to have dominion over it, for example, or to transcend it entirely. In many works of traditional Chinese religion, philosophy, and art, however, we find something quite different, a picture in which the human being is seamlessly of the world. The cosmos is at play within her, Daoist traditions teach; Chinese landscape paintings were at times understood to depict a world in which rivers, trees, and humans alike follow cosmic patterns; the great Song Dynasty poet Su Shi, in a line beloved of later Chan and Zen Buddhist writers, wrote that 'the sounds of valleys are [the Buddha's] long broad tongue.' These worldviews are not ecological, precisely-ecology is a modern science, not a traditional ethos-but works of Chinese philosophy and art that evince them offer profound resources for thinking in the mode known now as the environmental humanities. We will explore our works as resources for thinking in our age of climate crisis-at least in part. We will also read them, and stay true to them, as works of traditional Chinese art and thought.

Instructor(s): P. Copp Terms Offered: Autumn

Equivalent Course(s): EALC 23903

RLST 24103. Bioethics. 100 Units.

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

Instructor(s): Laurie Zoloth Terms Offered: Spring

Equivalent Course(s): SIGN 26069, HLTH 24103, RETH 30600, BIOS 29216

RLST 24106. Introduction to Environmental Ethics. 100 Units.

This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism, biocentrism, theocentrism) should ground an

environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Equivalent Course(s): KNOW 20702, LLSO 24106, PBPL 20702, RETH 30702, ENST 24106, KNOW 30702

RLST 24110. The Ethics of War: Reading Michael Walzer's Just and Unjust Wars. 100 Units.

Questions about war, the taking of human life, the obligations of citizenship, the role of state power, and international justice are among the most pressing topics in ethics and political life. This class will examine these matters through a close reading of Michael Walzer's *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, first published in 1977 and now in its 5th edition. Widely considered a classic in the ethics of war, JUW develops a theory for evaluating whether to enter war as well as decisions within war—what are known as the *jus ad bellum* and the *jus in bello*. Walzer applies his theory to a number of actual cases, ranging from military interventions to reprisals to terrorism to insurgencies to nuclear policy, all informed by the history of warfare and arguments in the history of Western thought. We will critically examine Walzer's theory, his use of cases, and the conclusions to which his arguments lead. Along the way, we'll examine core ideas in political morality, e.g., human rights; state sovereignty; morality, necessity, and extremity; liability and punishment, nonviolence, and killing and murder.

Instructor(s): Richard B. Miller Terms Offered: Autumn

Equivalent Course(s): FNDL 24500

RLST 24160. Whom am I to Judge? Relativism and Religious Difference. 100 Units.

How do we evaluate people who are different from us? What grounds our evaluation of human behaviors or beliefs? At the end of the 20th century, comparative analyses of religious beliefs and ethics were heavily criticized for their ethnocentric tendencies; researchers were blamed for importing their own values on the 'other'. More recently, however, the pendulum seems to have swung in the other direction. Comparative religious ethicists often adopt a brand of liberal moral relativism. 'To each their own' is their preferred mantra. This dramatic swing within the field of comparative religious ethics opens up questions for future study: Under what conditions can we praise or blame those who are different than us? What virtues of scholarship are necessary for quality comparative work? In this course we will learn about the field of comparative religious ethics and the perils and possibilities that accompany its intellectual projects. In addition to several theoretical texts, we will read two ethnographies (Fernando 2014 and Pandian 2009) that weave in and out of comparative religious ethics. These texts focus on themes of nationalism, post-colonialism, immigration, the production and regulation of religious subjects, and the limits of our judgments on the other.

Instructor(s): Caroline Anglim Terms Offered: Winter

Equivalent Course(s): ANTH 23914

RLST 24200. Philosophy and Literature in India. 100 Units.

Is philosophy literature? Is literature philosophy? What constitutes either of these seemingly disparate enterprises, formally and thematically, and what kinds of conjunctions can we imagine between them (philosophy in/of/as literature)? Can one translate these terms across cultures? Are they the sole prerogative of leisured elites, or can they harbor and cultivate voices of dissent? Above all, what does it mean to reflect on these categories outside the parochial context of the Western world? This course explores these questions by introducing some of the literary cultures, philosophical traditions, religious poetry, and aesthetic theories of the South Asian subcontinent. Students will encounter a variety of genres including scriptural commentary, drama and courtly poetry, and the autobiography. Readings, all in translation, will range from Sanskrit literature to Sufi romances and more.

Instructor(s): Anand Venkatkrishnan Terms Offered: Winter

Equivalent Course(s): CMLT 24202, SALC 20903, SIGN 26073

RLST 24201. Indian Philosophy I: Origins and Orientations. 100 Units.

This course introduces some of the early themes and textual traditions that set much of the agenda for the later development of Indian philosophy. Particular attention will be paid to the rivalry that was perhaps most generative throughout the history of Indian philosophy: that between the Hindu schools of thought rooted in the Vedas, and the Buddhists who so powerfully challenged them.

Instructor(s): Dan Arnold Terms Offered: Winter

Equivalent Course(s): SALC 30901, SALC 20901, DVPR 30201, HREL 30200

RLST 24202. Indian Philosophy II: The Classical Traditions. 100 Units.

This course follows the first module on Indian philosophy by exploring the debates between several classical 'schools' or 'viewpoints' (*darśanas*) of Indian philosophy. In addition to expanding upon the methods of systematized reasoning inaugurated by the Nyāya and Buddhist epistemological traditions, particular attention will be given to systems of scriptural hermeneutics -- *Mīmāṃsā* and *Vedānta* -- and their consequences for the philosophy of language, theories of cognitive error, and even poetics.

Instructor(s): Anand Venkatkrishnan, Andrew Ollett Terms Offered: Spring

Equivalent Course(s): SALC 20902, HREL 30300, MDVL 24202, SALC 30902, DVPR 30302

GLST 24214. Cities in Modern China: History and Historiography. 100 Units.

China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities 'modern,' but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of 'China-centered' scholarship in the 1970s to the 'global turn' of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

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

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): ARCH 24214, HIST 24214, ENST 24214, EALC 24214

RLST 24321. Contagion: Plague, Power, and Epidemics. 100 Units.

Plagues always take place within social orders, and human communities, causing havoc and chaos and reordering ideas about power and fate, befallenness, and desert. Plagues play a special role in Biblical traditions and text and in contemporary literature. This seminar will explore how epidemic illness is presented and managed within theological and philosophical literature.

Instructor(s): Laurie Zoloth Terms Offered: Autumn

Equivalent Course(s): RETH 54321, BIOS 29330

RLST 24602. Song of Songs. 100 Units.

In this text-course we will read the entire poetic composition, drawing on theory of literature in general and poetry in particular, tracing its unique forms of continuity, and analyzing its biblically distinctive forms of gender characterization.

Instructor(s): Simeon Chavel Terms Offered: Spring

Prerequisite(s): prerequisite: 1 year biblical Hebrew/ BIBL 33900 and BIBL 34000

Note(s): This is the Biblical Hebrew exegesis course.

Equivalent Course(s): NEHC 44602, GNSE 44603, BIBL 44602, GNSE 24603, HIJD 44602

RLST 24712. Society and the Supernatural in Late Imperial and Modern China. 100 Units.

Introductory studies of Chinese history and culture often ignore religion, treating Confucius's alleged agnosticism as representative of mainstream culture. But ideas about supernatural entities-souls separated from bodies, ancestral spirits, demons, immortals, the vital energies of mountains and rivers, and many more-and practices aimed at managing those spirits were important elements in pre-1949 life. Spirits testified in court cases, cured or caused illnesses, mediated disputes, changed the weather, and made the realm governable or ungovernable. After declining in the 1950s-1970s, various kinds of worship are immensely popular again today, though usually in altered forms. This course traces changes in the intersection of ideas about spirits and daily social practices from late imperial times forward, focusing on attempts to 'standardize the gods,' resistance to such efforts, and the consequences for cohesion, or lack of cohesion, across classes, territory, ethnicity, and other differences.

Equivalent Course(s): EALC 24713, HIST 34712, EALC 34713, HREL 34712, HIST 24712

RLST 24770. Moral Theory and Philosophical Ethics. 100 Units.

This is a lecture course in support of the Religious Ethics Area doctoral examinations. It covers major thinkers and moral theories in the history of Western moral philosophy.

Instructor(s): William Schweiker Terms Offered: Winter

Prerequisite(s): Undergraduates should contact professor about enrollment.

Equivalent Course(s): RETH 37000, THEO 37000

RLST 24788. Guilt, Atonement, and Forgiveness After WWII. 100 Units.

By what parameters should we assess guilt? What is required to atone for wrong done unto another? Under what circumstances should we forgive harm done to us? This course examines both foundational ethical models and arguments that emerged following the end of WWII concerning issues that arose in the war's wake. We begin the course by reading significant theological and philosophical accounts of ethics, including Genesis, Aristotle, Mill and Kant, and consider what constitutes 'guilt' in each. We then draw on these models as we examine significant questions of guilt and atonement that arose in the wake of the Second World War, and explore the particular concerns involved in wrestling with questions of national guilt, collaboration, and assignation of punishment post-war. We will conclude the course by reading arguments that wrestle with the ethics of forgiveness, exploring arguments by a range of theologians, philosophers and other thinkers both for and against forgiving those who have perpetrated harm.

Instructor(s): Bevin Blaber Terms Offered: Autumn

Equivalent Course(s): JWSC 24788

RLST 24800. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's 'The History of Sexuality', with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting

descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

Instructor(s): A. Davidson Terms Offered: Autumn

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): FNDL 22001, GNSE 23100, KNOW 27002, HIPS 24300, CMLT 25001, PHIL 24800

RLST 25110. Maimonides and Hume on Religion. 100 Units.

This course will study in alternation chapters from Maimonides' Guide of the Perplexed and David Hume's Dialogues concerning Natural Religion, two major philosophical works whose literary forms are at least as important as their contents. Topics will include human knowledge of the existence and nature of God, anthropomorphism and idolatry, religious language, and the problem of evil. Time permitting, we shall also read other short works by these two authors on related themes. (B) (III)

Instructor(s): J. Stern Terms Offered: Winter

Equivalent Course(s): PHIL 35110, MDVL 25110, PHIL 25110, HIJD 35200, FNDL 25110, JWSC 26100

RLST 25321. Time and its discontents: thinking and experiencing time in South Asia through the ages. 100 Units.

While we usually think of time and its relentless march as an immutable, universal and abstract category, this course will explore competing and contested notions of time and history and their periodization. This interdisciplinary seminar aims to introduce students to the sociocultural worlds of South Asia through the prism of Time. Instead of looking at the cultural, religious and scientific realms of ancient, medieval and colonial South Asia changing through time, we will explore the changes that time itself, as a concept but also as a lived reality has undergone throughout the convoluted history of South Asia. We will revisit key concepts and ideas pertaining to the cosmology of Ancient and Medieval South Asia, such as the eras of the world according to old scientific and religious treatises, and how these ideas shaped the understanding of the place of mankind in history and the world. We will also study the intellectual challenges that these notions of time posed to the first Europeans that encountered them, and how our modern notion of time and its periodization was forged in this encounter. Rather than thinking of Time and temporalities in South Asia as part of an outdated and disproved world-view, this course will strive to present South Asia and the non-European world not only as subjects to Western temporalities, but as important places where theoretical propositions were made about time-space and its divisions.

Instructor(s): E. Acosta Terms Offered: Autumn

Note(s): While the course relies heavily in South Asian world-views, a previous acquaintance with the histories and mythologies stemming from this part of the world is not necessary. This course will be of interest to students of different backgrounds. The approach is interdisciplinary, ranging from history, anthropology, religious studies, etc.

Equivalent Course(s): SALC 25321, HIST 26615

RLST 25323. Tolerance and Intolerance in South Asia. 100 Units.

Few places in the world are as embroiled in the problem of diversity as South Asia, where sectarian violence-fought mainly along religious lines, but also along caste, gender, and linguistic lines-is at the center of political maneuvering. South Asia offers important lessons in how people manage to live together despite histories of mutual strife and conflict about communities and castes. Focusing on the period of British colonial rule, this class explores different instances and ideologies of toleration and conflict. How were South Asian discourses of toleration by such leaders as Gandhi and Nehru different from their European counterparts (e.g., John Locke and John Rawls)? How did their ideologies differ from those articulated by their minority peers such as Ambedkar, Azad, and Madani? We will analyze constitutive precepts, namely secularism, syncretism, toleration. Our attention here will be on the universal connotations of these ideas and their South Asian expression. Fifth week onward, we will turn our attention to select thinkers: Gandhi, Ambedkar, Azad, Madani. Our focus here will be on the ways that each intellectual negotiated the thorny issues of toleration, difference, ethnicity, and belonging. All the thinkers covered in this class had an active presence in nationalist era politics. Finally, we will read historical accounts of some of the most frequent causes of intolerance, namely cow slaughter, music played before the mosque, and desecration of sacred objects.

Instructor(s): T. Reza Terms Offered: Spring

Note(s): All reading materials will be available in English. No prior knowledge of South Asian history or South Asian languages is required.

Equivalent Course(s): CRES 25323, KNOW 25323, SALC 25323, HIST 26812

RLST 25505. Heidegger: Religion, Politics, Writing. 100 Units.

Religion, Politics, Writing: three concepts that are relatively marginal in Martin Heidegger's philosophy, but which converge in strange and unexpected ways to play a central role during the most controversial period of his career, from the early 1930s until the late 1940s. In this course we will explore this convergence in key texts during this period, paying particular attention to the Black Notebooks. We will consider Heidegger's interpretations of figures such as Plato, Nietzsche, and Hölderlin. And while exploring crucial themes during this period - e.g. Being as Event, the critique of technology, the flight of the gods - we will also consider the effect that various writing practices (e.g. notebook entries, esoteric treatises, seminar and lecture protocols, dialogues, published essays, poetry) have on their meaning.

Instructor(s): Ryan Coyne Terms Offered: Autumn

Equivalent Course(s): DVPR 45505, THEO 45505

RLST 25590. Memory, Identity, and Religion. 100 Units.

This course will consider recent scientific and philosophical work on memory and its relation to personal identity, and then use this work to think about religious approaches to memory and identity-construction (and vice-versa).

Instructor(s): Kevin Hector Terms Offered: Autumn

Equivalent Course(s): DVPR 45590, THEO 45590

RLST 25704. Environmental Justice in Chicago. 100 Units.

This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject. We will focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the often understudied role of religion in environmental justice theory and practice.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Equivalent Course(s): RETH 35704, ENST 25704, PBPL 25704, KNOW 25704

RLST 25806. The Political Theologies of Zionism. 100 Units.

The relationship between nationalism and religion has throughout history been a stormy one, often characterized by antagonisms and antipathy. In this course we will examine from various aspects the complex nexus of these two sources of repeated ideological and political dispute within Judaism, and more specifically within Zionism as its political manifestation. Zionism has mostly been considered a secular project, yet recently, Zionist theory is scrutinized to identify and unearth its supposedly hidden theological origins. In nowadays Israel, a rise in religious identification alongside an increasing religionization of the political discourse calls for the consideration of new theopolitical models of Zionism applicable in a post-secular environment. The aim of this course is to explore this intertwining of politics and religion in Israel from both historical and contemporary perspectives. The first part of the course will outline the theoretical foundation of post-secular and political-theological discourses. The second part will address the explicit and implicit political theologies of Zionism. The third part will outline contemporary aspects of political-theological thought in Israel, and their actual appearance in the political sphere.

Instructor(s): David Barak-Gorodetsky Terms Offered: Winter

Equivalent Course(s): JWSC 27940

RLST 26012. Introduction to Islam. 100 Units.

This course will introduce students to major themes and topics in Islam through encounters with textual, media, film, and digital sources from across the Islamic world. We will critically engage with the diverse ways in which Muslims have lived and defined themselves and the tradition from 7th-century Arabia to South Asia to Harlem. We will explore Islamic belief and practice as a lived tradition, one that is constantly interpreted and contested in modes of expression ranging from scripture, song, and scholarship to poetry and politics to tweets and talismans. In so doing, we will examine the processes by which Islamic traditions have transformed in response to historical factors, influences, and cultural exchange, and how these traditions continue to adapt in dialogue with contemporary contexts.

Instructor(s): Francesca Chubb-Confer Terms Offered: Spring

RLST 26013. Drinking with God: An Introduction to Sufism. 100 Units.

Who is the 13th-century Muslim mystic Jalaluddin Rumi - and why is he so popular on Instagram? Can inebriation lead to divine revelation? Who are the friends of God, and how did they develop fantastic superpowers? How have mystical practices sought to both abandon the world and radically transform it? In this class, we will explore these questions through the study of Sufism - a diverse set of Islamic mystical traditions - from its formative period in the early decades of Islam to the present day. Through poetry, philosophy, music, esoteric sciences, politics, and devotional practices, we will analyze Sufism as a global phenomenon that, while demonstrating remarkable adaptation to local cultural contexts, firmly locates itself within the Islamic tradition. This course will also include a visit to a local Sufi center in Chicago.

Instructor(s): Francesca Chubb-Confer Terms Offered: Winter

RLST 26116. Meaning and the Body. 100 Units.

This course examines recent (20th- and 21st-century) retrievals of the body to understand 'meaning.' We will analyze varying construals of nature, materiality, matter, emotion, and thought. Readings will therefore be multidisciplinary, including selections from philosophy, sociolinguistics, anthropology, and religious studies. More specifically, we will examine the relationship between meaning and embodiment by way of the following: modern philosophies of the subject; analytic philosophies of language; deconstruction and the historicization of the body; feminist theories of discourse; new materialist conceptions of matter; new atheist conceptions of the subject.

Instructor(s): Lisa Landoe Hedrick Terms Offered: Winter

Equivalent Course(s): ANTH 24314

RLST 26250. Buddhist Poetry in India. 100 Units.

The substantial Buddhist contribution to Indian poetry is of interest for what it teaches us of both Buddhism and the broad development of Indian literature. The present course will focus upon three phases in this history, with attention to what changes of language and literary genre tell us of the transformations of Indian religious culture from the last centuries B.C.E. to about the year 1000. Readings (all in translation) will include the *Therīgāthā*, a collection of verses written in Pali and the most ancient Indian example of women's literature, selections from the work of the great Sanskrit poets *Aṣvaśāṅka*, *Śaṅkara*, and *Mahāceta*, and the mystical songs, in the *Apabhraṃśa* language, of the Buddhist tantric saints.

Instructor(s): Matthew Kapstein Terms Offered: Spring

Prerequisite(s): General knowledge of Buddhism is desirable.

Equivalent Course(s): RLVC 34300, SALC 34300, MDVL 26250, DVPR 34300, HREL 34300

RLST 26630. Religious Violence. 100 Units.

Are there 'proper' or 'improper' practices of religion? Is it at best a matter of private belief, to be kept separate from or protected by the state? Or is it something that at times requires the state's intervention? Does religion represent the last vestiges of the premodern world, or is it something that is integral to modern life? To answer these questions, we will call on anthropologists and other social scientists and theorists to understand, first, what is 'religion,' and then what is, can be,

or should be its relationship to gender, the nation, and the modern state in various historical and geographical locations, with particular attention to the Middle East and South Asia.

Instructor(s): Callie Maidhof Terms Offered: Spring

Equivalent Course(s): ANTH 24730, GLST 25630

RLST 26856. Queer Theory: Futures. 100 Units.

TBD

Instructor(s): Kris Trujillo Terms Offered: Winter

Equivalent Course(s): CMLT 36856, GNSE 26856, CRES 26856, GNSE 36856, RLCV 36856, CMLT 26856, ENGL 36856, ENGL 26856

RLST 27020. Christianity and Islam in the Western Mediterranean World during the Late Middle Ages. 100 Units.

El curso analizará los contactos mantenidos entre mundo cristiano y mundo islámico en el Mediterráneo bajomedieval, tomando la Corona de Aragón y sus ricas fuentes documentales como observatorio privilegiado. Las particularidades de la Corona de Aragón se compararán con las de otros estados cristianos del Occidente mediterráneo que mantuvieron relaciones sostenidas con los musulmanes. Tras la definición de la naturaleza y de las especificidades de los contactos político-diplomáticos, mercantiles y pirático-corsarios entre Cristiandad e Islam, las clases se focalizarán en la identificación y caracterización de colectivos y personas que actuaron como mediadores lingüísticos y culturales entre ambas realidades. Se determinarán las circunstancias y motivos que permitieron que agentes diplomáticos, mercaderes, mercenarios, piratas-corsarios o cautivos-esclavos vehicularan los contactos. Y se analizarán y compararán las distintas tipologías documentales que son plasmación de todos esos intercambios y contactos culturales y humanos.

Instructor(s): R. Salicrú i Lluçh Terms Offered: Spring

Note(s): Taught in Spanish.

Equivalent Course(s): MDVL 27020, CATA 27020, SPAN 37020, SPAN 27020, CATA 37020

RLST 27250. The Trials of Religion. 100 Units.

The rhetoric and practice of 'trial' -- as testing and as adjudication -- is central to religious thought and religious practice. This course will examine the idea and the act of 'trial' comparatively, via the classics of the religious literatures of Judaism and of Christianity (Genesis 22, Job, the Gospel of Mark, 'The Pilgrim's Progress,' Kafka), and also cinema (Dreyer's 'Joan of Arc,' R. & S. Elkabetz's 'Gott').

Instructor(s): Richard Rosengarten Terms Offered: Winter

Equivalent Course(s): LLSO 27250

RLST 27440. Buddha Then and Now: Transformations from Amaravati to Anuradhapura. 100 Units.

The Buddhist sculptures in Amaravati are arguably the earliest to influence the early Buddhist art of the other parts of the sub-continent as well as south and southeast Asia. The course begins with the discussion of the context in which the Buddha images were made in Amaravati and the factors including Buddhist doctrinal developments that contributed to the spread of these images to various parts of Sri Lanka. Then it traces the course and function of Buddhist iconography in Sri Lanka until into the 21st century to assess the role of geopolitical factors. The positionality and portrayals of the images of Buddha are also considered and analyzed. The course traces the trajectories that transformed the image of the Buddha from a symbol of peace to jingoist assertiveness. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism has changed over centuries from an inclusive posture which helped it sustain and spread to different parts of the world only later to become exclusionary.

Instructor(s): Sree Padma Holt Terms Offered: Winter

Equivalent Course(s): SALC 37440, RLVC 37440, HREL 37440, SALC 27440, HIST 36704, ARTH 27440, ARTH 37440

RLST 27656. Pilgrimage, Voyage, Journey. 100 Units.

Travel is fatal to prejudice, bigotry, and narrow-mindedness.' 'Adventure is worthwhile in itself.' 'To travel is to live.' In 'Pilgrimage, Voyage, Journey,' we interrogate and complicate these kinds of platitudes, examining claims about the nature and possibilities of travel in its many iterations. Throughout the quarter, we ask why people travel, what might be gained or lost by traveling, what is unique to the experience of travel, and, ultimately, whether or not we should travel. We draw from memoir, fiction, film, and contemporary journalism as we consider claims about the effects of travel on travelers, non-travelers, local communities, and the world at large. We think about links between conceptions of travel and broader historical and social structures, considering the histories of class-exclusive travel, ways that colonialism has shaped travel, and the ethics of travel with respect to its impact on both local communities and the environment. Central to our inquiry is an examination of claims about both the religious value or potential of travel - including those found in accounts of pilgrimages and monastic journeys - and the ways that travel can often become linked to ideas of the 'spiritual.'

Instructor(s): Bevin Blaber Terms Offered: Spring

RLST 27712. Contemporary Religion in Israel. 100 Units.

The complex relationship between religion and state is at the core of current social, cultural and political tensions in Israel. In this course we will explore the manifestation of these relations by focusing on selected ethnographies of religious performance and phenomena in modern Israel, including amongst others a 'Women of the Wall' first day of the month prayer, a LGBTQ community's reading of the book of Esther in Tel-Aviv, and a messianic group's attempt to reestablish the Passover sacrifice at the Temple Mount. By exploring these detailed ethnographies against the backdrop of contemporary theory, including secularization and post-secularization, lived religion, fundamentalism and social orthodoxy, this course aims to portray the variety and complexity of religious experience in Israel today.

Instructor(s): David Barak-Gorodetsky Terms Offered: Spring

Equivalent Course(s): JWSC 20907

RLST 27720. Race and Religion in Chicago. 100 Units.

This course is a chronological and thematic overview of a number of key themes and theoretical concerns in the study of race and religion in the U.S. from 1865 to the present. Taking Chicago as a case study, the course will introduce students to key topics in the study of race and religion in the U.S. Most of the course will focus on black-white racialization in Chicago during this period-interrogating the construction of and contestation over whiteness among Catholics, Protestants, Jews, and new religious movements from the late nineteenth century and through much of the twentieth century, as well as tracing the 'spiritual afterlife of slavery' in Chicago's churches, synagogues, mosques, and other places of worship, and also in the everyday lives of Chicago's religious citizens. The readings and class discussions will also open out to consider other religio-racial issues and projects in Chicago (e.g., Latinx, Indian American, and Indigenous religious communities). Topics for class readings and discussions will be ordered by the week and will alternate between broader theoretical and historiographical issues pertaining to race and religion in the U.S. (first meeting of the week) and closer examinations of the same themes/questions in the context of the religious life of Chicago (second meeting of the week). In this way, Chicago provides a 'laboratory' for observing, testing, and refining historical and theoretical claims about race and religion in the United States.

Instructor(s): Joel Brown Terms Offered: Spring

Equivalent Course(s): CRES 27720, HIST 27311

RLST 27802. Technology and the Human. 100 Units.

Technology is ubiquitous in contemporary life. Yet technological developments continue to infatuate and inspire in us feelings of excitement, hope and fear. How are we to understand the uncanny relationship between the human and technology? What does this relationship disclose about human agency and creativity? If human life is unimaginable without tools, artifacts, memory supports, and machines, how might we gain the critical distance necessary to properly assess the human-technical relation? In this course we will open up an inquiry into the question of technology by considering the ways in which technical objects, processes, and systems interrupt, challenge, and constitute human subjectivity. Readings will include texts by Martin Heidegger, Friedrich Kittler, Bernard Stiegler, Gilbert Simondon, Katherine Hayles and others.

Instructor(s): Sara-Jo Swiatek Terms Offered: Autumn

Equivalent Course(s): ANTH 22415

RLST 27803. The Subject and the Social. 100 Units.

What is it to be a subject? What is the boundary between private and public experience? Are social constructions real? Are facts subjective? What does it mean to 'have a belief'? What is an experience? Is all knowledge socially constituted? This course will address these questions with selected readings from contemporary analytic philosophy of language, religious studies, anthropology, and science studies.

Instructor(s): Lisa Landoe Hedrick Terms Offered: Spring

RLST 28204. Dostoevsky. 100 Units.

Dostoevsky was an inveterate risk-taker, not only at the baccarat tables of the Grand Casino in Baden-Baden, but in his personal life, his political activities, and his artistic endeavors. This course is intended to investigate his two greatest wagers: on the presence of the divine in the world and on the power of artistic form to convey and articulate this presence. Dostoevsky's wager on form is evident even in his early, relatively conventional texts, like *The Double*. It intensifies after his decade-long sojourn in Siberia, exploding in works like *The Notes from Underground*, which one-and-a-half centuries later remains an aesthetic and philosophical provocation of immense power. The majority of the course will focus on Dostoevsky's later novels. In *Crime and Punishment* Dostoevsky adapts suspense strategies to create a metaphysical thriller, while in *The Demons* he pairs a study of nihilism with the deformation of the novel as a genre. Through close readings of these works we will trace how Dostoevsky's formal experimentation created new ways of exploring realms of existence that traditionally belonged to philosophy and theology. The results were never comfortable or comforting; we will focus on interpreting Dostoevsky's metaphysical provocations.

Instructor(s): R. Bird Terms Offered: Spring

Equivalent Course(s): HUMA 24800, FNLD 24612, RLIT 39501, REES 20013, REES 30013

RLST 28307. Trans/Formations: Changing Bodies and Gender in Premodern Christianity. 100 Units.

The course surveys ancient and medieval Christian views on the body and gender with a particular interest in ideas of transformation, supplemented by contemporary readings in trans studies. The course focuses on a series of topics: the creation of human bodies, debates about matter, doctrines of the resurrection, eunuchs, possession, gender (non)conformity, and various modes of gender crossing. Thus, it provides both an introduction to major figures in the history of Christianity and a primer in religious-studies and historical methods in light of trans and queer studies. A central question for the course would be how to think about historical distance and anachronism in our use of theoretical lenses with the interpretation of sources. In addition to readings in contemporary feminist, queer, and trans thought, the course primarily treats Christian sources spanning a number of genres such as narrative, theological treatise, allegory, visionary literature, and forensic transcripts.

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

Equivalent Course(s): GNSE 28307

RLST 28308. Introduction to Byzantine Art. 100 Units.

In this course we will explore works of art and architecture as primary sources on the civilization of Byzantium. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its beginnings in the fourth century C.E. to the Ottoman conquest in 1453. We will employ different methodological approaches and scholarly resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, the classical heritage, art and theology, Iconoclasm, etc.

Instructor(s): K. Krause Terms Offered: Winter

Note(s): For nonmajors, this course meets the arts, music, drama general education requirements.

Equivalent Course(s): ARTH 14006

RLST 28350. Chan and Zen Buddhism. 100 Units.

An overview of the development of Chan and Zen Buddhism in China and Japan, focusing on the philosophical and doctrinal underpinnings of distinctive Chan and Zen practices and rhetorics (including basic Buddhist premises concerning impermanence and non-self and specifically Mahayana ideas such as Emptiness, Two Truths and Buddha-nature) as they morph through the stages of early proto-Chan, East Mountain Chan, the Northern School/Southern School split, the development of 'Recorded Sayings' and gong-an (k#an) literatures, and the Linji (Rinzai) and Caodong (S#t#) schools.

Instructor(s): Brook Ziporyn Terms Offered: Spring

Equivalent Course(s): EALC 28350

RLST 28446. Apocalypse Now: Scripts of Eschatological Imagination. 100 Units.

Apocalyptic fantasies are alive and well today - in beach reads and blue chip fiction; in comic books and YA novels; in streaming TV shows, Hollywood blockbusters, and ironic arthouse cinema. These apocalyptic fantasies follow well-established scripts that often date back millennia. Apocalypse scripts allow their users to make sense of the current crisis and prepare for an uncertain future. The course will be divided into two parts. The first half will be devoted to texts, art, and movies that dwell on the expectation of the end and narratively measure out the time that remains. We will begin with examining the biblical ur-scripts of an apocalyptic imaginary, the Book of Daniel in the Old and the Book of Revelation in the New Testament, as well as Saint Paul's messianism in the Letter to the Romans; and then move on to medieval apocalyptic fantasies of the Joachim of Fiore and others; and end with the apocalypticism underlying the religious reforms of Girolamo Savonarola and Martin Luther. The second half will focus on life after the apocalypse - the new freedoms, and new forms of political life and sociality that the apocalyptic event affords its survivors. Readings will include the political theory of maronage, capabilities, and neoprimitivism; literary theory of speculative fiction; and post-apocalyptic narratives by Octavia Butler, Jean Hegland, Richard Jefferies, Cormac McCarthy, and Colson Whitehead. Readings and discussions in English.

Instructor(s): Chris Wild Mark Payne Terms Offered: Winter

Equivalent Course(s): GRMN 28446, RLVC 38446, CMLT 28446, CMLT 38446, GRMN 38446

RLST 28508. Sacred Mushrooms & Spirit Molecules: Uses and Abuses of Religion Under the Influence of Psychedelics. 100 Units.

In 2006, a psychopharmacologist at Johns Hopkins' School of Medicine helped to revitalize the scientific study of psychedelic drugs not by appeal to studied therapeutic application, but rather by quantifying psychedelics' ability to produce 'mystical-type experiences' with 'spiritual significance' in 'healthy normals.' Since 2006, psychedelics have experienced a renaissance, reaching heights of licit and illicit experimentation not seen since the 1950s and -60s. As in earlier decades, public awareness of psychedelic use and research has been advanced in scientific journals and popular media, including Michael Pollan's 2018 work, *How to Change Your Mind*. As Pollan notes, in both historical moments-the present and half a century ago-the use of psychedelics has sparked significant reflection on the meaning of religion and the social or psychological uses of so-called 'religious experience.' In fact, psychedelics have long played a role in human culture, many practices of which we now identify as religion. With Pollan's pop-intellectual reflection as a 'trip' guide, this course will investigate the long history of psychedelics and religion, the popular culture of psychedelic religiosity and the scientific appropriation of religious nomenclature to advance the study and social influence of psychedelics. Key theories of religion, alongside religious studies of mysticism and spiritual experience, will ground course analyses.

Instructor(s): Greg Chatterley Terms Offered: Spring

RLST 28510. Mythologies of America: 19th Century Novels. 100 Units.

Hawthorne, Melville, Stowe, Alcott, and Twain wrote fiction that, in individual novels and also read comparatively, offers a civic template of mythologies of America: its genesis, its composition, its deities, its ritual life. The course considers this writing as both distinctively American, and as engaging central themes of modern novels, e.g. time, history, and memory, the relation of private to civic life, and the shifting role of religious authority.

Instructor(s): Richard Rosengarten Terms Offered: Spring

Equivalent Course(s): ENGL 28510, RLVC 38500, ENGL 38500, RAME 38500

RLST 28511. Star Wars and Religion. 100 Units.

This course puts religious texts into conversation with George Lucas's popular Star Wars film franchise with an eye toward understanding the power of myth in human life. In interviews, Lucas said he took bits and pieces from a variety of religious traditions to create the mythology of Star Wars. Through close readings of the films and primary texts, students will analyze these influences and evaluate how well the films hold these religious elements together. This course is not an in-depth study of any one religious tradition, but draws elements from different traditions to shed light on the portrayal of religion within Star Wars (i.e., the Force) and the metaphysical and moral themes found in the Star Wars films.

Instructor(s): Russell Johnson Terms Offered: Spring

RLST 28705. Christian Iconography. 100 Units.

In Christian culture, visual images have for many centuries played a pivotal role in ritual, devotion, intellectual thought, and religious instruction. The most important aims of this course are that students understand images convey meaning in very unique ways and learn how to decode their visual messages. The study of iconography encompasses a variety of methods used to identify the subject matter of a pictorial image, describe its contents, and analyze its discursive strategies in view of its original cultural context. We will cover some of the most important themes visualized in the arts of Christianity by analyzing imagery spanning different periods, geographical regions, pictorial media, and artistic techniques. While special

emphasis is placed on the intersections of art and literature, we will also examine pictorial themes that are independent of a specific textual basis. Alongside the study of Christian iconography, this course will address broader issues of visual inquiry, such as patronage, viewer response, emotions, and gender roles. In this course, students will acquire a 'visual literacy' that will enable them to explore all kinds of works of art fruitfully as primary sources in their own right.

Instructor(s): Karin Krause Terms Offered: Winter

Prerequisite(s): P/Q: This course is open to all undergraduate students who are interested in the course topic. You certainly do not need to be an adherent of the Christian faith to take this course. However, a basic familiarity with some of the foundational texts of Christianity (esp. the Bible) and its main (Biblical) protagonists is not a disadvantage.

Equivalent Course(s): ARTH 28705, MDVL 28705

RLST 28775. Racial Melancholia. 100 Units.

This course provides students with an opportunity to think race both within a psychoanalytic framework and alongside rituals of loss, grief, and mourning. In particular, we will interrogate how psychoanalytic formulations of mourning and melancholia have shaped theories of racial melancholia that emerged at the turn of the twenty-first century. Turning to Asian American, African American, and Latinx theoretical and literary archives, we will interrogate the intersections of race, gender, and sexuality and ask: How do literatures of loss enable us to understand the relationship between histories of racial trauma, injury, and grief, on the one hand, and the formation of racial identity, on the other? What might it mean to imagine literary histories of race as grounded fundamentally in the experience of loss? What forms of reparations, redress, and resistance are called for by such literatures of racial grief, mourning, and melancholia? And, finally, how, if understood as themselves rituals of grief, might psychoanalysis and the writing of literature assume the role of religious devotion in the face of loss and trauma?

Instructor(s): Kris Trujillo Terms Offered: Autumn

Equivalent Course(s): ENGL 38775, CMLT 38775, ENGL 28775, RLVC 38775, GNSE 28775, GNSE 38775, CRES 22775, CMLT 28775

RLST 28901. Religion, Science, and Naturalism: Is there a Problem? 100 Units.

The idea that 'religion' and 'science' are often fundamentally at odds is familiar, indeed perhaps among the orienting ideas of modernity. Turning to some historically important approaches to the endlessly vexed question of how best to think about religion and science in light of one another, this class will consider such questions as whether the problems seem different if we ask not about religion and _science_, but rather about religion and _nature_.

Instructor(s): Dan Arnold Terms Offered: Spring

Note(s): This course counts as the 3rd year Theories and Methods course for the undergraduate Religious Studies major/minor.

Equivalent Course(s): SIGN 26072

RLST 29001. Painting and Description in the Roman World: Philostratus' Imagines - Religion, Education, Sexuality. 100 Units.

This course explores Roman art, especially painting, through the single most thoughtful, playful and creative text on naturalistic painting written in antiquity. Arguably, it is the most interesting examination of the brilliance and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphrasis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus' descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor Mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage (!) but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. =Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.

Instructor(s): Ja# Elsner Terms Offered: Spring

Prerequisite(s): Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted).

Equivalent Course(s): GNSE 29001, ARTH 39001, GNSE 39001, ARTH 29001, RLVC 39001

RLST 29104. Antisemitism and Islamophobia, Historically and Today. 100 Units.

How are antisemitism and Islamophobia linked together? Are they two different modes of oppression and discrimination or are they part of a similar phenomenon? Moreover, are they religious, racial, or ethnic forms of discrimination? Throughout this course, we will complicate the media narrative that sees Jews and Arabs as perpetual enemies through a historical and philosophical exploration into the origins and development of Orientalism, Islamophobia, and antisemitism. Students will think historically about the construction of race, ethnicity, and religion, and the discriminatory modes by which these are employed; and they will use that knowledge to think critically about current depictions of anti-Jewish and anti-Islamic violence. In the first part of the course, we will consider the historical and conceptual underpinnings of antisemitism and Islamophobia. We will look to 14th and 15th century Spain in order to better understand how and where they originated; we will then track their development through modernity, paying close attention to how these discourses changed and evolved over time; finally, we will look at the impact of the Holocaust and the rise of the State of Israel and consider current iterations of Islamophobia and antisemitism in Europe and America today.

Instructor(s): Mendel Kranz Terms Offered: Spring

Equivalent Course(s): MDVL 29104, JWSC 29104

RLST 29300. My Body, My Self: Asceticism and Subjectivity. 100 Units.

In recent decades scholars of the pre-modern period have turned to the body as a site of renewed historical inquiry. Within the study of religion, this shift has reanimated discussions around asceticism as a particularly potent *techné* for self-fashioning. Nevertheless, scholars have struggled to theorize asceticism across religious traditions. This course brings together two scholars of religion working in distinct geographical locations and cultures: Eastern Christianity and medieval Indian religious literature. Together we are interested in bringing critical gender theory to bear on asceticism as a discursive and embodied practice. We envision this course as an opportunity for students to engage asceticism as a series of techniques that envision the sexed and gendered human body as the horizon of corporeal expression and personal imagination. Asceticism serves as a neat conceptual device, allowing us to toggle between the mind and body while tackling questions that fall within the liminal space between them, including debates around gender, sexuality, sovereignty, and biopower. Students along with the instructors will contend with the challenges and opportunities of transnational and transhistorical feminist and queer inquiry as we traverse across the boundaries of tradition, language, and culture. While drawing on rich historical and religious archives, we will anchor our discussions around the interplay of two principal authors: Giorgio Agamben and Michel Foucault.

Instructor(s): Sarah Pierce Taylor and Erin Galgay Walsh Terms Offered: Winter

Equivalent Course(s): BIBL 39300, HCHR 39300, SIGN 26074, GNSE 29303, HREL 39300, RLVC 39300, GNSE 39303

RLST 29416. Freud. 100 Units.

This course will involve reading Freud's major texts, including, e.g., parts of *The Interpretation of Dreams*, 'Beyond the Pleasure Principle,' and his later work on feminine sexuality. We will consider Freud's views on bisexuality as well. We will also read case studies and consider theoretical responses to Freud's work, by Derrida, Lacan, and other important theorists. Course requirements will be one in-class presentation, based on the reading(s) for that day, and one final paper.

Instructor(s): Françoise Meltzer Terms Offered: Autumn

Equivalent Course(s): CMLT 39416, ENGL 29416, DVPR 39416, ENGL 39416, CMLT 29416

RLST 29700. Reading/Research: Rlst. 100 Units.

No description available. Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies. Note(s): Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies.

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

RLST 29800. BA Paper Seminar I. 100 Units.

This class meets weekly to provide guidance for planning, researching, and writing the BA paper.

Terms Offered: Autumn

Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies.

Note(s): RLST 29800 and 29900 form a two-quarter sequence that is required of fourth-year students who are majoring in Religious Studies. Students are required to submit the College Reading and Research Course Form.

RLST 29900. BA Paper II. 100 Units.

This class meets weekly to assist students in the preparation of drafts of their BA paper, which are formally presented and critiqued.

Terms Offered: Winter

Note(s): RLST 29800 and 29900 form a two-quarter sequence that is required of fourth-year students who are majoring in Religious Studies. Students are required to submit the College Reading and Research Course Form.



Renaissance Studies

Department Website: <https://voices.uchicago.edu/renaissancestudies> (<https://voices.uchicago.edu/renaissancestudies/>)

The minor in Renaissance studies offers students an interdisciplinary examination of the networks of trade, culture, and power that, in the formative centuries between the Black Death and the Enlightenment, profoundly changed the culture and society of Europe and the Mediterranean and brought the region into contact with the broader globe. This era birthed empires, economies, literatures, languages, conflicts, technologies, and ideas whose influence, both within the European continent and well beyond, powerfully shaped the advent and structures of modernity. A list of University of Chicago faculty working in Renaissance studies can be found on the Renaissance Studies website (<https://voices.uchicago.edu/renaissancestudies/facultybydept/>).

The minor unites the humanities and social sciences, teaching students to use the tools of multiple disciplines to examine the society, art, literature, music, and the political, economic, and historical experiences of the Renaissance world. A student might choose to minor in Renaissance studies in order to reach beyond the lens of one discipline to see how major figures (Machiavelli, Luther, Montaigne, Cervantes, Shakespeare) or major events (the Reformation, European contact with the Americas) yield different insights when examined with the diverse methods and tools of inquiry used in different departments.

The minor could represent an interest distinct from the student’s major, or it could complement a major in the social sciences or humanities for a student working on materials from the period. It could equally complement a major in the sciences, for students who want to understand the era (of Galileo and Vesalius) that so powerfully shaped the way their disciplines are understood and studied today.

Minor in Renaissance Studies

Students must complete six courses for the minor. Because of the interdisciplinary nature of the minor, courses eligible for the minor will come from a variety of departments and will be listed on the Renaissance Studies website (<https://voices.uchicago.edu/renaissancestudies/courses/>).

The Renaissance can be approached through many disciplines, including:

Art History, Classics, Comparative Literature, English Language and Literature, Fundamentals: Issues and Texts, Germanic Studies, History, History, Philosophy, and Social Studies of Science and Medicine, Music, Near Eastern Languages and Civilizations, Philosophy, Political Science, Religious Studies, Romance Languages and Literatures (e.g., Catalan, French, Italian), Russian and East European Studies (e.g., Bosnian/Croatian/Serbian, Czech, Polish), and Theater and Performance Studies.

At least three (3) of the above disciplines must be represented among the six (6) approved courses that students take to complete the minor. An updated list of eligible courses with descriptions specifying which discipline each course represents will be maintained on the Renaissance Studies website (<https://voices.uchicago.edu/renaissancestudies/courses/>). Any uncertainty about which courses represent which disciplines can be resolved by consulting the Renaissance Studies website or the faculty director.

Students may petition to count courses not listed on the website if they can demonstrate that the courses have substantial content related to Renaissance questions. A student may also petition to count up to two language courses if the student can demonstrate that the language is being studied for the purpose of pursuing Renaissance studies. A successful petition requires students to obtain approval from the faculty director, who will contact College Advising on the student’s behalf.

Courses in the minor may not be double counted with the student’s major(s) or with other minors.

Summary of Requirements

Three RENS courses representing three distribution areas *	300
Three RENS electives	300
Total Units	600

* Students must take approved RENS courses in at least three distinct disciplines (History, Philosophy, Religious Studies, etc.). Consult the Renaissance Studies website (<http://voices.uchicago.edu/renaissancestudies/courses/>) for lists of courses and the disciplines they represent.

Grading

Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Advising

Prospective minors must meet with the Renaissance Studies faculty director to discuss their interests and course plans and to obtain advice and approval. This meeting could happen whenever the student is ready to declare. Together the student and the faculty director will fill out the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form listing the proposed

courses, which the faculty director signs. Students should submit completed, signed forms to their College adviser by the end of Spring Quarter of their third year.

Renaissance Studies Courses

Full, updated lists of eligible courses along with the distribution areas they fulfill can be found on the Renaissance Studies website (<https://voices.uchicago.edu/renaissancestudies/courses/>), but contact the faculty director if you have questions about whether a course may be counted toward the Renaissance Studies minor.



Romance Languages and Literatures

Department Website: <http://rl.uchicago.edu>

Programs of Study

The Department of Romance Languages and Literatures (RLLT) offers several programs of study leading to the BA degree in French, Italian, or Spanish literature and culture; or in some combination, which may include Catalan, Portuguese, Basque, or non-Romance languages of the Iberian Peninsula, the Caribbean, and Latin America. The BA programs are designed to give students knowledge of the literature and culture of their area of concentration, as well as to develop their linguistic competence in one or more of the Romance languages.

Students in other fields of study may also complete a minor in RLLT. Information follows the description of the major.

Courses in the major may not be counted toward general education requirements. For courses that are not taken as part of a University of Chicago study abroad program, students must petition for elective credit from the College before requesting departmental credit. Advanced language students should consider taking special topic courses at the 20000 and 30000 levels. Some of these courses may require consent of the instructor.

Degree Program in French and Francophone Literature, Culture, and Society

Program Requirements

Students who elect the major program must meet with the French undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to choose their track and build their own program in consultation with the French undergraduate adviser. Students must submit to the departmental office an approval form for the major program signed by the French undergraduate adviser by the end of Spring Quarter of their third year.

The major program in French consists of ten courses beyond FREN 20300 Language, History, and Culture III. One course must be either FREN 20500 *Ecrire en français* or FREN 20503 *Modes De Raisonnement Français* (taught in Paris). The remaining courses should be upper-level courses in or related to French, and determined according to the student's major track.

All students must take at least one departmental course at the introductory level. Introductory-level courses (as designated in the course title or description) are designed as "gateway" courses that provide foundations for the major and are suitable for students who have just completed the advanced language requirement. All students must also take at least three courses that include pre-nineteenth-century material.

Two tracks, with different emphases, are offered as paths to the French major. These areas of special emphasis are broadly defined, and the chosen track need not determine all the courses a student can take within the department. The tracks are intended to give students the flexibility to explore their own interests while developing in-depth knowledge of the language, literature, and culture of the Francophone world.

1. **French and Francophone Language and Literature:** This track focuses on developing advanced proficiency in speaking, reading, and writing French, as well as broad knowledge of the field of French and Francophone literary studies. Through the close study of major works, students learn critical techniques appropriate to their interpretation. Students must complete most of their course work (e.g., readings, writing) in French in order to receive credit. Advanced students may petition to take RLLT 48800 Foreign Language Acquisition, Research and Teaching as one of their courses.
2. **French and Francophone Society and Culture:** This track is intended for students who have a special interest in understanding the historical, social, and cultural complexity of France and the Francophone world, or in the visual arts, cinema, music, or theater. Students must take a majority of their courses in the department, but are also encouraged to explore appropriate course offerings in History, Political Science, Sociology, Art History, Cinema and Media Studies, Music, and Theater and Performance Studies.

Study Abroad

Students are encouraged to participate in the College's study abroad programs in France. Many of these programs confer major or minor credit, including the courses in the summer Advanced French program. The three civilization courses in the French-language European Civilization in Paris program can be used for credit in any track of the French major or minor, assuming a student is not using these courses to fulfill the general education civilization studies requirement. For the French and Francophone Society and Culture major track, the three courses from the Autumn African Civilizations in Paris program or the three courses from the Winter Cinema and Media Studies program in Paris can be used for credit (if they are not being used to meet the general education requirements in civilization studies or the arts). Further information is available from the Study Abroad office or at study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu/>).

Students may also petition for credit for other courses taken at the University of Chicago Center in Paris, depending on the course content, or for courses taken at other institutions (for instance, at French universities as part of the year-long study abroad program), subject to College procedures and departmental approval.

Grading

French majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper in early Autumn Quarter of their fourth year. During Autumn or Winter Quarter, they may register for FREN 29900 BA Paper Preparation: French. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of 15–20 pages, as agreed upon with the BA advisor, and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. Students must also obtain the approval of both program chairs on a form available from the College adviser, to be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Track in French and Francophone Language and Literature

One of the following:	100
FREN 20500	Ecrire en français
FREN 20503	Modes De Raisonnement Français
Nine courses in advanced language, literature, or culture (FREN 20601 or above) *	900
BA paper (if the student wishes to qualify for honors) **	
Total units	1000

* This must include at least one introductory-level course and at least three courses which include pre-nineteenth-century material. Courses must include a French language component.

** Students writing a BA honors paper may include FREN 29900 BA Paper Preparation: French as one of their literature and culture courses.

Summary of Requirements: Track in French and Francophone Society and Culture

One of the following:	100
FREN 20500	Ecrire en français
FREN 20503	Modes De Raisonnement Français
Nine courses in advanced French language (FREN 20601 or above), and French and Francophone culture, society, history, or arts. *	900
BA paper (if the student wishes to qualify for honors) **	
Total Units	1000

* This must include at least one introductory-level course and at least three courses which include pre-nineteenth-century material. Up to three courses may be taken outside the department with approval from the French undergraduate adviser.

** Students writing a BA honors paper may include FREN 29900 BA Paper Preparation: French as one of their literature and culture courses.

Sample Program 1: Track in French and Francophone Language and Literature

FREN 20500	Ecrire en français	100
FREN 20601	Expression orale et phonétique	100
FREN 21820	Blinding Enlightenment (introductory-level course)	100
FREN 22203	The Literary Avant-Garde	100
FREN 24410	Montaigne dans l'histoire littéraire: inventions et récupérations	100
FREN 25301	Beautiful Souls, Adventurers, and Rogues. The European 18th Century Novel	100
FREN 27600	Ancien Français/Old French	100
FREN 27701	Baudelaire	100
FREN 27900	Le Livre Antillais: Culture, Écriture, et Politique	100
FREN 29900	BA Paper Preparation: French (if student wishes to qualify for honors)	100

BA Paper (student wishes to qualify for honors)

Total Units	1000
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Sample Program 2: Track in French and Francophone Society and Culture (with a focus on the social sciences)

FREN 20503	Modes De Raisonnement Francais	100
FREN 23600	L'écriture de l'histoire à la Renaissance	100
FREN 23610	Litterature et societe: Flaubert et Marx	100
FREN 26700	Jeanne d'Arc: histoire et legende. Cours introductorie	100
FREN 28500	Les Revenants: histoire, fiction et société au 19e siècle	100
FREN 29100	Pascal and Simone Weil	100
PLSC 27101	Liberalism Confronts Democracy: Tocqueville and Mill	100
SOSC 27501	Civilisation Européenne I (if not used to fulfill the general education civilization studies requirement)	100
SOSC 27601	Civilisation Européenne II (if not used to fulfill the general education civilization studies requirement)	100
SOSC 27701	Civilisation Européenne III (if not used to fulfill the general education civilization studies requirement)	100

Total Units	1000
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Sample Program 3: Track in French and Francophone Society and Culture (with a focus on theater, cinema, and the arts)

FREN 20500	Ecrire en français	100
FREN 23404	French Cinema of the 1930s	100
FREN 23405	A Topography of Modernity: Cinema in Paris, 1890-1925	100
FREN 23406	Contemporary French Cinema	100
FREN 24610	Introduction au théâtre français	100
FREN 25000	Molière	100
FREN 25910	Racine	100
ARTH 24812	Museums and Art	100
CMLT 24408	Before and After Beckett: Theater and Theory	100
CMST 27220	Classical Film Theory	100

Total Units	1000
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Minor Program in French and Francophone Studies

Students who elect the minor program must meet with the French undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students are strongly encouraged to build their own program in consultation with the undergraduate adviser. Students must submit to the departmental office an approval form for the minor program signed by the French undergraduate adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in French in order to receive credit.

The minor program in French and Francophone Studies requires a total of six courses beyond the second-year language sequence (20100-20300). One course must be FREN 20500 Ecrire en français or FREN 20503 Modes De Raisonnement Francais. The remaining courses must consist of five courses in advanced language (20601 and above), literature, society, and culture, including at least one introductory-level course in French. At least one of the courses (at any level) must include pre-nineteenth-century material. With approval from the French undergraduate adviser, one course may be taken outside the department.

Summary of Requirements: Minor in French

One of the following:	100
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FREN 20500	Ecrire en français	
FREN 20503	Modes De Raisonnement Francais	

Five courses in French language (20601 and above), literature, culture, and society, including at least one introductory-level course in French and at least one including pre-nineteenth-century material. Students may receive credit for one course taken outside the department, in consultation with the undergraduate adviser.	500
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Total Units	600
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Degree Program in Italian Literature Program Requirements

Students who elect the major program must meet with the Italian undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to build their own program in consultation with the undergraduate adviser. Students must submit to the departmental office an approval form for the major program signed by the Italian undergraduate adviser by the end of Spring Quarter of their third year.

The program in Italian consists of ten courses beyond ITAL 20300 Language, History, and Culture III, and is aimed at developing a broad knowledge of the field through the close study of major works and the critical techniques appropriate to their interpretation. These courses must include ITAL 20400 Corso di perfezionamento and ITAL 23410 Reading and Practice of the Short Story (or an equivalent introductory gateway course designed to facilitate the transition between language courses and upper-level electives). Students are strongly encouraged to take this gateway course before beginning upper-level course work. The eight remaining courses should be upper-level courses in or related to Italian. Most will be Italian literature and culture courses. Two of these eight courses may be courses in advanced Italian language beyond ITAL 20400 Corso di perfezionamento. Three of these eight courses may be on Italian cultural topics taken outside of the department with approval from the Italian undergraduate adviser.

Study Abroad

Students are encouraged to participate in the College's study abroad program in Italy. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>).

Grading

Italian majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper in early Autumn Quarter of their fourth year. During Autumn or Winter Quarter, they may register for ITAL 29900 BA Paper Preparation: Italian. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade**. The BA paper typically is a research paper with a minimum of 15–20 pages, as agreed upon with the BA adviser, and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. Students must also obtain the approval of both program chairs on a form available from the College adviser, to be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Major in Italian Literature

ITAL 20400	Corso di perfezionamento	100
ITAL 23410	Reading and Practice of the Short Story (or equivalent gateway course)	100
Eight upper-level courses in or related to Italian		800
Note: Up to two of the eight may be courses in advanced Italian language beyond ITAL 20400.		
Note: Up to three of the eight may be courses on Italian cultural topics taken outside of the department with approval from the Italian undergraduate adviser.		
BA paper (if the student wishes to qualify for honors) *		
Total Units		1000

* Students writing a BA honors paper may include ITAL 29900 BA Paper Preparation: Italian as one of their upper-level courses.

Minor Program in Italian

Students who elect the minor program must meet with the Italian undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students are strongly encouraged to build their own program in consultation with the Italian undergraduate adviser. Students must submit to the departmental office an approval form for the minor program signed by the Italian undergraduate adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in Italian in order to receive credit.

The minor in Italian requires a total of six courses beyond ITAL 20300 Language, History, and Culture III. One of the six courses must be ITAL 20400 Corso di perfezionamento. Another of the six courses must be ITAL 23410 Reading and Practice of the Short Story or an equivalent introductory gateway course. Students are strongly encouraged to take this gateway course before beginning upper-level course work. The four remaining courses in the minor will be upper-level courses in Italian. Two of these may be courses in advanced Italian language beyond ITAL 20400 Corso di perfezionamento. Another two courses may be on Italian cultural topics taken outside of the department, with approval from the Italian undergraduate adviser.

Summary of Requirements: Minor in Italian

ITAL 20400	Corso di perfezionamento	100
ITAL 23410	Reading and Practice of the Short Story (or equivalent gateway course)	100
Four upper-level Italian courses		400
Note: Up to two of these may be courses in advanced Italian language beyond ITAL 20400.		
Note: Up to two of these courses may be on Italian cultural topics taken outside of the department, with approval from the Italian undergraduate adviser.		
Total Units		600

Undergraduate Programs in Hispanic and Luso-Brazilian Studies (HLBS)

The major and minor programs in Spanish, Portuguese, and Catalan prepare students to succeed in a multilingual and multicultural world. Students will be provided with the knowledge and critical skills necessary to understand and engage with the vastly diverse societies and cultural histories of Iberia and Latin America, while also learning how to read and analyze texts with rigor and insight, write carefully and with well-supported arguments, and refine their written and oral expression.

Interdisciplinary Study

Students may choose from a wide range of courses in Iberian and Latin American languages, literatures, and cultures—including Basque, Catalan, Portuguese, and Spanish—and courses taught by visiting faculty from abroad. Some of our students concentrate on more than one language, in several adaptable combinations. Our students are often double majors who bring to the classroom a multiplicity of perspectives that enrich our interdisciplinary approach to the study of language, literature, and culture. Moreover, many of our majors and minors take cross-listed courses that focus on cinema and media studies, art history, Latino studies, music, and Latin American history, among others.

Study Abroad

Students are encouraged to participate in the College's study abroad programs in Mexico or Spain. The three civilization courses in the Spanish-language Civilization in the Western Mediterranean program in Barcelona can be used for credit in the Spanish major or minor, if these courses are not used to fulfill the general education civilization studies requirement. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>).

Program Requirements

Students who elect the major program must meet with the HLBS undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to choose their track and build their own program in consultation with the HLBS undergraduate adviser. Students must submit to the departmental office an approval form for the major program signed by the HLBS adviser by the end of Spring Quarter of their third year.

Degree Program in Spanish Language, Literature, and Culture

The program in Spanish consists of ten courses beyond SPAN 20300 Language, History, and Culture III, and is aimed at developing an academic command of the language as well as a broad knowledge of the field of Spanish and Spanish-American literatures and cultures through the close study of major works and the critical techniques appropriate to their interpretation. These courses must include one to three advanced language courses. Students must also take at least three survey courses in the history of the literature (SPAN 21703 Introducción a las literaturas hispánicas: textos españoles clásicos, SPAN 21803 Introducción a las literaturas hispánicas: textos españoles contemporáneos, SPAN 21903 Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia, or SPAN 22003 Introducción a las literaturas hispánicas: del modernismo al presente, which may be taken in any order), plus three to six additional courses in literature and culture. In courses not taught in Spanish, students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in Spanish in order to receive credit.

Degree Program in Latin American and Iberian Languages, Literatures, and Cultures

The program in Latin American and Iberian Languages, Literatures, and Cultures (i.e., in more than one HLBS literature) consists of twelve courses beyond intermediate-level language, and is aimed at developing an academic command of at least two Iberian and/or Latin American languages as well as a broad knowledge of the field through the close study of major works and the critical techniques appropriate to their interpretation. These courses must include two to four advanced language courses, with at least one in each of the languages selected by the student. Students must also take eight to ten additional courses in the respective Iberian and/or Latin American literatures and cultures (with at least two courses in two

different languages). In courses not taught in the target language, students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in that language in order to receive credit.

Grading

HLBS majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During Autumn or Winter Quarter they may register for CATA 29900 BA Paper Preparation: Catalan, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish with the faculty member chosen to direct the writing of the BA paper. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the BA paper must be written in the appropriate Romance language in consultation with the student's BA paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Major in Spanish Language, Literature, and Culture

A total of ten courses from the following:	1000
One to three advanced language courses:	
SPAN 20400	Composición y conversación avanzada I
SPAN 20500	Composición y conversación avanzada II
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20602	Discurso académico para hablantes nativos
Three to four survey courses:	
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos
SPAN 21903	Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia
SPAN 22003	Introducción a las literaturas hispánicas: del modernismo al presente
Three to six additional courses in Spanish literature and culture	
BA paper (if the student wishes to qualify for honors) *	
Total Units	1000

* Students writing a BA honors paper may include SPAN 29900 BA Paper Preparation: Spanish as one of their literature and culture courses.

Summary of Requirements: Major in Latin American and Iberian Languages, Literatures, and Cultures

A total of twelve courses from the following:	1200
Two to four advanced language courses in at least two HLBS languages (Basque, Catalan, Portuguese, or Spanish)	
Eight to ten additional courses in Iberian and/or Latin American literatures and cultures, with at least two courses in two different (HLBS) languages	
BA paper (if the student wishes to qualify for honors) *	
Total Units	1200

* Students writing a BA honors paper may include CATA 29900 BA Paper Preparation: Catalan, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish as one of their literature and culture courses.

Requirements for Minor in Catalan, Portuguese, or Spanish

Students who elect the minor program in Catalan, Portuguese, or Spanish must meet with the HLBS undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students

are strongly encouraged to build their own program in consultation with the HLBS adviser. Students must submit to the departmental office an approval form for the minor program signed by the appropriate HLBS adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in the appropriate language in order to receive credit.

Catalan

The minor in Catalan requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (CATA 21100 Llengua, societat i cultura I or CATA 21200 Llengua, societat i cultura II). The balance must consist of four to five literature and culture courses.

Summary of Requirements: Minor in Catalan

A total of six courses from the following:	600
One or two advanced language courses:	
CATA 21100	Llengua, societat i cultura I
CATA 21200	Llengua, societat i cultura II
Four to five additional courses in Catalan literature and culture	
Total Units	600

Portuguese

The minor in Portuguese requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (above 20100). The balance must consist of four to five literature and culture courses.

Summary of Requirements: Minor in Portuguese

A total of six courses from the following:	600
One or two advanced language courses:	
PORT 20500	Cultura do Mundo Lusófono
PORT 20600	Composição e Conversação Avançada
PORT 21500	Curso de Aperfeiçoamento
Four or five additional courses in Luso-Brazilian literature and culture	
Total Units	600

Spanish

The minor in Spanish requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (above 20300). The balance must consist of four to five literature and culture courses, including at least two in the survey sequence.

Summary of Requirements: Minor in Spanish

A total of six courses from the following:	600
One or two advanced language courses:	
SPAN 20400	Composición y conversación avanzada I
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20500	Composición y conversación avanzada II
SPAN 20602	Discurso académico para hablantes nativos
Four to five courses from the following:	
Two or three survey courses:	
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos
SPAN 21903	Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia
SPAN 22003	Introducción a las literaturas hispánicas: del modernismo al presente
Two or three additional Spanish literature and culture courses	
Total Units	600

Degree Programs in Romance Languages, Literatures, and Cultures

This major is designed to accommodate the needs and interests of students who would like to broaden their linguistic, literary, and cultural experience beyond the scope of monolingual programs. Romance languages have never existed in isolation and, now more than ever, we live in a globalized society that traverses linguistic borders. This major prepares

students to flourish in an increasingly multicultural and multilingual world. In addition, movements of migration and territorial expansion make the domain of Romance languages one of porous borders. The BA program in Romance languages therefore also welcomes students to study additional languages (Basque, Creole, Quechua).

The major program in Romance Languages, Literatures, and Cultures consists of twelve courses beyond the second-year language sequences. Linguistic competence in at least two Romance languages, non-Romance languages of the Iberian Peninsula, or languages of the Caribbean or Latin America, is assumed. There are two options: (1) a major program focused on any two or more Iberian and/or Latin American languages, literatures, or cultures; (2) a major program in any two or more Romance languages, literatures, and cultures.

Students who elect a major program in Romance Languages, Literatures, and Cultures must meet with the undergraduate adviser in each relevant language/literature before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to build their own program in consultation with relevant RLTT undergraduate advisers. Students must submit to the departmental office an approval form for the major program signed by relevant RLTT undergraduate advisers by the end of Spring Quarter of their third year.

Grading

RLTT majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.5 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only RLTT students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During Autumn or Winter Quarter they may register for CATA 29900 BA Paper Preparation: Catalan, ITAL 29900 BA Paper Preparation: Italian, FREN 29900 BA Paper Preparation: French, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish with the faculty member chosen to direct the writing of the BA paper. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization. It should engage with sources and scholarship from one or multiple fields and literatures.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the BA paper must be written in the appropriate Romance language in consultation with the student's BA paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Major in Romance Languages, Literatures, and Cultures

A total of twelve courses from the following:	1200
Two or four advanced language courses in at least two Romance languages (Basque*, Catalan, French, Italian, Portuguese, or Spanish)	
Eight to ten additional courses in Romance literatures and cultures, with at least two courses in two different Romance languages	
BA paper (if the student wishes to qualify for honors) **	
Total Units	1200

* BASQ 29700 Readings in Special Topics or other advance language Basque course if available

** Students writing a BA honors paper may include CATA 29900 BA Paper Preparation: Catalan, FREN 29900 BA Paper Preparation: French, ITAL 29900 BA Paper Preparation: Italian, or SPAN 29900 BA Paper Preparation: Spanish as one of their literature courses.

Sample Program for Option 1: Major in Latin American and Iberian Languages, Literatures, and Cultures

Two to four advanced language courses in at least two HLBS languages:	400
CATA 21100	Llengua, societat i cultura I
PORT 20600	Composição e Conversação Avançada
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20602	Discurso académico para hablantes nativos (Eight to ten additional courses in Iberian and/or Latin American literatures and cultures, with at least two courses in two different (HLBS) literatures and cultures:)

Eight to ten additional courses in Iberian and/or Latin American literatures and cultures, with at least two courses in two different (HLBS) literatures and cultures:		800
CATA 29220	Espacio y memoria en el cine español	
PORT 24110	Ecocritical Perspectives in Latin American Literature and Film	
PORT 25000	The Amazon: Literature, Culture, Environment	
PORT 26304	Literature and Society in Brazil	
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	
SPAN 22020	Literatura y cartografía: Visiones del Caribe en el Siglo de Oro español	
SPAN 23020	The Poetics of Life in Modern Latin America	
SPAN 29900	BA Paper Preparation: Spanish	
BA paper		
Total Units		1200

Sample Program for Option 2: Major in any two or more Romance Languages, Literatures, and Cultures

Two to four advanced language courses in at least two Romance languages:		400
ITAL 20400	Corso di perfezionamento	
ITAL 21100	Le regioni italiane: lingua, dialetti, tradizioni	
PORT 20600	Composição e Conversação Avançada	
PORT 21500	Curso de Aperfeiçoamento	
Eight to ten additional courses in Romance literatures and cultures, with at least two courses in two different Romance languages:		800
ITAL 23020	The Italian Cinematographic Comedy	
ITAL 23410	Reading and Practice of the Short Story	
ITAL 24930	Italy and the Bomb	
ITAL 26401	Torquato Tasso	
PORT 24110	Ecocritical Perspectives in Latin American Literature and Film	
PORT 25000	The Amazon: Literature, Culture, Environment	
PORT 26304	Literature and Society in Brazil	
ITAL 29900	BA Paper Preparation: Italian	
BA paper		
Total Units		1200

Minor Program in Romance Languages, Literatures, and Cultures

This minor is designed to accommodate the needs and interests of students who would like to broaden their linguistic, literary, and cultural experience beyond the scope of monolingual programs. Romance languages have never existed in isolation and, now more than ever, we live in a globalized society that traverses linguistic borders. This minor prepares students to flourish in an increasingly multicultural and multilingual world. In addition, movements of migration and territorial expansion make the domain of Romance languages one of porous borders.

The minor program in Romance Languages, Literatures, and Cultures consists of six courses in beyond the second-year language sequences. It is designed to accommodate the needs and interests of students who would like to broaden their linguistic and literary experience. Linguistic competence in at least two Romance languages is assumed.

Students who elect this minor program must meet with the undergraduate adviser in each relevant language/literature before the end of Spring Quarter of their third year to declare their intention to complete the minor and to complete the required paperwork. Students are strongly encouraged to build their own program in consultation with each relevant RLLT undergraduate adviser. Students must submit to the departmental office an approval form for the minor program signed by all relevant RLLT undergraduate advisers by the end of Spring Quarter of their third year.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in the target language in order to receive credit.

Students must take at least one advanced language course in each relevant language. The rest of the minor is designed in consultation with the undergraduate adviser/s.

Summary of Requirements: Minor in Romance Languages, Literatures, and Cultures

A total of six courses from the following:		600
At least two advanced language courses (one per relevant language):		
BASQ 29700	Readings in Special Topics	
CATA 21100	Llengua, societat i cultura I	

CATA 21200	Llengua, societat i cultura II
FREN 20500	Ecrire en français OR FREN 20503 Modes De Raisonnement Français
FREN 20601	Expression orale et phonétique
FREN 20602	Expression orale : Décrire l'art moderne et contemporain en français
ITAL 20400	Corso di perfezionamento
ITAL 20450	L'Italia di oggi: Contemporary Italian Society and Culture
ITAL 20600	Cinema italiano: lingua e cultura
ITAL 21100	Le regioni italiane: lingua, dialetti, tradizioni
PORT 20500	Cultura do Mundo Lusófono
PORT 20600	Composição e Conversação Avançada
PORT 21500	Curso de Aperfeiçoamento
SPAN 20400	Composición y conversación avanzada I
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20500	Composición y conversación avanzada II
SPAN 20602	Discurso académico para hablantes nativos
Remaining courses may be selected in consultation with the relevant undergraduate advisers	
Total Units	

600

Sample Program 1: Minor in Romance Languages, Literatures, and Cultures (Catalan and Spanish)

Six courses, with at least one advanced language course per relevant language:		600
CATA 21100	Llengua, societat i cultura I	
SPAN 20400	Composición y conversación avanzada I	
CATA 29220	Espacio y memoria en el cine español	
CATA 29700	Readings in Special Topics	
SPAN 21903	Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia	
SPAN 24110	Ecocritical Perspectives in Latin American Literature and Film	
Total Units		600

Sample Program 2: Minor in Romance Languages, Literatures, and Cultures (Catalan, French, Italian, and Portuguese)

Six courses, with at least one advanced language course per relevant language:		600
CATA 21100	Llengua, societat i cultura I	
FREN 20500	Ecrire en français	
FREN 20601	Expression orale et phonétique	
ITAL 20400	Corso di perfezionamento	
ITAL 21100	Le regioni italiane: lingua, dialetti, tradizioni	
PORT 20600	Composição e Conversação Avançada	
Total Units		600

Basque Courses Language

Must be taken for a quality grade. No auditors are permitted.

BASQ 12000-12100-12200. Elementary Basque I-II-III.

Elementary Basque I-II-III

BASQ 12000. Elementary Basque I. 100 Units.

This course will be an approach to the puzzling language and culture that defines Basque people. A challenge for those who dare to learn a language different from any they have ever heard. A journey to the wonderful land of the Basques, full of enigmas, strong traditions, and peculiar customs that will be discovered through very dynamic activities, such as interactive presentations, brief dialogues, games. The aim of the course is to introduce students to the Basque language through the development of some basic written and conversational skills and through structural analysis. The instructor will propose real communicative situations that will encourage the students to learn the language for the purpose of visiting the Basque Country and being able to communicate in basic ways with Basque speakers. These are usually small classes where it is easy to get a lot of first-hand exposure to the language, and the instructor creates an enriching atmosphere full of entertaining activities and possibilities to hone all skills: speaking, listening, reading, and writing—as well as gaining a good grasp of the structure of the language.

Terms Offered: Autumn

BASQ 12100. Elementary Basque II. 100 Units.

This course will be a continuation of Elementary Basque I, advancing the students' knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the achievement of communicative goals. We will work on different tasks on each lesson, and the progressive build-up of those tasks will cause the gradual improvement of the students' communicative skills and overall fluency. By the end of the quarter the student should be able to produce grammatically accurate short texts in Basque, interact with speakers of Basque at a basic level while employing a variety of complex cases and tenses, understand a range of basic written and oral texts in Basque, and understand a range of cases and the differences between them. This is achieved by creating a motivating atmosphere where all the students want to take part in the activities, while the teacher guides them during their learning process, providing them with the vocabulary and grammar they need to reach these goals.

Terms Offered: Winter

Prerequisite(s): BASQ 12000 or consent of instructor.

BASQ 12200. Elementary Basque III. 100 Units.

A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language. As in the previous levels, most activities will be very dynamic and interactive.

Terms Offered: Spring

Prerequisite(s): BASQ 12100 or consent of instructor.

Literature and Culture

BASQ 22100. Feminism(s) in the Basque Country: Gender, Language, and National Identities. 100 Units.

Feminist movements are strong and vibrant in the Basque Country. Often presented as an example of a matriarchal culture where women have been able to exercise authority (central to Basque mythology are a number strong female creatures, such as the figure of Mari, a Stone Age goddess), Basque society has in fact been a breeding ground for various forms of women's struggle against patriarchal oppression. In addition, the history of feminism in the Basque Country has been always inflected by the minority status experienced in both linguistic and national terms by the Basque people, and a number of contemporary feminist intellectuals and writers argue that the modes of oppression affecting them because of their gender are similar and indeed connected to those exercised against their language or against claims for national and political sovereignty. To what extent are these struggles for recognition -of gender, language, nation- one and the same fight? This course will provide a survey of contemporary feminist thought and practices, with particular attention paid to the way these movements position themselves in relation to the minority status assigned to language and nation in the Basque country. Some of the course materials will be in Basque or Spanish. Reading proficiency in any of those languages is recommended.

Terms Offered: Spring

Equivalent Course(s): GNSE 22104, SPAN 22100

BASQ 24700. Introduction to Basque Culture. 100 Units.

Straddling the border of southern France and northern Spain, the land of the Basques has long been home to a people who had no country of their own but have always viewed themselves as a nation. No one has ever been able to find their roots, and their peculiar language is not related to any other in the world, but they have managed to keep their mysterious identity alive, even if many other civilizations tried to blot it out. The aim of this course is to create real situations that will enable the students to learn the meaning of Basque culture. It will be a guided tour throughout Basque history and society. Students will learn about the mysterious origins of the language; they will visit the most beautiful places of the Basque country; they will get to know and appreciate Basque traditions, gastronomy, music . . . and most importantly, they will be able to compare and contrast their own cultures and share their ideas during the lessons, creating an enriching atmosphere full of entertaining activities, such as listening to music, reading legends and tales, watching documentaries, and much more.

Terms Offered: Winter

Note(s): This course will be conducted in English. Prior knowledge of Basque language or culture is not required.

Equivalent Course(s): SPAN 24701

Catalan Courses

Language

Must be taken for a quality grade. No auditors are permitted.

CATA 12200-12300. Catalan for Speakers of Romance Languages I-II.

Catalan for Speakers of Romance Languages

CATA 12200. Catalan for Speakers of Romance Languages I. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this introductory course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages.

Terms Offered: Autumn Spring

Prerequisite(s): Familiarity with a Romance language.

CATA 12300. Catalan for Speakers of Romance Languages II. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this intermediate-level course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages. This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 12200.

Terms Offered: Winter

Prerequisite(s): CATA 11100, CATA 12200 or consent of instructor.

CATA 21100. Llengua, societat i cultura I. 100 Units.

This advanced-level course will focus on speaking and writing skills through the study of a wide variety of contemporary texts and audiovisual materials. It will provide students with a better understanding of contemporary Catalan society. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates.

Terms Offered: Autumn

Prerequisite(s): CATA 11200, CATA 12300 or consent of instructor

CATA 21200. Llengua, societat i cultura II. 100 Units.

This advanced-level course will focus on speaking and writing skills through a wide variety of texts and audiovisual materials. We will study a wide range of Catalan cultural manifestations (e.g., visual arts, music, gastronomy). Students will also review advanced grammatical structures, write a number of essays, and participate in multiple class debates.

Terms Offered: Spring

Prerequisite(s): CATA 21100 or consent of instructor

CATA 23333. Reading Catalan for Research Purposes. 100 Units.

This fast-paced course prepares students to read and do research using texts in Catalan. Students will work on grammar, vocabulary and reading skills, and they will also get introduced to some translation strategies. Part of the texts students will work on will be academic texts in their respective areas of research. This course may fulfill the graduate language requirement in some departments.

Terms Offered: Autumn

Prerequisite(s): Familiarity with a Romance language is highly recommended.

Equivalent Course(s): CATA 33333

Literature and Culture**CATA 21400. Languages in the Iberian Peninsula: Multilingualism and Language Ideologies. 100 Units.**

The course will lead students to explore the situation of the main languages in the Iberian Peninsula from a sociolinguistic perspective (in the wide sense of the word). It will present language diversity in the Iberian Peninsula and lead students to discuss and read about language contact, language planning (including both status and corpus planning), language policy, ideologies and linguistic representations regarding Spanish, Portuguese, Galician, Catalan, Occitan, Basque, Aragonese and Asturian.

Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): SPAN 21401

CATA 21600. Catalan Culture and Society: Art, Music, and Cinema. 100 Units.

This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, cinema, gastronomy). Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan.

Terms Offered: Winter

Note(s): The course will be conducted in English.

Equivalent Course(s): SPAN 21610

CATA 22350. Speaking Truth to Power in Medieval Iberia. 100 Units.

In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked through class discussion.

Instructor(s): N. Blanco Mourelle Terms Offered: Autumn

Equivalent Course(s): SPAN 32350, PORT 22350, CATA 32350, MDVL 22350, PORT 32350

CATA 25520. Narrativas trans en la cultura catalana del siglo XX. 100 Units.

Este curso ofrece una síntesis crítica de algunas de las representaciones más destacadas de las vidas las personas trans (transformistas, travestidas y transexuales) en la Barcelona del período que transcurre entre 1914 y 1980 a partir de los testimonios literarios disponibles -redactados fundamentalmente en catalán y en español- que reflejaron las voces, los ecos y las distorsiones de la diversidad sexual en las culturas ibéricas del siglo XX. Estas fuentes primarias se interrelacionarán con documentos periodísticos y ensayísticos, con fotografías y cómics, con películas de ficción y documentales que permitirán

profundizar en cuestiones sociales e históricas que incidieron en la plural percepción (auto)biográfica y en los debates sobre la noción de género sexual a lo largo del siglo XX. La ciudad de Barcelona será considerada, por consiguiente, epicentro geográfico real y metáfora de libertades políticas, colectivas e individuales.

Instructor(s): R. Mérida

Note(s): Taught in Spanish.

Equivalent Course(s): CATA 35520, SPAN 35520, SPAN 25520

CATA 27020. Christianity and Islam in the Western Mediterranean World during the Late Middle Ages. 100 Units.

El curso analizará los contactos mantenidos entre mundo cristiano y mundo islámico en el Mediterráneo bajomedieval, tomando la Corona de Aragón y sus ricas fuentes documentales como observatorio privilegiado. Las particularidades de la Corona de Aragón se compararán con las de otros estados cristianos del Occidente mediterráneo que mantuvieron relaciones sostenidas con los musulmanes. Tras la definición de la naturaleza y de las especificidades de los contactos político-diplomáticos, mercantiles y pirático-corsarios entre Cristiandad e Islam, las clases se focalizarán en la identificación y caracterización de colectivos y personas que actuaron como mediadores lingüísticos y culturales entre ambas realidades. Se determinarán las circunstancias y motivos que permitieron que agentes diplomáticos, mercaderes, mercenarios, piratas-corsarios o cautivos-esclavos vehicularan los contactos. Y se analizarán y compararán las distintas tipologías documentales que son plasmación de todos esos intercambios y contactos culturales y humanos.

Instructor(s): R. Salicrú i Lluçh Terms Offered: Spring

Note(s): Taught in Spanish.

Equivalent Course(s): MDVL 27020, RLST 27020, SPAN 37020, SPAN 27020, CATA 37020

CATA 29700. Readings in Special Topics. 100 Units.

This course involves directed readings in special topics not covered by courses offered as part of the program in Catalan. Subjects treated and work to be completed for this course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): CATA 10300 or 20200, depending upon the requirements of the program for which credit is sought

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

CATA 29900. BA Paper Preparation: Catalan. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

French Courses

Language

Must be taken for a quality grade. No auditors are permitted.

FREN 10100-10200-10300. Beginning Elementary French I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in French. It provides students with a solid foundation in the basic patterns of spoken and written French (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three classes constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them based on placement exam results.

FREN 10100. Beginning Elementary French I. 100 Units.

This course is intended for students who have no previous knowledge of French and for those who need an in-depth review of the very basic patterns of the language.

Terms Offered: Autumn Spring Winter

FREN 10200. Beginning Elementary French II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in FREN 10100.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10100 or placement.

FREN 10300. Beginning Elementary French III. 100 Units.

This course expands on the material presented in FREN 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10200 or placement.

FREN 12001-12002-12003. Intensive French I-II-III.

This intensive, three-quarter sequence brings students with no prior background in French to advanced-low levels in all four skills—reading, writing, speaking, and listening—thus preparing students to take third-year level courses in French. Learners who are starting French late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three courses constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also

exit the sequence after any given course and continue in the appropriate course in the Elementary or Intermediate French track. Each course in the sequence is 200 units and corresponds in workload to taking two courses.

FREN 12001. Intensive French I. 200 Units.

Intensive French I, II and III: This intensive, three-quarter sequence brings students with no prior background in French to advanced-low levels in all four skills—reading, writing, speaking, and listening—thus preparing students to take third-year level courses in French. Learners who are starting French late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate French track. NOTE: Each course is 200 units and corresponds in workload to taking two courses. FREN 12001, the first course in the sequence, covers the equivalent of FREN 10100 and 10200.

Terms Offered: Autumn

Prerequisite(s): For students with no prior French, or placement in FREN 10100.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 12002. Intensive French II. 200 Units.

Intensive French I, II and III: This intensive, three-quarter sequence brings students with no prior background in French to advanced-low levels in all four skills—reading, writing, speaking, and listening—thus preparing students to take third-year level courses in French. Learners who are starting French late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate French track. NOTE: Each course is 200 units and corresponds in workload to taking two courses. FREN 12002, the second course in the sequence, covers the equivalent of FREN 10300 and 20100.

Terms Offered: Winter

Prerequisite(s): FREN 10200, FREN 12001 or placement in FREN 10300.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 12003. Intensive French III. 200 Units.

Intensive French I, II and III: This intensive, three-quarter sequence brings students with no prior background in French to advanced-low levels in all four skills—reading, writing, speaking, and listening—thus preparing students to take third-year level courses in French. Learners who are starting French late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate French track. NOTE: Each course is 200 units and corresponds in workload to taking two courses. FREN 12003, the third course in the sequence, covers the equivalent of FREN 20200 and 20300.

Terms Offered: Spring

Prerequisite(s): FREN 12002, 14500, 20100, or placement in FREN 20200.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 14100. French for Romance Language Speakers. 100 Units.

This course helps students quickly gain skills in spoken and written French by building on their prior working knowledge of another Romance language (Catalan, Italian, Portuguese or Spanish). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of French. This class covers content from FREN 10100 and 10200.

Terms Offered: Winter

Prerequisite(s): 20100 in another Romance language or consent of instructor

FREN 14500. French for Global Studies and Economics. 100 Units.

Designed as an alternative to FREN 20100 for students in Business Economics, Global Studies and related fields of study, this four-skills course meets the grammatical objectives of FREN 20100 while equipping students with the basic communication skills and cultural awareness necessary in the areas of international exchange and economics. Through exposure to a wide range of material—including essays, newspaper and journal articles, film reviews, professional writing practices—and interactive exercises including discussions, in-class activities, and group projects in simulated professional situations, students will acquire the linguistic skills and sociocultural knowledge required for engagement in international exchange and business economics as well as to participate in larger debates in the Francophone context.

Terms Offered: Spring

Prerequisite(s): FREN 10300 or placement in FREN 20100.

FREN 20100-20200-20300. French Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills by describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of French literature, culture, and contemporary society.

FREN 20100. Language, History, and Culture I. 100 Units.

In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills by describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of French literature, culture, and contemporary society.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10300 or placement

FREN 20200. Language, History, and Culture II. 100 Units.

This course helps students develop their descriptive and narrative skills through a variety of texts, audio-visual materials, and activities.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20100 or placement.

FREN 20300. Language, History, and Culture III. 100 Units.

This course helps students develop their skills in understanding and producing written and spoken arguments in French through readings and debates on various issues relevant to contemporary French society.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20200 or placement

FREN 20500. Ecrire en français. 100 Units.

The main goal of this course is to help students acquire advanced grammatical knowledge of the French language and develop their writing skills. This course is strongly recommended for all students who intend to take courses in which writing essays in French is required: French literature classes on campus, the Autumn Paris Civilization program, or the academic yearlong program in Paris. It is also strongly recommended for students who wish to take the advanced proficiency exam in French.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20300 or placement

FREN 20601. Expression orale et phonétique. 100 Units.

This course focuses on developing the tools necessary for advanced oral proficiency in an academic context. Through active class participation involving a number of class presentations, students practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews). Special emphasis is placed on correct pronunciation.

Terms Offered: Spring

Prerequisite(s): FREN 20300 or placement

FREN 20602. Expression orale : Décrire l'art moderne et contemporain en français. 100 Units.

This course explores major contemporary French and francophone artists, art forms and art works. Students will acquire basic linguistic and analytical skills to apprehend visual arts, graphic novels, movies and theatrical performance in French. They will work on individual and group art and academic assignments.

Terms Offered: Autumn

Prerequisite(s): FREN 20300 or placement.

Note(s): Taught in French. A screening and a museum field trip are required.

FREN 23333. Reading French for Research Purposes. 100 Units.

This intensive course is designed to take students with a basic knowledge of French to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10200 or placement in FREN 10300 for undergraduates. No prerequisite for graduate students, though some prior experience with French is highly recommended.

Equivalent Course(s): FREN 33333

Literature and Culture

All literature classes are conducted in French unless otherwise indicated. Students who are taking a course for credit toward the French major or minor do all work in French. With prior consent of instructor, non-majors may write in English.

FREN 21720. Histoire, superstitions et croyances dans le roman francophone contemporain. 100 Units.

Superstitions and traditional beliefs are an integral part of African and Caribbean cultural identities. Based on myths, legends and proverbs, they were usually passed down orally. This course explores and critically analyzes their literary representations: how do contemporary authors rethink, reframe and rewrite myths and legends that primarily stems from an oral tradition? How are these stories used as a framing device to interrogate contemporary historical events? The course emphasizes cultural and socio-political connections through some close readings and discussions. Readings include texts by Mariama Bâ, René Depestre, Véronique Lordinot, Gisèle Pineau and Véronique Tadjo.

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

Prerequisite(s): FREN 20500 or 20503. This is an introductory-level course.

Note(s): Readings and discussion in French.

Equivalent Course(s): LACS 21720

FREN 22721. Montaigne et la philosophie grecque: cours d'introduction. 100 Units.

This course will examine how Montaigne blends different Hellenistic psychological schools of philosophical thought (Stoicism, Epicureanism, and Skepticism) into a complex philosophy (or anti-philosophy) about how to live a fulfilling and pleasurable life. The course will examine the fundamental questions raised as Montaigne reacts to these philosophical schools: What is the nature of pleasure, and how or why should we pursue it? How are we to regulate and value different emotional states? What is the proper philosophical and emotional response to the inevitability of death? Throughout the course, we will discover how Montaigne constantly posed and tested these questions for himself in his own life and times.

Instructor(s): B. Ransom Terms Offered: Winter

Prerequisite(s): FREN 20500 or 20503. This is an introductory-level course.

Note(s): Taught in French.

FREN 22821. Écritures féminines au XIXe siècle : une introduction. 100 Units.

How do women portray themselves in the literary production of the long 19th century? What are the main features of the emergence of female authorship in France in this historical moment? The course aims to provide answers to these and other questions by looking at both canonical texts and lesser-known works by women writers such as George Sand, Marceline Desbordes-Valmore, Marie Krysinska, Renée Vivien, and Liane de Pougy. Our journey will culminate in the Belle Époque (1890-1914), during which an astonishing increase in publications by women writers occurs. In this context, we will reflect on what a female voice entails and whether its features can be isolated when approaching a literary text. Another source of interest in this period is the rediscovery of the myth of Sappho and the exploration of alternative sexualities as discursive spaces of revindication and cultural debate. Finally, we will analyze the importance of an intertextual reading of 19th-century literary production in order to understand how women writers revisit a male-oriented tradition and try to reshape female social and individual identity. Incursions into other media will also contribute to the understanding of the issues at stake.

Instructor(s): C. Nifosi Terms Offered: Winter

Prerequisite(s): FREN 20500 or 20503.

Note(s): Taught in French. This is an introductory-level course.

Equivalent Course(s): GNSE 22821

FREN 23335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremisms. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard

Note(s): This version of the course is for the Paris Program, Spring 2021. This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): CRES 23335, ANTH 33335, FREN 33335, ANTH 23335

FREN 23711. Littérature et photographie. 100 Units.

Ce cours se propose d'interroger les interactions entre littérature et photographie aux XIXe et XXe siècles à travers un parcours à la fois chronologique et thématique, en suivant trois pistes principales: l'influence du regard photographique sur l'écriture romanesque et poétique (Zola, Cendrars, Duras); les réflexions d'écrivains sur la photographie (Baudelaire, Barthes, Guibert); et les relations entre texte et image au sein du livre ou dans les œuvres de plasticiens (Rodenbach, Breton, Ernaux, Calle). Nous étudierons notamment: le rapport entre le visible et le lisible; la théorisation de l'image photographique; les fonctions narratives, illustratives et documentaires de l'image photographique dans la fiction et dans l'autobiographie; et l'histoire de la 'photolittérature' comme genre spécifique. Des lectures théoriques et critiques accompagneront l'analyse des textes.

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

Prerequisite(s): FREN 20500 or 20503, and one other literature course taught in French.

Note(s): Taught in French.

Equivalent Course(s): FREN 33711

FREN 23821. Écritures françaises, autobiographies étrangères: cours d'introduction. 100 Units.

Ce cours propose une analyse de l'autobiographie et de l'autofiction francophones du 20e siècle. Nous aborderons notamment les manières dont l'identité nationale et l'identité culturelle se construisent dans un contexte de guerre et de construction postcoloniale. À travers une liste de textes et d'auteurs variés, y compris des œuvres d'autofiction et des autobiographies, nous traiterons le rapport entre le public et le privé par rapport à la représentation de la femme. Nous considérerons la place unique et les modes de représentation de la femme dans l'histoire coloniale et dans le contexte familial.

Instructor(s): B. Rice Terms Offered: Spring

Prerequisite(s): FREN 20500 or 20503. This is an introductory-level course.

Note(s): Taught in French.

FREN 24821. Krik...Krak! Contemporary Cross-Atlantic Storytelling: Tradition, Resistance and Empowerment. 100 Units.

Africa and Afro-Caribbean people's oral tradition can be traced back to slavery, when Black slaves turned to storytelling as a means of expression and resistance. With the advent of writing, storytelling flourished, and became associated with entertainment, cultural preservation, and education as well as identity and moral values. Through storytelling, history was conveyed, questions were answered, and lifelong lessons were taught and learned. In this seminar we will explore written storytelling traditions from Africa and Caribbean French-speaking countries through the lens of history, with a focus on contemporary writers. How have writers adapted oral stories to new historical contexts? What are the implications of these adaptations? How has storytelling been streamlined to deal with new challenges, especially political and social status quo? How does storytelling contribute to empowerment and agency? Students will engage in close readings and collaborative discussions to analyze and interpret folktales from Ivory Coast, Haiti, French Guiana, among others.

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

Prerequisite(s): FREN 20500 or 20503.

Note(s): Readings in French. Class discussions in French and English.

Equivalent Course(s): LACS 24821

FREN 24888. Jeux littéraires, XXe/XXIe siècles. 100 Units.

Ce cours abordera l'histoire littéraire à travers un prisme particulier: la fréquence des pratiques de jeu dans la production littéraire des XXe et XXIe siècles-des 'cadavres exquises' du surréalisme à l'interactivité des littératures numériques, en passant par les contraintes formelles de l'Ouvroir de littérature potentielle (Oulipo). Nous analyserons le rôle de ces pratiques dans l'esthétique et la sociabilité des avant-gardes, tout en tenant compte des théories du jeu les plus pertinentes (Huizinga, Caillois). En plus des travaux d'analyse littéraire, les étudiants participeront à des exercices de création individuels ou collectifs.

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

Prerequisite(s): FREN 20500 or 20503, and one other literature course taught in French.

Note(s): Taught in French.

Equivalent Course(s): FREN 34888

FREN 25220. Pour une sociologie de Rabelais. 100 Units.

Nous aborderons l'œuvre de Rabelais à partir d'une lecture contextuelle de Gargantua et Pantagruel (les deux romans que nous lirons dans ce cours). Le but de ce cours est de présenter le contexte social, politique, économique et religieux de la première moitié du XVIe siècle en reliant les thèmes choisis (guerre, genre, utopie, éducation, amitié, économie, etc.), à des problèmes plus modernes. Car Rabelais nous permet aussi d'adresser les grands thèmes de la société française et occidentale contemporaine. Nous étudierons ainsi l'écriture du corps, l'organisation sociale de l'Ancien régime, les premières théories économiques, la découverte du Nouveau Monde et l'exploration de l'altérité. Nous lirons deux romans de Rabelais: Gargantua et Pantagruel.

Instructor(s): P. Desan Terms Offered: Spring

Prerequisite(s): FREN 20300

Note(s): Taught in French.

Equivalent Course(s): FREN 35220, FNDL 25220

FREN 25610. Figures de l'immigré dans la littérature maghrébine d'expression française. 100 Units.

La littérature maghrébine d'expression française s'est très tôt intéressée à la question de l'immigration et à la condition de l'immigré maghrébin en France. Associée notamment à la mobilisation des soldats maghrébins lors des deux guerres mondiales, cette immigration commence dès les années 1920 et connaît son apogée pendant les Trente Glorieuses (1946-1975), une période de croissance pendant laquelle l'économie française fait appel à la main d'œuvre maghrébine. L'évolution et les dynamiques du mouvement migratoire maghrébin ont fait l'objet de plusieurs lectures d'ordre historique, politique, économique et socioculturel. Ce cours s'intéresse à l'expérience de l'immigration telle que représentée par les écrivains maghrébins entre le milieu des années 1950 et les années 2000. En étudiant un corpus constitué de romans (Chraïbi, Ben Jelloun, Boudjedra, Mokaddem), de récits (Sebbar, Cherfi) et de théâtre (Kateb), nous nous intéresserons aux figures de l'immigré et à quelques thèmes récurrents tels que l'expérience de l'exil et du déracinement, la misère sociale et psychologique, les questionnements identitaires, les rapports ambivaux aux pays d'origine et d'accueil ainsi que l'expérience des enfants de l'immigration maghrébine. On analysera en particulier les motifs littéraires, les procédés narratifs et les outils esthétiques mis en œuvre par les auteurs maghrébins pour représenter, éclairer ou dénoncer la condition de l'immigré.

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

Prerequisite(s): FREN 20500 or 20503.

Note(s): Taught in French. This is an introductory-level course.

FREN 25910. Racine. 100 Units.

Racine's tragedies are often considered the culminating achievement of French classicism. Most famous for his powerful reimaginings of Greek myth (Phèdre, Andromaque), his tragic universe nevertheless ranged considerably wider, from ancient Jewish queens to a contemporary Ottoman harem. We will consider the roots (from Euripides to Corneille) of his theatrical practice as well as its immense influence on future writers (from Voltaire to Proust, Beckett, and Genet).

Instructor(s): L. Norman Terms Offered: Autumn

Prerequisite(s): At least one French literature course, 21700 or higher.

Note(s): Course taught in French; all work in French for students seeking FREN credit; written work may be in English for those taking course for TAPS or FNDL credit.

Equivalent Course(s): FNDL 25910, FREN 35910, TAPS 28476, TAPS 35910

FREN 26003. Introduction à l'autobiographie. 100 Units.

This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Perec, and Sarraute.

Instructor(s): A. James Terms Offered: Autumn

Prerequisite(s): FREN 20500 or 20503

Note(s): Taught in French. This is an introductory-level course.

Equivalent Course(s): GNSE 26003

FREN 26821. Mind and Memory in Nineteenth-Century France. 100 Units.

How does memory contribute to defining our identity? What is the role of imagination in the reconstruction of the past? What do literary texts bring up that philosophic and scientific essays cannot add to the discourse on memory? The course will focus on the representation of memory in nineteenth-century French literature through the lens of its connections with the philosophical issues of self and identity. Our analysis of different literary renditions of memory, both in prose and in verse, will start from the end of the eighteenth century with Jean-Jacques Rousseau to arrive to the beginning of the twentieth century, and particularly Marcel Proust's theory on time and memory. The course also concentrates on some theoretical approaches to this topic, ranging from philosophy to psychology to sociology. Throughout the nineteenth century, these fields of knowledge are deeply intertwined and have a revolutionary impact on the perception of time and self, thus paving the way to modernist subjectivism.

Instructor(s): C. Nifosi Terms Offered: Spring

Prerequisite(s): FREN 20500 or 20503.

Note(s): Taught in French.

FREN 28410. Ecrire le « Printemps arabe » au Maghreb : témoignages et perspectives littéraires. 100 Units.

Fin 2010, l'immolation de Mohamed Bouazizi, un vendeur ambulant tunisien, déclenche un soulèvement populaire qui s'étend rapidement au reste du monde arabe, entraînant notamment la chute des régimes en Tunisie et en Egypte et une série de reconfigurations d'ordre politique et socio-économique. Si les pays du Maghreb ont vécu ces soulèvements et leurs conséquences de manières différentes, les écrivains maghrébins ont été particulièrement sensibles à l'élan et à la promesse de changement portés par la rue. Ceci étant, et à l'image de l'appellation « Printemps arabe », à la fois utilisée et refusée, les dynamiques et les résultats des protestations ont fait l'objet de nombreux débats. En s'appuyant sur ce contexte historique, ce cours s'intéresse aux différentes modalités d'écriture des soulèvements au Maghreb à travers divers genres littéraires, du témoignage à la fiction, en passant par l'essai, le théâtre ou encore la poésie. En étudiant un corpus de textes francophones issus de la Tunisie (Meddeb, Filali, Bekri), de l'Algérie (Benfodil, Boudjedra, Tamzali, Sebbar) et du Maroc (Ben Jelloun, Elalamy, Terrab), nous nous intéresserons à la représentation de la révolte populaire dans ses dimensions socio-politique et culturelle mais aussi à des questions clés telles que les formes d'engagement des écrivains, leurs approches et choix esthétiques et le rapport entre la dynamique des soulèvements et la construction narrative ou poétique des textes.

Instructor(s): K. Lyamlahy Terms Offered: Autumn

Prerequisite(s): FREN 20500 or 20503

Note(s): Readings and discussions in French.

Equivalent Course(s): FREN 38410

FREN 29100. Pascal and Simone Weil. 100 Units.

Blaise Pascal in the seventeenth century and Simone Weil in the twentieth formulated a compelling vision of the human condition, torn between greatness and misery. They showed how human imperfection coexists with the noblest callings, how attention struggles with distraction and how individuals can be rescued from their usual reliance on public opinion and customary beliefs. Both thinkers point to the religious dimension of human experience and suggest unorthodox ways of approaching it. We will also study an important text by Gabriel Marcel emphasizing human coexistence and cooperation.

Instructor(s): T. Pavel Terms Offered: Spring

Prerequisite(s): Undergraduates must be in their third or fourth year.

Note(s): Taught in English. For French undergraduates and graduates, there will be a bi-weekly one-hour meeting to study the original French texts.

Equivalent Course(s): CMLT 39101, SCTH 38201, FREN 39100, FNDL 21812, RLST 24910, CMLT 29101

FREN 29322. Europe's Intellectual Transformations, Renaissance through Enlightenment. 100 Units.

This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interlinked intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the 'new philosophy' of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade.

Instructor(s): A. Palmer Terms Offered: Autumn

Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.

Note(s): First-year students and non-History majors welcome.

Equivalent Course(s): SIGN 26036, HIST 29522, HCHR 39522, HIST 39522, KNOW 29522, FREN 39322, KNOW 39522, RLST 22605

FREN 29700. Readings in Special Topics. 100 Units.

This course is a study of directed readings in special topics not covered by courses offered as part of the program in French. Subjects treated and work completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10300 or 20300, depending upon the requirements of the program for which credit is sought

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

FREN 29900. BA Paper Preparation: French. 100 Units.

In consultation with a faculty member, students devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

Counts towards course requirements for French majors seeking honors.

Other Courses of Interest**SOSC 27501-27601-27701. Civilisation Européenne I-II-III.**

Enrollment in Paris study abroad program. This sequence meets the general education requirement in civilization studies.

Cette série de cours est un hybride: à la fois une introduction à l'histoire de la civilisation européenne depuis le Moyen Age et une vue d'ensemble de l'histoire de France durant cette période. Notre objectif sera double: d'une part, intégrer étude de textes et découverte de Paris et de sa région; de l'autre, pratiquer le métier d'historiens de la culture. Pour ce faire, nous analyserons de nombreux documents historiques et oeuvres littéraires, philosophiques, artistiques, et musicales. Nous en discuterons lors de nos trois réunions hebdomadaires. De plus, nous étudierons la civilisation française à travers les villages, monastères, et châteaux de la région parisienne et ailleurs. Classes conducted in French. This sequence meets in Paris.

SOSC 27501. Civilisation Européenne I. 100 Units.

No description available.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced knowledge of French

SOSC 27601. Civilisation Européenne II. 100 Units.

TBD

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne III. 100 Units.

TBD

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

Italian Courses**Language**

Must be taken for a quality grade. No auditors are permitted.

ITAL 10100-10200-10300. Beginning Elementary Italian I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in Italian. It provides students with a solid foundation in the basic patterns of spoken and written Italian (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three classes constitute a sequence, there is enough review and recycling at every level for students to enter the sequence at whatever level is appropriate for them. Cultural awareness is enhanced through the use of authentic audio-visual materials and literary texts.

ITAL 10100. Beginning Elementary Italian I. 100 Units.

This course is intended for students who have no previous knowledge of Italian and for those who need an in-depth review of the basic patterns of the language.

Terms Offered: Autumn

ITAL 10200. Beginning Elementary Italian II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.

Terms Offered: Winter

Prerequisite(s): ITAL 10100 or placement

ITAL 10300. Beginning Elementary Italian III. 100 Units.

This course expands on the material presented in ITAL 10200, reviewing and elaborating the basic patterns of the language. Successful completion of ITAL 10300 meets the language competence requirement.

Terms Offered: Spring

Prerequisite(s): ITAL 10200 or placement

ITAL 12200. Italian for Speakers of Romance Languages. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Italian. Students learn ways to apply their skills in another Romance language to Italian by concentrating on the similarities and differences between languages.

Terms Offered: Spring Winter

Prerequisite(s): 20100 in another Romance language or consent of instructor

ITAL 20100-20200-20300. Italian Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to literary and nonliterary texts and audio-visual materials that provide them with a deeper understanding of the Italian-speaking world.

ITAL 20100. Language, History, and Culture I. 100 Units.

This course is a general review and extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Italian-speaking world through the reading of excerpts from contemporary Italian literature.

Terms Offered: Autumn

Prerequisite(s): ITAL 10300 or placement

ITAL 20200. Language, History, and Culture II. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Italian-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore different genres, while reviewing grammatical and lexical items. Cultural awareness is enhanced through close study of contemporary Italian film and literature, as well as through in-class discussion.

Terms Offered: Winter

Prerequisite(s): ITAL 20100 or placement

ITAL 20300. Language, History, and Culture III. 100 Units.

This course completes the study of the common grammatical functions and syntactical structures of the oral and written language and introduces students to description and analysis of a variety of texts through written, oral, listening, and reading activities. Students read a contemporary Italian novel and a selection of Italian poetry.

Terms Offered: Spring

Prerequisite(s): ITAL 20200 or placement

ITAL 20400. Corso di perfezionamento. 100 Units.

This course helps students achieve a very high level of composition and style through the acquisition of numerous writing techniques. Using a variety of literary and nonliterary texts as models, students examine the linguistic structure and organization of several types of written Italian discourse. This course is also intended to help students attain high levels in reading, speaking, and listening through readings and debates on various issues of relevance in contemporary Italian society.

Terms Offered: Autumn

Prerequisite(s): ITAL 20300, placement, or consent of instructor

ITAL 20450. L'Italia di oggi: Contemporary Italian Society and Culture. 100 Units.

This course focuses on some of the key issues in modern Italian society and their expression in cultural production in recent decades. Students will engage in discussion on a variety of topics including women's roles in society, socioeconomic changes and challenges faced by young people in Italy today. Through critical reflection on different types of written and audio-visual texts, including films, poems, short stories, interviews and news clip and articles, students will continue to improve their comprehension, speaking and writing skills in Italian while also increasing their knowledge of Italian society.

Terms Offered: Winter

Prerequisite(s): ITAL 20300 or consent of instructor.

ITAL 21100. Le regioni italiane: lingua, dialetti, tradizioni. 100 Units.

This course expands students' awareness of the diversity of the Italian language and culture. It emphasizes the interrelationship between language and culture, as well as social and historical transformations. We also study the Italian phonological system. Students are exposed to a wide variety of texts, both literary and nonliterary, as well as audio-visual materials that enhance their awareness of regional expressions and Italian dialects. Guest lecturers include native speakers from different Italian regions.

Terms Offered: Winter

Prerequisite(s): ITAL 20300 or consent of instructor

Literature and Culture

All literature and culture classes are conducted in Italian unless otherwise indicated. Students who are taking a course for credit toward the Italian major or minor do all work in Italian. With prior consent of instructor, non-majors may write in English.

ITAL 21820. Italo Calvino: the Dark Side. 100 Units.

An intense reading of Italo Calvino's later works: We will contemplate the orbital debris of Cosmicomics and t zero, and we will follow the labyrinthine threads of The Castle of Crossed Destinies and Invisible Cities. After stumbling upon the suspended multiple beginnings of If on a winter's night a traveler, we will probe the possibilities of literature with the essays collected in Una pietra sopra. Finally, we will encounter Mr. Palomar, who will provide us with a set of instructions on

how to neutralize the self and 'learn how to be dead.' The approach will be both philosophical and historical, focusing on Calvino's ambiguous fascination with science, his critique of the aporias of reason and the 'dementia' of the intellectual, and his engagement with the nuclear threat of total annihilation.

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

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 31820, FNDL 21820

ITAL 21900. Dante's Divine Comedy 1: Inferno. 100 Units.

This is the first part of a sequence focusing on Dante's masterpiece. We examine Dante's *Inferno* in its cultural (i.e., historical, artistic, philosophical, sociopolitical) context. In particular, we study Dante's poem alongside other crucial Latin and vernacular texts of his age. They include selections from the Bible, Virgil's *Aeneid*, Augustine's *Confessions*, Ovid's *Metamorphoses*, and the stilnovist and Sicilian-Tuscan poets. Political turmoil, economic transformation, changing philosophical and theological paradigms, and social and religious conflict all converge in the making of the *Inferno*.

Instructor(s): J. Steinberg Terms Offered: Winter

Note(s): Taught in English.

Equivalent Course(s): FNDL 27200, MDVL 21900, ITAL 31900

ITAL 22101. Dante's Divine Comedy III: Paradiso. 100 Units.

An in-depth study of the third cantica of Dante's masterpiece, considered the most difficult but in many ways also the most innovative. Read alongside his scientific treatise the *Convivio* and his political manifesto the *Monarchia*.

Instructor(s): J. Steinberg Terms Offered: Spring

Prerequisite(s): Completion of the previous courses in the sequence not required, but students should familiarize themselves with the *Inferno* and the *Purgatorio* before the first day of class.

Note(s): Taught in English.

Equivalent Course(s): ITAL 32101, FNDL 21804, MDVL 22101

ITAL 22900. Vico's New Science. 100 Units.

This course offers a close reading of Giambattista Vico's masterpiece, *New Science* (1744)-a work that sets out to refute 'all opinions hitherto held about the principles of humanity.' Vico, who is acknowledged as the most resolute scourge of any form of rationalism, breathed new life into rhetoric, imagination, poetry, metaphor, history, and philology in order to promote in his readers that originary 'wonder' and 'pathos' which sets human beings on the search for truth. However, Vico argues, the truths that are most available and interesting to us are the ones humanity 'authored' by means of its culture and history-creating activities. For this reason the study of myth and folklore as well as archeology, anthropology, and ethnology must all play a role in the rediscovery of man. The *New Science* builds an 'alternative philosophy' for a new age and reads like a 'novel of formation' recounting the (hi)story of the entire human race and our divine ancestors. In Vico, a prophetic spirit, one recognizes the fulfillment of the Renaissance, the spokesperson of a particular Enlightenment, the precursor of the Kantian revolution, and the forefather of the philosophy of history (Herder, Hegel, and Marx). The *New Science* remained a strong source of inspiration in the twentieth century (Cassirer, Gadamer, Berlin, Joyce, Beckett, etc.) and may prove relevant in disclosing our own responsibilities in postmodernity.

Instructor(s): R. Rubini Terms Offered: Autumn

Note(s): Taught in English.

Equivalent Course(s): ITAL 32900, CMLT 32501, FNDL 21408, CMLT 22501

ITAL 23020. The Italian Cinematographic Comedy. 100 Units.

An important genre in Italian cinema is represented by the 'commedia,' in particular the declination 'all'italiana.' It is a very original form of representation of the world invented by Italian cinema. The comedy genre has marked many decades of Italian cinematography: from the plot comedies of the Fifties (going back until the Thirties) with films like 'Due soldi di speranza' (1952) by Renato Castellani, to the grotesque comedy of masks of the Sixties, with authors such as Dino Risi ('Il sorpasso,' 1962, 'I mostri,' 1963), Mario Monicelli ('La Grande Guerra,' 1959) and Pietro Germi ('Divorzio all'italiana,' 1961, 'Sedotta e abbandonata,' 1964), up to the dominance of the grotesque representation of the world, with authors such as Elio Petri ('Indagine su un cittadino al di sopra di ogni sospetto,' 1972). The heritage of the commedia all'italiana can be found in contemporary Italian cinema, as for example with Nanni Moretti. Moretti's cinema in fact summarizes the entire inheritance of Italian cinematographic modernity - starting from neorealism and up to comedy and author cinema - in one of the most effective ways. The Italian cinematographic comedy is also rooted in the Italian literary tradition, in the masks of 'commedia dell'arte,' and generally speaking in the different aspects of grotesque tradition (as analyzed by Bakhtin).

Instructor(s): R. De Gaetano Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): CMST 23030, ITAL 33020, CMST 33030

ITAL 23321. Writing and Reading Space(s) in the Italian Renaissance. 100 Units.

This course offers an introduction to the study of the Renaissance in Italian literature. A defining movement in the history of European culture and civilization, the Renaissance is best known for its rediscovery of classical antiquity, its achievements in the arts, literature, philosophy, exploration etc., as well as for the rise of a modern sense of self. Italy represents the gateway to the study of the Renaissance as it was the birthplace of many of its key protagonists. In this course, students will become familiar with some of the major male and female representatives of the Italian Renaissance. From Petrarch to Alberti, from Lorenzo de' Medici to Ficino, from Machiavelli to Michelangelo, from Vittoria Colonna to Moderata Fonte, we will situate their writings against the discrete geographical, political, and cultural backdrops that engendered them. Thematically, the class will focus on the issue of space and the relationship between authors and the built environment. We will compare/contrast the physical milieu in which texts were produced (city/countryside, courts etc.), as well as look at how real and imaginary spaces were represented in literary form in order to examine how location both informs and affects

the production of literary works. Lastly, we will engage with manuscripts and early printed editions of these texts during our in-and-off campus visits to the Special Collections at The University of Chicago Library and the Newberry Library.

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

Note(s): Taught in Italian.

Equivalent Course(s): ARCH 23321, ARTH 23321, ENST 23321

ITAL 23510. Barocco e Neobarocco. 100 Units.

This course investigates the literary, cultural, and ideological facets of seventeenth-century Italian baroque and their role in twentieth-century Italian literature. We will analyze Marino's ekphrastic poems *La galeria*, *Adone* and the genre of 'visual poetry' (*poesia figurata*) through a close reading of Guido Casoni's *La passione di Cristo*. To enlighten the baroque's emphasis on verbal/visual contamination, we will read passages from Emanuele Tesauro's *Il cannocchiale aristotelico* and Panegirici, particularly those dedicated to the Holy Shroud of Turin, which the baroque saw as an exceptional hybrid (representation made with Christ's blood). We will read the first chapter of Marino's *Dicerie sacre* (*La Pittura*. *Diceria prima sopra la Santa Sindone*), selections from Basile's *Lo cunto de li cunti*, and Torquato Accetto's *Della dissimulazione onesta*. From the modern Neo-baroque, we will read texts that reflect the concepts and rhetorical strategies we found in the seventeenth-century texts. We will analyze crucial novels such as Gadda's *La cognizione del dolore*, Ortese's *Il cardillo addolorato*, Manganelli's *Dall'inferno*, *Discorso dell'ombra e dello stemma*, and *Centuria*. We will focus on Sanguineti's *Laborintus* and Zanzotto's *La beltà*, which is a key text of Italian poetic canon. During the course we will discuss essential secondary literature such as Benjamin's *The Origins of German Tragic Drama*, Calabrese's *Il neobarocco*, and Harrison's *Reflections on Baroque*.

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

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 33510

ITAL 24920. Primo Levi. 100 Units.

Witness, novelist, essayist, translator, linguist, chemist, and even entomologist. Primo Levi is a polyhedral author, and this course revisits his work in all its facets. We will privilege the most hybrid of his texts: *The Search for Roots*, an anthology that collects the author's favorite readings--a book assembled through the books of the others, but which represents Levi's most authentic portrait. By using this work as an entry point into Levi's universe, we will later explore his other texts, addressing issues such as the unsettling relationship between survival and testimony, the 'sinful' choice of fiction, the oblique path towards autobiography, and the paradoxes of witnessing by proxy.

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

Prerequisite(s): Open to advanced undergrads with consent of instructor.

Note(s): Taught in Italian.

Equivalent Course(s): JWSC 24920, ITAL 34920, FNLD 24920

ITAL 25210. Brevitas. 100 Units.

Reflecting on his preference for short literary forms, Italo Calvino identifies *brevitas* as 'the true vocation of Italian literature, which is poor in novelists but rich in poets, who even when they write in prose give their best in texts where the highest degree of invention and thought is contained in a few pages.' Taking as a starting point Calvino's statement, this course explores the short and fragmentary forms of Italian literature. Not only short stories, but also aphorisms, epigrams, lyrical fragments, cases, and apoloques. Some of our guiding questions will be: What are the resources of expressive density? Is a fragment the negation of a superior unity or the compendium of an entire universe? How does silence shape *brevitas*? The moments of close reading and theoretical reflection will be alternated with creative writing activities, in which students will have the opportunity to engage more closely and actively with the encountered texts. This course is especially designed to help students improve their written Italian and literary interpretive skills.

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

Note(s): Taught in Italian.

ITAL 26002. Philosophical Petrarchism. 100 Units.

This course is a close reading of Petrarch's Latin corpus. Readings include the Coronation Oration, *The Secret*, and selections from *Remedies for Fortune Fair and Foul*, *On Illustrious Men*, *On Religious Leisure*, and *The Life of Solitude*. Special attention is devoted to Petrarch's letter collections (*Letters on Familiar Matters*, *Letters of Old Age*, *Book without a Name*, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch's self-consciousness as the 'father of humanism,' his relationship to Dante, autobiography, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch's 'civic' reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.

Instructor(s): R. Rubini Terms Offered: Autumn

Note(s): Taught in English.

Equivalent Course(s): ITAL 36002, FNLD 25802, MDVL 26002

ITAL 26210. The World in Ruins. 100 Units.

In this course we will not limit ourselves to the traditional view of 'ruins' as remains of ancient or modern buildings. Our course will involve a variety of different artifacts (literary texts, paintings, films, philosophical tracts, etc.) from different cultural moments, in order to attain a clearer understanding of our notion of ruins, decay, and decadence. We will first examine 'ruins' in classical cultures, focusing on Plutarch's short treatise *On the Obsolescence of Oracles*. We will investigate the 'discovery' of ruins in the Renaissance through Petrarch's *Letters on Familiar Matters*, his *canzoniere*, and his epic poem *Africa*, Francesco Colonna's verbal/visual *Hypnerotomachia Poliphili* (*The Strife of Love in a Dream*), and Joaquim De Bellay's *The Antiquities of Rome*. 17th-century approach to ruins and decay will focus on Benjamin's

texts (Origins of the German Tragic Drama among others), Agamben's response to Benjamin in *Man Without Content*, and European poetry and paintings. After an analysis of Piranesi's famous etchings *Vedute di Roma*, we will approach Romanticism through Leopardi's and Hölderlin's works. There will be a screening of Pasolini's *The Walls of Sana'a* (1970), which will open our discussion of the concepts of decay and annihilation in modern times. We will read Curzio Malaparte's novel *The Skin* and W. G. Sebald's *On the Natural History of Destruction*, César Aira's *Episode in the Life of a Landscape Painter*, and the recent *Anthropocene: The Human Epoch*.

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

Note(s): Taught in English.

Equivalent Course(s): CMLT 26211, CMLT 42311, ITAL 36210

ITAL 26500. Renaissance Demonology. 100 Units.

In this course we analyze the complex concept of demonology according to early modern European culture from a theological, historical, philosophical, and literary point of view. The term 'demon' in the Renaissance encompasses a vast variety of meanings. Demons are hybrids. They are both the Christian devils, but also synonyms for classical deities, and Neo-platonic spiritual beings. As far as Christian theology is concerned, we read selections from Augustine's and Thomas Aquinas's treatises, some complex exorcisms written in Italy, and a recent translation of the infamous 'Malleus maleficarum,' the most important treatise on witch-hunt. We pay close attention to the historical evolution of the so-called witch-craze in Europe through a selection of the best secondary literature on this subject, with special emphasis on Michel de Certeau's 'The Possession at Loudun.' We also study how major Italian and Spanish women mystics, such as Maria Maddalena de' Pazzi and Teresa of Avila, approach the issue of demonic temptation and possession. As far as Renaissance Neoplatonic philosophy is concerned, we read selections from Marsilio Ficino's 'Platonic Theology' and Girolamo Cardano's mesmerizing autobiography. We also investigate the connection between demonology and melancholy through a close reading of the initial section of Robert Burton's 'Anatomy of Melancholy' and Cervantes's short story 'The Glass Graduate' ('El licenciado Vidriera').

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

Note(s): Course taught in English.

Equivalent Course(s): RLST 26501, HIST 22110, CMLT 27602, GNSE 26504

ITAL 27020. Modern Italian Cinema: Ways of Representation and Forms of Life. 100 Units.

The course aims to focus on the bond that exists in the Italian tradition between ways of cinematographic representation and forms of life. Italian cinema, especially from the post-war period on, has in fact constructed a unique link between cinematographic images and the practices, values, customs and lifestyles of an entire country. At a time of profound historical crisis, the Italian post-Second World War cinema succeeded to revive Italy and Italian cinema, also constituting the development of a properly cinematographic 'romanesque form,' which the critic André Bazin thought to have profound analogies with the American modern novel. It is only with cinematographic modernity that cinema reaches the complexity and richness of its forms, through an encounter with a reality that is no longer filtered by the codification of classical generic forms. Authors such as De Sica, Rossellini, Fellini, Pietrangeli, Ferreri, Antonioni and Pasolini will be studied.

Instructor(s): R. De Gaetano Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): CMST 23002

ITAL 27500. Women and the Mafia in Contemporary Italian Cinema. 100 Units.

This course will examine how gender dynamics within mafia contexts have been represented in a selection of Italian films. Students will engage in cinematic analysis by drawing from sociological and psychological studies on female roles in relation to organized crime. Both these fields, sociology and psychology, have underscored the important part that women play in relation to the mafia, notwithstanding the rigid patriarchal structure that allows only male affiliation. Although focusing primarily on Sicilian mafia, this course will include information on other types of Italian mafia, namely Camorra, 'Ndrangheta and Sacra Corona Unita. Vocabulary in Italian to identify formal elements of the films will be provided throughout the course.

Instructor(s): V. Vegna Terms Offered: Spring

Prerequisite(s): ITAL 20300 or consent of instructor.

Note(s): Taught in Italian.

Equivalent Course(s): GNSE 27508

ITAL 28818. Literature and Technology: Machines, Humans, and Posthumans from Frankenstein to the Futurists. 100 Units.

Everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it,' wrote Heidegger. In the year 2020, the year of COVID-19 and mass physical lockdown, this statement is more valid than ever. Keeping current events in mind, in this course we will pose anew the question concerning technology and go back to the First and Second Industrial Revolutions when humans first came into intense contact with machines and restructured life and literature around them. We will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras) in major European literary works from Shelley's *Frankenstein* (1818), Zola's *La bête humaine* (1890) to Luigi Pirandello's *The Notebooks of Serafino Gubbio, Cinematograph Operator* (1925), while inquiring into the nature of technology and what it means to be human through key philosophical texts from Plato to N. Katherine Hayles.

Instructor(s): Ana Ilievska Terms Offered: Autumn

Equivalent Course(s): CMLT 21200, PORT 28818, MAAD 25277, ENGL 21277

ITAL 29700. Readings in Special Topics. 100 Units.

This course provides directed readings in special topics not covered as part of the program in Italian. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): ITAL 10300 or 20300, depending upon the requirements of the program for which credit is sought

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

ITAL 29900. BA Paper Preparation: Italian. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

Portuguese/Luso-Brazilian Courses**Language**

Must be taken for a quality grade. No auditors are permitted.

PORT 10100-10200-10300. Beginning Elementary Portuguese I-II-III.

This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

PORT 10100. Beginning Elementary Portuguese I. 100 Units.

This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. This course is intended for students who have no previous knowledge of Portuguese and for students who need an in-depth review of the basic patterns of the language.

Terms Offered: Autumn

PORT 10200. Beginning Elementary Portuguese II. 100 Units.

This course is a rapid review of the basic patterns of the language and expands on the material presented in PORT 10100.

Terms Offered: Winter

Prerequisite(s): PORT 10100 or placement

PORT 10300. Beginning Elementary Portuguese III. 100 Units.

This course expands on the material presented in PORT 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Spring

Prerequisite(s): PORT 10200 or placement

Note(s): Successful completion of PORT 10300 fulfills the competency requirement

PORT 12200. Portuguese For Spanish Speakers. 100 Units.

This course is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 10300 or consent of instructor

Equivalent Course(s): LACS 12200

PORT 14100. Portuguese for Speakers of Romance Languages. 100 Units.

This course helps students quickly gain skills in spoken and written Portuguese by building on their prior working knowledge of another Romance language (Spanish, French, Catalan or Italian). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of Portuguese, allowing them to develop their abilities for further study. This class covers content from PORT 10100 and 10200.

Terms Offered: Winter

Prerequisite(s): 20100 in another Romance language or consent of instructor.

Equivalent Course(s): LACS 14100

PORT 14500. Portuguese for the Professions: Intensive Business Portuguese. 100 Units.

This is an accelerated language course that covers vocabulary and grammar for students interested in working in a business environment where Portuguese is spoken. The focus of this highly interactive class is to develop basic communication skills and cultural awareness through formal classes, readings, discussions, and writings.

Terms Offered: Spring

Prerequisite(s): PORT 10200, SPAN 20100, or consent of instructor.

PORT 20100-20200. Intermediate Portuguese; Advanced Portuguese.

PORT 20100. Intermediate Portuguese. 100 Units.

This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. This course is a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of Luso-Brazilian tradition through a variety of texts.

Terms Offered: Autumn

Prerequisite(s): PORT 10300, 12200 or placement

PORT 20200. Advanced Portuguese. 100 Units.

This course helps students develop their descriptive and narrative skills through exposure to written and oral documents (e.g., literary texts, interviews). Students are taught the grammatical and lexical tools necessary to understand these documents, as well as to produce their own analysis and commentaries.

Prerequisite(s): PORT 20100 or placement

Note(s): Will not be offered in 2019-20

PORT 20500. Cultura do Mundo Lusófono. 100 Units.

In this course students will explore the culture of the Lusophone world through the study of a wide variety of contemporary literary and journalistic texts from Brazil, Portugal, Angola and Mozambique, and unscripted recordings. This advanced language course targets the development of writing skills and oral proficiency in Portuguese. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Winter

Prerequisite(s): PORT 20100 or consent of the instructor.

Equivalent Course(s): LACS 20500

PORT 20600. Composição e Conversação Avançada. 100 Units.

The objective of this course is to help students acquire advanced grammatical knowledge of the Portuguese language through exposure to cultural and literary content with a focus on Brazil. Students develop skills to continue perfecting their oral and written proficiency and comprehension of authentic literary texts and recordings, while also being exposed to relevant sociocultural and political contemporary topics. Students read, analyze, and discuss authentic texts by established writers from the lusophone world; they watch and discuss videos of interviews with writers and other prominent figures to help them acquire the linguistic skills required in academic discourse. Through exposure to written and spoken authentic materials, students learn the grammatical and lexical tools necessary to understand such materials as well as produce their own written analysis, response, and commentary. In addition, they acquire knowledge on major Brazilian authors and works.

Terms Offered: Winter

Prerequisite(s): PORT 20100 or consent of instructor.

Equivalent Course(s): LACS 20600

PORT 21500. Curso de Aperfeiçoamento. 100 Units.

This course helps students develop their skills in understanding, summarizing, and producing written and spoken arguments in Portuguese through readings and debates on various issues of relevance in contemporary Luso-Brazilian societies.

Special consideration is given to the major differences between continental and Brazilian Portuguese. In addition to reading, analyzing, and commenting on advanced texts (both literary and nonliterary), students practice and extend their writing skills in a series of compositions.

Terms Offered: Spring

Prerequisite(s): PORT 20200, PORT 20600 or consent of instructor

Literature and Culture

PORT 22350. Speaking Truth to Power in Medieval Iberia. 100 Units.

In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked through class discussion.

Instructor(s): N. Blanco Mourelle Terms Offered: Autumn

Equivalent Course(s): SPAN 32350, CATA 32350, CATA 22350, SPAN 22350, MDVL 22350, PORT 32350

PORT 26810. From Cannibalism to Tropicalism: Brazilian Avant-Gard. 100 Units.

Avant-garde movements, tendencies, and artists have been present in Brazil throughout the twentieth century. From the paradigmatic Week of Modern Art in 1922 to the Tropicalism of the 1960s and 1970s, this course revisits works of fiction,

poetry, essay, visual arts, film, and music that have shaped the Brazilian avant-gardes. We will focus on the Modernist Movement, Concretism, Neoconcretism, New Cinema, Tropicalism, and regional avant-garde movements produced across the country.

Instructor(s): V. Saramago Terms Offered: Spring

Equivalent Course(s): LACS 26810, LACS 36810, PORT 36810

PORT 27200. Introduction to Brazilian Culture. 100 Units.

This course provides a survey of Brazilian culture through its literature, music, cinema, visual arts, and digital culture. Through these different media, we will discuss topics such as urban development, racial issues, gender issues, modernity, deforestation, and internal migrations, besides samba, bossa nova, funk, and visual arts movements, among others. Authors may include Machado de Assis, Oswald de Andrade, Rubem Fonseca, Bernardo Carvalho, Angélica Freitas, Glauber Rocha, Suzana Amaral, and Walter Salles.

Instructor(s): V. Saramago Terms Offered: Winter

Note(s): Taught in English

Equivalent Course(s): PORT 37200, LACS 27200, LACS 37200

PORT 27720. Races, Castes, and Their Relationships in Latin American Colonial Music. 100 Units.

The course will undertake a critical survey of repertoires, institutions, and social practices related to musical practices in Spain and Portugal's American territories between 1558 and ca. 1800. The missions of the Jesuits and other orders, the constitution of the musical chapels of the cathedrals, the 'villancico de negros,' and the emergence of local popular music will be some of the topics examined, with a critical assessment of recent views of the role of Colonial music in current musical life.

Instructor(s): Leonardo Waisman Terms Offered: Winter

Equivalent Course(s): LACS 27720, LACS 37720, SPAN 27720, MUSI 27720

PORT 28818. Literature and Technology: Machines, Humans, and Posthumans from Frankenstein to the Futurists. 100 Units.

Everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it,' wrote Heidegger. In the year 2020, the year of COVID-19 and mass physical lockdown, this statement is more valid than ever. Keeping current events in mind, in this course we will pose anew the question concerning technology and go back to the First and Second Industrial Revolutions when humans first came into intense contact with machines and restructured life and literature around them. We will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras) in major European literary works from Shelley's *Frankenstein* (1818), Zola's *La bête humaine* (1890) to Luigi Pirandello's *The Notebooks of Serafino Gubbio, Cinematograph Operator* (1925), while inquiring into the nature of technology and what it means to be human through key philosophical texts from Plato to N. Katherine Hayles.

Instructor(s): Ana Ilievskia Terms Offered: Autumn

Equivalent Course(s): CMLT 21200, ITAL 28818, MAAD 25277, ENGL 21277

PORT 29700. Readings in Special Topics. 100 Units.

This course is directed readings in special topics not covered as part of the program in Portuguese. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): PORT 10300 or 20200, depending upon the requirements of the program for which credit is sought

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

PORT 29900. BA Paper Preparation: Portuguese. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

Spanish Courses

Language

Must be taken for a quality grade. No auditors are permitted.

SPAN 10123. Summer Intensive Elementary Spanish. 300 Units.

This is an eight-week course which helps beginning students build a solid foundation in the basic patterns of written and spoken Spanish and their use in everyday communication. It is specifically designed to help students obtain functional competency in speaking, reading, writing and listening in Spanish. The curriculum in Summer Elementary Spanish is the equivalent of SPAN 10100-10200-10300 during the regular academic year, and successful completion of the fulfills the language competency requirement for UChicago students in the College.

Terms Offered: Summer. Summer 2020 dates: June 22 - August 14

Note(s): Successfully completing this course will fulfill the College language competency requirement.

SPAN 10100-10200-10300. Beginning Elementary Spanish I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in Spanish. It provides students with a solid foundation in the basic patterns of spoken and written Spanish (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Spanish examination. Although the three classes constitute a sequence leading to the Spanish competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

SPAN 10100. Beginning Elementary Spanish I. 100 Units.

SPAN 10100 is the initial segment of the first-year course sequence in Spanish language. It provides students with a solid foundation in the basic patterns of spoken and written Spanish (e.g., grammar, vocabulary, sociolinguistic norms) and emphasizes all four skills: speaking, listening, writing, and reading. This course is intended for students with no previous exposure to Spanish.

Terms Offered: Autumn Winter

SPAN 10200. Beginning Elementary Spanish II. 100 Units.

SPAN 10200 is the second segment of the first-year course sequence in Spanish language. It provides students with a solid foundation in the basic patterns of spoken and written Spanish (e.g., grammar, vocabulary, sociolinguistic norms) and emphasizes all four skills: speaking, listening, writing, and reading.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10100 or placement

SPAN 10300. Beginning Elementary Spanish III. 100 Units.

SPAN 10300 is the third and final segment of the first-year course sequence in Spanish language. It provides students with a solid foundation in the basic patterns of spoken and written Spanish (e.g., grammar, vocabulary, sociolinguistic norms) and emphasizes all four skills: speaking, listening, writing, and reading.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10200 or placement

SPAN 12001-12002-12003. Intensive Spanish I-II-III.

Intensive Spanish I-II-III

SPAN 12001. Intensive Spanish I. 200 Units.

This intensive, three-quarter sequence brings students with no prior background in Spanish to advanced-low levels in all four skills-reading, writing, speaking, and listening-thus preparing students to take third-year level courses in the language. Learners who are starting Spanish late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate Spanish track. NOTE: Each course is 200 units and corresponds in workload to taking two courses. Spanish 12001 is the equivalent of Spanish 101 and Spanish 102.

Terms Offered: Autumn

SPAN 12002. Intensive Spanish II. 200 Units.

This intensive, three-quarter sequence brings students with no prior background in Spanish to advanced-low levels in all four skills-reading, writing, speaking, and listening-thus preparing students to take third-year level courses in the language. Learners who are starting Spanish late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate Spanish track. NOTE: Each course is 200 units and corresponds in workload to taking two courses. Spanish 12002 is the equivalent of Spanish 103 and Spanish 201

Terms Offered: Winter

SPAN 12003. Intensive Spanish III. 200 Units.

This intensive, three-quarter sequence brings students with no prior background in Spanish to advanced-low levels in all four skills-reading, writing, speaking, and listening-thus preparing students to take third-year level courses in the language. Learners who are starting Spanish late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate Spanish track. NOTE: Each course is 200 units and corresponds in workload to taking two courses. Spanish 12003 is the equivalent of Spanish 20200 and Spanish 20300

Terms Offered: Spring

SPAN 20100-20200-20300. Spanish Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review but most of all extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of the Spanish-speaking world.

SPAN 20100. Language, History, and Culture I. 100 Units.

This course is a general extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Spanish-speaking world through a variety of texts and audio-visual materials.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10300 or placement

SPAN 20200. Language, History, and Culture II. 100 Units.

This course focuses on both objective and subjective description of people, places, and life processes. A variety of written, oral, listening, and reading activities allow students to explore different genres while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media, as well as through in-class discussion.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20100 or placement

SPAN 20300. Language, History, and Culture III. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Spanish-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore an ample selection of topics, while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media as well as through in-class oral presentations and discussions.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20200 or placement

SPAN 20102-20302. Language, History, and Culture for Heritage Speakers I-II-III.**SPAN 20102. Language, History, and Culture for Heritage Speakers I. 100 Units.**

The goal of this first course in a two-course intermediate sequence is to help students who are heritage learners of Spanish to improve their oral, writing and reading skills and to formalize their linguistic ability. Basic grammatical patterns (e.g. grammar, vocabulary, socio-cultural norms) and orthographic conventions are reviewed and practiced in a variety of short papers, oral presentations and class discussions. Awareness of contemporary Hispanic societies and their historical roots will be enhanced through exposure to a variety of literary and non-literary texts and authentic audio-visual materials.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 10300 or placement. Open only to heritage speakers or with consent of instructor.

SPAN 20302. Language, History, and Culture for Heritage Speakers II/III. 100 Units.

The goal of this second course in a two-course intermediate sequence is to teach heritage learners of Spanish how to use formal written and spoken language to debate and to formulate cogent arguments. Students are expected to analyze particular topics related to the Spanish-speaking world and to participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of writing exercises and through class discussions. Students are exposed to a wide range of literary and non-literary texts and audio-visual materials that exemplify the different cultures and regional varieties within the Spanish-speaking world.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 20102 or placement. Open only to heritage speakers or with consent of instructor.

SPAN 20304. Spanish for the Professions. 100 Units.

This course is designed as an alternative to SPAN 20300 for students aspiring to use Spanish in a professional context. In order for both courses to serve as equal preparation for the following course in the sequence (SPAN 20400), the textbook used and the grammatical topics covered in SPAN 20300 and 20304 are identical, while some readings, listenings, and vocabulary will differ. Students will expand their lexical and cultural knowledge of their chosen professional area through self-selected readings and a presentation, and will hone linguistic skills relevant to any workplace environment.

Terms Offered: Winter

Prerequisite(s): SPAN 20200 or consent of instructor

SPAN 20305. Legal Spanish: Public interest law in the US. 100 Units.

This course brings students to high-intermediate levels in reading, speaking, and listening for the practice of public interest law in the US. Learners will build proficiency around relevant topic areas so that they can read, listen, explain, present and solicit information related to rights, procedures, legal actions, etc. Pre-requisite: one year of university-level Spanish or equivalent.

Terms Offered: Spring

Prerequisite(s): SPAN 20200

SPAN 20310. Chicago Habla Español. 100 Units.

Chicago is known to have multiple, diverse Spanish-speaking communities. In this course, students will use these communities as their classroom to analyze and debate current issues confronting the LatinX experience in the United States and Midwest. In parallel, class instruction will reinforce and expand students' grammatical and lexical proficiency in a manner that will allow students to engage in real-life activities involving speaking, reading, listening and writing skills. This intermediate-high language course targets the development of writing skills and oral proficiency in Spanish and is designed as an alternative to SPAN 20300. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class conversations using authentic readings and listening segments as linguistic models on which to base their own production. At the end of class, students are expected to produce an individual project.

Terms Offered: Spring

Prerequisite(s): SPAN 20200

Equivalent Course(s): LACS 20310

SPAN 20400-20500. Composición y conversación avanzada I-II.

Third-year language sequence

SPAN 20400. Composición y conversación avanzada I. 100 Units.

This course targets the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 20500. Composición y conversación avanzada II. 100 Units.

This course, the second segment of two in the third-year language sequence, continues the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20400 or consent of instructor

SPAN 20402. Curso de redacción académica para hablantes nativos. 100 Units.

This advanced language course helps students achieve mastery of composition and style through the acquisition of numerous writing techniques. A wide variety of literary and non-literary texts are read. Through writing a number of essays and participating in class discussions, students are guided in the examination of linguistic structures and organization of several types of written Spanish discourse. This course also enhances awareness of the cultural diversity within the contemporary Spanish-speaking world and its historical roots.

Terms Offered: Autumn

Prerequisite(s): SPAN 20302 or placement. Open only to native and heritage speakers with consent of instructor.

SPAN 20602. Discurso académico para hablantes nativos. 100 Units.

This seminar/practicum focuses on developing vocabulary and discourse styles for academic verbal communication. This goal is achieved through exposure to taped formal and informal interviews and public debate in the media. Most important, however, is active class participation. Through a number of class presentations, students put into practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews).

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20302 or placement. Open only to native and heritage speakers with consent of instructor.

SPAN 21008. Introduction to Latinx Literature. 100 Units.

From the activist literature of the Chicano Civil Rights Movement to contemporary fiction and poetry, this course explores the forms, aesthetics, and political engagements of U.S. Latinx literature in the 20th and 21st centuries. Theoretical readings are drawn from Chicanx Studies, Latinx Studies, American Studies, Latin American Studies, Hemispheric Studies, Indigenous Studies, and Postcolonial Studies, as we explore Latinx literature in the context of current debates about globalization, neoliberalism, and U.S. foreign policy; Latinx literature's response to technological and socio-political changes and its engagement with race, gender, sexuality, class, and labor; and its dialogues with indigenous, Latin American, North American, and European literatures. (Poetry, 1830-1940, Theory)

Instructor(s): Rachel Galvin Terms Offered: Winter

Equivalent Course(s): CMLT 11008, LACS 11008, ENGL 11008

SPAN 21150. El español en los Estados Unidos. 100 Units.

This sociolinguistic course expands understanding of both the historical and the contemporary development of Spanish in parts of the United States, and awareness of the great sociocultural diversity within the Spanish-speaking communities in the United States and its impact on the Spanish language. This course emphasizes the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the United States. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of English on dialectal aspects. The course includes sociolinguistic texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions in the United States.

Instructor(s): L. van den Hout Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300

Equivalent Course(s): LACS 21150

SPAN 23333. Reading Spanish for Research Purposes. 100 Units.

This intensive course is designed to take students with a basic knowledge of Spanish to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.

Terms Offered: Spring

Prerequisite(s): One quarter of French or equivalent, placement into SPAN 10200, or an intermediate level of another Romance or classical language.

Equivalent Course(s): SPAN 33333

Literature and Culture

All literature and culture classes are conducted in Spanish unless otherwise indicated. Students who are majoring in Spanish do all work in Spanish. With prior consent of instructor, non-majors may write in English.

SPAN 21008. Introduction to Latinx Literature. 100 Units.

From the activist literature of the Chicano Civil Rights Movement to contemporary fiction and poetry, this course explores the forms, aesthetics, and political engagements of U.S. Latinx literature in the 20th and 21st centuries. Theoretical readings are drawn from Chicanx Studies, Latinx Studies, American Studies, Latin American Studies, Hemispheric Studies, Indigenous Studies, and Postcolonial Studies, as we explore Latinx literature in the context of current debates about globalization, neoliberalism, and U.S. foreign policy; Latinx literature's response to technological and socio-political changes and its engagement with race, gender, sexuality, class, and labor; and its dialogues with indigenous, Latin American, North American, and European literatures. (Poetry, 1830-1940, Theory)

Instructor(s): Rachel Galvin Terms Offered: Winter

Equivalent Course(s): CMLT 11008, LACS 11008, ENGL 11008

SPAN 21100. Las regiones del español. 100 Units.

This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. We emphasize the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the Hispanic world. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of indigenous cultures on dialectal aspects. The course includes literary and nonliterary texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300 or placement

Equivalent Course(s): LACS 21100

SPAN 21401. Languages in the Iberian Peninsula: Multilingualism and Language Ideologies. 100 Units.

The course will lead students to explore the situation of the main languages in the Iberian Peninsula from a sociolinguistic perspective (in the wide sense of the word). It will present language diversity in the Iberian Peninsula and lead students to discuss and read about language contact, language planning (including both status and corpus planning), language policy, ideologies and linguistic representations regarding Spanish, Portuguese, Galician, Catalan, Occitan, Basque, Aragonese and Asturian.

Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): CATA 21400

SPAN 21500. Introducción al análisis literario. 100 Units.

Through a variety of representative works of Hispanic literature, this course focuses on the discussion and practical application of different approaches to the critical reading of literary texts. We also study basic concepts and problems of literary theory, as well as strategies for research and academic writing in Spanish.

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

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

SPAN 21610. Catalan Culture and Society: Art, Music, and Cinema. 100 Units.

This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, cinema, gastronomy). Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan.

Terms Offered: Winter

Note(s): The course will be conducted in English.

Equivalent Course(s): CATA 21600

SPAN 21703. Introducción a las literaturas hispánicas: textos españoles clásicos. 100 Units.

This course involves careful reading and discussion of significant works from the Spanish Middle Ages, Renaissance, and the Golden Age, including Juan Manuel's *Conde Lucanor*, Jorge Manrique's *Coplas*, the anonymous *Lazarillo de Tormes*, and the theater of Calderón.

Terms Offered: Autumn Winter

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): MDVL 21703

SPAN 21803. Introducción a las literaturas hispánicas: textos españoles contemporáneos. 100 Units.

Este curso ofrecerá un amplio panorama de las literaturas españolas de los siglos XIX y XX. Buena parte de la historia cultural de España ha estado marcada por la ansiedad respecto al supuesto atraso cultural, político, social y económico del país. La modernidad se convierte así en objeto de deseo y de disputa cultural para los intelectuales españoles que luchan por definir en qué consiste y cómo alcanzarla. Este es el tema que nos guiará, de manera flexible, por las obras de autores como

Mariano José de Larra, Gustavo Adolfo Bécquer, Rosalía de Castro, Emilia Pardo Bazán, Leopoldo Alas Clarín, Antonio Machado, Federico García Lorca, Ana María Matute, Max Aub y Manuel Rivas, entre otros, complementadas por algunas películas. En relación con este tema principal, se explorarán también el lugar del campo y la ciudad en la imaginación moderna, la cuestión nacional, las luchas por la emancipación de la mujer, las tensión creativa entre tradición y vanguardia artística, o los debates sobre la historia y la memoria del pasado reciente de España.

Instructor(s): I. Fanlo (winter); M. Martínez (spring) Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

SPAN 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): L. Brewer-García Terms Offered: Spring

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): CRES 21903, LACS 21903

SPAN 22003. Introducción a las literaturas hispánicas: del modernismo al presente. 100 Units.

Students in this course study an array of texts written in Spanish America from the late nineteenth century to the present, including the literature of the Hispanic diasporas. Authors may include José Martí, Rubén Darío, Mariano Azuela, Pablo Neruda, César Vallejo, Teresa de la Parra, Jorge Luis Borges, Octavio Paz, Rosario Castellanos, Mario Vargas Llosa, and Pedro Pietri.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 22003

SPAN 22350. Speaking Truth to Power in Medieval Iberia. 100 Units.

In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked through class discussion.

Instructor(s): N. Blanco Mourelle Terms Offered: Autumn

Equivalent Course(s): SPAN 32350, PORT 22350, CATA 32350, CATA 22350, MDVL 22350, PORT 32350

SPAN 22520. Slavery as Metaphor in Latin America. 100 Units.

This course will examine the long-lived trope of slavery as a metaphor-for love, sex, god, and imperial domination-in the Iberian Atlantic from the seventeenth to the late-nineteenth centuries. Focusing on literary, spiritual, and political texts, we will explore the ways in which slavery as a metaphor has informed understandings and conceptions of actual slavery in Ibero-America. What happens when a captive writes a poem about being enslaved to their lover? What does it mean for a slave master to define their relationship to Europe in terms of bondage? How must we read spiritual writings and religious sermons depicting God as a 'true master' in slave-holding territories? In addition to these questions, we will analyze the presence of enslaved people in literary texts written by white Creole authors in order to explore how they shape modern conceptions of freedom and whiteness. Readings will include literary texts by Cuban and Brazilian authors, religious sermons, literature written by slaves and former slaves, as well as independentist letters and pamphlets. In addressing the ubiquity of slavery both as a trope and as a concrete system of labor exploitation and capital accumulation, students will be able to better recognize the material implications of cultural artifacts, and to build connections between the Spanish, Portuguese, and Brazilian empires.

Instructor(s): I. Fraga Terms Offered: Autumn

Note(s): Class will be taught in English, with the possibility of extra sessions in Spanish for HLBS majors and minors.

Equivalent Course(s): LACS 22520, CRES 22520

SPAN 22521. ¿Qué onda, Siri? Ciencia Ficción Latinoamericana. 100 Units.

Intercambio de cartas entre México y la luna, exploradores planetarios argentinos, hackers activistas en Bolivia y viajes en el tiempo para salvar el Caribe. Aunque a lo largo de su historia no haya gozado del mismo prestigio que otros géneros literarios, la ciencia ficción en América Latina tiene ejemplos que datan del siglo XVIII. Sin embargo, no es hasta los 1950s que el género empieza a ganar impulso editorial y, más tarde, académico. Ya en el siglo XXI, autores como Rita Indiana, Pola Oloixarac y Edmundo Paz Soldán han utilizado los variados elementos constitutivos del género y alcanzando incluso reconocimiento internacional. Frente a tal histórico, este curso busca contestar las siguientes preguntas: ¿De qué manera se asemeja y se difiere la ciencia ficción latinoamericana, de país a país, y en comparación al resto del mundo? ¿Cómo se mezclan los elementos tradicionales del género con las culturas nacionales y regionales del subcontinente? ¿Qué particularidades sociales, políticas, económicas, raciales y de género se manifiestan en estos textos que nos ayudan

a pensar la realidad de esta región y que la ficción realista históricamente privilegiada no llega a escenificar? Para ello, nos ocuparemos de novelas, cuentos, poemas, películas, series de televisión y performances de América Latina, desde sus principios decimonónicos hasta el presente, enfocándonos en los elementos característicos del género y las representaciones culturales puestas en escena por estos artistas.

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

Prerequisite(s): SPAN 20300.

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 22521

SPAN 22620. Food, Culture and Writing in the Early Modern Spanish Atlantic. 100 Units.

This class will engage critically with Iberian and Latin American food studies by focusing on iconic everyday food commodities whose history is deeply rooted in colonization, slavery, imperial expansion and evangelization. Students will examine the presence of foods-such as maize, chocolate, sugar, potato and chili- in early modern literature, travel narratives, natural histories and historical documents in order to reflect upon issues like cultural interaction, identity formation and difference in the context of the Spanish Empire. We will read texts such as those by Fernández de Oviedo, Inca Garcilaso de la Vega and Guamán Poma, as well as unpublished recipes and cookbooks. We will also engage with hands-on research and reconstruction of early modern recipes to gain insight into historical techniques and materials. Early modern sources will be put in dialogue with contemporary issues like gastronomic prestige, food justice and sustainability. In doing so, students will be provided with critical tools to analyze the political, economic, gender and racial implications of contemporary discourses of food.

Instructor(s): D. Gutierrez Flores Terms Offered: Autumn

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 22620

SPAN 22821. Women and Horror in Contemporary Latin America. 100 Units.

In this seminar, students will explore questions relevant to both horror studies in general and contemporary Latin American horror specifically from a feminist perspective. What does horror as a genre contribute to the representation and exploration of women's experiences of terrifying events in Latin American history and politics? How can we understand the gendered dynamics of Latin American culture and politics through horror? What do gendered themes in Latin American horror say about societal attitudes, oppression, and struggles for equality? How does the representation of Latin American women in horror texts contribute to or subvert forms of oppression? This interdisciplinary course will transverse the region as well as genres, covering such texts as the short stories of Amparo Dávila (Mexico) and Mariana Enríquez (Argentina); novellas by Carlos Fuentes (Mexico) and Felisberto Hernández (Uruguay); and films such as *As boas maneiras* (Brazil, 2017).

Instructor(s): L. Colaneri Terms Offered: Winter

Note(s): Discussion will be in Spanish, with readings in both English and Spanish.

Equivalent Course(s): GNSE 22822, LACS 22821

SPAN 23025. Vidas Infames: Sujetos heterodoxos en el mundo hispánico (1500-1800) 100 Units.

En este curso leeremos y discutiremos las vidas de varias mujeres y hombres comunes perseguidos por la Inquisición hispánica entre 1500 y 1800, aproximadamente, tanto en Europa y el Mediterráneo como en las Américas. La mayoría de estas vidas fueron dichas por los mismos acusados frente a un tribunal eclesiástico. Estas autobiografías orales, producidas en condiciones de máxima dureza y precariedad, revelan la forma en que la vida cotidiana es moldeada e interrumpida por el poder. Leeremos las historias de hombres transgénero, mujeres criptojudías, campesinos moriscos, renegados, profetas y monjas acusadas de sodomía, entre otras; y discutiremos temas como la relación entre poder y subjetividad, heterodoxia y cultura popular, las formas narrativas del yo o la articulación biográfica de la clase, la raza y el género en la primera modernidad. Estas 'vidas infames', a pesar de su concreta individualidad, permiten ofrecer un amplio panorama de la historia cultural y social de España y América en la era de la Inquisición.

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

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 33025, LACS 23025, LACS 33025

SPAN 24701. Introduction to Basque Culture. 100 Units.

Straddling the border of southern France and northern Spain, the land of the Basques has long been home to a people who had no country of their own but have always viewed themselves as a nation. No one has ever been able to find their roots, and their peculiar language is not related to any other in the world, but they have managed to keep their mysterious identity alive, even if many other civilizations tried to blot it out. The aim of this course is to create real situations that will enable the students to learn the meaning of Basque culture. It will be a guided tour throughout Basque history and society. Students will learn about the mysterious origins of the language; they will visit the most beautiful places of the Basque country; they will get to know and appreciate Basque traditions, gastronomy, music . . . and most importantly, they will be able to compare and contrast their own cultures and share their ideas during the lessons, creating an enriching atmosphere full of entertaining activities, such as listening to music, reading legends and tales, watching documentaries, and much more.

Terms Offered: Winter

Note(s): This course will be conducted in English. Prior knowledge of Basque language or culture is not required.

Equivalent Course(s): BASQ 24700

SPAN 27020. Christianity and Islam in the Western Mediterranean World during the Late Middle Ages. 100 Units.

El curso analizará los contactos mantenidos entre mundo cristiano y mundo islámico en el Mediterráneo bajomedieval, tomando la Corona de Aragón y sus ricas fuentes documentales como observatorio privilegiado. Las particularidades de la Corona de Aragón se compararán con las de otros estados cristianos del Occidente mediterráneo que mantuvieron relaciones sostenidas con los musulmanes. Tras la definición de la naturaleza y de las especificidades de los contactos

político-diplomáticos, mercantiles y pirático-corsarios entre Cristiandad e Islam, las clases se focalizarán en la identificación y caracterización de colectivos y personas que actuaron como mediadores lingüísticos y culturales entre ambas realidades. Se determinarán las circunstancias y motivos que permitieron que agentes diplomáticos, mercaderes, mercenarios, piratas-corsarios o cautivos-esclavos vehicularan los contactos. Y se analizarán y compararán las distintas tipologías documentales que son plasmación de todos esos intercambios y contactos culturales y humanos.

Instructor(s): R. Salicrú i Lluç Terms Offered: Spring

Note(s): Taught in Spanish.

Equivalent Course(s): MDVL 27020, CATA 27020, RLST 27020, SPAN 37020, CATA 37020

SPAN 27720. Races, Castes, and Their Relationships in Latin American Colonial Music. 100 Units.

The course will undertake a critical survey of repertoires, institutions, and social practices related to musical practices in Spain and Portugal's American territories between 1558 and ca. 1800. The missions of the Jesuits and other orders, the constitution of the musical chapels of the cathedrals, the 'villancico de negros,' and the emergence of local popular music will be some of the topics examined, with a critical assessment of recent views of the role of Colonial music in current musical life.

Instructor(s): Leonardo Waisman Terms Offered: Winter

Equivalent Course(s): LACS 27720, LACS 37720, PORT 27720, MUSI 27720

SPAN 29117. Theater and Performance in Latin America. 100 Units.

What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life.

While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory?

Ultimately, the aim of this course is to give students an overview of Latin American performance including blackface performance, indigenous performance, as well as performance and activism.

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

Prerequisite(s): Undergraduates must be in their third or fourth year

Note(s): Taught in English.

Equivalent Course(s): LACS 39117, LACS 29117, GNSE 29117, TAPS 28479, CRES 39117, CRES 29117, TAPS 38479, SPAN 39117, GNSE 39117

SPAN 29700. Readings in Special Topics. 100 Units.

This course involves directed readings on special topics not covered by courses offered as part of the program in Spanish. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10300 or 20300, depending on the requirements of the program for which credit is sought

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

SPAN 29900. BA Paper Preparation: Spanish. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.



Russian and East European Studies

Department Website: <http://slavic.uchicago.edu>

Program of Study

The Department of Slavic Languages and Literatures offers courses in the Bosnian/Croatian/Serbian, Czech, Polish, and Russian languages and literatures, and other Slavic and East European cultures, leading to a BA in Russian and East European Studies. The BA degree program is designed to provide students with skills and facility in the languages and cultures of the region. It is intended for students preparing for graduate work, those planning a career in government or industry, and those whose primary aim is to master Russian and East European cultures in the original languages. Students interested in the program are encouraged to consult with the director of undergraduate studies. The contact information for the current director of undergraduate studies may be obtained by consulting the departmental website at slavic.uchicago.edu (<http://slavic.uchicago.edu>).

Students who are majoring in other fields of study may also complete a minor in Russian and East European Studies.

General Education

Depending on the language(s) of concentration, it is recommended that students majoring in REES satisfy the general education requirement in civilization studies with SOSC 24000-24100 (<http://collegecatalog.uchicago.edu/search/?P=SOSC%2024000-24100>) Introduction to Russian Civilization I-II or HIST 13100-13200-13300 (<http://collegecatalog.uchicago.edu/search/?P=HIST%2013100-13200-13300>) History of Western Civilization I-II-III.

Grading

Students who are majoring or minoring in Russian and East European Studies must receive a quality grade in all courses taken to meet requirements in the major or minor. Nonmajors and nonminors have the option of taking courses on a P/F basis at the discretion of the instructor (except for language courses, which must be taken for quality grades). For the major a minimum of seven courses must bear University of Chicago course numbers and be completed for quality grades.

Honors

To be eligible for honors in Russian and East European Studies, students must maintain an overall College GPA of 3.25 or higher and of 3.5 or higher in the major. Students must indicate their intention to pursue honors to the director of undergraduate studies no later than the end of the first week of the first quarter of their fourth year.

In addition, students pursuing honors must write an acceptable BA paper in their final year under the supervision of a faculty member in the Department of Slavic Languages and Literatures. Students must submit the BA paper to the BA supervisor no later than Friday of fifth week in Spring Quarter of their fourth year.

At the latest by the Autumn Quarter of their fourth year, students should begin the BA process by consulting with the director of undergraduate studies. Students may register for the BA Paper seminar (REES 29900 BA Paper Workshop) with approval of the BA supervisor. This course will confer general College elective credit, but it will not count toward the major. If the completed bachelor's paper is judged by the supervisor and a second faculty member to be a distinguished example of original research or criticism, the student is recommended to the College for graduation with honors in Russian and East European Studies. The final decision regarding the granting of any degree with honors rests with the Collegiate divisional master.

Advising

Students wishing to declare the major should meet with the director of undergraduate studies. Further information on the undergraduate program is available in the departmental office (Foster 406, 773.702.8033). Questions about placement, competency, and proficiency examinations in Russian should be directed to the coordinator of Russian language courses.

Study Abroad

Several study abroad opportunities are offered in subjects and geographic areas of interest to students who are majoring in Russian and East European Studies, including those described below. For more information, students should consult with the study abroad advisers or visit study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>).

1. **Smolny College:** The University of Chicago sponsors summer, semester-long, and year-long programs at Smolny College, a joint Russian-American college in St. Petersburg. College-level courses are taught in Russian and English on a broad range of subjects, as well as language courses.
2. **Russian Civilization in Paris:** A three-part sequence of courses is taught by University of Chicago faculty at the Center in Paris. The program includes an extended excursion to a Russian city. This program satisfies the general education requirement in civilization studies.
3. **FLAG study:** Students who wish to do a summer study abroad program can apply for a Foreign Language Acquisition Grant (FLAG) that is administered by the College and provides support for a minimum of eight weeks of study at a recognized summer program abroad. Students must have completed RUSS 10303 First-Year Russian-3 or its equivalent to be eligible for FLAG support for the study of Russian. For more information, visit study-abroad.uchicago.edu/programs/byType/summer-grants (<https://study-abroad.uchicago.edu/programs/byType/summer-grants/>).

Program Requirements

Major in **Russian and East European Studies (REES)**. The BA in REES requires twelve courses, which fall into two categories: courses in the major language of study and elective courses. In this way students have the flexibility to construct a course of study that accords with their interests.

Major in Russian and East European Studies

1. Six language courses at the 20000 level or beyond. In exceptional circumstances students may petition to substitute three courses in a concentrated area of study for three quarters of study in the major language.

This requirement may be satisfied in whole or in part by examination credit based on a University placement exam. Students who fulfill the language requirement with fewer than three quarters of study must substitute elective courses offered in the Department of Slavic Languages and Literatures.

2. Six elective courses in REES or in languages offered by Slavic Languages and Literatures.

This requirement is designed to allow students to tailor their program to their intended goals and career track. A maximum of one Reading and Research course (REES 29700 (<http://collegecatalog.uchicago.edu/search/?P=REES%2029700>) Reading/Research: Russian and Eastern European Studies) may be counted as an elective course.

Courses in the major may not be double-counted with general education requirements. A minimum of seven courses in the major must be completed for quality grades at the University of Chicago.

NOTE: Students who entered the University prior to Autumn 2015 may choose to fulfill the requirements here or those that were in place when they entered the University. For questions about course eligibility, contact the director of undergraduate studies.

Summary of Requirements for the Major in Russian and East European Studies

Six courses in Russian or an East European language at the 20000 level or above *	600
Six elective courses	600
Total Units	1200

* Credit may be granted by examination. Up to three quarters worth of placement credit can be counted toward the major. When more than half of the language requirement (the equivalent of four to six quarters of study) is met by examination, electives in the Department of Slavic Languages and Literatures must be substituted for the additional quarters of language credit granted (*i.e., if a student places out of four quarters of language study, one elective course must be substituted into the major. If five quarters of credit are granted, two electives must be substituted, etc.*). Introductory courses in another Slavic or East European language can be used as electives.

Minor Program in Russian and East European Studies

The minor in Russian and East European Studies requires seven courses, including at least three language courses at the 20000 level or higher and at least two REES courses.

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

Summary of Requirements for the Minor in Russian and East European Studies

Three second-year courses in a Russian or East European language *	300
Four elective courses (including at least two REES courses)	400
Total Units	700

*Credit may be granted by examination.

Bosnian, Croatian, and Serbian Courses

BCSN 10103-10203-10303. First-Year Bosnian/Croatian/Serbian I-II-III.

The major objective of the sequence is to build a solid foundation in the basic grammatical patterns of written and spoken Bosnian/Croatian/Serbian, while simultaneously introducing both the Cyrillic and Latin alphabets. This sequence is complemented with cultural and historical media from the Balkans and is designed for students with a wide range of interests. Screenings of movies and other audio-visual materials are held in addition to scheduled class time. Knowledge of a Slavic language and background in linguistics not required.

BCSN 10103. First-Year Bosnian/Croatian/Serbian I. 100 Units.

This three-quarter sequence course in Bosnian/Croatian/Serbian languages introduces students to the basics of four basic skills: reading, listening, speaking and writing. It maintains a good balance of the three languages, their respective grammatical and lexical differences, and the Cyrillic and Latin alphabets. Students are encouraged to concentrate on the language and culture of their interest and choice. The course objective is to build a solid foundation in the grammatical patterns of the spoken and written languages, while simultaneously working on basic interpretive, interpersonal, presentational and intercultural communication. This is achieved through a communicative situation-based approach, dialogues and texts and, reinforced by the students and instructor, screenings of short announcements, commercials,

documentaries, interviews, and the like. Once a week, one-on-one 15-minute conversation sessions with the instructor offer students the opportunity to review and practice the materials presented in class. The course is supplemented with cultural events, guest speakers and selected media. Together with the conversation sessions, these supplements improve the students' ability to interact effectively and appropriately with people from other linguistic and cultural backgrounds-essential for establishing successful, positive relationships across cultural boundaries.

Instructor(s): Nada Petkovic Terms Offered: Autumn

BCSN 10203. First-Year Bosnian/Croatian/Serbian II. 100 Units.

This three-quarter sequence course in Bosnian/Croatian/Serbian languages introduces students to the basics of four basic skills: reading, listening, speaking and writing. It maintains a good balance of the three languages, their respective grammatical and lexical differences, and the Cyrillic and Latin alphabets. Students are encouraged to concentrate on the language and culture of their interest and choice. The course objective is to build a solid foundation in the grammatical patterns of the spoken and written languages, while simultaneously working on basic interpretive, interpersonal, presentational and intercultural communication. This is achieved through a communicative situation-based approach, dialogues and texts and, reinforced by the students and instructor, screenings of short announcements, commercials, documentaries, interviews, and the like. Once a week, one-on-one 15-minute conversation sessions with the instructor offer students the opportunity to review and practice the materials presented in class. The course is supplemented with cultural events, guest speakers and selected media. Together with the conversation sessions, these supplements improve the students' ability to interact effectively and appropriately with people from other linguistic and cultural backgrounds-essential for establishing successful, positive relationships across cultural boundaries.

Instructor(s): Nada Petkovic Terms Offered: Winter

BCSN 10303. First-Year Bosnian/Croatian/Serbian III. 100 Units.

This three-quarter sequence course in Bosnian/Croatian/Serbian languages introduces students to the basics of four basic skills: reading, listening, speaking and writing. It maintains a good balance of the three languages, their respective grammatical and lexical differences, and the Cyrillic and Latin alphabets. Students are encouraged to concentrate on the language and culture of their interest and choice. The course objective is to build a solid foundation in the grammatical patterns of the spoken and written languages, while simultaneously working on basic interpretive, interpersonal, presentational and intercultural communication. This is achieved through a communicative situation-based approach, dialogues and texts and, reinforced by the students and instructor, screenings of short announcements, commercials, documentaries, interviews, and the like. Once a week, one-on-one 15-minute conversation sessions with the instructor offer students the opportunity to review and practice the materials presented in class. The course is supplemented with cultural events, guest speakers and selected media. Together with the conversation sessions, these supplements improve the students' ability to interact effectively and appropriately with people from other linguistic and cultural backgrounds-essential for establishing successful, positive relationships across cultural boundaries.

Instructor(s): Nada Petkovic Terms Offered: Spring

BCSN 20103-20203-20303. Second-Year Bosnian/Croatian/Serbian I-II-III.

The second-year sequence in Bosnian/Croatian/Serbian languages and cultures is a continuation of first-year BCS and therefore assumes one year of formal study of the target language(s) or equivalent course work elsewhere. The sequence is focused on spoken and written modern BCS, emphasizing communicative practice in authentic cultural contexts. The language(s) are introduced through a series of dialogues gathered from a variety of textbooks published in Serbia, Croatia, and Bosnia, as well as newspaper articles, short biographies, poems, and song lyrics in both the Latin and Cyrillic alphabets. A vast archive of audiovisual materials, representing both high and popular culture, constitutes an integral part of every unit. Simultaneously, aural comprehension, speaking, grammar, and vocabulary are reinforced and further developed throughout the year. Mandatory drill sessions are held twice a week, offering students ample opportunity to review and practice materials presented in class.

BCSN 20103. Second-Year Bosnian/Croatian/Serbian I. 100 Units.

The Second-Year Bosnian/Croatian/Serbian languages and cultures course is designed for both students who have completed the first-year sequence and heritage learners. Its main objective is to develop further communicative skills-interpretive, interpersonal, presentational and intercultural-using authentic materials representing the contemporary spoken and written language in authentic cultural contexts. Students are presented with a series of texts, such as newspaper articles, interviews with writers, actors, athletes, short biographies, book and film reviews, university websites, travel blogs, etc. Audiovisual materials, representing both high and popular culture, constitute an integral part of every unit. Grammar and vocabulary are reinforced and developed throughout the quarter. Textual and audiovisual materials are selected to best exemplify the outlined themes while maintaining a good balance of the three languages and their respective grammatical and lexical differences in order to assess students' progress in all four skills. Each of the 12 units is accompanied with a unit test, all of which, including the final exam at the end of the term, mirror the tasks in the practical proficiency assessment test that students can take at the end of the spring quarter. The course is complemented with cultural and historical media from the Balkans, guest speakers and cultural events. The prerequisite is BCSN 10303 or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Autumn

Prerequisite(s): BCSN 10303 or consent of instructor

BCSN 20203. Second-Year Bosnian/Croatian/Serbian II. 100 Units.

The Second-Year Bosnian/Croatian/Serbian languages and cultures course is designed for both students who have completed the first-year sequence and heritage learners. Its main objective is to develop further communicative skills-interpretive, interpersonal, presentational and intercultural-using authentic materials representing the contemporary spoken and written language in authentic cultural contexts. Students are presented with a series of texts, such as

newspaper articles, interviews with writers, actors, athletes, short biographies, book and film reviews, university websites, travel blogs, etc. Audiovisual materials, representing both high and popular culture, constitute an integral part of every unit. Grammar and vocabulary are reinforced and developed throughout the quarter. Textual and audiovisual materials are selected to best exemplify the outlined themes while maintaining a good balance of the three languages and their respective grammatical and lexical differences in order to assess students' progress in all four skills. Each of the 12 units is accompanied with a unit test, all of which, including the final exam at the end of the term, mirror the tasks in the practical proficiency assessment test that students can take at the end of the spring quarter. The course is complemented with cultural and historical media from the Balkans, guest speakers and cultural events. The prerequisite is BCSN 10303 or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Winter

BCSN 20303. Second-Year Bosnian/Croatian/Serbian III. 100 Units.

The Second-Year Bosnian/Croatian/Serbian languages and cultures course is designed for both students who have completed the first- year sequence and heritage learners. Its main objective is to develop further communicative skills- interpretive, interpersonal, presentational and intercultural- using authentic materials representing the contemporary spoken and written language in authentic cultural contexts. Students are presented with a series of texts, such as newspaper articles, interviews with writers, actors, athletes, short biographies, book and film reviews, university websites, travel blogs, etc. Audiovisual materials, representing both high and popular culture, constitute an integral part of every unit. Grammar and vocabulary are reinforced and developed throughout the quarter. Textual and audiovisual materials are selected to best exemplify the outlined themes while maintaining a good balance of the three languages and their respective grammatical and lexical differences in order to assess students' progress in all four skills. Each of the 12 units is accompanied with a unit test, all of which, including the final exam at the end of the term, mirror the tasks in the practical proficiency assessment test that students can take at the end of the spring quarter. The course is complemented with cultural and historical media from the Balkans, guest speakers and cultural events. The prerequisite is BCSN 10303 or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Spring

BCSN 21101. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 100 Units.

This one quarter course is designed to help students over one of the most difficult hurdles in language training- the transition from working through lessons in a textbook to reading unedited literary texts. The selected pieces of fiction and the exercises drawn from them engage the language's structure on every page. Immersed in a complete language experience, students learn how to engage the natural, organic language of literary texts across a variety of styles and themes enabling them to work with ever more challenging material. The course objective is to hone students' abilities to analyze increasingly complex unreviewed texts, identify various styles and registers of the language, and handle linguistically unfamiliar situations in both spoken and written format. Attention is given to improving students' abilities to paraphrase, narrate, describe, support opinions, hypothesize and discuss abstract topics. Building vocabulary is stressed as a key to making progress, while issues of language structure and grammar are reinforced throughout the course. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Autumn

Equivalent Course(s): REES 31104, BCSN 31104, REES 21101

BCSN 21200. Advanced Bosnian/Croatian/Serbian: Language Through Film. 100 Units.

Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. This course addresses the theme of Yugoslav and Post-Yugoslav identity through discussion and interpretation based on selected films, documentaries, images, and related texts- historical and literary, popular press, advertisements, screenplays, and literature e on film. Emphasis is on interpersonal communication as well as the interpretation and production of language in written and oral forms. The course engages in systematic grammar review, along with introduction of some new linguistic topics, with constant practice in writing and vocabulary enrichment. The syllabus includes the screening of six films, each from a different director, region, and period, starting with *Cinema Komunisto* (2012), a documentary by Mila Turajlic. This film will be crucial for understanding how Yugoslav cinema was born and how, in its origins, it belongs to what a later cinephile, Fredric Jameson, has called a "geopolitical aesthetic." We shall investigate the complex relationship between aesthetics and ideology in the Yugoslav and Post-Yugoslav cinema, and pay close attention to aesthetic conceptions and concrete formal properties, and more importantly, to language, narrative logic, and style.

Instructor(s): Nada Petkovic Terms Offered: Winter

Equivalent Course(s): REES 31203, BCSN 31203, REES 21200

BCSN 21300. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.

The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today's Serbia, Bosnia and Hercegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980" a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): REES 21300, BCSN 31303, REES 31303, ARCH 21300

BCSN 21400. Advanced BCS: Language through Art and Architecture. 100 Units.

This course foregrounds different periods in Yugoslav and post-Yugoslav art and architecture. Situated between the capitalist West and the socialist East, Yugoslavia's architects responded to contradictory demands and influences, developing a postwar architecture both in line with and distinct from the design approaches seen elsewhere in Europe and beyond. Drawing on the country's own idiosyncrasies, diverse heritage and influences, the course surveys examples of architectural styles from classical to Baroque, through Art Nouveau and Modernism, all the way to full-blown Brutalism with its left and material honesty. Given that Yugoslav architecture also expressed one of the great political experiments of the modern era, the course entertains many questions on related topics. While exploring major cities, their infrastructure, houses, buildings, monuments, churches and more, the course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Spring

Prerequisite(s): The course prerequisite is two years of formal study of the target language(s) or the consent of the instructor.

Equivalent Course(s): BCSN 31403, REES 21400, REES 31403

BCSN 29700. Reading and Research Course. 100 Units.

No description available.

Instructor(s): Nada Petkovic Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Departmental Adviser

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

BCSN 29910. Special Topics in Bosnian/Croatian/Serbian I. 100 Units.

The course is designed to meet the specific needs of advanced learners of Bosnian/Croatian/Serbian, including heritage and native speakers, and to foster cross-cultural experiences through interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in BCS. The prerequisite is three years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Autumn

Equivalent Course(s): REES 39913, REES 29913, BCSN 39910

BCSN 29911. Special Topics in Bosnian/Croatian/Serbian II. 100 Units.

The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one's research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 39911, REES 39914, REES 29914

BCSN 29912. Special Topics in Bosnian/Croatian/Serbian III. 100 Units.

The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one's research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 39912, REES 29915, REES 39915

Czech Courses**CZEC 10103-10203-10303. First-Year Czech I-II-III.****First-Year Czech****CZEC 10103. First-Year Czech I. 100 Units.**

This course introduces the Czech language to those students who would like to speak Czech or use the language for reading and research purposes. All four major communicative skills (i.e. reading, writing, listening, speaking) are stressed. Students will also learn about Czech culture through readings, films and class activities. This three-quarter

sequence prepares students for the second-year Czech course and to study or travel abroad in the Czech Republic. Conversation practice is held weekly.

Instructor(s): Irena Cajkova Terms Offered: Autumn

CZEC 10203. First-Year Czech II. 100 Units.

This course is an introduction to the basic grammar of Czech with attention given to all four skills of speaking, listening, reading, and writing, as well as exposure to Czech culture. Winter and Spring Quarters include work with Czech film and literature. Students gain some familiarity with the major differences between literary and spoken Czech as they learn to use the language both as a means of communication and as a tool for reading and research.

Instructor(s): Irena Cajkova Terms Offered: Winter

CZEC 10303. First-Year Czech III. 100 Units.

This course is an introduction to the basic grammar of Czech with attention given to all four skills of speaking, listening, reading, and writing, as well as exposure to Czech culture. Winter and Spring Quarters include work with Czech film and literature. Students gain some familiarity with the major differences between literary and spoken Czech as they learn to use the language both as a means of communication and as a tool for reading and research.

Instructor(s): Irena Cajkova Terms Offered: Spring

CZEC 29700. Reading and Research Course. 100 Units.

No description available.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Departmental Adviser

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

CZEC 29900. BA Paper. 100 Units.

No description available.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literatures with consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

Polish Courses

POLI 10103-10203-10303. First-Year Polish I-II-III.

This sequence teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

POLI 10103. First-Year Polish I. 100 Units.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

Instructor(s): Sasha Lindskog Terms Offered: Autumn

POLI 10203. First-Year Polish II. 100 Units.

This course includes instruction in grammar, writing, and translation, as well as watching selected Polish movies.

Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation. Drill sessions to be arranged.

Instructor(s): Sasha Lindskog Terms Offered: Winter

POLI 10303. First-Year Polish III. 100 Units.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

Instructor(s): Sasha Lindskog Terms Offered: Spring

Prerequisite(s): Poli 10203 or consent of instructor.

POLI 20103-20203-20303. Second-Year Polish I-II-III.

This sequence includes instruction in grammar, writing, and translation, as well as watching selected Polish movies. Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation.

POLI 20103. Second-Year Polish I. 100 Units.

This course includes instruction in grammar, writing, and translation, as well as watching selected Polish movies.

Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation.

Instructor(s): Sasha Lindskog Terms Offered: Autumn

Prerequisite(s): POLI 10300 or equivalent

POLI 20203. Second-Year Polish II. 100 Units.

This course includes instruction in grammar, writing, and translation, as well as watching selected Polish movies.

Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation.

Instructor(s): Sasha Lindskog Terms Offered: Winter

POLI 20303. Second-Year Polish III. 100 Units.

The primary goal of second year Polish is to expand the student's speaking, reading and writing skills by building on grammar and vocabulary learned during the first year of study. As a complement to the linguistic side of the course, the student will gain a greater familiarity with Polish history and culture through varied means including readings of literary works, articles from contemporary Polish newspapers and movies.

Instructor(s): Sasha Lindskog Terms Offered: Spring

Prerequisite(s): Fall Quarter of Second Year Polish or instructor consent

POLI 29700. Reading and Research Course. 100 Units.

No description available.

Instructor(s): Dag Lindskog Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Departmental Adviser

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

Russian Courses**RUSS 10103-10203-10303. First-Year Russian I-II-III.**

First-Year Russian

RUSS 10103. First-Year Russian I. 100 Units.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This year-long course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

Instructor(s): Erik Houle, Maria Iakubovich Terms Offered: Autumn

RUSS 10203. First-Year Russian-2. 100 Units.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All five major communicative skills (i.e., reading, writing, listening, comprehension, and speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This year-long course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

Instructor(s): Erik Houle, Maria Iakubovich Terms Offered: Winter

RUSS 10303. First-Year Russian-3. 100 Units.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This year-long course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

Instructor(s): Erik Houle, Maria Iakubovich Terms Offered: Spring

RUSS 10400-10500-10600. Russian through Pushkin I-II-III.

This literary and linguistic approach to Russian allows students to learn the language by engaging classic Russian poetic texts (e.g., Pushkin's *The Bronze Horseman*), as well as excerpts from *Eugene Onegin* and selections from Pushkin's shorter poems and prose works. Although the focus is on reading Russian, all four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed, preparing students for the College Language Competency Exam and for continued study of Russian in second-year courses. Conversation practice is held twice a week.

RUSS 10400. Russian Through Pushkin I. 100 Units.

This literary and linguistic approach to Russian allows students to learn the language by engaging classic Russian poetic texts (e.g., Pushkin's *The Bronze Horseman*), as well as excerpts from *Eugene Onegin* and selections from Pushkin's shorter poems and prose works. Although the focus is on reading Russian, all four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed, preparing students for the College Language Competency Exam and for continued study of Russian in second-year courses. Conversation practice is held twice a week.

Instructor(s): Mark Baugher Terms Offered: Autumn

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.

This literary and linguistic approach to Russian allows students to learn the language by engaging classic Russian poetic texts (e.g., Pushkin's *The Bronze Horseman*), as well as excerpts from *Eugene Onegin* and selections from Pushkin's shorter poems and prose works. Although the focus is on reading Russian, all four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed, preparing students for the College Language

Competency Exam and for continued study of Russian in second-year courses. Conversation practice is held twice a week.

Instructor(s): Mark Baugher Terms Offered: Winter

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.

This literary and linguistic approach to Russian allows students to learn the language by engaging classic Russian poetic texts (e.g., Pushkin's *The Bronze Horseman*), as well as excerpts from Eugene Onegin and selections from Pushkin's shorter poems and prose works. Although the focus is on reading Russian, all four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed, preparing students for the College Language Competency Exam and for continued study of Russian in second-year courses. Conversation practice is held twice a week.

Instructor(s): Mark Baugher Terms Offered: Spring

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 20103-20203-20303. Second-Year Russian I-II-III.

Second-Year Russian

RUSS 20103. Second-Year Russian I. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practice is held twice a week.

Instructor(s): Erik Houle, Mark Baugher Terms Offered: Autumn

RUSS 20203. Second-Year Russian II. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practices is held twice a week.

Instructor(s): Erik Houle, Mark Baugher Terms Offered: Winter

RUSS 20303. Second-Year Russian III. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practice is held twice a week.

Instructor(s): Erik Houle, Mark Baugher Terms Offered: Spring

RUSS 20702-20802-20902. Third-Year Russian through Culture I-II-III.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

RUSS 20702. Third-Year Russian through Culture I. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Autumn

Prerequisite(s): RUSS 20300 (two years of Russian) or equivalent

RUSS 20802. Third-Year Russian through Culture II. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Spring

Prerequisite(s): Russian 20701 or consent of instructor.

Note(s): Drill sessions to be arranged.

Equivalent Course(s): REES 20902, RUSS 30902, REES 30902

RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters).

RUSS 21302. Advanced Russian through Media I. 100 Units.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters). Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Instructor(s): Valentina Pichugin Terms Offered: Autumn

Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Equivalent Course(s): REES 30102, REES 21302, RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format).

Instructor(s): Valentina Pichugin Terms Offered: Winter

Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Note(s): Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters).

Equivalent Course(s): RUSS 30202

RUSS 21502. Adv Russian Through Media-III. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Instructor(s): Valentina Pichugin Terms Offered: Spring

Equivalent Course(s): REES 30302, RUSS 30302, REES 21502

RUSS 23333. Reading Russian for Research Purposes. 100 Units.

This course prepares students to read and do research in Russian. Students will gain a fundamental knowledge of Russian grammar and a basic vocabulary while learning to work intensively with primary and secondary texts in their area of academic interest. Reading Russian for Research Purposes has a limited number of spots available for participation via electronic course sharing, intended for students who are unable to be in Chicago physically for the course.

Instructor(s): Staff Terms Offered: TBD

Equivalent Course(s): RUSS 33333

RUSS 25502. The Russian Novel. 100 Units.

The course will focus on three of the greatest philosophical crime novels in modern literature: Gogol's *Dead Souls*, Dostoevsky's *Crime and Punishment*, and Bely's *Peterburg*. Together they chart the course of development of the Russian

novel, engaging literature's essential questions, but also its "accursed" ones, as the Russians say-the ones that can never be answered, but provoke the most worthy of sort of debate.

Instructor(s): William Nickell Terms Offered: Winter

Equivalent Course(s): FNDL 25334, RUSS 35502

RUSS 29910. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin Terms Offered: Autumn

Equivalent Course(s): RUSS 39910

RUSS 29911. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin Terms Offered: Winter

Equivalent Course(s): RUSS 39911

RUSS 29912. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin Terms Offered: Spring

Equivalent Course(s): REES 29912, REES 39912, RUSS 39912

Russian and East European Studies Courses

REES 13802. The Russian Empire. 100 Units.

Empire is back in contemporary Russia. Old imperial insignia have replaced hammers and sickles on government buildings, the bodies of the last tsar and his family have been exhumed and venerated, and Putin's foreign policy stakes imperial claims on the nations on Russia's border. This course examines what the Russian empire was, how it worked, and the legacies that it left behind. Themes to be considered include the culture of the autocracy and the tradition of reform from above; imperial expansion and multiethnic society; the construction of class, ethnic, and estate identities; and the causes and consequences of the Old Regime's collapse. Mondays and Wednesdays are reserved for lectures, Fridays for discussion. Note(s): First-year students warmly welcomed; no prior Russian history, culture, or language assumed. Equivalent Course(s): REES 13802

Instructor(s): F. Hillis Terms Offered: Autumn

Note(s): First-year students warmly welcomed; no prior Russian history, culture, or language assumed.

Equivalent Course(s): HIST 13802

REES 20000. Tolstoy's Late Works. 100 Units.

This course examines the works written by Tolstoy after Anna Karenina, when he abandoned the novel as a form and gave up his copyright. Readings include his influential writings on non-violence and vegetarianism, his challenges to church and state authority, as well as later literary works, which some believe surpass the famous novels he had renounced. We will also explore the particularities of Tolstoy's charisma in these years, when he came to be viewed as a second Tsar in Russia and as a moral authority throughout the world.

Instructor(s): William Nickell Terms Offered: Spring

Equivalent Course(s): RLST 28501, REES 30000, FNDL 22850, RLIT 32900

REES 20001. War and Peace. 100 Units.

Tolstoy's novel is at once a national epic, a treatise on history, a spiritual meditation, and a masterpiece of realism. This course presents a close reading of one of the world's great novels, and of the criticism that has been devoted to it, including landmark works by Victor Shklovsky, Boris Eikhenbaum, Isaiah Berlin, and George Steiner. (B, G)

Instructor(s): William Nickell Terms Offered: TBD

Equivalent Course(s): CMLT 32301, ENGL 28912, ENGL 32302, HIST 23704, CMLT 22301, FNDL 27103, REES 30001

REES 20004. Nabokov: Lolita. 100 Units.

Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth." Popular as Nabokov's "all-American" novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession with the novel's pedophilic plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration.

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

Equivalent Course(s): SIGN 26027, ENGL 28916, FNDL 25300, GNSE 24900

REES 20013. Dostoevsky. 100 Units.

Dostoevsky was an inveterate risk-taker, not only at the baccarat tables of the Grand Casino in Baden-Baden, but in his personal life, his political activities, and his artistic endeavors. This course is intended to investigate his two greatest wagers: on the presence of the divine in the world and on the power of artistic form to convey and articulate this presence. Dostoevsky's wager on form is evident even in his early, relatively conventional texts, like *The Double*. It intensifies after his decade-long sojourn in Siberia, exploding in works like *The Notes from Underground*, which one-and-a-half centuries later remains an aesthetic and philosophical provocation of immense power. The majority of the course will focus on Dostoevsky's later novels. In *Crime and Punishment* Dostoevsky adapts suspense strategies to create a metaphysical thriller, while in *The Demons* he pairs a study of nihilism with the deformation of the novel as a genre. Through close readings of these works we will trace how Dostoevsky's formal experimentation created new ways of exploring realms of existence that traditionally belonged to philosophy and theology. The results were never comfortable or comforting; we will focus on interpreting Dostoevsky's metaphysical provocations.

Instructor(s): R. Bird Terms Offered: Spring

Equivalent Course(s): HUMA 24800, FNLD 24612, RLST 28204, RLIT 39501, REES 30013

REES 20020. Pale Fire. 100 Units.

This course is an intensive reading of *Pale Fire* by Nabokov.

Equivalent Course(s): REES 30020, FNLD 25311, GNSE 29610, GNSE 39610, ENGL 22817

REES 20200. Dostoevsky's Brothers Karamazov. 100 Units.

We will read and interpret *The Brothers Karamazov* by Dostoevsky. Among major themes are the relation to God and religion to the larger society and state; the problem of evil; and the nature of sin and how it enters into religious beliefs; human "freedom," and what the word might have meant to Dostoevsky; and love.

Instructor(s): S. Meredith Terms Offered: Autumn

Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.

Note(s): Fundamentals majors get first priority

Equivalent Course(s): FNLD 20200, RLST 28206

REES 20675. St. Petersburg: Text and City. 100 Units.

St. Petersburg, Petersburg, Petrograd, Leningrad, Piter. Russia's "Window to Europe" has as many faces as it has names: eastern and western; imperial and revolutionary; physical and mythical. This course explores the relationship between geographical space and cultural imaginary by examining what Vladimir Toporov has called the "Petersburg Text of Russian Literature," a mythology of Russia's European capital that has arisen from and through a unique constellation of literary classics. Readings include a close analysis of Andrei Bely's modernist masterpiece *PETERSBURG*, as well as works by Pushkin, Gogol, Dostoevsky, Blok, Akhmatova and Kharmis.

Instructor(s): David Molina Terms Offered: Course to be taught spring 2021

Note(s): Obs: All readings in English translation.

Equivalent Course(s): CMLT 20675, SETH 20675

REES 20902. Third-Year Russian through Culture III. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Spring

Prerequisite(s): Russian 20701 or consent of instructor.

Note(s): Drill sessions to be arranged.

Equivalent Course(s): RUSS 20902, RUSS 30902, REES 30902

REES 20905. Walter Benjamin: 1935-1938. 100 Units.

[Volume 3 of] Harvard's majestic annotated edition of the essays and fragments includes reflections on Brecht, Kafka and the collector Eduard Fuchs, an early version of the famous analysis of art in the age of mechanical reproduction (here more accurately translated as 'technological reproducibility') and the equally exhilarating inquiry into the nature of narrative, 'The Storyteller.' You feel smarter just holding this book in your hand." -Michael Dirda, *The Washington Post*. In this course, we hold the book in our hands for extended periods of time to read it and discuss its contents. Extracurricular carriage of the book is encouraged.

Instructor(s): Malyne Sternstein Terms Offered: Spring

Prerequisite(s): Open to Fundamentals students and upperclass students in other majors.

Equivalent Course(s): FNLD 20905

REES 21000. Gombrowicz: The Writer as Philosopher. 100 Units.

In this course, we dwell on Witold Gombrowicz the philosopher, exploring the components of his authorial style and concepts that substantiate his claim to both the literary and the philosophical spheres. Entangled in an ongoing battle with basic philosophical tenets and, indeed, with existence itself, this erudite Polish author is a prime example of a 20th century modernist whose philosophical novels explode with uncanny laughter. In contrast to many of his contemporaries, who established their reputations as writers/philosophers, Gombrowicz applied distinctly literary models to the same questions that they explored. We investigate these models in depth, as we focus on Gombrowicz's novels, philosophical lectures, and some of his autobiographical writings. With an insight from recent criticism of these primary texts, we seek answers to the more general question: What makes this author a philosopher?

Instructor(s): Bozena Shallcross Terms Offered: TBD

Note(s): All readings in English.

Equivalent Course(s): REES 31000, FNDL 26903, ISHU 29405

REES 21101. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 100 Units.

This one quarter course is designed to help students over one of the most difficult hurdles in language training—the transition from working through lessons in a textbook to reading unedited literary texts. The selected pieces of fiction and the exercises drawn from them engage the language's structure on every page. Immersed in a complete language experience, students learn how to engage the natural, organic language of literary texts across a variety of styles and themes enabling them to work with ever more challenging material. The course objective is to hone students' abilities to analyze increasingly complex unrevised texts, identify various styles and registers of the language, and handle linguistically unfamiliar situations in both spoken and written format. Attention is given to improving students' abilities to paraphrase, narrate, describe, support opinions, hypothesize and discuss abstract topics. Building vocabulary is stressed as a key to making progress, while issues of language structure and grammar are reinforced throughout the course. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Autumn

Equivalent Course(s): BCSN 21101, REES 31104, BCSN 31104

REES 21200. Advanced Bosnian/Croatian/Serbian: Language Through Film. 100 Units.

Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. This course addresses the theme of Yugoslav and Post-Yugoslav identity through discussion and interpretation based on selected films, documentaries, images, and related texts—historical and literary, popular press, advertisements, screenplays, and literature e on film. Emphasis is on interpersonal communication as well as the interpretation and production of language in written and oral forms. The course engages in systematic grammar review, along with introduction of some new linguistic topics, with constant practice in writing and vocabulary enrichment. The syllabus includes the screening of six films, each from a different director, region, and period, starting with *Cinema Komunisto* (2012), a documentary by Mila Turajlic. This film will be crucial for understanding how Yugoslav cinema was born and how, in its origins, it belongs to what a later cinephile, Fredric Jameson, has called a "geopolitical aesthetic." We shall investigate the complex relationship between aesthetics and ideology in the Yugoslav and Post-Yugoslav cinema, and pay close attention to aesthetic conceptions and concrete formal properties, and more importantly, to language, narrative logic, and style.

Instructor(s): Nada Petkovic Terms Offered: Winter

Equivalent Course(s): REES 31203, BCSN 21200, BCSN 31203

REES 21300. (Re)Branding the Balkan City: Comtemp. Belgrade/Sarajevo/Zagreb. 100 Units.

The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today's Serbia, Bosnia and Hercegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980" a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 21300, BCSN 31303, REES 31303, ARCH 21300

REES 21302. Advanced Russian through Media I. 100 Units.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters). Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Instructor(s): Valentina Pichugin Terms Offered: Autumn

Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Equivalent Course(s): RUSS 21302, REES 30102, RUSS 30102

REES 21400. Advanced BCS: Language through Art and Architecture. 100 Units.

This course foregrounds different periods in Yugoslav and post-Yugoslav art and architecture. Situated between the capitalist West and the socialist East, Yugoslavia's architects responded to contradictory demands and influences, developing a postwar architecture both in line with and distinct from the design approaches seen elsewhere in Europe and beyond. Drawing on the country's own idiosyncrasies, diverse heritage and influences, the course surveys examples of architectural styles from classical to Baroque, through Art Nouveau and Modernism, all the way to full-blown Brutalism with its heft and material honesty. Given that Yugoslav architecture also expressed one of the great political experiments of the modern era,

the course entertains many questions on related topics. While exploring major cities, their infrastructure, houses, buildings, monuments, churches and more, the course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Spring

Prerequisite(s): The course prerequisite is two years of formal study of the target language(s) or the consent of the instructor.

Equivalent Course(s): BCSN 31403, BCSN 21400, REES 31403

REES 21500. Spaces of Hope: The City and Its Immigrants. 100 Units.

The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life." (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another.

Instructor(s): Nada Petkovic Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENST 27330, PBPL 27330, HIST 27713

REES 21502. Adv Russian Through Media-III. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Instructor(s): Valentina Pichugin Terms Offered: Spring

Equivalent Course(s): REES 30302, RUSS 30302, RUSS 21502

REES 22009. Kafka's The Trial. 100 Units.

This very close reading of Kafka's arguably most well known unfinished novel means to move away from megalithic glosses of Kafka as a writer of allegory-of bureaucratic oppression, social alienation, and a world abandoned by God, etc.-instead to look deeply at Kafka's precision, and strategic imprecision, of language, language as trauma, wound, and axe. Knowledge of German is not necessary.

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

Equivalent Course(s): FNDL 21650

REES 22010. The Cinema of Miloš Forman. 100 Units.

The films of Miloš Forman (1932-2018) reflect the turbulence of the 1960s, '70s, '80s and '90s, and 2000s by focusing on the underdog, the pariah, the eccentric. The subject matter to which Forman was drawn translated into his cinema with a signature bittersweet tone, emphatic narrative cogency, and lush spontaneity. This course is an intensive study of Forman's work from his "New Wave" work in Czechoslovakia (Loves of a Blonde, The Fireman's Ball) to his U.S. studio successes (One Flew Over the Cuckoo's Nest, Amadeus), to his idiosyncratic and parabolic last films (Man on the Moon, Goya's Ghosts). Among other topics, the course contemplates the value of a dark sense of humor, cinematic gorgeousness, and artistic dissidence.

Instructor(s): Malynne Sternstein Terms Offered: Winter

Equivalent Course(s): CMST 26603, FNDL 22010, REES 32010, CMST 36603

REES 23015. Cinema and Poetry: The Modern City. 100 Units.

Equivalent Course(s): CMST 14502

REES 23108. Contact Linguistics. 100 Units.

Course Description TBD

Instructor(s): Lenore Grenoble Terms Offered: Spring

Prerequisite(s): LING 20001 or consent of instructor

Equivalent Course(s): LING 26310, LING 36310

REES 23115. Old Church Slavonic. 100 Units.

This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Equivalent Course(s): LING 35100, LING 23115, MDVL 25100, REES 33115

REES 23154. XCAP: The Commune: The Making and Breaking of Intentional Communities. 100 Units.

Any class is an intentional community of sorts: people gathered together with a sense of collective purpose. But often the hopes of students are not met by the content or the methods in the classroom. Can we do better by making the process more intentional-clarifying and developing a collective sense of purpose at the outset? We will start by forming a collective plan on topics to be explored-anything from iconic American communities and Russian communes to memoir studies and economics. Possible projects include creating an intentional community in an off-campus location, designing a communal space, rewriting manifestos, or creating a new communal charter. We can cover anything from economics, space, and gender to the problem of leadership and secular belief systems. We may also want to utilize alternative modes of learning,

besides reading and discussing texts, such as roleplaying. A few students in the class have some experience in intentional communities, and we will welcome their input and suggestions

Instructor(s): William Nickell Terms Offered: Winter

Equivalent Course(s): REES 33154, KNOW 29975

REES 23706. The Soviet Union. 100 Units.

This lecture course surveys the making and unmaking of the Soviet Union as a society, culture, economy, superpower, and empire from 1917 to 1991. The Soviet Union began as an unprecedented radical experiment in remaking society and economy, ethnic and gender relations, personal identities, even human nature, but in the course of its history, it came to resemble other (capitalist) societies, sharing, in turn, their violence, welfare provisions, and consumerism. The story of this transformation—from being unique and exhilarating to being much like everyone else, only poorer and more drab—will be at the center of our exploration. The main themes of the course include social and cultural revolutions; ideology and the role of Marxism; political violence from the birth of the socialist state to the end of the Stalin terror; origins, practices, aesthetics, legacies, and critiques of Stalinism; law, dissent, and human rights; nationality policies and the role of ethnic minorities; the economy of shortages and the material culture it created; institutions of daily life (communal apartments, courtyards, peasant markets, dachas, and boiler rooms); socialist realism and the Soviet dreamworld.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 23706

REES 23708. Soviet History through Literature. 100 Units.

This course considers the main themes of Soviet history through canonical works of fiction, with an occasional addition of excerpts from autobiographies, memories, and police files.

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

Equivalent Course(s): HIST 23708

REES 23812. Russia and the West, 18th-21st Centuries. 100 Units.

There are few problems as enduring and central to Russian history as the question of the West—Russia's most passionate romance and most bitter letdown. In this course we will read and think about Russia from the eighteenth to the twenty-first centuries through the lens of this obsession. We will study the products of Russian interactions with the West: constitutional projects, paintings, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. We will consider the presence of European communities in Russia: German and British migrants who filled important niches in state service, trade, and scholarship; Italian sculptors and architects who designed some of Russia's most famous monuments; French expatriates in the wake of the French Revolution; Communist workers and intellectuals, refugees from Nazi Germany; and Western journalists who, in the late Soviet decades, trafficked illicit ideas, texts, and artworks. In the end, we will follow émigré Russians to Europe and the United States and return to present-day Russia to examine the anti-Western turn in its political and cultural discourse.

Instructor(s): E. Gilburd Terms Offered: Autumn

Equivalent Course(s): HIST 33812, HIST 23812, REES 33812

REES 24110. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): REES 34110, CRES 24111, CMLT 24111, CMLT 34111, CRES 34111, NEHC 24110, NEHC 34110

REES 24411. The Interrupted Word: Photographs in Contemporary Central Europe. 100 Units.

Literature from East-Central Europe in the past 20 years has been largely populated by the genre of "witness literature," or fictional narratives about factual historical traumas. Given the global popularity of memoirs, why would an author choose to write a fictional account of historical trauma as a way to bear witness? Even more curiously, these novels frequently embed photographs—pictures of real people and places—within their fictional narrative. How do these mixings of media—and of reality and fiction—affect the ways these novels bear witness? In this course, we will focus on the literary legacy of three historical moments of witness—Germany after WWII, Yugoslav Successor States after the Yugoslav Wars of the 1990s, and Post-Soviet Poland—to ground a theoretical analysis of the function of photographs in texts. As the four novels (by W.G. Sebald, Dubravka Ugrešić, Aleksandar Hemon, and Paveš Huelle) that serve as touchstones for our inquiry were all composed at both a temporal and spatial remove from their historical referents, we will also engage the discourses of post-memory and exilic literature. Throughout the course, our main goal will be to determine the function of photographs embedded in literary narratives: what kind of truths do they represent? How does a photographic truth interact with a narrative one? How can diverse media theory help us understand the relationships between photography, narrative, literature and history?

Instructor(s): Kaitlyn Tucker Sorenson Terms Offered: Spring

Equivalent Course(s): GRMN 24415, ENGL 24421

REES 24417. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.

This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago. Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City.

Instructor(s): William Nickell Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27210, ENST 27210, HIST 27712

REES 24423. Russian Encounters with Blackness: History, Literature, Politics. 100 Units.

This course provides a historical, literary, and political survey of Russia's encounters with black peoples, from the reign of Peter the Great to the administration of Vladimir Putin. Drawing on a variety of sources, including novels, autobiographies, film, media reports, and contemporary scholarly research, the course explores the concepts of race, belonging, and otherness/duality as they evolved in the varying historical contexts of Russia's encounters with "blackness." Particular attention is paid to comparisons of racialization and racial injustice in America and in Russia, as gleaned from the biographies of black "Russophiles" such as Frederick Bruce Thomas and Paul Robeson, as well as from the memoirs and writings of figures such as Alexander Pushkin, Langston Hughes, and Yelena Khanga. From classic Russian literature, to Soviet propaganda, to contemporary geopolitics, the course asks: How has "blackness" been historically understood and/or used by Russians, and what cultural and political legacies has that left in Russia's post-imperial and post-Soviet space?

Instructor(s): C. Monet Terms Offered: Autumn

REES 25001. Introduction to the Musical Folklore of Central Asia. 100 Units.

This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.

Instructor(s): Kagan Arik Terms Offered: Spring

Equivalent Course(s): MUSI 33503, ANTH 25905, REES 35001, MUSI 23503, NEHC 20765, NEHC 30765

REES 25005. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): REES 45005, ENGL 29600, CMST 28600, ENGL 48900, CMST 48600, MAAD 18600, ARTH 28600, ARTV 20003, MAPH 33700, ARTH 38600, CMLT 22500, CMLT 32500

REES 25025. Gender and Translation. 100 Units.

The course will consider translation -- both theory and practice -- in relation to queer studies and gender and women's studies. Authors will include Naomi Seidman, Monique Balbuena, Yevgeniy Fiks, Raquel Salas Rivera, Kate Briggs, and others. For the final essay, students may write a research paper or translation project.

Instructor(s): Anna Elena Torres Terms Offered: Winter

Equivalent Course(s): CMLT 35025, REES 35025, CMLT 25025, GNSE 25025, GNSE 35025

REES 25603. Media and Power in the Age of Putin and Trump. 100 Units.

Over the past 200 years, various political and cultural regimes of Russia have systematically exploited the gap between experience and representation to create their own mediated worlds—from the tight censorship of the imperial and Soviet periods to the propaganda of the Soviet period and the recent use of media simulacra for strategic geopolitical advantage. During this same period state control of media has been used to seclude Russia from the advancement of liberalism, market economics, individual rights, modernist art, Freud, Existentialism, and, more recently, Western discourses of inclusion, sustainability, and identity. Examining this history, it is sometimes difficult to discern whether the architects of Russian culture have been hopelessly backward or shrewd phenomenologists, keenly aware of the relativity of experience and of their ability to shape it. This course will explore the worlds that these practices produce, with an emphasis on Russia's recent confrontations with Western culture and power, and including various practices of subversion of media control, such as illegal printing and circulation. Texts for the course will draw from print, sound, and visual media, and fields of analysis will include aesthetics, cultural history, and media theory.

Instructor(s): W. Nickell Terms Offered: Autumn

Equivalent Course(s): SIGN 26029, REES 35603

REES 26011-26012-26015. Introduction to Russian Civilization I-II-III.

This three-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and

cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

REES 26011. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 13900, SOSC 24000

REES 26012. Introduction to Russian Civilization II. 100 Units.

The second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd, R. Bird Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 14000, SOSC 24100

REES 26015. Introduction to Russian Civilization III. 100 Units.

The third quarter of Russian Civilization is a new (2020) addition to the curriculum. When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. In spring 2021 this course will explore the nature of state socialism, or "communism"—the political and economic system that governed much of the world's population during the twentieth century—and the transition from that system to alternative modes of governance. Course material will emphasize the experience of the (former) Soviet Union and Eastern Europe, where communism as a system has disappeared most completely, but many of the lessons of transition apply also to China, Vietnam, North Korea, and Cuba. A nontrivial portion of the course covers the nature of communism, as both the tasks and obstacles of transition are determined in part by the character of the previous system. However, the bulk of the material addresses postcommunist policies, institutions, and outcomes.

Instructor(s): S. Gehlbach Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.

Equivalent Course(s): SOSC 24200, HIST 14100

REES 26019. Symbolism and Cinema. 100 Units.

In his 1896 essay on cinema, Russian writer Maxim Gorky described the new medium to "madness or symbolism." The connection between cinema and symbolism was not surprising insofar as symbolism was a dominant aesthetic paradigm throughout Europe at the time. However it does suggest (perhaps surprisingly) that from the very beginning cinema was seen as a means of visualizing the non-rational, uncanny and even invisible. This course examines the relationship between symbolism and cinema with particular attention to French and Russian writings and films. Examining how symbolist aesthetics became applied to the cinematic medium, we will pay particular attention to the resources it provided for conceptualizing the uncanny and the mystical. We will question whether there exists a distinct symbolist tradition in film history and how it relates to notions of poetic or experimental cinema. Films will represent a broad cross-section of European (and some American) cinema, from Jean Epstein to Sergei Eisenstein and Alexander Dovzhenko, and from Stan Brakhage to Andrei Tarkovsky.

Instructor(s): R. Bird

Equivalent Course(s): CMST 35514, CMST 25514, REES 36019

REES 26024. Trans-bodies in Horror Cinema. 100 Units.

Films presenting trans bodies or "psyches" have historically often othered these as "monstrous," and compelled a sense of the inevitable tragedy of living in sexual fluidity. To fully contemplate such expressions of horror, tragedy, or pity, the course will screen and discuss films such as *Psycho* (Alfred Hitchcock, 1960), *Dressed to Kill* (Brian DePalma, 1980), *Sleepaway Camp* (Robert Hiltzick, 1983), *Silence of the Lambs* (Jonathan Demme, 1991), *The Skin I Live In* (Pedro Almadovar, 2011), *Predestination* (Michael and Peter Spierig, 2014) but also considers films of the trans body made ostensibly more calculable, at least in terms of moral and ethical stability, such as *Robocop*, the *Alien* films of Ridley Scott, *Ghost in the Shell* (Sanders, 2017), and the online choice map game *Detroit Become Human*. The course is dedicated foremost to rupturing binary thinking (as a form of nonage) and the critical theory that will ballast our readings includes selections from Haraway, Halberstam, Garber, Benschoff, Reese's *The Fourth Age*, Schelde's *Androids*, *Humanoids*, and *Other Science Fiction Monsters*, and Foucault's *Abnormal*.

Instructor(s): Malynne Sternstein Terms Offered: Spring

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

Equivalent Course(s): CMST 20703, GNSE 20103

REES 26064. Revolution. 100 Units.

Revolution primarily denotes radical political change, but this definition is both too narrow and too broad. Too broad, because since the late eighteenth century revolution has been associated specifically with an emancipatory politics, from American democracy to Soviet communism. Too narrow, because revolutionary political change is always accompanied by change in other spheres, from philosophy to everyday life. We investigate the history of revolution from 1776 to the present, with a particular focus on the Bolshevik revolution of 1917, in order to ascertain how social revolutions have been constituted, conducted, and enshrined in political and cultural institutions. We also ask what the conditions and prospects of revolution are today. Readings will be drawn from a variety of fields, from philosophy to social history. Most readings will be primary documents, from Rousseau and Marx to Bill Ayers, but will also include major statements in the historiography of revolution.

Instructor(s): Robert Bird Terms Offered: TBD

Equivalent Course(s): REES 36070, HIST 23707, HIST 33707

REES 26068. The Underground: Alienation, Mobilization, Resistance. 100 Units.

The ancient and multivalent image of the underground has crystallized over the last two centuries to denote sites of disaffection from-and strategies of resistance to-dominant social, political and cultural systems. We will trace the development of this metaphor from the Underground Railroad in the mid-1800s and the French Resistance during World War II to the Weather Underground in the 1960s-1970s, while also considering it as a literary and artistic concept, from Fyodor Dostoevsky's *Notes from the Underground* and Ellison's *Invisible Man* to Chris Marker's film *La Jetée* and Andrei Tarkovsky's *Stalker*. Alongside with such literary and cinematic tales, drawing theoretical guidance from refuseniks from Henry David Thoreau to Guy Debord, this course investigates how countercultural spaces become-or fail to become-sites of political resistance, and also how dissenting ideologies give rise to countercultural spaces. We ask about the relation between social deviance (the failure to meet social norms, whether willingly or unwittingly) and political resistance, especially in the conditions of late capitalism and neo-colonialism, when countercultural literature, film and music (rock, punk, hip-hop, DIY aesthetics etc.) get absorbed into-and coopted by-the hegemonic socio-economic system. In closing we will also consider contemporary forms of dissidence-from Pussy Riot to Black Lives Matter-that rely both on the vulnerability of individual bodies and global communication networks.

Instructor(s): R. Bird Terms Offered: Spring

Equivalent Course(s): CMST 34568, REES 36068, CMST 24568, SIGN 26012

REES 26077. Russian Modernist Theater. 100 Units.

Russian Modernist Theater explores the theory and practice of the new stage forms developed in Russia from 1900 to 1940. The course begins with the Stanislavsky school, and then delves deeply into the more experimental work of Meyerhold and his generation and the first attempts to create a revolutionary Soviet theater in the 1920s. The course will include a production, which will be scaled to the number and ambitions of the enrolled students. Course requirements can be met through the writing of a conventional paper, or through the production, via set or costume design, dramaturgy, performance, or staging. Each of these production assignments will require a write-up relating the work to the course materials and discussions.

Instructor(s): William Nickell Terms Offered: TBD

Equivalent Course(s): REES 36077

REES 26080. Lost Histories of the Left. 100 Units.

When most Americans think about "the left," Marxism, Soviet state socialism, or European social democracy spring to mind. This class will explore alternative-but now largely forgotten-blueprints for revolutionizing the political and social order that emerged in the nineteenth century. We will pay special attention to utopian socialism, early anticolonial movements, the Jewish Labor Bund, and anarchism. Examining the intellectual underpinnings of these movements, their influence on the modern world, and the factors that led to their demise, we will also consider what lessons they can teach to those committed to realizing a better future today.

Instructor(s): F. Hillis Terms Offered: Winter

Equivalent Course(s): JWSC 29626, HIST 29426, HIST 39426, REES 36080

REES 26660. The Rise of the Global New Right. 100 Units.

This course traces the intellectual genealogies of the rise of a Global New Right in relation to the contexts of late capitalist neoliberalism, the fall of the Soviet Union, as well as the rise of social media. The course will explore the intertwining political and intellectual histories of the Russian Eurasianist movement, Hungarian Jobbik, the American Traditional Workers Party, the French GRECE, Greek Golden Dawn, and others through their published essays, blogs, vlogs and social media. Perhaps most importantly, the course asks: can we use f-word (fascism) to describe this problem? In order to pose this question we will explore the aesthetic concerns of the New Right in relation to postmodern theory, and the affective politics of nationalism. This course thus frames the rise of a global new right interdisciplinary and comparatively as a historical, geopolitical and aesthetic problem.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): ENGL 26660, REES 36661, CRES 36660, CRES 26660, SIGN 26050, ENGL 36661, CMLT 26660, CMLT 36660

REES 27019. Holocaust Object. 100 Units.

In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which-once the locations of genocide-are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging

from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors' testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): HIST 23413, ANTH 35035, JWSC 29500, REES 37019, HIST 33413, ANTH 23910

REES 27021. The Rise and Demise of Polish Chicago: Reading Polonia's Material Culture. 100 Units.

Chicago claims to have the largest Polish and Polish-American population in the US and yet the city's distinctly Polish neighborhoods are now only history as their population has dispersed or moved to the suburbs. This course explores the diminishing presence of Poles against the lasting input of the material culture which they introduced to the urban spaces of Chicago. The course is framed by the fundamentals of thing discourse and employs the mediums of sculpture, fashion, photography, architecture and topography of the Polish community in Chicago through several field trips. The course's main goal is to map the evolution of the former Polish neighborhoods which often concluded with the erasure of their distinct ethno-space. In order to grasp the status of such changes, students take several field trips to the former Polish neighborhoods and visit their existing architectural landmarks and cultural institutions. Towards the end of the course, students conduct several interviews with Polish Chicagoans from the postwar and Solidarity immigrations. The course concludes with a capstone project for which students will make a virtual collection of artifacts designed as a curio cabinet filled with objects they found, created, and purchased during their research and field trips.

Instructor(s): Bozena Shallcross Terms Offered: Winter

Prerequisite(s): Students must attend several panels of their choice during the conference entitled, "What They Brought / What They Changed: Material Culture and Polish Chicago," on December 2-4, 2020.

Equivalent Course(s): REES 37021, ARCH 27021

REES 27026. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series "The Decalogue" by one of the most influential filmmakers from Poland, Krzysztof Kieślowski. Without mechanically relating the films to the Ten Commandments, Kieślowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski's own writings and interviews, including criticism by Žižek, Insdorf, and others.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): CMST 26705, REES 37026, FNDL 24003, CMST 36705

REES 29009. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

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

Equivalent Course(s): REES 39009, ANTH 25908, CMLT 23301, NEHC 30568, NEHC 20568, ANTH 35908, CMLT 33301

REES 29010. Strangers to Ourselves: Emigre Literature and Film from Russia and Southeast Europe. 100 Units.

Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in "Strangers to Ourselves," the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath-speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.

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

Equivalent Course(s): CMLT 36912, REES 39010, CMLT 26912

REES 29013. The Burden of History: The Nation and Its Lost Paradise. 100 Units.

What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson's question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek's theory of the subject as constituted by trauma and Kant's notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.

Instructor(s): A. Ilieva Terms Offered: Autumn

Equivalent Course(s): NEHC 30573, HIST 24005, CMLT 23401, REES 39013, CMLT 33401, HIST 34005, NEHC 20573

REES 29018. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.

In this course, we will ask what constitutes the fantastic and magic realism as literary genres while reading some of the most interesting writings to have come out of Russia and Southeastern Europe. While considering the stylistic and narrative specificities of this narrative mode, we also think about its political functions -from subversive to escapist, to supportive of a nationalist imaginary-in different contexts and at different historic moments in the two regions.

Instructor(s): Angelina Ilieva Terms Offered: Spring

Equivalent Course(s): CMLT 37701, REES 39018, CMLT 27701

REES 29021. The Shadows of Living Things: The Writings of Mikhail Bulgakov. 100 Units.

What would your good do if evil did not exist, and what would the earth look like if all the shadows disappeared? After all, shadows are cast by things and people.... Do you want to strip the earth of all the trees and living things just because of your fantasy of enjoying naked light?" asks the Devil. Mikhail Bulgakov worked on his novel *The Master and Margarita* throughout most of his writing career, in Stalin's Moscow. Bulgakov destroyed his manuscript, re-created it from memory, and reworked it feverishly even as his body was failing him in his battle with death. The result is an intense contemplation on the nature of good and evil, on the role of art and the ethical duty of the artist, but also a dazzling world of magic, witches, and romantic love, and an irresistible seduction into the comedic. Laughter, as shadow and light, as the subversive weapon but also as power's whip, grounds human relation to both good and evil. Brief excursions to other texts that help us better understand *Master and Margarita*.

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

Equivalent Course(s): REES 39021, FNDL 29020

REES 29023. Returning the Gaze: The West and the Rest. 100 Units.

Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the "West," as the center of economic power and self-proclaimed normative humanity, and the "Rest," as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other's standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself-self-consciousness, defiance, arrogance, self-exoticization-and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.

Instructor(s): Angelina Ilieva Terms Offered: Winter

Equivalent Course(s): HIST 23609, NEHC 39023, REES 39023, NEHC 29023, HIST 33609, CMLT 39023, CMLT 29023

REES 29024. States of Surveillance. 100 Units.

What does it feel to be watched and listened to all the time? Literary and cinematic works give us a glimpse into the experience of living under surveillance and explore the human effects of surveillance - the fraying of intimacy, fracturing sense of self, testing the limits of what it means to be human. Works from the former Soviet Union (Solzhenitsyn, Abram Tertz, Mungiu), Bulgaria (Valeri Petrov), and Albania (Ismail Kadare).

Instructor(s): Angelina Ilieva Terms Offered: Spring

Equivalent Course(s): CMLT 29024, CMLT 39024, REES 39024

REES 29025. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27125, ENGL 27125, ENST 27125, HIST 27710, CMLT 27125

REES 29700. Reading/Research: Russian and Eastern European Studies. 100 Units.

This is an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. This course involves more student self-discipline and a greater sense of direction than do most courses - the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.

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

Prerequisite(s): Consent of instructor and Departmental Adviser

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

REES 29701. Reading/Research: Russian and Eastern European Studies II. 100 Units.

This is the second part of an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor.

This course involves more student self-discipline and a greater sense of direction than do most courses--the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.

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

REES 29702. Reading/Research: Russian and Eastern European Studies III. 100 Units.

This is the third part of an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. This course involves more student self-discipline and a greater sense of direction than do most courses - the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.

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

Prerequisite(s): Consent of instructor.

REES 29801. Intercultural Adaptation: Kurosawa and His Russian Sources. 100 Units.

Equivalent Course(s): CMLT 21704

REES 29815. Russian Anarchists, Revolutionary Samurai: Introduction to Russian-Japanese Intellectual Relations. 100 Units.

This course introduces a current of Russian-Japanese exchange and cross-fertilization of ideas running from the late nineteenth century to now. Our focus will be on the historical role that Russia came to play in anarchist movement in Japan. We will read such revolutionary intellectuals as Lev Mechnikov, Peter Kropotkin, and Lev Tolstoy; compare the visions of civilizational progress of the state modernizer Fukuzawa Yukichi and Japanese anarchists K#toku Sh#sui and #sugi Sakae; and study the post-WW II continuation of the anarchist tradition in the films of Kurosawa Akira, music of Takemitsu Toru, and writings of #e Kenzabur#.

Instructor(s): Olga Solovieva Terms Offered: Spring

Equivalent Course(s): EALC 29710, EALC 39710, CMLT 39710, CMLT 29710, REES 39815

REES 29900. BA Paper Workshop. 100 Units.

Students pursuing honors must write an acceptable BA paper in their final year under the supervision of a faculty member in the Department of Slavic Languages and Literatures. At the latest by the Autumn Quarter, students should begin the BA process by consulting with the director of undergraduate studies. Students may register for the BA Paper seminar (REES 29900 BA Paper Workshop) with the approval of the BA supervisor. This course will confer general College elective credit, but it will not count toward the major. If the completed bachelor's paper is judged by the supervisor and a second faculty member to be a distinguished example of original research or criticism, the student is recommended to the College for graduation with honors in Russian and East European Studies. The final decision regarding the granting of any degree with honors rests with the Collegiate divisional master.

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

REES 29912. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 29912, REES 39912, RUSS 39912

REES 29913. Special Topics in Bosnian/Croatian/Serbian I. 100 Units.

The course is designed to meet the specific needs of advanced learners of Bosnian/Croatian/Serbian, including heritage and native speakers, and to foster cross-cultural experiences through interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in BCS. The prerequisite is three years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Autumn

Equivalent Course(s): REES 39913, BCSN 39910, BCSN 29910

REES 29914. Special Topics in Bosnian/Croatian/Serbian II. 100 Units.

The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one's research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 39911, BCSN 29911, REES 39914

REES 29915. Special Topics in Bosnian/Croatian/Serbian III. 100 Units.

The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one's research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 39912, BCSN 29912, REES 39915



Sociology

Department Website: <http://sociology.uchicago.edu>

Program of Study

The discipline of sociology explores the nature, structure, and dynamics of social life, and also its causes and consequences for the world. With this broad mandate, sociology encompasses a diversity of substantive interests, methodological approaches, and theoretical orientations. Sociologists study diverse social phenomena ranging from online conversations, friendship, and families to neighborhoods, governments, and global markets. They study cities and communities, inequality, social mobility and social class, patterns of population change and migration, social identities such as race, class, and gender, ethnic relations and social conflict, social media and digital interaction, and social dimensions of sex, health, business, education, law, politics, religion, and science. Sociologists study the emergence, stabilization, disintegration, and wide-ranging implications of these social institutions, behaviors, and meanings. Methodologies of the field range from ethnography, interviews, and historical research to surveys, computational modeling, and big data analysis.

The University of Chicago's sociology department was the first in the United States, and it stewards the *American Journal of Sociology*, the discipline's longest running sociology journal. Chicago sociology builds on these legacies by continuing to sponsor pathbreaking research. Chicago training in sociology confers deep understanding of social organization and human relations, along with skill in drawing inferences from data, which has made it attractive for students considering careers in business, social media, data science, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. Chicago's sociology education forms an excellent basis for specialized graduate work and affords entry to careers in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Chicago's sociology program provides a preeminent foundation for students considering careers in advanced research and university teaching. The program is designed to meet the needs of diverse students, and students declare a student-designed specialty that reflects their course work and BA thesis research, such as *social policy* or *social analytics*.

Program Requirements

Students pursuing a BA degree in sociology are expected to complete the following requirements. All required sociology courses are offered annually, and students should inquire directly of the director of undergraduate studies if they need to know when a course will be offered in the next academic year.

A. Social Theory

Two required courses acquaint students with some of the fundamental problems and analytic perspectives of the field of sociology.

SOCI 20002 Social Structure and Change. The central objective of this course is to introduce students to the sociological study of individuals in society—how individual actions are shaped by their position in society, while contributing to its structure and change. We focus on sociological approaches to American society, its position in the international system, and principal dimensions including race and ethnicity, age, gender, and social class.

SOCI 20005 Sociological Theory. Drawing on the classics as well as on contemporary works in sociological theory, this course raises questions about the nature of sociological theory and its relation to both empirical research and sociological inquiry. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

With the approval of the undergraduate program director, students may use other courses toward this requirement.

B. Methodology

Students are required to take at least one of the following methodology courses.

SOCI 20001 Sociological Methods. This course introduces the philosophy and practice of social research. It explores questions of causality in social research and the limits of knowledge. It then covers the basic practices that are components of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival, online, and computational research. Students spend the quarter working on a series of assignments that culminate in a research proposal for the BA thesis.

SOCI 20140 Qualitative Field Methods. This course introduces techniques and approaches to ethnographic field research. Emphasis is placed on quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from fieldwork.

C. Statistics

Students must take the following statistics requirement.

SOCI 20004 Statistical Methods of Research. This required course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, tools used often by practicing social scientists. Substitutes for this course are STAT 20000 Elementary Statistics or higher. Students with AP examination credit for Statistics may count it toward this requirement, although we encourage such students to take an additional social science statistics course.

D. Additional Courses

Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. They may be drawn from any of the 20000-level courses in sociology and, after the student completes SOCI 20002 Social Structure and Change, from any 30000-level courses in sociology that have not been cross listed with undergraduate course numbers. Students may also count graduate courses (e.g., 40000-level or higher) in which they may enroll with permission of course instructors toward this requirement.

Courses outside of sociology must be approved by the undergraduate program director. Students must submit the College's General Petition Form (<https://college.uchicago.edu/advising/forms-and-petitions/>) for review. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Other courses with significant social science content or special relevance to a student's BA thesis may also be accepted.

Area of Specialization. At least three of the additional courses in sociology or related fields, outlined above, must comprise a self-defined area of specialization. Students will declare a specialization which reflects an emphasis of their course work and BA thesis research. Students in the Class of 2019 and beyond are required to develop a specialization; students in the Classes of 2017 and 2018 may elect to do so.

Students are encouraged to consider their specialization from the time that they enter the program in order to guide their selection of courses and prepare them for the substantial research project of the BA thesis. Students formally propose their specialization at the start of their penultimate quarter of residence (ordinarily, this will be due in January of the student's fourth year). The proposal should include a theme with three (or more) courses in sociology or related fields that students have completed or are completing within that domain. These proposals are to be submitted on the College's General Petition Form (<https://college.uchicago.edu/advising/forms-and-petitions/>) and must be approved by the undergraduate program director. Some examples of specializations might be:

- **Urban Studies** (e.g., SOCI 20215 Urban Health, SOCI 20219 Urban Ethnography, SOCI 20221 Crime and the City)
- **Social Policy** (e.g., SOCI 20192 The Effects of Schooling, PBPL 22300 Policy Implementation)
- **Gender and Sexuality** (e.g., SOCI 20107 Sociology of Human Sexuality, SOCI 20175 The Sociology of Deviant Behavior, GNSE 10310 Theories of Gender and Sexuality)
- **Organizations** (e.g., SOCI 20101 Organizational Analysis, PLSC 27500 Organizational Decision Making, ECON 28000 Industrial Organization)
- **Social Analytics** (e.g., SOCI 20157 Mathematical Models, SOCI 20209 Culture and Social Networks, STAT 22600 Analysis of Categorical Data)
- **Demography** (e.g., SOCI 28062 American Families: Inequality and Change, SOCI 20103 Social Stratification)

E. BA Thesis

During their fourth year, students majoring in sociology are expected to complete an original project of sociological inquiry on a topic of their choice, culminating in a final paper from twenty to forty pages in length. The project is an independent research project in which questions are formulated and data are collected and analyzed by the student. Recent projects have included studies of emerging forms of social interaction on the Internet, conflict and safety in urban Chicago neighborhoods, immigration and national identity in Germany and Guatemala, processes of gendering in the workplace, homosexuality and AIDS in South Africa, church leadership transition among Korean immigrants, the power of public rhetoric in public housing, role models among Mexican American youth, gender roles in families of graduate students, peer pressure and teenage pregnancy, and attitudes toward immigration.

The senior project is written under the guidance of an assigned preceptor from the department and a faculty member that students select during Spring Quarter of SOCI 29998 Sociology BA Thesis Seminar. After a faculty member agrees to advise a student's thesis, the student will have the faculty member sign a hard copy of the *BA Thesis Faculty Advisor Consent Form* available for printing at sociology.uchicago.edu/sites/sociology.uchicago.edu/files/AdvisorConsentForm_0.pdf (https://sociology.uchicago.edu/sites/sociology.uchicago.edu/files/AdvisorConsentForm_0.pdf), which is to be turned in to the Department of Sociology office. Students may register for additional reading courses (SOCI 29997 Readings in Sociology); however, only two sociology reading/research courses can be counted toward courses required for the sociology major.

BA Seminar. The senior project is researched, discussed, and written in the context of SOCI 29998 Sociology BA Thesis Seminar, which is a required yearlong course. *Students are required to attend this senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, but they must register for the seminar in only one of the three terms.* Students who plan to study abroad during any of these quarters must still participate in the seminar by completing required assignments and submitting them online and on time. The completed thesis is submitted during Spring Quarter of their fourth year. Students graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify it, the department may set individual deadlines and procedures.

Summary of Requirements

Two of the following:

SOCI 20002	Social Structure and Change
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SOCI 20005	Sociological Theory	
or approved substitute		
One of the following:		100
SOCI 20001	Sociological Methods	
SOCI 20140	Qualitative Field Methods	
SOCI 20004	Statistical Methods of Research **	100
Three approved courses in an area of specialization *		300
Four additional courses in sociology or related fields *		400
SOCI 29998	Sociology BA Thesis Seminar	100
Total Units		1200

* No more than three courses from outside sociology and no more than two reading and research courses may be used toward the major. Students must submit the College's General Petition Form (<https://college.uchicago.edu/advising/forms-and-petitions/>) for approval of courses outside sociology. See 'Additional Courses' section for details.

** May substitute STAT 20000 or higher

Grading

All courses required for completion of the sociology program must be taken for quality grades (e.g., not P/F).

Honors

If the student's cumulative GPA is at or above 3.25 and the student's GPA in the major is at or above 3.5, the student may be nominated for graduation with honors on the basis of the excellence of the thesis. The thesis must be based on *substantial individual research* conducted under the guidance of a faculty member, and it must be evaluated both by the student's adviser and by the program chair at A- or A.

Entering the Major

No special application is required for admission to the sociology program, but students should discuss their plans with their College adviser prior to declaring the major. They must then declare their intention to major at my.uchicago.edu (<http://my.uchicago.edu>) and inform the Department of Sociology at sociology.uchicago.edu/content/majoring-sociology-intake-form (<https://sociology.uchicago.edu/content/majoring-sociology-intake-form/>), which includes a short entry survey. Students may enter the program at any time upon completion of any social sciences general education sequence, but no later than the beginning of Spring Quarter in their third year.

Students are encouraged to complete the required introductory sociology courses (SOCI 20002 Social Structure and Change and SOCI 20005 Sociological Theory) as early as possible, and to enroll in a required methodology course by Spring Quarter of their third year, the quarter in which students begin SOCI 29998 Sociology BA Thesis Seminar.

Advising

Students should address technical questions regarding the program (e.g., required courses, petitions) to the undergraduate program director. During Spring Quarter of the third year, students will also select a faculty member to serve as adviser. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology and to receive guidance in designing an individualized program of study and selecting a specialization.

Handbook

Students interested in pursuing the BA degree in sociology are encouraged to read the brochure *Undergraduate Program in Sociology*, which is available in the Office of the Department of Sociology (SS 307).

Sociology Courses

SOCI 20000. Invitation to Sociology. 100 Units.

What do sociologists do all day? This course introduces students to the vast terrain of contemporary sociology, including: culture, deviance, economic life, education, family, health and the body, politics, population, professions, race, science and knowledge, and sex/gender, employing institutionalization as a basic lens that leads sociology to have a somewhat different approach from other social sciences. Why an invitation? Unlike introductory courses that cover 10 topics in 10 weeks with an emphasis on foundational texts, students will get to know sociology by reading and analyzing a rotating selection of books and articles that exemplify the field today. Students will complete exercises and write-ups that link claims about the social world to evidence. Throughout the quarter, class format takes a variety of forms, including lectures, informal presentations, student-led discussions, debates, and guest speakers.
Instructor(s): J. Martin and J. Trinitapoli Terms Offered: Spring. Not offered in 2020/2021

SOCI 20001. Sociological Methods. 100 Units.

This course introduces the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we begin by exploring questions of causality and the epistemology of social research. Then we turn to examine the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival research. Assignments culminate in a research proposal for the BA thesis.
Instructor(s): D. Zhao Terms Offered: Winter

Note(s): Required of students who are majoring in Sociology

SOCI 2002. Social Structure and Change. 100 Units.

This course introduces students to the main principles of sociological thought and research through an exploration of social action, social structures, social reproduction, and social transformation. These themes are explored through a range of sociological works addressing diverse substantive issues including but not restricted to social class, racialization, the construction of gender and sexuality, globalization and global capitalism.

Instructor(s): J. Go Terms Offered: Winter

Note(s): Required of students who are majoring in Sociology

SOCI 2004. Statistical Methods of Research. 100 Units.

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.

Instructor(s): S. Raudenbush Terms Offered: Winter

Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.

Note(s): Students are expected to attend two lectures and one lab per week. Required of students who are majoring in Sociology

Equivalent Course(s): SOCI 30004

SOCI 2005. Sociological Theory. 100 Units.

The course provides a basic introduction to modern sociological theory. Readings focus on classical texts by Marx, Weber, Durkheim, Simmel, Polanyi, Foucault, Bourdieu, Goffman ending with an individually chosen (by each student) text by a theoretical writer from outside Europe or North America. Lectures provide a background history of modern social thought.

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

Note(s): Required of students who are majoring in Sociology.

SOCI 20103. Social Stratification. 100 Units.

Social stratification is the unequal distribution of the goods that members of a society value - earnings, income, authority, political power, status, prestige etc. This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence. The information and ideas discussed in this course are critical for students who will go on in sociology and extremely useful for students who want to be informed about current social, economic, and political issues.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30103

SOCI 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

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

Equivalent Course(s): GEOG 22700, GEOG 32700, ARCH 20104, SOSC 25100, CRES 20104, SOCI 30104, ENST 20104

SOCI 20106. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D. Prelim exam in political sociology.

Instructor(s): T. Clark Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in the social sciences

Equivalent Course(s): ENST 23500, SOCI 30106, PBPL 23600

SOCI 20112. Applications of Hierarchical Linear Models. 100 Units.

A meta of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.

Instructor(s): S. Raudenbush Terms Offered: Spring

Prerequisite(s): Applied statistics at a level of multiple regression

Equivalent Course(s): SOCI 30112, PPHA 44650, EDSO 30112

SOCI 20116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): PBPL 27900, GEOG 30116, LLSO 20116, SOCI 30116, HMRT 20116, GEOG 20116, HMRT 30116

SOCI 20120. Urban Policy Analysis. 100 Units.

This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn

Equivalent Course(s): SOCI 30120, GEOG 20120, PBPL 24800, GEOG 30120

SOCI 20125. Rational Foundations of Social Theory. 100 Units.

This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.

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

Equivalent Course(s): SOCI 30125

SOCI 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

Instructor(s): O. McRoberts Terms Offered: Spring

Equivalent Course(s): CHDV 20140, CRES 20140

SOCI 20179. Labor Force and Employment. 100 Units.

This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion?

Instructor(s): R. Stolzenberg Terms Offered: Spring

Equivalent Course(s): SOCI 30179

SOCI 20192. The Effects of Schooling. 100 Units.

From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one's social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.

Instructor(s): R. Stolzenberg Terms Offered: Spring

Equivalent Course(s): EDSO 20192, SOCI 30192, EDSO 30192

SOCI 20233. Race in Contemporary American Society. 100 Units.

This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only

Equivalent Course(s): SOCI 30233, CRES 20233, MAPS 30233

SOCI 20251. Trade, Development and Poverty in Mexico. 100 Units.

With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.

Instructor(s): C. Broughton Terms Offered: Winter

Note(s): This course is offered in alternate years.

Equivalent Course(s): PBPL 24901, LACS 24901

SOCI 20253. Introduction to Spatial Data Science. 100 Units.

Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces

the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.

Instructor(s): L. Anselin and M. Kolak Terms Offered: Autumn

Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary

Equivalent Course(s): SOCI 30253, MACS 54000, GEOG 20500, ENST 20510, GEOG 30500

SOCI 20264. Wealth. 100 Units.

Wealth is the value of a person's accumulated possessions and financial assets. Wealth is more difficult for social researchers to measure than earnings and income, and wealthy people are notoriously uncooperative with efforts to study them and their assets. Further, wealth data conveys less information than income data about the lives of the middle- and lower-classes -- who tend to have little or no wealth at all. However, information about wealth gives fundamentally important insight into the values, attitudes, behavior, consumption patterns, social standing, political power, health, happiness and yet more characteristics of individuals and population subgroups. This course considers the causes and consequences of wealth accumulation for individuals, the social groups to which they belong, and the societies in which they dwell.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30264

SOCI 20283. Introduction to GIS and Spatial Analysis. 100 Units.

This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of 'spatial' variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.

Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21

Equivalent Course(s): SOCI 30283, ENST 28702, GEOG 28702, ARCH 28702, GEOG 38702

SOCI 20292. The Social Psychology of Inequality. 100 Units.

Social inequalities hinge to a significant degree on perceptions and beliefs, fears and desires, and antipathies and affections. This course explores questions related to social inequality that lie at the intersection of sociology and psychology. How and why do individuals identify themselves with different social groups? How do beliefs, values, and norms shape social interactions? How do intergroup stereotypes, prejudice, and discrimination develop and evolve? What engenders social conflict and aggression? In this course, we will explore how social psychological theory and research might help to explain a range of different social inequalities.

Instructor(s): G. Wodtke Terms Offered: Spring

SOCI 20502. B(l)ack to the Future: Racial Visions of Tomorrow. 100 Units.

Scholars, novelists, filmmakers and social movements alike often construct visions of the future through claims about what will happen, what could happen, or what should happen. Using a diverse array of sources, this course will look specifically at the kinds of racial futures that are anticipated, feared and hoped for. We will read sociological texts, examine the use of allegory and parables by historians and social scientists, look at the visions set forth by social movements, and dissect future-oriented films, visual art, poetry and fiction all toward understanding the sociology of race in the U.S.

Instructor(s): J. Bell Terms Offered: Winter

SOCI 20503. Sociology of Race and Racism. 100 Units.

This course is designed to help students begin to develop their own informed perspectives on American racial 'problems' by introducing them to the ways that sociologists deal with race and racism in the US. We will begin by talking generally about the basic structure of racial formations in the contemporary US, the mechanisms by which they are reproduced, and possibilities for resistance and change. In the second part of the course, we will turn to the issue of popular representations of people of color in the US. We will look specifically at how African American, Asian American Latino and Native American women and men are portrayed in popular culture.

Instructor(s): J. Bell Terms Offered: Winter

SOCI 20504. Professions, Organizations, and Machines: Expertise and Power. 100 Units.

Expertise is rapidly moving from professionals to organizations and machines/artifacts. This process is fed by changes in technology as well as by economic pressures and educational trends. It has consequences for employment patterns, for expertise institutions like universities and consulting firms, for old and new professions, and for the future structure and content of knowledge itself. This lecture course will provide an overview of all aspects of this social transformation, tracing developments through the twentieth and twenty-first centuries.

Instructor(s): A. Abbott Terms Offered: Winter. Not being offered 2020/2021

Equivalent Course(s): SOCI 30504

SOCI 20505. Medical Sociology. 100 Units.

What should the social scientific study of medicine look like? What purpose should it serve? And for whom? This course focuses on these questions and encourages students to formulate their own answers to them by providing a historical overview of the development and evolution of Medical Sociology. In many ways, Medical Sociology grapples with this

tension of wanting to be relevant to the fields of mainstream medicine while staying true to sociology's focus on institutions. The course readings chronologically follow some of the major developments in the field. Along the way, students will be introduced to a variety of medical sociology research topics such as illness, social control, health care, race, and gender while learning the ethnographic, statistical, and historical methodologies deployed to investigate them.

Instructor(s): W. Lu Terms Offered: Winter

SOCI 20506. Cities, Space, Power: Introduction to urban social science. 100 Units.

This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledges; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.

Instructor(s): N. Brenner Terms Offered: Winter

Equivalent Course(s): ARCH 20506

SOCI 20510. Dilemmas of Development, Or Introduction to Sociology of Development. 100 Units.

This course is designed to introduce students to thinking through the historical specificity of the ubiquitous and deceptively simple term 'development'. First, we will examine the geopolitical context out of which ideas of development and underdevelopment emerged, and how that shaped the way social change and modernization was constructed. Second, drawing on a range of foundational writing, we will consider the various debates over development from post-WWII to the present, how the global economy and relationships between and within nations have changed during this period, and also the rise of the discipline of 'development studies'. Third, using sociological and anthropological work, we will critically examine the actors, policies, and socio-economic and environmental implications involved in shaping the nature of this change in Asia and Africa.

Instructor(s): S. Annavarapu Terms Offered: Winter

SOCI 20511. Ethnic Conflict in Comparative Perspective. 100 Units.

This course introduces students to contemporary debates on the significance and implications of group identification within the context of ethnic conflict. Specifically, students will come away from the course with a deep understanding of theories of group identity and will be able to use these theories to examine and compare contemporary cases of group-based violence. We will use these theories to ask questions like: are diverse societies more prone to group violence? what is the relationship between the economy and group conflict? and, what causes neighbors to turn on each other? Throughout the course students will be exposed to research from around the globe, encouraging a deeply local but constantly comparative approach to social science. Note that we will grapple with difficult issues in this course such as lynching, ethnic riots, and genocide.

Instructor(s): N. Gonzalez Terms Offered: Winter

SOCI 20512. Constructing a Global Civil Society. 100 Units.

The concepts of democracy, civil society, and human rights have become a part of our shared 'world culture' with implications for how citizens interact with governments around the world. While these ideals are ubiquitous, however, they are mobilized in very different ways at the local level. This course challenges students to think about implications of applying the international culture of human rights and civil society to non-Western countries. The course will explore the development of civil society of democratizing and semi-authoritarian regimes, and the international pressures that shape its structure and influence at the local level. Students will develop a foundational understanding of theories of civil society and their relationship to social change, while recognizing both the benefits and countries derive from international narratives and the complexity that comes with such applications.

Instructor(s): N. Gonzalez Terms Offered: Spring

SOCI 20513. Beyond Hashtags: Social Movements in Digital Society. 100 Units.

In today's global network society, the Internet permeates our lives, whether it be our jobs, politics, or relationships. You're probably reading this course description online, and perhaps next you'll check your email or social media accounts. Social movements, powerful drivers of social change, are no exception. Digital activism has transformed political and social protest over the past two decades, changing how events, protests, and movements are organized and generating alternative ways to build social movements. Students will receive an introduction to sociological perspectives on social movements and the Internet, and consider the influence of networked communication technologies on the mobilization of social movements throughout the globe, with particular emphasis on feminist, queer/trans, human rights, and racial equity movements.

Instructor(s): L. Janson Terms Offered: Spring

Equivalent Course(s): CRES 20513, GNSE 20513

SOCI 20514. The Sociology of Higher Education. 100 Units.

Why do consistent, differential education and economic outcomes exist in American society, and what role does higher education play as a change agent, equalizer, and/or reproducer of society's inequalities? In this introductory course to key issues and debates in the sociology of education, students will explore theoretical and practical perspectives on social, scientific, economic, and political forces that shape approaches to higher education and its reform. Though the course focuses primarily on higher education in the US, we will also cover topics in elementary and secondary education in the US, as well as from an international comparative perspective. Students will conduct sociological inquiry-based projects, exploring questions related to these key topics, such as the 'achievement gaps' in American higher education.

Instructor(s): L. Janson Terms Offered: Autumn

Equivalent Course(s): GNSE 20514, CRES 20514

SOCI 20515. Virtual Ethnographic Field Research Methods. 100 Units.

'Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.' - Tom Boellstorff, from *Ethnography and Virtual Worlds: A Handbook of Method* This course is designed to provide students in the social sciences with a review of ethnographic research methods, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, 'being there'/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we're all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography.'

Terms Offered: Summer

Equivalent Course(s): ENST 20224, SOSC 30224, ANTH 31432, ANTH 21432, SOSC 20224, GLST 26220

SOCI 20516. Digital Lives, Virtual Societies: rethinking qualitative methodology. 100 Units.

This course seeks to explore the relationship between self and society by thinking about one central question: how can we rethink qualitative methodology in a digital age? In other words, is a social scientific qualitative study of the internet possible? Drawing on a host of sociological and anthropological texts, this course provokes students into exploring virtuality as not just a part of our daily experiences but also as a very important resource for doing social scientific research. Collectively, we will learn how to rethink the use of traditional qualitative methodology - surveys, interviews, focus groups, and participant observation - in the virtual world. By the end of the course, students will have produced a short research paper that draws on qualitative methods to interrogate the virtual social.

Instructor(s): S. Annavarapu Terms Offered: Winter

SOCI 20517. Feminist Perspectives on Science. 100 Units.

Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science's symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelyn Hammonds, Emily Martin, Sharon Trawick, Susan Leigh Star, Joan Fujimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.

Instructor(s): P. Mostajir Terms Offered: Autumn. Autumn 2020

Equivalent Course(s): HIPS 25202, ANTH 22124, GNSE 25222

SOCI 20806. Defining the Feminist 'Fourth Wave' 100 Units.

Intersectionality, Breaking the Binary, Hashtag Feminism, TERFs, SWERFs, Whimpsters, Woke Misogynists, Commodity Feminists, & Femocracies, Oh My! If contemporary feminism is characterized by its diversity of purpose, then what defines the current, so-called 'fourth wave' of feminism? Students in this course will explore precisely that question and - in keeping with one characteristic of contemporary feminists, namely their resurged interest in learning about past feminist efforts - will examine the history of feminist movements in the US. As an intellectual community, we will work together to consider and analyze contemporary writings about fourth wave feminist movements and build our own timeline and analytical and conceptual terminology for studying defining features of 'the fourth wave.'

Instructor(s): Lara Janson Terms Offered: Autumn

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

Equivalent Course(s): GNSE 12102

SOCI 20807. Foundations in Masculinity Studies. 100 Units.

In recent years, the term 'toxic masculinity' has been used in contexts from the #MeToo movement to the rise of Donald Trump, from Gillette advertisements to the behavior of men on the reality show *The Bachelor*. Why is the conversation around 'toxic masculinity' taking place in the United States at this moment? In this course, we will go beyond banal statements like 'toxic masculinity' and 'men are trash' to critically ask, What role does masculinity play in social life? How is masculinity produced, and are there different ways to be masculine? This course provides students with an intensive introduction to the foundational theory and research in the field of masculinities studies. We will use an intersectional lens to study the ways in which the concept and lived experience of masculinity are shaped by economic, social, cultural, and political forces. We will examine how the gendered social order influences the way people of all genders perform masculinity as well as the ways men perceive themselves and other men, women, and social situations. Verbally and in writing, students will develop an argument about the way contemporary masculinity is constructed and performed.

Instructor(s): Rebecca Ewert Terms Offered: Spring

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

Equivalent Course(s): GNSE 12104

SOCI 20808. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how

it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Spring

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

Equivalent Course(s): ARCH 22105, ENST 12105, GLST 22105, GNSE 12105

SOCI 28089, Sociology of Work-Life. 100 Units.

Time seems scarce in wealthy societies. As possibilities for how to spend our time proliferate, many of us struggle to manage the time demands of multiple roles. This course examines why, how, and for whom worklife conflict is a problem, drawing on various theories and studies in the sociology of time.

Instructor(s): P. Fugiel Terms Offered: Spring

SOCI 28090, Gender and Consumption. 100 Units.

The course looks at the intricate relationship between consumption and gender and sexuality. Drawing on the sociology and history of consumer capitalism, it examines how consumer culture has been predicated on patriarchal and hierarchical notions of gender and sexuality, and how it also provided opportunities to challenge them. The course will ask and answer questions such as: What are the social and political meanings of consumption and how it has been gendered? How did consumer society and consumer culture develop in light of gendered ideologies and practices? And what are the models to challenge and change these institutions and their gendered reality? How has consumerism been related to the development of feminism? And how has feminist thought contributed to the critique of consumer capitalism? The course will examine the relationship of gender and sexuality to consumption through major sociological terms and concepts: How consumption, and gender, are practiced and experienced through space; how does consumption perpetuate and facilitate notions of class and class-distinction; how do consumption practices construct identities and gender-identities in particular; how have citizens, and especially women, used their status as consumers to promote political and feminist goals; and what are the relationships between consumption and the body? The course is recommended to students who are interested in the study of gender and sexuality, sociology, history, and anthropology.

Instructor(s): Yaniv Ron-El Terms Offered: Spring

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

Equivalent Course(s): GNSE 23129

SOCI 28091, Introduction to the Sociology of Culture. 100 Units.

This course introduces advanced undergraduate students to the sociology of culture. Over the course of 10 weeks, we consider major contemporary sociological treatments of culture. We explore, problematize, and attempt to synthesize various approaches, all the while asking: 'What do we mean when we talk about culture, and how (and why) does culture matter to social processes?' The focus of the course is on reading and on in-class discussion; although not required, some prior experience with sociology's 'greatest hits' may be helpful.

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

SOCI 28092, Nations and Nationalism. 100 Units.

What is a Nation? How do nations come into being? What does it mean to be a part of a national group? These questions will be explored over the quarter through close readings and discussions of both classical theories of nationalism as well as the critiques that have been leveled against them. Studying both classical and contemporary approaches to nationalism, the class will consider how scholars have grappled with the from whence and how a nationalism over time. Over the course of the quarter we will critique ideas of nationalism; consider the efficacy of nation and nationalism as categories of analysis; and will use cases from post-Soviet and post-socialist spaces to ground our discussions in the later part of the quarter, exploring narrative, performative, and material aspects of nationalism in the contemporary period.

Instructor(s): M. O'Shea Terms Offered: Spring

Equivalent Course(s): GLST 28092

SOCI 29997, Readings in Sociology. 100 Units.

Students are required to submit the College Reading and Research Course Form. With consent of instructor, students may take this course for P/F grading if it is not being used to meet program requirements.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program chair.

SOCI 29998, Sociology BA Thesis Seminar. 100 Units.

This required yearlong course is a forum for students who are majoring in sociology to present their BA papers. Students attend the seminar in Spring Quarter of their third year and in Autumn and Winter Quarters of their fourth year. They may enroll during any one of these quarters, but must attend all three. They submit a completed thesis during Spring Quarter of their fourth year. Students who are not graduating in June should participate in three quarters of the senior seminar in the twelve months before graduation. Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of their trip. For a general statement about the BA paper, students should obtain the brochure Undergraduate Program in Sociology in the departmental office.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to students who are majoring in sociology.

Note(s): Must be taken for a quality grade.



South Asian Languages and Civilizations

Department Website: <http://salc.uchicago.edu>

Program of Study

The Department of South Asian Languages and Civilizations (SALC) offers an undergraduate major leading to a BA in the Humanities Collegiate Division. The social sciences are integrated into our program through the civilization sequence, and courses in the social sciences and religious studies are usually included in a student's program of study. Students majoring in SALC will gain a broad knowledge of the literature and history of the South Asian subcontinent (i.e., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and proficiency in at least one South Asian language that is equivalent to one year of study or more. Students currently can study Bangla (Bengali), Hindi, Marathi, Sanskrit, Tamil, Tibetan, or Urdu. As part of their course of study, students are encouraged to participate in a study abroad program in South Asia, such as the South Asian Civilizations in India sequence (Pune program). The SALC curriculum will develop the student's skills in formulating analyses of various types of texts (i.e., historical, literary, filmic), and students will also engage with social scientific approaches to South Asian cultures. The thorough area knowledge of South Asian arts, culture, history, and politics, and the critical and linguistic skills developed through the SALC degree may prepare a student for any number of careers.

Students in other fields of study may also complete a minor in SALC. Information on the minor follows the description of the major below.

Forms

Students who intend to join the SALC undergraduate program should fill out the appropriate form below and schedule a meeting with the SALC Director of Undergraduate Studies. Additional information about the timeline for completing these forms can be found in the corresponding section below.

Find links to the Major Form, Honors Form, and Minor Form at salc.uchicago.edu/undergraduate/program (<https://salc.uchicago.edu/undergraduate/program/>).

Grading

Students pursuing a major or minor in South Asian Languages and Civilizations must take a quality grade in all courses used to meet department requirements. More than half of the requirements must be met by courses bearing University of Chicago course numbers.

Timeline

First and Second Year

- Contact SALC Director of Undergraduate Studies and collect the form for intended minor/major.
- Start taking language, South Asia civilization, and other introductory classes.

Third Year

- Winter Quarter: If pursuing honors in SALC, find SALC faculty member who will act as your BA adviser to begin discussion of a research topic and schedule reading courses to be taken in the Autumn–Winter Quarters of the fourth year (SALC 29800 BA Paper I and SALC 29801 BA Paper II).

Fourth Year

- Autumn Quarter: Update form for departmental records. Submit a copy of the finalized form to your College adviser.
- Autumn–Winter Quarters: Take reading courses with SALC BA adviser.
- Spring Quarter: First week, submission of the BA thesis.

Program Requirements

Ideally, students will begin their study with the two-quarter sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II. All SALC majors must take this sequence or the equivalent program taught in Pune, SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III. If this sequence is not used to satisfy the civilization studies general education requirement, then it will count toward the major.

The major requires three courses in a South Asian language at the second-year level or above. These courses must be taken at the University of Chicago, and credit cannot be granted by examination. Students with prior knowledge of one or the languages offered by SALC may take a placement test in order to determine the right level for them to enroll. The College's language competency requirement may be satisfied by demonstrated proficiency equivalent to one year of study of a South Asian language offered through SALC.

Students are also required to take six courses related to South Asia. In addition to SALC offerings, courses with significant South Asian content that originate in other departments may be eligible, subject to the approval of the SALC Director of Undergraduate Studies. Three of these six courses may be language courses, either further courses in the same

language or courses in another South Asian language. Students should choose courses in consultation with the SALC Director of Undergraduate Studies and fill out a form indicating what they intend to list for their major requirements.

Summary of Requirements

One of the following two-quarter sequences: *	200
SALC 20100-20200 Introduction to the Civilizations of South Asia I-II	
SOSC 23004 South Asian Civilizations in India I	
& SOSC 23005 and South Asian Civilizations in India II	
Three courses in a South Asian language at second-year level or above **	300
Six courses related to South Asia ***	600
Total Units	1100

* All SALC majors must take one of these two sequences. If the sequence is being used to satisfy the general education requirement in civilization studies, two additional courses related to South Asia must be substituted into the major.

** Credit may not be granted by examination. Courses must be taken at the University of Chicago.

*** May include SALC 29801 BA Paper II, SOSC 23006 South Asian Civilizations in India III, and up to three additional language courses (either further study in the same language or courses in another South Asian language). Courses from other departments with significant South Asian content require approval of the Director of Undergraduate Studies.

Sample Major Programs

The following groups of courses would comprise a major.

I. Emphasis on language(s)

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
TBTN 20100-20200-20300	Second-Year Tibetan I-II-III	300
ANTH 25500	Cultural Politics of Contemporary India	100
SALC 20800	Music of South Asia	100
SALC 28700	The State In India	100
URDU 10100-10200-10300	First-Year Urdu I-II-III	300
Total Units		1100

II. Emphasis on civilization

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
BANG 30100-30200-30300	Third-Year Bangla (Bengali) I-II-III	300
ANTH 21401	Logic/Practice Of Archaeology	100
SALC 20400	The Mahabharata in English Translation	100
SALC 20901 & SALC 20902	Indian Philosophy I: Origins and Orientations and Indian Philosophy II: The Classical Traditions	200
SALC 20511	Screening India: Bollywood and Beyond	100
SALC 23104	Problems in the Study of Gender: Gender, Citizenship, Violence	100
Total Units		1100

Honors

To be eligible for honors, students must:

1. maintain an overall GPA of 3.0 or higher
2. maintain a GPA of 3.3 or higher in courses satisfying major requirements
3. complete a BA thesis of superior quality

In order to be eligible to write a BA thesis in SALC, students must meet the civilization studies sequence and language requirements by the end of their third year. By then, they must also have completed the honors form and returned it to the SALC Director of Undergraduate Studies. In Winter Quarter of their third year, the student will arrange to work with a SALC faculty member for the Autumn and Winter Quarters of the following year. It is the student's responsibility to find and make an arrangement with an appropriate faculty member who will be in residence during the student's fourth year. In consultation with the BA thesis adviser, the student must also suggest the name of a faculty member who will act as a second reader.

Students will research, discuss, and write the BA thesis in the context of SALC 29800 BA Paper I and SALC 29801 BA Paper II, for which they will register in the Autumn and Winter Quarters of their fourth year. **Students may use SALC 29801 as one of their six content courses in the major.** SALC 29800 will be for general elective credit only.

Two hard copies of the thesis must be submitted to the SALC departmental office, and a PDF version must be sent electronically to the Director of Undergraduate Studies. The deadline for the submission of the thesis is Friday at 5 p.m. in the first week of Spring Quarter.

Minor Program in South Asian Languages and Civilizations

The minor program in South Asian Languages and Civilizations requires a total of seven or six courses, broken down into three categories.

Civilization Studies

All students in the minor are required to take two quarters of SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III (taught in Pune). These two quarters will count toward either the general education requirement in civilization studies or the minor itself. If SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III are *not* used to meet the general education requirement, both courses in the sequence must be included in the minor, for a total of seven courses. If they are counting toward the general education requirement instead, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.

Language

Three courses in a South Asian language at any level. Credit may not be granted by examination.

Electives

Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students choose courses in consultation with the SALC Director of Undergraduate Studies.

Summary of Requirements for the Minor in South Asian Languages and Civilizations

One of the following two-quarter sequences: *		200
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	
SOSC 23004 & SOSC 23005	South Asian Civilizations in India I and South Asian Civilizations in India II	
Three courses in a South Asian language at any level **		300
Two courses related to South Asia ***		200
Total Units		700

- * All students in the minor are required to take one of these two-quarter sequences. Students using one of the sequences to satisfy the general education requirement in civilization studies may not also use it toward the minor. In that case, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.
- ** Credit may not be granted by examination. Courses must be taken at the University of Chicago.
- *** Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students must receive the approval of the SALC Director of Undergraduate Studies on a form obtained from their College adviser and return it by the Spring Quarter of their third year. Students must also indicate their intent to minor in SALC with a form obtained from the SALC Director of Undergraduate Studies.

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

SALC Sample Minors

The following groups of courses would comprise a minor.

I. Seven-Course SALC Sample Minor

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
TAML 20100-20200-20300	Second-Year Tamil I-II-III	300
SALC 27701	Mughal India: Tradition & Transition	100

SALC 23000	From Gender Critique to Gay Marriage in India	100
Total Units		700

II. Six-Course SALC Sample Minor

SALC 20700	Critics Of Colonialism: Gandhi and Fanon	100
BANG 10100-10200-10300	First-Year Bangla (Bengali) I-II-III	300
SALC 20701	Postcolonial Theory	100
SALC 23900	Philosophical Education in Indo-Tibetan Buddhism	100
Total Units		600

Pune Program: SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III

One of the College's study abroad programs that meet the general education requirement in civilization studies, the Autumn Quarter program in Pune (Poona) is devoted to the study of South Asian history and culture. It is built upon a three-course civilizations sequence examining the history, culture, and society of the South Asian subcontinent through course work, field studies, and direct experience. During the first seven weeks of the quarter, the program will be based in the city of Pune, where students will complete two courses and participate in expeditions to nearby cultural and historical sites.

Students participating in the Pune Program receive three credits for the civilizations sequence, which meets the general education requirement in civilization studies. Students who have already met the civilization studies requirement may use these SALC credits as electives. Two South Asian civilizations courses are required for students in the major or minor, as described above. The additional civilizations course, SOSC 23006 South Asian Civilizations in India III, can be used toward other SALC requirements. Course titles, units of credit, and grades will be placed on the Chicago transcript.

In addition to the civilizations sequence, students take a fourth course in Hindi during the first seven weeks of the quarter. For students with no prior experience in South Asian languages, this course is designed to facilitate their access to local culture and to provide a basis for further study. Advanced sections will be held for those students with prior course work or experience in Hindi.

Pune is a city of some four million inhabitants, situated on the eastern foothills of the Indian western coastal mountains, or ghats, about 100 miles southeast of Mumbai. Labeled famously by India's first prime minister, Jawaharlal Nehru, as 'the Oxford and Cambridge of India,' it is a major center for Indian art, religion, and higher education, and an ideal site for cultural immersion.

For further details, consult the Study Abroad website (study-abroad.uchicago.edu/programs/pune-south-asian-civilization-india (<http://study-abroad.uchicago.edu/programs/pune-south-asian-civilization-india/>)). For more information about this and other study abroad programs, contact Lauren Schneider, Pune Project Coordinator, at lschneider12@uchicago.edu. For information on other study abroad programs in South Asia, contact the SALC undergraduate adviser.

SALC Language Courses

SALC language courses at all levels are open to undergraduates. Additional advanced courses in all SALC languages are also offered, either on a regular basis or by arrangement with the instructors.

Graduate-Level Language Courses

Graduate-level language courses that may be open to qualified undergraduates can be found in the Graduate Announcements (<http://graduateannouncements.uchicago.edu/graduate/departmentofsouthasianlanguagesandcivilizations/>).

Bangla Courses

BANG 10100-10200-10300. First-Year Bangla (Bengali) I-II-III.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

BANG 10100. First-Year Bangla (Bengali) I. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

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

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

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

Prerequisite(s): BANG 10100 or consent of instructor

BANG 10300. First-Year Bangla (Bengali) III. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

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

Prerequisite(s): BANG 10200 or consent of instructor

BANG 20100-20200-20300. Second-Year Bangla (Bengali) I-II-III.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

BANG 20100. Second-Year Bangla (Bengali) I. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language.

Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language.

Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language.

Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 20200 or consent of instructor

Hindi Courses

HIND 10100-10200-10300. First-Year Hindi I-II-III.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

HIND 10100. First-Year Hindi I. 100 Units.

This five-day-a-week introductory sequence presents a dynamic, fun, and lively introduction to the world's second most spoken language through intensive conversation, reading, writing, and listening. No prior Hindi knowledge necessary.

Instructor(s): J. Grunebaum Terms Offered: Autumn

HIND 10200. First-Year Hindi II. 100 Units.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

Instructor(s): J. Grunebaum Terms Offered: Winter

Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi III. 100 Units.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 10200 or consent of instructor

HIND 15001. Elementary Hindi in India. 100 Units.

HIND 15002. Elementary Hindi in India. 100 Units.

HIND 15003. Intermediate Hindi in India. 100 Units.

HIND 15004. Intermediate Hindi in India. 100 Units.

HIND 15005. Advanced Hindi in India. 100 Units.

HIND 15006. Advanced Hindi in India. 100 Units.

HIND 20100-20200-20300. Second-Year Hindi I-II-III.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

HIND 20100. Second-Year Hindi I. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi. Prerequisite(s): HIND 10300 or consent of instructor

Instructor(s): J. Grunebaum Terms Offered: Autumn

Prerequisite(s): HIND 10300 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

Instructor(s): J. Grunebaum Terms Offered: Winter

Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi III. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 20200 or consent of instructor

Marathi Courses

MARA 10100-10200-10300. First-Year Marathi I-II-III.

This sequence follows the textbook Marathi in Context (with its online supplement Marathi Online) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

MARA 10100. First-Year Marathi I. 100 Units.

This sequence follows the textbook Marathi in Context (with its online supplement Marathi Online) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): S. Mahajan Terms Offered: Autumn

MARA 10200. First-Year Marathi II. 100 Units.

This sequence follows the textbook Marathi in Context (with its online supplement Marathi Online) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): S. Mahajan Terms Offered: Winter

Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First-Year Marathi III. 100 Units.

This sequence follows the textbook Marathi in Context (with its online supplement Marathi Online) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): S. Mahajan Terms Offered: Spring

Prerequisite(s): MARA 10200 or consent of instructor

MARA 15001. Elementary Marathi in India. 100 Units.

MARA 15002. Elementary Marathi in India. 100 Units.

MARA 15003. Intermediate Marathi in India. 100 Units.

MARA 15004. Intermediate Marathi in India. 100 Units.

MARA 15005. Advanced Marathi in India. 100 Units.

MARA 15006. Advanced Marathi in India. 100 Units.

MARA 20100-20200-20300. Second-Year Marathi I-II-III.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.

MARA 20100. Second-Year Marathi I. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts. Prerequisite(s): MARA 10300 or consent of instructor

Instructor(s): S. Mahajan Terms Offered: Autumn

Prerequisite(s): MARA 10300 or consent of instructor

MARA 20200. Second-Year Marathi II. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.

Instructor(s): S. Mahajan Terms Offered: Winter

Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi III. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.

Instructor(s): S. Mahajan Terms Offered: Spring

Prerequisite(s): MARA 20200 or consent of instructor

Courses

Sanskrit Courses

SANS 10100-10200-10300. First-Year Sanskrit I-II-III.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit.

SANS 10100. First-Year Sanskrit I. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit.

Instructor(s): A. Ollett Terms Offered: Autumn

SANS 10200. First-Year Sanskrit II. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit

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

Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit III. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit

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

Prerequisite(s): SANS 10200 or consent of instructor

SANS 20100-20200-20300. Second-Year Sanskrit I-II-III.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently.

SANS 20100. Second-Year Sanskrit I. 100 Units.

The intermediate-level Sanskrit sequence will equip students to apply the core grammar concepts that they learned in the introductory course to selected narrative, poetic, dramatic, philosophical, and scholastic texts in Sanskrit. In-class activities and selected assignments that develop skills in writing, speaking, listening, and vocabulary retention will support students' success in reading the text(s) at hand. Students will expand their abilities to apply grammar concepts by bringing increased attention to syntax and morphology. Students will be able to identify major poetic meters. Students will begin to build the skills that they will need to make use of Sanskrit commentarial works. As a whole, the sequence in Intermediate Sanskrit will prepare students to read and analyze Sanskrit texts in a range of literary styles at the advanced level, and to do so with confidence.

Instructor(s): A. Ollett Terms Offered: Autumn

Prerequisite(s): SANS 10300 or consent of instructor

SANS 20200. Second-Year Sanskrit II. 100 Units.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. The winter quarter will be a reading of the Mahabharata.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 20100 or consent of instructor

Equivalent Course(s): SALC 48400, HREL 36000

SANS 20300. Second-Year Sanskrit III. 100 Units.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. The winter quarter will be a reading of the Mahabharata.

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

Prerequisite(s): SANS 20200 or consent of instructor

South Asian Languages and Civilizations Courses

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): ANTH 24101, MDVL 20100, SALC 30100, HIST 10800, SOSC 23000

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, SOSC 23100, HIST 10900

SALC 20113. Inequalities. 100 Units.

This course analyzes inequality and the overt and covert violence that results from it. These inequalities are often grounded in gender and sex but also result from a complex intersection of sex gender systems with other historical factors such as city life, environment, media and so on. Inequality is what produces the experience of differential citizenship, a topic that exercises scholars the world over. In particular, those interested in issues of feminism, community, and ethnicity have studied why women (some women more than others) or particular social groups such as gay or trans groups, experience disenfranchisement more than their counterparts, even when, officially, many cultures/ nation states grant their members/ citizens formal legal equality. Many of the examples around which this course is framed emerge out of South Asia, but our analyses will be structured through an engagement with theoretical texts that address issues of gendered oppression and discrimination in other parts of the world. Readings will include historical, anthropological, literary texts.

Instructor(s): Rochona Majumdar Terms Offered: Autumn

Prerequisite(s): Students who have previously completed "Problems in the Study of Gender and Sexuality: Inequality" are not eligible to receive credit for this class.

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

Equivalent Course(s): SALC 30011, GNSE 20113, GNSE 30111

SALC 20513. Theater of Premodern South Asia. 100 Units.

This course will cover the history and poetics of the stage play in premodern South Asia, which was, according to the eighth-century theorist V#mana, "the best among the types of literature." The play, according to many premodern critics, was uniquely capable of bringing about a profound aesthetic experience because of its integration of diverse forms of art - plot-driven narrative, poetry, acting, and music. We will read a variety of plays in translation, including works by Bh#sa, K#lid#sa, Bhavabh#ii, and Mur#ri, as well as selections from technical literature such as the Treatise on Theater (N##ya##stram). We will also watch a number of modern performances. Besides discussing individual plays, we will cover the following topics in detail: the different genres of the stage play; the theory of plot construction; the theory of aesthetic experience (rasa); the languages of the theater; the role of music, dance, and gesture; theater and ritual; and the performance tradition of K##iy##am.

Instructor(s): Andrew Ollett Terms Offered: Winter

Prerequisite(s): No prior knowledge of South Asian languages is required. Students who can read Sanskrit, however, are strongly encouraged to take an accompanying reading course.

Equivalent Course(s): SALC 30513, TAPS 30513, TAPS 20513

SALC 20702. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

Equivalent Course(s): ANTH 24003, SOSOC 24003, HIST 18303, CRES 24003

SALC 20800. Music of South Asia. 100 Units.

The course explores some of the music traditions that hail from South Asia—a region defined by the countries of India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, Maldives, and their diasporas. The course will study music and some of its inextricably linked forms of dance and theatre through the lens of ethnomusicology, where music is considered in its social and cultural contexts. Students will develop tools to listen, analyze, watch, and participate in South Asian forms of music-making, using case-study based inquiries as guides along the way.

Instructor(s): Ameera Nimjee Terms Offered: Spring

Equivalent Course(s): MUSI 33706, RLST 27700, MUSI 23706, SALC 30800

SALC 20901. Indian Philosophy I: Origins and Orientations. 100 Units.

This course introduces some of the early themes and textual traditions that set much of the agenda for the later development of Indian philosophy. Particular attention will be paid to the rivalry that was perhaps most generative throughout the history of Indian philosophy: that between the Hindu schools of thought rooted in the Vedas, and the Buddhists who so powerfully challenged them.

Instructor(s): Dan Arnold Terms Offered: Winter

Equivalent Course(s): SALC 30901, DVPR 30201, HREL 30200, RLST 24201

SALC 20902. Indian Philosophy II: The Classical Traditions. 100 Units.

This course follows the first module on Indian philosophy by exploring the debates between several classical "schools" or "viewpoints" (dar#anas) of Indian philosophy. In addition to expanding upon the methods of systematized reasoning inaugurated by the Ny#ya and Buddhist epistemological traditions, particular attention will be given to systems of scriptural hermeneutics -- M#m##s# and Ved#nta -- and their consequences for the philosophy of language, theories of cognitive error, and even poetics.

Instructor(s): Anand Venkatkrishnan, Andrew Ollett Terms Offered: Spring

Equivalent Course(s): HREL 30300, RLST 24202, MDVL 24202, SALC 30902, DVPR 30302

SALC 20903. Philosophy and Literature in India. 100 Units.

Is philosophy literature? Is literature philosophy? What constitutes either of these seemingly disparate enterprises, formally and thematically, and what kinds of conjunctions can we imagine between them (philosophy in/of/as literature)? Can one translate these terms across cultures? Are they the sole prerogative of leisured elites, or can they harbor and cultivate voices of dissent? Above all, what does it mean to reflect on these categories outside the parochial context of the Western world?

This course explores these questions by introducing some of the literary cultures, philosophical traditions, religious poetry, and aesthetic theories of the South Asian subcontinent. Students will encounter a variety of genres including scriptural commentary, drama and courtly poetry, and the autobiography. Readings, all in translation, will range from Sanskrit literature to Sufi romances and more.

Instructor(s): Anand Venkatkrishnan Terms Offered: Winter

Equivalent Course(s): CMLT 24202, SIGN 26073, RLST 24200

SALC 21224. Against Interpretation: Philology at the Crossroads. 100 Units.

Susan Sontag closed her essay "Against Interpretation" calling for "an erotics of art." Such an "erotics" would avoid doing anything to tame the work of art—allowing its hold on the imagination to grow, without trimming down its excrescences. Eros here stands for the irreducibility of the presence of art—the finite or even infinitesimal presence that imposes itself as irrepressibly fractal in its growth. Sontag was challenging us to make a certain kind of intellectual and affective space available—and this challenge has been reprised in recent scholarship that attempts to trace the state of the Humanities and some of its more eminent toolkits. Both philology and close-reading have been exposed as disciplinarian "disciplines" of the Humanities—long having abandoned the "erotic" power reading as a strategy of unfolding in favor of what might be termed strategies of containment. But this was not always the case. This course seeks to recover what then remains, peeking into the

backgrounds of these disciplines as they stand at the crossroads of relevance and retreat-hovering just short of the intimate space of textual experience described by Sontag.

Instructor(s): Claudio Sansone Terms Offered: Winter

Equivalent Course(s): ENGL 21224, KNOW 21224, CMLT 21224

SALC 21405. Inventing Race in the British Empire. 100 Units.

This course reveals how the British encounter with racial difference in the Caribbean, Australasia, and India could both validate and subvert the project of empire- building. We will begin by examining the ways in which ethnographical and anthropological societies in the metropole clashed over the question of racial differentiation in the nineteenth century. We will then determine how these "scientific" theories of race were deployed in colonial settings; did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? By investigating how an array of actors instrumentally invoked race to accomplish specific objectives, we will further deconstruct the narrative of a unitary, overarching "civilizing mission." A host of primary sources, including anthropological treatises, missionary accounts, public speeches, and fictional works, will aid us in this pursuit.

Instructor(s): Z. Leonard Terms Offered: Spring

Equivalent Course(s): CRES 21405, HIST 21405, GLST 21405

SALC 22202. Anthropology of Caste in Asia. 100 Units.

This seminar course explores anthropological approaches to caste. We will survey colonial ethnological accounts to structuralist, transactionalist, historical anthropological, and contemporary ethnographic accounts of forms of caste difference, identity, and violence in South and East Asia, with an eye to comparison to other forms of invidious social difference in other times and cultures.

Instructor(s): Constantine Nakassis Terms Offered: Winter. Winter 2021

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): ANTH 32202, ANTH 22202, SALC 32202

SALC 22330. Flooding the World: Creation and Restoration in the Levant, Mesopotamia, and India. 100 Units.

From Genesis to the Epic of Gilgamesh and the Rig Veda to modern novels like Geraldine McCaughrean's *Not the End of the World* (2004) and Jeanette Winterson's *Boating for Beginners* (1997), humans have repeatedly accounted for, imagined, and ironized civilizational collapse and restoration through stories of catastrophic floods. These texts, modern and ancient, are fraught with political, religious, and historical background. In this course, we will compare these texts, focusing on literary issues like narrative plot, the construction of characters, the literary devices used, and the role of the narrator in telling the story of the flood. We will attempt to ascertain why imaginings of a deluge are generative, while being attuned to the complex differences between the ancient narratives and their significantly different afterlives. Through sustained inquiry, we will both challenge notion of sacred exceptionalism even while confronting the enduring presence of this trope in the post-modern novel.

Instructor(s): Cathleen Chopra-McGowan Terms Offered: Winter

Equivalent Course(s): JWSC 26030, RLST 22330, ENST 22330

SALC 22604. A Poem in Every House': Persian, Arabic, and Vernacular Poetry in North India and the Deccan. 100 Units.

gehe gehe kalau k#vya# ... In the Kali age, there is a poem in every house ... Vidy#pati (ca. 1370-1460, Mithila), K#rtita# The Indian subcontinent is home to some of the most vibrant literary traditions in world history. The aim of this course is to introduce students to the main trends in the premodern (/pre-nineteenth century) literature of South Asia through a selection of poetic and theoretical texts translated from a variety of languages (Arabic, Bengali, Dakani, Hindi, Maithili, Marathi, Persian, Panjabi, Sanskrit, Urdu, etc.). We will discuss issues of literary historiography, the relations between orality and writing, and the shared aesthetic world of poetry, music, and visual arts. We will review the basic principles of Perso-Arabic and vernacular poetics through a selection of representative theoretical treatises and poems. We will also explore the linguistic ecology of the Subcontinent, the formation of vernacular literary traditions, multilingual literacy, and the role of literature in social interactions and community building in premodern South Asia. Every week the first half of the class will be devoted to the historical context and conceptual background of the texts we will read in the second half. Attention will be given to the original languages in which those texts were composed as well as the modes of performance of the poems and songs we will read together.

Instructor(s): T. D'Hubert Terms Offered: Autumn

Note(s): No prior knowledge of South Asian languages is required. The course is the perfect complement to the Introduction to South Asian Civilizations sequence (SALC 20100-20200). Beyond its focus on South Asia, students interested in classics, poetics, rhetoric, musicology, theater studies, and comparative literature will find plenty of food for thought in the readings, lectures, and class discussions. For students interested in languages, it is an ideal way to have a lively introduction to the linguistic variety of South Asia.

Equivalent Course(s): MDVL 22604, SALC 32605

SALC 22605. Classical Literature of South Asia: Part One. 100 Units.

This is a broadly chronological survey of South Asia's literary traditions. In the first part of this two-part sequence, our focus will be on the first millennium CE, and we will read a wide variety of literary works in translation: lyric poetry, stage plays, courtly epics, romances and satires. We will read these texts as representing both evolving traditions of literary art and a diverse constellation of social imaginaries. Our conversations will thus range over: questions of language, genre, form and style; subcontinental traditions of poetics, which elaborated the themes and techniques of literary art; issues of sexuality and gender; the intellectual and religious traditions with which works of literature were in conversation; contexts of performance; and issues of literary history. We will sometimes read short texts in the original languages (Prakrit, Tamil and Sanskrit) to gain a better understanding of their texture and technique, but no prior knowledge of South Asian languages is required. The

second part of this two-part sequence will cover South Asian literature from about 1000 to 1750. The courses may be taken in any order.

Instructor(s): Andrew Ollett Terms Offered: Autumn

Equivalent Course(s): SALC 32606

SALC 23104. Problems in the Study of Gender: Gender, Citizenship, Violence. 100 Units.

Equivalent Course(s): HIST 11002, GNSE 10102

SALC 25025. Environmental Histories of the Global South. 100 Units.

Drawing on cases from Africa, Latin America, and especially Asia, this course explores key themes in the modern environmental history of the world beyond the rich industrialized North. Our investigations will focus on the ecological impacts of colonialism, war, and development, and how environmental management has helped to construct modern states and capitalist practices in turn. Ranging from the malarial plantations of the Caribbean to the forests of southeast Asia, we will analyze not-so-natural disasters like floods and chemical spills as well as the slow violence of deforestation and droughts. Combining primary sources with classic scholarship, we will encounter pioneering green activists like the original "tree huggers" of the Himalayas and environmental advocates for brutal population control. The course will conclude by examining the emergence of a newly assertive Global South in international climate negotiations, and its implications for the environmental history of our planet at large. The course is open to all, but may be of particular interest to students who have taken "Introduction to Environmental History."

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

Equivalent Course(s): HIPS 25525, HIST 25025, HIST 35024, CHSS 35525, SALC 35025

SALC 25302. Slavery in South Asia. 100 Units.

This course offers an introduction to historic and contemporary forms of unfree labor in South Asia. We will explore ideas of freedom and slavery in the work of seminal modern thinkers, read about slavery in ancient and medieval South Asia and discuss the convergent histories of slavery in the Americas and caste in British and princely India. How do race, gender, caste, and class shape this history? Does this history inform contemporary texts or social practices in South Asia? Students will gain knowledge of the little-known history and practice of slavery in pre-modern to contemporary South Asia through close reading of primary sources and historical scholarship. At the end of the course, students will be better able to identify silences and dominant voices within primary sources, interpret texts in their social and political contexts and evaluate the differences between various historiographical approaches. This course will also encourage students to trace the historic roots of contemporary practices and to find ways to share knowledge acquired in class with the campus or wider community. It will improve and build upon the skills of interpreting and identifying intellectual problems in texts that are acquired through courses fulfilling the general education requirements in the College. It complements the Introduction to the Civilizations of South Asia sequence by providing an introduction to unfree labor across time in South Asia.

Equivalent Course(s): CRES 25302, HIST 26604

SALC 25310. Extinction, Disaster, Dystopia: Environment and Ecology in the Indian Subcontinent. 100 Units.

This course aims to provide students an overview of key environmental and ecological issues in the Indian subcontinent. How have the unique precolonial, colonial, regional and national histories of this region shaped the peculiar nature of environmental issues? We will consider three major concepts—"extinction", "disaster" and "dystopia" to see how they can be used to frame issues of environmental and ecological concern. Each concept will act as a framing device for issues such as conservation and preservation of wildlife, erasure of adivasi (first dwellers) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students' ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various media: both literary and visual, such as autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and environmental history.

Instructor(s): Joya John Terms Offered: Spring

Equivalent Course(s): ENGL 22434, GLST 25310, CRES 25310, HIST 26806

SALC 25316. Making a Home in the Colonial City: Insights from Literature, Films, and History. 100 Units.

The proposed course is an invitation to students to imagine the life-worlds, experiences, and spaces of the colonized populations of South Asia, particularly, from the perspective of city-dwellers. The objective of the course is three-fold: thematic, methodological, and epistemological. First, to introduce students to debates in colonial modernity using the narrative of the rise of modern cities in colonial India. Second, to equip students to handle different kinds of primary material in order to understand the interconnections between colonialism, urban space, and indigenous responses. Finally, to open up the exciting field of colonial and postcolonial studies to anyone interested in South Asia, its literature, its films, its history, and its people.

Instructor(s): Sanjukta Poddar Terms Offered: Autumn

Equivalent Course(s): GNSE 25316, GLST 25316

SALC 25317. Traditions of Islamicate Learning In Mughal India. 100 Units.

An introduction to the contexts, methods, and aims of Islamic education in late-Mughal South Asia in the decades immediately prior to European colonisation. Our central focus is an 18th century 'curriculum': a list of books that were read by a student of a famous madrasa in late-Mughal Delhi. Although madrasas are now widely considered to be places of strictly 'religious' education, our curriculum reveals the wide range of disciplines a student was expected to know. As well as subjects like Qur'anic commentary and Islamic jurisprudence, students learned Arabic and Persian grammar, ethical texts, Sufism, Hellenistic philosophy, logic, medicine, martial arts, mathematics and geometry, poetry, accounting and secretarial skills, astronomy, as well as alchemical and occult sciences. We will learn with our Mughal-era student, moving through the

disciplines that he studied - progressing from the introductory aspects of his education to more advanced subjects. As we go, we will read a wide range of Arabic and Persian primary sources in translation. We will consider what it meant to learn, the contexts in which learning took place, as well as the modes of ethical comportment that education entailed. We will also consider the changing nature of the madrasa curriculum against the background of the volatile political and social climate of 18th century Mughal South Asia. We will also examine the reformist ideas that were challenging classical educational paradigms in this period.

Instructor(s): Daniel Morgan Terms Offered: Autumn

SALC 25318. Literary Radicalism and the Global South: Perspectives from South Asia. 100 Units.

What does it mean to speak of literary radicalism? What are the hallmarks of a radical literature? And how does any such body of radical literature relate to the crucial question of empire, while also seeking to not be limited by that address? This course will explore the theme of literary radicalism through perspectives arising from South Asia. Over the twentieth century the subcontinent has been shaped through a wide variety of social and political movements: from anticolonial struggles to communist organising, feminist struggles, anti-caste mobilisation, indigenous protest and more, with their histories intertwining in different ways. We will start with a consideration of some texts on literary radicalism from other parts of the global South by authors such as Julia de Burgos and Ngugi Wa Thiong'o, and then move through a detailed discussion of South Asian texts every week to examine particular aspects of literary style and history. We will study texts from a variety of subcontinental languages (in translation, unless originally in English), and across different forms - poetry, short fiction, children's literature, novels, a memoir, a graphic novel and a documentary film on a poet.

Instructor(s): Abhishek Bhattacharyya Terms Offered: Spring

Note(s): No prior training in South Asia or literature courses is a requirement.

Equivalent Course(s): ENGL 25318

SALC 25319. Reading Indian Pasts: Early Texts and Modern Readers in South Asia. 100 Units.

How do different readers read the same text differently? How have intellectuals in South Asia interpreted, and continue to interpret, their textual pasts? This course will explore questions related to the receptions of premodern South Asian texts, engaging students in debates in intellectual history and histories of reception, with a focus on questions of periodization, social categories, and constructions of identity in premodern South Asia. How, for example, have modern readers interpreted questions of caste and gender in early South Asian texts? How did premodern readers interpret their own textual pasts, and what are the tools by which we, as modern readers, may understand these negotiations? What are the stakes in and consequences of reading these debates in our own times? We will explore these and other questions through both primary and secondary materials. The course will enable students to explore broad conceptual questions related to histories of reading and debates in South Asian reception and intellectual history. Additionally, students will read sections of premodern texts, in translation, which have enjoyed significant lives outside their own times and contexts, alongside different interpretations of these texts. Students will work towards gaining conceptual tools to examine both premodern and modern texts as well as the many frameworks of interpretation that emerged out of them. No prior knowledge of South Asian topics is required.

Instructor(s): A.Ravishankar Terms Offered: TBD

Equivalent Course(s): RLST 25319

SALC 25320. Debate, Dissent, Deviate: Literary Modernities in South Asia. 100 Units.

This class introduces students to the modernist movement in post-independence South Asia. Modernism will be understood here as a radical experimental movement in literature, film, photography and other arts, primarily aimed at critiquing mainstream narratives of history and culture. Given its wide scope, we will analyze a variety of texts over the ten-week duration of the class. These include novels, short stories, manifestos, essays, photographs, and films. The chronological span of the class is from the 1930s to the 1970s. Our aim will be to understand the diverse meanings of modernism as we go through our weekly readings. Was it a global phenomenon that was adopted blindly by postcolonial artists? Or were there specifically South Asian innovations that enable us to think about the local story as formative of global modernism? What bearings do such speculations have on genre, gender, and medium, as well as on politics? I will help situate the readings of each week in their specific literary and political contexts. Students will be able to evaluate, experiment with, and analyze various forms of modernist literary expressions emerging out of South Asia. This class will provide them with critical tools to interpret, assess, compare, and contrast cultural histories of non-Western locations and peoples, with an eye for literary radicalism. No prior knowledge of any South Asian language is necessary.

Instructor(s): S. Dasgupta Terms Offered: Autumn

Equivalent Course(s): KNOW 25320, CRES 25320, GLST 25132, ENGL 25320, GNSE 25320

SALC 25321. Time and its discontents: thinking and experiencing time in South Asia through the ages. 100 Units.

While we usually think of time and its relentless march as an immutable, universal and abstract category, this course will explore competing and contested notions of time and history and their periodization. This interdisciplinary seminar aims to introduce students to the sociocultural worlds of South Asia through the prism of Time. Instead of looking at the cultural, religious and scientific realms of ancient, medieval and colonial South Asia changing through time, we will explore the changes that time itself, as a concept but also as a lived reality has undergone throughout the convoluted history of South Asia. We will revisit key concepts and ideas pertaining to the cosmology of Ancient and Medieval South Asia, such as the eras of the world according to old scientific and religious treatises, and how these ideas shaped the understanding of the place of mankind in history and the world. We will also study the intellectual challenges that these notions of time posed to the first Europeans that encountered them, and how our modern notion of time and its periodization was forged in this encounter. Rather than thinking of Time and temporalities in South Asia as part of an outdated and disproved world-view, this course will strive to present South Asia and the non-European world not only as subjects to Western temporalities, but as important places where theoretical propositions were made about time-space and its divisions.

Instructor(s): E. Acosta Terms Offered: Autumn

Note(s): While the course relies heavily in South Asian world-views, a previous acquaintance with the histories and mythologies stemming from this part of the world is not necessary. This course will be of interest to students of different backgrounds. The approach is interdisciplinary, ranging from history, anthropology, religious studies, etc.

Equivalent Course(s): RLST 25321, HIST 26615

SALC 25322. Enlightenment Modernity and Colonial South Asia. 100 Units.

In Kant's words, the work of public reasoning was the condition for "man's exit from self-imposed immaturity." In the colony, however, the critique of existing society as insufficiently reasonable came to be caught up in the justification of Britain's "liberal" colonial project, and the obligation to Reason autonomously was embroiled in the case for empire. The Indian pursuit of enlightened reason was deeply aware of its uncomfortable proximity to empire, yet intellectuals of a variety of stripes advanced claims of "enlightenment. Would the appeal to Reason bring about a new moral world or a derivatively imitative landscape? Could the Enlightenment be so truly universal that the colonized could claim it without disowning their past? What relationship would the moral resources of India's past share with the task social critique for a new generation of radical intellectuals? In order to address the promise and perils of colonial Enlightenment and its most controversial debates, this course will focus on a variety of primary and secondary sources. We will look at arguments penned by a range of Indian and British thinkers and at how the rich historiography of India's 19th century may be placed in productive dialogue with the normative theory produced by Europe's "Enlightenment." Turning to the history of 19th century India will help us complicate the history of the Enlightenment as a whole, and contribute to help draft a new and broader answer: what is "Enlightenment?"

Instructor(s): T. Newbold Terms Offered: Spring

Equivalent Course(s): HIST 26811, KNOW 25322

SALC 25323. Tolerance and Intolerance in South Asia. 100 Units.

Few places in the world are as embroiled in the problem of diversity as South Asia, where sectarian violence-fought mainly along religious lines, but also along caste, gender, and linguistic lines-is at the center of political maneuvering. South Asia offers important lessons in how people manage to live together despite histories of mutual strife and conflict about communities and castes. Focusing on the period of British colonial rule, this class explores different instances and ideologies of toleration and conflict. How were South Asian discourses of toleration by such leaders as Gandhi and Nehru different from their European counterparts (e.g., John Locke and John Rawls)? How did their ideologies differ from those articulated by their minority peers such as Ambedkar, Azad, and Madani? We will analyze constitutive precepts, namely secularism, syncretism, toleration. Our attention here will be on the universal connotations of these ideas and their South Asian expression. Fifth week onward, we will turn our attention to select thinkers: Gandhi, Ambedkar, Azad, Madani. Our focus here will be on the ways that each intellectual negotiated the thorny issues of toleration, difference, ethnicity, and belonging. All the thinkers covered in this class had an active presence in nationalist era politics. Finally, we will read historical accounts of some of the most frequent causes of intolerance, namely cow slaughter, music played before the mosque, and desecration of sacred objects.

Instructor(s): T. Reza Terms Offered: Spring

Note(s): All reading materials will be available in English. No prior knowledge of South Asian history or South Asian languages is required.

Equivalent Course(s): CRES 25323, KNOW 25323, HIST 26812, RLST 25323

SALC 25601. The Bhagavad Gita: Contested Readings of a World Classic. 100 Units.

Few religious classics have been as variously interpreted as the Bhagavad Gita, which is surely among the most often-translated works in the world. A text of long-standing importance in Hindu traditions, the Bhagavad Gita has had an especially interesting career in modernity, having been of great significance not only for M. K. Gandhi, but also for the likes of Thoreau and Eliot, not to mention the many less widely appreciated interpreters for whom the text's martial setting has been of central significance. After taking some steps to situate this great Sanskrit text in the context of its early Indian history, this course will explore a representative range of its available interpretations. Along the way, it is hoped that we will learn something not only about the Bhagavad Gita, but also about the very ideas of interpretation and understanding.

Instructor(s): Dan Arnold Terms Offered: Spring

Equivalent Course(s): RLST 24251

SALC 25706. Problems in the Study of Gender and Sexuality: Inequality. 100 Units.

This course analyzes inequality and the overt and covert violence that results from it. These inequalities are often grounded in gender and sex but also result from a complex intersection of gender, sex, and other identities. Inequality is what produces the experience of differential citizenship, a topic that exercises scholars the world over. In particular, those interested in issues of feminism, community, and ethnicity have studied why women (some women more than others) or particular social groups such as gay or trans groups, experience disenfranchisement more than their counterparts, even when, officially, many cultures/ nation states grant their members/citizens formal legal equality. Many of the examples around which this course is framed emerge out of South Asia, but our analyses will be structured through an engagement with theoretical texts that address issues of gendered oppression and discrimination in other parts of the world. Readings will include historical, anthropological, literary texts. Key themes of the course include: debates on parity in France and differential citizenship for religious minorities in India; caste based violence in India studied comparatively with debates on violence against aboriginal in Australia and Canada; rape and human rights; the politics of homosexuality; violence around popular and high culture; the panic around "family values". This course is part of the College Course Cluster program, Inequality.

Instructor(s): Rochona Majumdar Terms Offered: Autumn

Equivalent Course(s): GNSE 11006, GNSE 31106

SALC 26102. Buddhism. 100 Units.

This course will survey central features of the Buddhist traditions in South, Central, and East Asia, over its roughly 2500 year history. Attention will be paid to the variety of disciplinary orientations (historical, philological, anthropological, sociological, economic, archaeological, philosophical) that may be taken to illuminate various aspects of the traditions. Consideration will also be given to the concurrent rise of distinctive Buddhist responses to modernity and the modern/academic study of Buddhism.

Instructor(s): Christian Wedemeyer Terms Offered: Winter

Equivalent Course(s): EALC 26101, RLST 26101

SALC 26111. Queer Asia(s) 100 Units.

This course explores representations of queerness, same-sex love and sexualities and debates around them by introducing students to a variety of literary texts translated from Asian languages as well as Asian films, geographically ranging from India, Pakistan and Sri Lanka to China, Japan, Thailand, Indonesia, Korea and Singapore. We will also read scholarship that will help us place the production and reception of these primary sources in historical, political, cultural and religious contexts. In particular, we will examine questions of history and continuity (recurrent themes and images); form and genre (differences of representation in mythological narratives, poetry, biography, fiction, erotic/legal/medical treatises); the relationship of gender to sexuality (differences and similarities between representations of male-male and female-female relations); queerness as a site for exploring other differences, such as caste or religious difference; and questions of cross-cultural and transnational dialogue and cultural specificity. This course is part one of a two-quarter sequence, with the second part offered in Winter Quarter 2021. Each quarter can also be taken separately. Students need to be available for 2 synchronous online meetings per week.

Instructor(s): Nisha Kommattam Terms Offered: Autumn

Equivalent Course(s): CMLT 26111, GNSE 26111, HMRT 26111

SALC 26170. Why Do Animals Talk? Beastly Worlds in South Asian Literature. 100 Units.

Comprised of a diverse set of languages covering a disparate set of regions, South Asian literatures share a deep investment in the figure of the animal. Whether imagined through the genre of political advice, in narrative tellings of the past lives of the Buddha, or simply as characters in an expanded continuum of life, animals serve as important literary devices to reflect on human beings as well as autonomous subjects bound up with humans with their own distinct emotional and spiritual lives. Drawing particularly from the Sanskrit tradition among others, this course will introduce students to a broad survey of animal literature in South Asia alongside more recent scholarship in Animal Studies. By the end of the course, students can expect to have a myriad of answers to the question: why do animals talk?

Instructor(s): Sarah Pierce Taylor Terms Offered: Spring

Equivalent Course(s): RLST 26170, ENST 26170

SALC 26260. Buddhism in Early Theravada Literature. 100 Units.

A critical examination of important canonical (Buddhavaṇṇa--attributed to the Buddha) and non-canonical Pali literature central to the religious "imaginaire" of Theravada Buddhists in Sri Lanka and Southeast Asia. Literary texts include Vinayapitaka (Book of Monastic Discipline), Dhammapada (didactic verses attributed to the Buddha), Mahāparinibbāna Sutta (sermon recounting the final 3 months of the Buddha's career), Vessantara Jātaka (epic narrative of the Buddha's next-to-last rebirth as a king), the Edicts of Asoka (proclamations of the 3rd c. BCE Indian emperor), Anagatavamsa Desana (prophecy of the future Buddha Metteyya), Mahāvamsa (the monastic "Great Chronicle" recounting the history of Buddhism) and royal inscriptions and paintings from the late-medieval period.

Instructor(s): John Holt Terms Offered: Autumn

Equivalent Course(s): RLST 26260, SALC 36260, HREL 36260, HIST 36703

SALC 26600. Asian Identities: 1890-1945. 100 Units.

Equivalent Course(s): HIST 16600

SALC 26611. Empires, Imperialism, and Islam. 100 Units.

This seminar course will survey interactions between empires and Islam from the early nineteenth century to the early twenty-first century. It will consider the varied responses of Islamic polities to the expansion of European empires, their role in proliferating networks of travel and communication, as well as the place of religion in anti-imperial and anticolonial movements. Geographically we will cover Asia very broadly defined: from the Ottoman Empire in the west, through the Middle East and Central and South Asia, to Indonesia and Malaysia to the east. Individual classes will focus, for instance, on imperial connections, the emergence of pan-Islamism, Sufi networks, oceanic travel, subaltern social and political movements, and Cold War-era Muslim ideologues. The course will conclude with a look at the rise of more militant Islamic ideologies in recent years. Investigating this two-century long history will help students understand the complex role that Islam has played in the making of the modern world. Course readings will be on the whole recent scholarship on these subjects, with key primary texts introduced in class.

Instructor(s): F. Zaman Terms Offered: Spring

Equivalent Course(s): HIST 36611, SALC 36611, HIST 26611

SALC 26612. The British Empire on Trial: Corruption, Scandal, Dissent. 100 Units.

Throughout the long nineteenth century, British empire building remained a contentious pursuit. It threatened to shatter Britons' moral compasses, destabilize social hierarchies, squander tax revenue, and inflict untold miseries upon foreign populations. To legitimize their expansionism, colonial policy makers claimed that they were introducing benighted regions to the benefits of a universal rule of law. This course will examine how this legalistic form of governing actually functioned by probing the trials of three classes of offenders: "insurgent" and nationalist agitators, reformist critics of colonial misrule, and despotic officials themselves. Focusing on cases in England, the Caribbean, India, and Egypt, readings will reveal the

shortcomings of the British judicial apparatus and identify the loopholes that enabled a proudly "free" nation to subjugate and silence dissidents with near impunity. By participating in mock trials, students will gain familiarity with historical legal processes and the rhetorical tactics that actors employed both in the courtroom and in the public sphere.

Instructor(s): Z. Leonard Terms Offered: Winter

Equivalent Course(s): HIST 21403, LLSO 21403

SALC 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery—at different times in different places—resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne Terms Offered: Spring

Equivalent Course(s): NEHC 36614, CLAS 36620, CLCV 26620, HIST 36614, SALC 36614, NEHC 26614, MDVL 26614, HIST 26614

SALC 26702. Why comment? Early modern commentarial literature. 100 Units.

What is the purpose of a commentary? What do commentaries in different languages, and on different types of texts, 'do'? This course will take the example of commentarial literature from early modern South Asia—primarily but not exclusively northern India—to explore the different contexts, projects, and intellectual milieus in which commentaries were composed, circulated, and performed. Primary readings will be in English, Sanskrit, and Hindi, and include commentaries (and their accompanying root texts); we will also read a selection of modern scholarly writings on commentarial literature to survey different approaches to working with commentarial works.

Instructor(s): Tyler Williams Terms Offered: Spring

Equivalent Course(s): SALC 36702

SALC 26709. Revolutionary Indian in a Global Context. 100 Units.

Equivalent Course(s): HIST 26609, HIST 36609

SALC 26711. South Asia after Independence. 100 Units.

In 1947-48, the world's greatest experiments in postcolonial democracy and state-building began. This course surveys the histories of India, Pakistan, Bangladesh, and Sri Lanka from independence to the present, with a particular focus on India due to its huge size and historiography. How did politicians and bureaucrats succeed in entrenching democracy in India, while military dictators took control in Pakistan? Why did Bangladesh secede from Pakistan, Indira Gandhi suspend India's democracy, and Sri Lanka descend into a quarter-century-long civil war? To what extent have religious and caste-based movements succeeded in reshaping South Asia today? In parallel, we will examine the transformations in political economy that have shaped these developments, from economic planning to the rise of billionaires and NGOs. By combining secondary literature with public speeches, visual sources, fictional works and more, we will arrive at a rich picture of how the histories of democratization and development in South Asia challenge conventional wisdom in the West. No prior knowledge of South Asian history or South Asian languages is required.

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

Equivalent Course(s): HIST 26711

SALC 26804. Frontiers and Borders in South Asia. 100 Units.

Sometimes the frontline of empires and nation-states, sometimes neglected or inaccessible, peripheral spaces are often of core concern to the central state. The aim of this upper-level undergraduate seminar is to examine the history of borders, borderlands, and frontiers as political and social concepts and as produced spaces. We will examine an array of case studies in addition to more theoretical scholarship that spans the disciplines of history, environmental studies, political science, anthropology, and geography. While using South Asia (itself a rather recently invented "area") as the primary geographic and historical focus this course will not be bound exclusively to it. The first goal of the course is to explore the evolution of key concepts such as space, territory, frontier, and borders/borderlands. The second goal is to develop methods for analyzing subjects that are simultaneously physical spaces and political, social, and historical ideas. Finally, it seeks to introduce students to areas that often fall beyond the penumbra of historical surveys centered on the nation-state. No prior knowledge of South Asian history is assumed. Weekly readings will average 150 pages. Note: No prior knowledge of South Asian history is assumed.

Equivalent Course(s): GEOG 26400, GLST 26804, HIST 26804

SALC 26810. A Global History of South Asia: Migration in the Age of Empire. 100 Units.

Departing from narratives that privilege the rise of a static, territorially bounded, Indian nation-state, this course will examine modern South Asian history (roughly 1600 to present) through the lens of migration and trans-regional encounters. Analyzing shifting perceptions of "the global" as a spatial concept, we will study labor flows in the Indian Ocean, the colonial state's myriad efforts to circumscribe the movement of its subjects, and population transfers between various colonial sites. Entering the later nineteenth century, we will chart the influence of migration, both historical and contemporary, on nationalist thought; we will also discuss the issues posed by the international circulation of political dissenters. Finally, we will engage with fictional representations of the Partition of India and accounts of the social tensions stemming from South Asian immigration into Britain proper. Featuring moral reform literature, petitions, family

histories, and anti-colonial tracts, this course will equip students with the skills to interrogate a range of primary sources and familiarize them with recent trends in global and colonial history.

Instructor(s): Z. Leonard Terms Offered: Autumn

Equivalent Course(s): HIST 26810, GLST 26810

SALC 26901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.

Course description unavailable.

Instructor(s): C. R. Perkins Terms Offered: Winter. Course was offered 2013

Equivalent Course(s): CMLT 36901, NEHC 30901, NEHC 20901, HIST 26905, HIST 36905, CMLT 26901

SALC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.

No description available.

Instructor(s): C.R. Perkins Terms Offered: Autumn

Equivalent Course(s): HIST 26608, SALC 46903, NEHC 26903

SALC 27000. Survey/Lang/Lit of Pakistan. 100 Units.

SALC 27002. Indo-Islamic Literature and Culture. 100 Units.

TBD

Instructor(s): Timsal Masud Terms Offered: Spring

Equivalent Course(s): SALC 37002

SALC 27301. Buddhism in South Asia. 100 Units.

Buddhism has been an important presence in South Asian religion and culture since its origins in northern India some 2500 years ago. In this course, we will survey the history of ideas and practices in Indian and Tibetan Buddhism from its earliest traces to the present. (C)

Instructor(s): C. Wedemeyer Terms Offered: Winter

Equivalent Course(s): RLST 27302

SALC 27440. Buddha Then and Now: Transformations from Amaravati to Anuradhapura. 100 Units.

The Buddhist sculptures in Amaravati are arguably the earliest to influence the early Buddhist art of the other parts of the sub-continent as well as south and southeast Asia. The course begins with the discussion of the context in which the Buddha images were made in Amaravati and the factors including Buddhist doctrinal developments that contributed to the spread of these images to various parts of Sri Lanka. Then it traces the course and function of Buddhist iconography in Sri Lanka until into the 21st century to assess the role of geopolitical factors. The positionality and portrayals of the images of Buddha are also considered and analyzed. The course traces the trajectories that transformed the image of the Buddha from a symbol of peace to jingoist assertiveness. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism has changed over centuries from an inclusive posture which helped it sustain and spread to different parts of the world only later to become exclusionary.

Instructor(s): Sree Padma Holt Terms Offered: Winter

Equivalent Course(s): SALC 37440, RLVC 37440, RLST 27440, HREL 37440, HIST 36704, ARTH 27440, ARTH 37440

SALC 27701. Mughal India: Tradition & Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

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

Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.

Equivalent Course(s): SALC 37701, NEHC 20570, HIST 36602, HIST 26602, NEHC 30570

SALC 27904. Wives, Widows, and Prostitutes: Indian Literature and the 'Women's Question' 100 Units.

From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question." Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the 'uplift' of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. The course is open to both undergraduate and graduate students. Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad, Premchand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at texts used in Indian female education at the time.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi

Equivalent Course(s): GNSE 27902, SALC 43800, GNSE 47900

SALC 28002. Can Women Think? The Female Intellectual in South Asia. 100 Units.

How have South Asian women crafted lives for themselves as intellectuals, regardless of their social worlds? This introductory class will examine the figure of the woman-scholar in South Asia from antiquity to the twentieth century. How have South Asian women been seen, or have seen themselves, as intellectuals? We will study how women have provided critical reflections on society, identified normative problems, and argued for their rightful place in public life. This course will think of the specificity of South Asia and the global South in order to understand the relationship between women, authority and authorship, gender and cultural production, the problems of historical memory, and will challenge the notion

of a unified collective of women intellectuals by considering caste, class and religious differences. We will study more than just feminist thought and scholarship. By reflecting on the active process and performance of thinking, we will question the historical and cultural conditions in South Asia which make thinking possible for women.

Instructor(s): Ahona Panda Terms Offered: Spring

Equivalent Course(s): SALC 38002, GNSE 38003, GNSE 28003

SALC 29002. Tibet: Culture, Art, and History. 100 Units.

This class will introduce students to Tibetan civilization from pre-modernity to the present with an emphasis on literature, society, visual arts, and history. Attention will be paid to Tibet's relations with neighboring polities in South, East, and Central Asia, as well as distinctive indigenous practices. The course will cover a range of Tibetan cultural forms, highlighting pre-modern sciences of medicine, logic, and meditation, as well as contemporary developments in Tibetan modernity and the diaspora communities. Course materials will include primary sources in translation (e.g. Dunhuang manuscripts and other literature), contemporary scholarship, as well as audio-visual materials. In addition to informed participation in course meetings/discussions, including regular, timely completion of reading assignments, students are expected to write two short (5-7pg) papers. Students will have the opportunity to work on any topics of Tibetan culture, art and history of their choosing for the final assignment.

Instructor(s): K. Ngodup Terms Offered: Autumn

Note(s): All course readings will be available on electronic reserve via Canvas.

Equivalent Course(s): SALC 39002

SALC 29701. Buddhism and Modernity: East and West. 100 Units.

In the height of nineteenth-century triumph of progress, rationalism, and disenchantment with religion, many European and American intellectuals found inspiration in Buddhism as a spirituality fit for modern times, and expressed it in philosophy, literature, and even opera. On the other side, in Asian societies struggling with colonization, many intellectuals condemned Buddhism as a remnant of premodern superstition, while others hailed it as an essential element for the construction of modern identity and of the superiority of the "spiritual East" against the "materialist West." These debates and images still determine the way in which Buddhism is globally represented today. In this course, we will discuss Buddhism and modernity using examples from various geographical and historical contexts, ranging from Nietzsche, to the American Beat generation, and to contemporary issues of nationalism and violence in South Asia. We will place the careful examination of these topics within the discussion of broader issues, such as the place of religion in modernity, cultural difference and appropriation, and the intersection of religion, gender, and race.

Instructor(s): Paride Stortini Terms Offered: Spring

Equivalent Course(s): HIST 24116, RLST 26220, EALC 26220, KNOW 26220

SALC 29800-29801-29802. BA Paper I-II-III.

Students register for this sequence for two quarters. One quarter is for directed reading; and the second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

SALC 29800. BA Paper I. 100 Units.

Students register for this sequence for two quarters. The first quarter is for directed reading and may only be used as general elective credit.

Terms Offered: Autumn

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper II. 100 Units.

Students register for this sequence for two quarters. The second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

Terms Offered: Winter

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. B.A. Paper III. 100 Units.

BA Paper

Terms Offered: Spring

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29900. Informal Course: South Asia. 100 Units.

This individual reading course with faculty may be used for topics not requiring use of a South Asian language, for independent study, and by nonmajors who wish to explore a South Asian topic. Note(s): Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn

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

Tamil Courses

TAML 10100-10200-10300. First-Year Tamil I-II-III.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from

conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

TAML 10100. First-Year Tamil I. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

Instructor(s): Staff Terms Offered: Autumn

TAML 10200. First-Year Tamil II. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil III. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): TAML 10200 or consent of instructor

TAML 20100-20200-20300. Second-Year Tamil I-II-III.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing.

TAML 20100. Second-Year Tamil I. 100 Units.

No description available.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): TAML 10300 or consent of instructor

TAML 20200. Second-Year Tamil II. 100 Units.

tbd

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil III. 100 Units.

tbd

Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TAML 20200 or consent of instructor

Tibetan Courses

TBTN 10100-10200-10300. First-Year Tibetan I-II-III.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

TBTN 10100. First-Year Tibetan I. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Autumn

TBTN 10200. First-Year Tibetan II. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan III. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

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

Prerequisite(s): TBTN 10200 or consent of instructor

TBTN 20100-20200-20300. Second-Year Tibetan I-II-III.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

TBTN 20100. Second-Year Tibetan I. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Autumn

Prerequisite(s): TBTN 10300 or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

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

Prerequisite(s): TBTN 20200 or consent of instructor

Urdu Courses

URDU 10100-10200-10300. First-Year Urdu I-II-III.

These courses must be taken in sequence. This three-quarter sequence covers basic grammar and vocabulary. Spoken by thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence. Prospective students should contact the instructor, Elena Bashir (<http://salc.uchicago.edu/faculty/bashir/>).

URDU 10100. First-Year Urdu I. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M.

Naim's Introductory Urdu, Volumes I and II. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course.

Instructor(s): T. Masud Terms Offered: Autumn

Note(s): Interested students should contact Timsal Masud for a placement exam.

URDU 10200. First-Year Urdu II. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M. Naim's Introductory Urdu, Volumes I and II. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): T. Masud Terms Offered: Winter

Prerequisite(s): URDU 10100 or consent of instructor

URDU 10300. First-Year Urdu III. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M. Naim's Introductory Urdu, Volumes I and II. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): T. Masud Terms Offered: Spring

Prerequisite(s): URDU 10200 or consent of instructor.

URDU 20100-20200-20300. Second-Year Urdu I-II-III.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact the instructor, Elena Bashir (<http://salc.uchicago.edu/faculty/bashir/>).

URDU 20100. Second-Year Urdu I. 100 Units.

First year Urdu or comparable level of language skills. This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources.

Instructor(s): T. Masud Terms Offered: Autumn

Prerequisite(s): URDU 10300 or consent of instructor

Note(s): Interested students should contact Timsal Masud for a placement exam.

URDU 20200. Second-Year Urdu II. 100 Units.

First year Urdu or comparable level of language skills. This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): T. Masud Terms Offered: Winter

Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively more complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): T. Masud Terms Offered: Spring

Prerequisite(s): URDU 20200 or consent of instructor.



Statistics

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

Program of Study

The modern science of statistics involves the development of principles and methods for modeling uncertainty, for designing experiments, surveys, and observational programs, and for analyzing and interpreting empirical data. Mathematics plays a major role in all areas of statistics, from probability theory to data analysis. Statistics is an appropriate field for students with strong mathematical and computational skills and an interest in applying these skills to problems in the natural and social sciences. A program leading to the bachelor's degree in Statistics offers coverage of the principles and methods of statistics in combination with solid training in mathematics and some additional training in computation. The major can provide appropriate preparation for graduate study in statistics or in other subjects with strong quantitative components. Students considering graduate study in statistics or related fields are encouraged to discuss their programs with the Departmental Adviser for Majors at an early stage, whether or not they plan to receive an undergraduate degree in Statistics.

Students who are majoring in other fields of study may also complete a minor in Statistics and are encouraged to discuss their course choices with the Departmental Adviser for Minors. Information on the minor follows the description of the major.

General Course Information

Courses at the 10000 or 20000 level are designed to provide instruction in statistics, probability, and statistical computation for students from all parts of the University. These courses differ in emphasis on theory or methods, in mathematical level, and in the direction of applications.

Introductory Courses and Sequences

To begin their studies in statistics, students can choose from several courses. Students and College advisers are encouraged to contact the Departmental Adviser for Introductory Courses for advice on choosing an appropriate first course.

Students with little or no math background who do not intend to continue on to more advanced statistics courses may take *either* STAT 20000 Elementary Statistics or STAT 20010 Elementary Statistics Through Case Study; enrolling in both is not permitted. Either course satisfies the general education requirement in the mathematical sciences. These courses are two variants of an introductory course that emphasizes concepts rather than statistical techniques. Neither STAT 20000 Elementary Statistics nor STAT 20010 Elementary Statistics Through Case Study may be taken by students with credit for STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, or more advanced courses in the Department of Statistics. Neither STAT 20000 Elementary Statistics nor STAT 20010 Elementary Statistics Through Case Study counts toward the major or minor in Statistics.

The sequence STAT 11800-11900 Introduction to Data Science I-II provides a computational introduction to statistical concepts, techniques, and applications to data analysis. STAT 11800-11900 Introduction to Data Science I-II has considerable overlap with STAT 22000 Statistical Methods and Applications, but has a more computational and less mathematical emphasis than STAT 22000 Statistical Methods and Applications. Neither STAT 11800 Introduction to Data Science I nor STAT 11900 Introduction to Data Science II can count toward the major in Statistics. STAT 11900 Introduction to Data Science II, but not STAT 11800 Introduction to Data Science I, can be used as an elective in the minor in Statistics.

Students with at least MATH 13100 Elem Functions and Calculus I or placement into MATH 15100 Calculus I are encouraged to take STAT 22000 Statistical Methods and Applications instead of either STAT 20000 Elementary Statistics or STAT 20010 Elementary Statistics Through Case Study. Students with three quarters of calculus may choose either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods. Students may count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, toward the forty-two credits required for graduation.

STAT 22000 Statistical Methods and Applications is a general introduction to statistical concepts, techniques, and applications to data analysis and to problems in the design, analysis, and interpretation of experiments and observational programs. A score of 5 on the AP Statistics exam yields credit for STAT 22000 Statistical Methods and Applications, although this credit will not count toward the requirements for a major or minor in Statistics. STAT 22000 Statistical Methods and Applications can count toward the minor in Statistics, but for students matriculating in Autumn Quarter 2016 and after, cannot count toward the major in Statistics.

STAT 23400 Statistical Models and Methods covers much of the same material as STAT 22000 Statistical Methods and Applications, but at a somewhat higher mathematical level. The course is a one-quarter introduction to statistics that is appropriate for any student with a good command of univariate calculus including sequences and series. STAT 23400 Statistical Models and Methods can count toward the minor in Statistics, but for students matriculating in Autumn Quarter 2016 and after, cannot count toward the major in Statistics.

Students cannot hold credit for both STAT 22000 Statistical Methods and Applications and STAT 23400 Statistical Models and Methods. Students completing either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods forego their AP Statistics credit for STAT 22000 Statistical Methods and Applications.

STAT 24400-24500 Statistical Theory and Methods I-II is recommended for students who wish to have a thorough introduction to statistical theory and methodology. STAT 24400-24500 Statistical Theory and Methods I-II is more mathematically demanding than either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods. STAT 24400 Statistical Theory and Methods I assumes some familiarity with multivariate calculus, and STAT 24500 Statistical Theory and Methods II assumes some familiarity with linear algebra.

STAT 24410-24510 Statistical Theory and Methods Ia-IIa is an alternative version of STAT 24400-24500 Statistical Theory and Methods I-II that requires STAT 25100 Introduction to Mathematical Probability (or STAT 25150 Introduction to Mathematical Probability-A) as a prerequisite and that replaces some probability topics with additional statistical topics not normally covered in STAT 24400-24500 Statistical Theory and Methods I-II. STAT 24410-24510 Statistical Theory and Methods Ia-IIa is particularly well-suited for students with a strong mathematical background who are interested in more extensive coverage of probability and statistics. Students may count either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia, but not both, toward the 4200 units of credit required for graduation. Similarly, students may count either STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods IIa, but not both, and they may count STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A, but not both, toward the 4200 units of credits required for graduation.

Students considering a major in Statistics are encouraged to begin with either STAT 24400-24500 Statistical Theory and Methods I-II or with the alternative sequence consisting of STAT 25100 Introduction to Mathematical Probability (or STAT 25150 Introduction to Mathematical Probability-A) followed by STAT 24410-24510 Statistical Theory and Methods Ia-IIa, rather than with STAT 23400 Statistical Models and Methods. Although students with a strong mathematical background can and do take either STAT 24400-24500 Statistical Theory and Methods I-II or the alternative sequence (STAT 25100 Introduction to Mathematical Probability and STAT 24410-24510 Statistical Theory and Methods Ia-IIa) without prior course work in statistics or probability, some students find it helpful to take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods as preparation.

The core of the Statistics major consists of three courses: STAT 25100 Introduction to Mathematical Probability (or STAT 25150 Introduction to Mathematical Probability-A) and either STAT 24400-24500 Statistical Theory and Methods I-II or STAT 24410-24510 Statistical Theory and Methods Ia-IIa. Either of these is recommended as a three-quarter cognate sequence for students in the quantitative sciences and mathematics. Note that STAT 25100 Introduction to Mathematical Probability may be taken before, after, or concurrently with STAT 24400-24500 Statistical Theory and Methods I-II, though it is a prerequisite for STAT 24410-24510 Statistical Theory and Methods Ia-IIa.

Additional Courses in Statistical Theory, Methods, and Applications

For students interested in continuing their study of statistics beyond the introductory level, STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, STAT 22600 Analysis of Categorical Data, and STAT 22700 Biostatistical Methods are recommended. Note that because there is some overlap between STAT 22600 Analysis of Categorical Data and STAT 22700 Biostatistical Methods, only one of these two courses, not both, may be counted toward a major or minor in Statistics. The courses STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, and STAT 22600 Analysis of Categorical Data may be taken in any order. Each presumes two quarters of calculus and a previous course in statistics (STAT 22000 Statistical Methods and Applications or higher). STAT 22700 Biostatistical Methods has STAT 22400 Applied Regression Analysis as a prerequisite.

For students who have completed STAT 24400-24500 Statistical Theory and Methods I-II and are interested in more advanced statistical methodology courses, STAT 24620 Multivariate Statistical Analysis: Applications and Techniques, STAT 26100 Time Dependent Data, STAT 26300 Introduction to Statistical Genetics, STAT 27400 Nonparametric Inference, STAT 27850 Multiple Testing, Modern Inference, and Replicability, and STAT 34300 Applied Linear Stat Methods are recommended. Many other graduate courses in Statistics offer opportunities for further study of statistical theory, methods, and applications. For details, consult the instructor or the Departmental Adviser for Majors, or visit the Graduate Announcements (<http://graduateannouncements.uchicago.edu/departments/statistics/>).

Courses in Probability

Students interested in probability can begin with STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A, which can be taken separately from any Statistics courses and can be supplemented with more advanced probability courses, such as STAT 25300 Introduction to Probability Models or MATH 23500 Markov Chains, Martingales, and Brownian Motion. Students with a strong mathematical background can take STAT 31200 Introduction to Stochastic Processes I, STAT 38100 Measure-Theoretic Probability I, and STAT 38300 Measure-Theoretic Probability III. Note that because there is some overlap between MATH 23500 Markov Chains, Martingales, and Brownian Motion and STAT 31200 Introduction to Stochastic Processes I, only one of these two courses, not both, may be counted toward a major in Statistics.

Courses in Machine Learning

A student with a strong computer science background and some knowledge of elementary statistics could take STAT 27725 Machine Learning. Other courses in the category of machine learning include the advanced statistical methodology courses STAT 24620 Multivariate Statistical Analysis: Applications and Techniques and STAT 27400 Nonparametric Inference. Graduate course offerings in machine learning include STAT 37601 Machine Learning and Large-Scale Data Analysis and STAT 37710 Machine Learning.

Courses in Optimization

A student with a strong mathematical background could take STAT 28000 Optimization. Graduate course offerings in optimization include STAT 31015 Mathematical Computation IIA: Convex Optimization and STAT 31020 Mathematical Computation IIB: Nonlinear Optimization.

Grading

Students who are majoring or minoring in Statistics must receive a quality grade of at least C in all of the courses counted toward their major or minor program in Statistics. In addition, students who are majoring in Statistics must receive quality grades of at least C+ in both STAT 24400 Statistical Theory and Methods I and STAT 24500 Statistical Theory and Methods II (or at least C in both STAT 24410 Statistical Theory and Methods Ia and STAT 24510 Statistical Theory and Methods Ila). Subject to College and divisional regulations, and with the consent of the instructor, students may register for either quality grades or for P/F grading in any 20000-level Statistics course, other than STAT 29700 Undergraduate Research or STAT 29900 Bachelor's Paper, that is not counted toward a major or minor in Statistics. A grade of P is given only for work of C– quality or higher.

The following policy applies to students who wish to receive a mark of I for a Statistics course. In addition to submitting the official Incomplete Form required by the College, students must have completed at least half of the total required course work with a grade of C– or better, and they must be unable to complete the remaining course work by the end of the quarter due to an emergency. Students requesting a mark of I for STAT 20000 Elementary Statistics, STAT 20010 Elementary Statistics Through Case Study, STAT 22000 Statistical Methods and Applications, or STAT 23400 Statistical Models and Methods must obtain approval from both the current instructor and the Departmental Adviser for Introductory Courses.

Program Requirements for Majors

The requirements for the BA and BS in Statistics were updated in 2017. Students who matriculated prior to Autumn 2017 may choose to follow these updated requirements; otherwise, they should consult the archived catalog from their year of matriculation (or, at their option, any later year) for the degree requirements in Statistics. All students who matriculated in Autumn 2017 or later should follow the updated requirements described below.

Every candidate must obtain approval of his or her course program from the Departmental Adviser for Majors. Students majoring in Statistics should meet the general education requirement in mathematical sciences with courses in calculus. The major program includes four additional prescribed mathematics courses, four prescribed statistics courses, and two prescribed computer science courses. Students are advised to complete the four mathematics courses by the end of their third year. Additional requirements include four approved elective courses in Statistics. The BS also requires an additional prescribed mathematics course and an approved, coherent, three-quarter sequence at the 20000 level in a field to which statistics can be applied. Students who are majoring in Statistics must receive quality grades of at least C+ in both STAT 24400 Statistical Theory and Methods I and STAT 24500 Statistical Theory and Methods II (or at least C in both STAT 24410 Statistical Theory and Methods Ia and STAT 24510 Statistical Theory and Methods Ila), and at least C in all other courses counted toward the Statistics major. A grade of P is not acceptable for any of these courses.

Prescribed Mathematics Courses

The prescribed mathematics courses include a Calculus III requirement (MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III or MATH 16300 Honors Calculus III) and a Linear Algebra requirement (STAT 24300 Numerical Linear Algebra or MATH 20250 Abstract Linear Algebra or MATH 20700 Honors Analysis in Rn I). Note that MATH 19620 Linear Algebra may not be used to meet the Linear Algebra requirement.

For the BA, one of the following pairs of courses is required: MATH 20000-20100 Mathematical Methods for Physical Sciences I-II or MATH 20400 Analysis in Rn II-MATH 20500 Analysis in Rn III or MATH 20800 Honors Analysis in Rn II-MATH 20900 Honors Analysis in Rn III or the pair consisting of MATH 20000 Mathematical Methods for Physical Sciences I and STAT 28200 Dynamical Systems with Applications.

For the BS, students must take one of the following three courses: MATH 20000 Mathematical Methods for Physical Sciences I or MATH 20500 Analysis in Rn III or MATH 20900 Honors Analysis in Rn III; and, in addition, one of the following three courses: MATH 20100 Mathematical Methods for Physical Sciences II, MATH 27300 Basic Theory of Ordinary Differential Equations, or STAT 28200 Dynamical Systems with Applications; and, in addition, one of the following two courses: STAT 28000 Optimization or MATH 21100 Basic Numerical Analysis.

Students who are completing majors in both Statistics and Economics should follow the same mathematics requirements as Statistics majors. Students who have already taken MATH 19520 Mathematical Methods for Social Sciences and MATH 19620 Linear Algebra should discuss with the Departmental Adviser for Majors how best to meet the mathematics requirements for the Statistics major. For example, such students can petition to meet the requirements for the BA in Statistics by taking all three of MATH 20100 Mathematical Methods for Physical Sciences II, STAT 24300 Numerical Linear Algebra, and STAT 28200 Dynamical Systems with Applications.

Prescribed Statistics Courses

The four prescribed Statistics courses are STAT 25100 Introduction to Mathematical Probability (or STAT 25150 Introduction to Mathematical Probability-A or MATH 23500 Markov Chains, Martingales, and Brownian Motion), STAT 24400-24500 Statistical Theory and Methods I-II (or STAT 24410-24510 Statistical Theory and Methods Ia-IIa), and either STAT 22400 Applied Regression Analysis or STAT 34300 Applied Linear Stat Methods.

It is recommended that students who have had some multivariable calculus begin the major by taking either STAT 25100 Introduction to Mathematical Probability or STAT 24400 Statistical Theory and Methods I as their first course in probability and statistics. An alternative route to beginning the major would be to first take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, neither of which count toward the major, but which could serve as a prerequisite for courses such as STAT 22400 Applied Regression Analysis, STAT 22200 Linear Models and Experimental Design, and STAT 22600 Analysis of Categorical Data, which do count toward the major. This second path is recommended for students who need additional time to complete multivariable calculus and linear algebra prerequisites and who want to get started on the major in the meantime.

Electives

Candidates for the BA are required to take four electives, at least two of which must be on List B below. The remaining two electives may be from either List B or C. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA. Similarly, students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BA. If MATH 23500 Markov Chains, Martingales, and Brownian Motion is counted in place of STAT 25100 Introduction to Mathematical Probability in the Statistics BA, then MATH 23500 Markov Chains, Martingales, and Brownian Motion cannot also be counted as an elective in the Statistics BA.

Candidates for the BS are required to take four electives. A candidate for the BS who has *not* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least one elective from List A below, a second elective from List B, and the remaining two electives may be from either List B or C. A candidate for the BS who *has* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least two electives from List B and the remaining two electives may be from either List B or C. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS. Similarly, students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BS. If MATH 23500 Markov Chains, Martingales, and Brownian Motion is counted in place of STAT 25100 Introduction to Mathematical Probability in the Statistics BS, then MATH 23500 Markov Chains, Martingales, and Brownian Motion cannot also be counted as an elective in the Statistics BS.

Note: The following lists may change from time to time as courses change and new courses are added. Please consult the Departmental Adviser for Majors for approval of your electives.

LIST A: Advanced Statistical Methodology

STAT 24620	Multivariate Statistical Analysis: Applications and Techniques
STAT 26100	Time Dependent Data
STAT 26300	Introduction to Statistical Genetics
STAT 27400	Nonparametric Inference
STAT 27850	Multiple Testing, Modern Inference, and Replicability
Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)	

LIST B: Statistical Methodology

STAT 22200	Linear Models and Experimental Design
STAT 22600	Analysis of Categorical Data *
STAT 22700	Biostatistical Methods *
STAT 24620	Multivariate Statistical Analysis: Applications and Techniques
STAT 26100	Time Dependent Data
STAT 26300	Introduction to Statistical Genetics
STAT 26700	History of Statistics
STAT 27400	Nonparametric Inference
STAT 27850	Multiple Testing, Modern Inference, and Replicability
STAT 35800	Statistical Applications
STAT 37601	Machine Learning and Large-Scale Data Analysis
Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)	

* Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the major.

LIST C: Other Upper Level/Graduate Courses

MATH 23500	Markov Chains, Martingales, and Brownian Motion *
STAT 25300	Introduction to Probability Models

STAT 27725	Machine Learning
STAT 28000	Optimization **
STAT 30900	Mathematical Computation I: Matrix Computation Course
STAT 31015	Mathematical Computation IIA: Convex Optimization
STAT 31020	Mathematical Computation IIB: Nonlinear Optimization
STAT 31060	Further Mathematical Computation: Matrix Computation and Optimization
STAT 31200	Introduction to Stochastic Processes I *
STAT 37710	Machine Learning
STAT 38100	Measure-Theoretic Probability I
STAT 38300	Measure-Theoretic Probability III
Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)	

- * Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the major. If either of them is counted in place of STAT 25100 Introduction to Mathematical Probability, then it cannot also count as an elective.
- ** For the BA in Statistics, STAT 28000 Optimization counts as a List C elective. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, for the BS, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take at least one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis.

Computer Science Requirement

Candidates for either the BA or the BS are required to take one of the following sequences: CMSC 12100-12200 Computer Science with Applications I-II or CMSC 15100-15200 Introduction to Computer Science I-II or CMSC 16100-16200 Honors Introduction to Computer Science I-II.

BS Requirement of Three-Quarter Sequence in a Field to Which Statistics Can Be Applied

Candidates for the BS (but not the BA) are required to take an approved, coherent, three-quarter sequence at the 20000 level in a field to which statistics can be applied. Generally this sequence should be in the natural or social sciences, but a sequence in another discipline may be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which earlier courses are prerequisites for later ones are preferred. Example sequences include BIOS 20198 Biodiversity-BIOS 20196 Ecology and Conservation-BIOS 23406 Biogeography; CHEM 22000-22100-22200 Organic Chemistry I-II-III; CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics; ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III; GEOS 21000 Mineralogy-GEOS 21100 Introduction to Petrology-GEOS 21200 Physics of the Earth; and PHYS 23410 Quantum Mechanics I-PHYS 23510 and PHYS 24310 Advanced Quantum Mechanics. All sequences must be approved by the Departmental Adviser for Majors.

Summary of Requirements for the BA in Statistics

GENERAL EDUCATION		
One of the following sequences: *		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200
MAJOR		
One of the following: *		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
One of the following course pairs:		200
MATH 20000	Mathematical Methods for Physical Sciences I	
AND		
STAT 28200	Dynamical Systems with Applications	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	
MATH 20400-20500	Analysis in Rn II-III	

MATH 20410 & MATH 20510	Analysis in Rn II (accelerated) and Analysis in Rn III (accelerated)	
MATH 20800-20900	Honors Analysis in Rn II-III	
One of the following:		100
STAT 24300	Numerical Linear Algebra	
MATH 20250	Abstract Linear Algebra	
MATH 20700	Honors Analysis in Rn I	
One of the following sequences:		200
STAT 24400-24500	Statistical Theory and Methods I-II	
STAT 24410-24510	Statistical Theory and Methods Ia-IIa	
One of the following:		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
MATH 23500	Markov Chains, Martingales, and Brownian Motion	
One of the following:		100
STAT 22400	Applied Regression Analysis	
STAT 34300	Applied Linear Stat Methods	
One of the following sequences:		200
CMSC 12100-12200	Computer Science with Applications I-II	
CMSC 15100-15200	Introduction to Computer Science I-II	
CMSC 16100-16200	Honors Introduction to Computer Science I-II	
Four approved elective courses in Statistics **		400
Total Units		1400

* Credit may be granted by examination.

** At least two of the electives must be on List B. The remaining two electives may be from either List B or C. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA. Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BA. If MATH 23500 Markov Chains, Martingales, and Brownian Motion is counted in place of STAT 25100 Introduction to Mathematical Probability, then it cannot also count as an elective.

Summary of Requirements for the BS in Statistics

GENERAL EDUCATION

One of the following sequences: *		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200

MAJOR

One of the following: *		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20500	Analysis in Rn III	
MATH 20510	Analysis in Rn III (accelerated)	
MATH 20900	Honors Analysis in Rn III	
One of the following:		100
MATH 20100	Mathematical Methods for Physical Sciences II	
MATH 27300	Basic Theory of Ordinary Differential Equations	

STAT 28200	Dynamical Systems with Applications	
One of the following:		100
STAT 24300	Numerical Linear Algebra	
MATH 20250	Abstract Linear Algebra	
MATH 20700	Honors Analysis in Rn I	
One of the following:		100
STAT 28000	Optimization	
MATH 21100	Basic Numerical Analysis	
One of the following sequences:		200
STAT 24400-24500	Statistical Theory and Methods I-II	
STAT 24410-24510	Statistical Theory and Methods Ia-IIa	
One of the following:		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
MATH 23500	Markov Chains, Martingales, and Brownian Motion	
One of the following:		100
STAT 22400	Applied Regression Analysis	
STAT 34300	Applied Linear Stat Methods	
One of the following sequences:		200
CMSC 12100-12200	Computer Science with Applications I-II	
CMSC 15100-15200	Introduction to Computer Science I-II	
CMSC 16100-16200	Honors Introduction to Computer Science I-II	
Four approved elective courses in Statistics **		400
A coherent three-quarter sequence at the 20000 level in a field to which statistics can be applied ***		300
Total Units		1800

* Credit may be granted by examination.

** A candidate for the BS who has *not* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least one elective from List A, a second elective from List B, and the remaining two electives may be from either List B or C. A candidate for the BS who *has* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least two electives from List B and the remaining two electives may be from either List B or C. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take at least one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS. Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BS. If MATH 23500 Markov Chains, Martingales, and Brownian Motion is counted in place of STAT 25100 Introduction to Mathematical Probability, then it cannot also count as an elective.

*** Generally, this sequence should be in the natural or social sciences, but a sequence in another discipline may be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which earlier courses are prerequisites for later ones are preferred. Example sequences include BIOS 20198 Biodiversity-BIOS 20196 Ecology and Conservation-BIOS 23406 Biogeography; CHEM 22000-22100-22200 Organic Chemistry I-II-III; CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics; ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III; ECON 20010-20110-20210 The Elements of Economic Analysis: Honors I-II-III; GEOS 21000 Mineralogy-GEOS 21100 Introduction to Petrology-GEOS 21200 Physics of the Earth; and PHYS 23410 Quantum Mechanics I-PHYS 23510 and PHYS 24310 Advanced Quantum Mechanics. All sequences must be approved by the Departmental Adviser for Majors.

Honors

The BA or BS with honors is awarded to students with Statistics as their primary major who have a GPA of 3.0 or higher overall and 3.25 or higher in the courses in the major and also complete an approved honors paper (STAT 29900 Bachelor's Paper). This paper is typically based on a structured research program that the student undertakes, with faculty supervision, in the first quarter of his or her fourth year. Eligible students who wish to be considered for honors should consult the Departmental Adviser for Majors before the end of their third year. The research paper or project used to meet this requirement may not be used to meet the bachelor's paper or project requirement in another major or course. NOTE: Credit for STAT 29900 Bachelor's Paper will not count towards the courses required for a major in Statistics.

Joint BA/MS or BS/MS in Statistics

This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. Although a student may receive a BA or BS in any field, a program of study other than Statistics is recommended.

Only a small number of students will be selected for the program through a competitive admissions process. Participants must apply to the MS program in Statistics by June 1 of their third year for admission to candidacy for an MS in Statistics during their fourth year. To be considered, students should have completed almost all of their undergraduate requirements, including all of their general education and language competence requirements, by the end of their third year. They should also have completed, at a minimum, STAT 24400-24500 Statistical Theory and Methods I-II (or STAT 24410-24510 Statistical Theory and Methods Ia-IIa) with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the Departmental Adviser for Majors and their College adviser early in their third year.

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, STAT 24410-24510 Statistical Theory and Methods Ia-IIa and STAT 34300 Applied Linear Stat Methods, which satisfy requirements for the MS in Statistics, could also be used to satisfy requirements of a BA or BS program in Statistics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details on requirements, visit <https://stat.uchicago.edu/academics/graduate-programs/graduate-student-resources/academic-life/requirements-and-regulations-for-m.s.-candidates>. (<https://stat.uchicago.edu/academics/graduate-programs/graduate-student-resources/academic-life/requirements-and-regulations-for-m.s.-candidates/>)

Minor Program in Statistics

The Statistics minor focuses on statistical methodology, in contrast to the Statistics major, which has a substantial theoretical component. The minor in Statistics requires five courses, some prescribed and some elective, chosen in consultation with the Departmental Adviser for Minors. Not every combination of elective courses is allowed. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students are encouraged to obtain course advising early from the Departmental Adviser for Minors. By the end of Spring Quarter of the student's third year, a student who wishes to complete the Statistics minor must complete the Consent to Complete a Minor Form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) to obtain formal approval of their degree program from the Departmental Adviser for Minors.

The core of the Statistics minor consists of STAT 22400 Applied Regression Analysis and either STAT 22200 Linear Models and Experimental Design or STAT 22600 Analysis of Categorical Data (or both). These three courses may be taken in any order after meeting the prerequisite of at least two quarters calculus and introductory statistics: STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, STAT 24510 Statistical Theory and Methods Ia, or AP credit for STAT 22000 Statistical Methods and Applications. STAT 11900 Introduction to Data Science II is also allowed to fulfill the introductory statistics prerequisite requirement.

An approved substitute for STAT 22600 Analysis of Categorical Data is PBHS 32700 Biostatistical Methods (also designated as STAT 22700 Biostatistical Methods), which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.

To complete the five-course minor, students must choose from among the approved electives listed below. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students may petition the Department Adviser for Minors to include more than two electives from outside the Department of Statistics. Regardless, at most one elective can be satisfied by a course offered by the Booth School of Business. Further, due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

STAT 11900 Introduction to Data Science II and either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, may be used as electives in the Statistics minor if taken prior to any other courses for which at least STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is prerequisite and before either of STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods Ia. STAT 11900 Introduction to Data Science II can only be used as an elective in the Statistics minor if the student also completes STAT 11800 Introduction to Data Science I (which cannot be included in a Statistics minor).

Students should note that STAT 11900 Introduction to Data Science II is a requirement for the Data Science minor and no course may be counted toward multiple minors. Likewise, if either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is used to fulfill a requirement for any major(s), other minors, or general

education requirements, then neither course may be used to fulfill a requirement in the Statistics minor. Students may not use AP credit for STAT 22000 Statistical Methods and Applications to fulfill a requirement for the Statistics minor.

The list of courses approved for the minor may change from time to time as courses change and new courses are added. Please consult the Departmental Adviser for Minors for approval of your minor program plan. Students may petition the Departmental Adviser for Minors for approval of another course. Such courses must have a minimum statistics prerequisite of introductory statistics (STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, or STAT 24510 Statistical Theory and Methods IIa), incorporate a considerable amount of data analysis, and cannot substantially overlap with the topics covered in departmental courses or other courses in the student's minor program.

No courses in the Statistics minor can be double counted with the student's major(s), other minors, or general education requirements. An approved elective must replace any course required for the Statistics minor that is used to meet the requirements for any major(s), other minors, or general education requirements.

The following courses offered by the Department of Statistics cannot be included in a Statistics minor: STAT 11800 Introduction to Data Science I, STAT 20000 Elementary Statistics, STAT 20010 Elementary Statistics Through Case Study, STAT 24300 Numerical Linear Algebra, STAT 24400 Statistical Theory and Methods I, STAT 24410 Statistical Theory and Methods Ia, STAT 25100 Introduction to Mathematical Probability, STAT 25150 Introduction to Mathematical Probability-A, STAT 25300 Introduction to Probability Models, STAT 27400 Nonparametric Inference, STAT 27850 Multiple Testing, Modern Inference, and Replicability, STAT 28000 Optimization, STAT 28200 Dynamical Systems with Applications, STAT 29700 Undergraduate Research, or any graduate courses in probability. In addition, CMSC 25400 Machine Learning (also designated as STAT 27725 Machine Learning) cannot be included in the Statistics minor.

Students who are minoring in Statistics must receive a quality grade of at least C in all of the courses counted toward the minor. A grade of P is not acceptable for any of these courses. More than half of the courses counted toward the Statistics minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Statistics

The following course: *	100
STAT 22400 Applied Regression Analysis *	
One of the following: **	100
STAT 22200 Linear Models and Experimental Design *	
STAT 22600 Analysis of Categorical Data *,***	
Three approved electives ****	300
Total Units	500

- * STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, and STAT 22600 Analysis of Categorical Data may be taken in any order after meeting the prerequisite of at least two quarters calculus and introductory statistics: STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, STAT 24510 Statistical Theory and Methods IIa, or AP credit for STAT 22000 Statistical Methods and Applications. STAT 11900 Introduction to Data Science II is also allowed to fulfill the introductory statistics prerequisite requirement.
- ** If STAT 22200 Linear Models and Experimental Design is used to fulfill a requirement of the Statistics minor, then STAT 22600 Analysis of Categorical Data may be used as an elective in the minor. Similarly, If STAT 22600 Analysis of Categorical Data is used to fulfill a requirement of the Statistics minor, then STAT 22200 Linear Models and Experimental Design may be used as an elective in the minor.
- *** An approved substitute for STAT 22600 Analysis of Categorical Data is STAT 22700 Biostatistical Methods, which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.
- **** Not every combination of elective courses is allowed. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students may petition the Departmental Adviser for Minors to include more than two electives from outside the Department of Statistics. Regardless, at most one elective can be satisfied by a course offered by the Booth School of Business. Further, due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

Departmental Electives Approved for the Minor in Statistics

STAT 11900	Introduction to Data Science II ¹	100
STAT 22000	Statistical Methods and Applications ^{1,2}	100
STAT 22200	Linear Models and Experimental Design ³	100
STAT 22600	Analysis of Categorical Data ^{3, 4}	100
STAT 23400	Statistical Models and Methods ¹	100

STAT 24500	Statistical Theory and Methods II ⁵	100
STAT 24510	Statistical Theory and Methods IIa ⁵	100
STAT 26100	Time Dependent Data	100
STAT 26300	Introduction to Statistical Genetics	100
STAT 26700	History of Statistics	100

¹ STAT 11900 Introduction to Data Science II and either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, may be used as electives if taken prior to any other courses for which at least STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is prerequisite. If either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is used to fulfill a requirement for any major(s), other minors, or general education requirements, then neither course may be used to fulfill a requirement in the Statistics minor. STAT 11900 Introduction to Data Science II can only be used as an elective in the Statistics minor if the student also completes STAT 11800 Introduction to Data Science I (which cannot be included in a Statistics minor).

² Students may not use AP credit for STAT 22000 Statistical Methods and Applications to meet a requirement for the Statistics minor.

³ If STAT 22200 Linear Models and Experimental Design is used to fulfill a requirement of the Statistics minor, then STAT 22600 Analysis of Categorical Data may be used as an elective in the minor. Similarly, if STAT 22600 Analysis of Categorical Data is used to fulfill a requirement of the Statistics minor, then STAT 22200 Linear Models and Experimental Design may be used as an elective in the minor.

⁴ An approved substitute for STAT 22600 Analysis of Categorical Data is PBHS 32700 Biostatistical Methods (also designated as STAT 22700 Biostatistical Methods), which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.

⁵ If either STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods IIa is used as an elective in the Statistics minor, then the prerequisite STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia may not be counted toward the minor, but may be counted toward any major(s) or other minors.

Non-Departmental Electives Approved for the Minor in Statistics

Because of the interdisciplinary nature of the field of statistics, other departments and committees offer courses approved for use as electives for the Statistics minor. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students may petition the Departmental Adviser for Minors to include more than two electives from outside the Department of Statistics. Regardless, at most one elective can be satisfied by a course offered by the Booth School of Business. Further, due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

Offering departments include Public Health Sciences, Computer Science, Comparative Human Development, Human Genetics, Public Policy, Sociology, and the Booth School of Business.

BIOS 21216	Intro Statistical Genetics	100
BUSN 41201	Big Data ¹	100
BUSN 41204	Machine Learning ¹	100
CHDV 30102	Introduction to Causal Inference	100
CHDV 32411	Mediation, Moderation, and Spillover Effects	100
PBHS 30910	Epidemiology and Population Health	100
PBHS 31001	Epidemiologic Methods	100
PBHS 32700	Biostatistical Methods ²	100
PBHS 33200	Statistical Analysis with Missing Data	100
PBHS 33300	Applied Longitudinal Data Analysis	100
PBHS 33400	Multilevel Modeling	100
PBHS 33500	Statistical Applications	100
PBPL 28820	Machine Learning and Policy	100
SOCI 20112	Applications of Hierarchical Linear Models	100
SOCI 20253	Introduction to Spatial Data Science	100

¹ At most one elective can be satisfied by a course offered by the Booth School of Business. Due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

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An approved substitute for STAT 22600 Analysis of Categorical Data is PBHS 32700 Biostatistical Methods (also designated as STAT 22700 Biostatistical Methods), which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.

Some of the approved electives offered by other departments also bear a Statistics course number and some do not. Students should enroll in the relevant Department of Statistics course number when available. Examples include STAT 22700 Biostatistical Methods, STAT 22810 Epidemiology and Population Health, STAT 31900 Introduction to Causal Inference, STAT 33211 Mediation, Moderation, and Spillover Effects, STAT 35700 Epidemiologic Methods, STAT 35800 Statistical Applications, and STAT 36900 Applied Longitudinal Data Analysis.

Undergraduate registration in 30000-level and 40000-level courses is by instructor consent only. Undergraduates cannot pre-register for 30000-level or 40000-level courses. Instead, students should contact the instructor well in advance.

Statistics Courses

STAT 10001. Collaborative Learning in Statistics 20000. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in STAT 2000 Elementary Statistics. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Elementary Statistics material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Elementary Statistics course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance.

Instructor(s): K. Burbank Terms Offered: Autumn Spring

Prerequisite(s): Corequisite: Concurrent enrollment in STAT 20000

STAT 10118. Pathways in Data Science. 100 Units.

Learn how to glean insights and meaning from complex sets of data in this overview of a field with growing importance in business, government, and scientific research. Students will learn to use the transformational tools of data science and see how researchers are applying them in the service of social good. Working with faculty from the Department of Statistics, students will study how data is collected and stored and then how it is explored, visualized, and communicated. Using Python, students will learn techniques for classification, prediction, inference, and regression. Then, together with researchers from the University of Chicago Urban Labs, students will explore how these tools and methods can be used to inform social policy in multiple domains, including poverty, health, and social mobility. Throughout the course, visiting guest lecturers will broaden students' perspectives by sharing how data science is used in their diverse fields, ranging from business applications to biology.

Terms Offered: Summer

STAT 11800-11900. Introduction to Data Science I-II.

Data science provides tools for gaining insight into specific problems using data, through computation, statistics, and visualization. These courses introduce students to all aspects of a data analysis process, from posing questions, designing data collection strategies, management+storing and processing of data, exploratory tools and visualization, statistical inference, prediction, interpretation, and communication of results. Simple techniques for data analysis are used to illustrate both effective and fallacious uses of data science tools.

STAT 11800. Introduction to Data Science I. 100 Units.

Data science provides tools for gaining insight into specific problems using data, through computation, statistics and visualization. This course introduces students to all aspects of a data analysis process, from posing questions, designing data collection strategies, management+storing and processing of data, exploratory tools and visualization, statistical inference, prediction, interpretation and communication of results. Simple techniques for data analysis are used to illustrate both effective and fallacious uses of data science tools. Although this course is designed to be at the level of mathematical sciences courses in the Core, with little background required, we expect the students to develop computational skills that will allow them to analyze data. Computation will be done using Python and Jupyter Notebook.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Autumn

Prerequisite(s): None

Equivalent Course(s): CMSC 11800

STAT 11900. Introduction to Data Science II. 100 Units.

This course is the second quarter of a two-quarter systematic introduction to the foundations of data science, as well as to practical considerations in data analysis. A broad background on probability and statistical methodology as well as a basic proficiency in RStudio will be provided. More advanced topics on data privacy and ethics, reproducibility in science, data encryption, and basic machine learning will be introduced. We will explore these concepts with real-world problems from different domains.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Winter

Prerequisite(s): STAT 11800/CMSC 11800 or consent of instructor.

Equivalent Course(s): CMSC 11900

STAT 20000. Elementary Statistics. 100 Units.

This course introduces statistical concepts and methods for the collection, presentation, analysis, and interpretation of data. Elements of sampling, simple techniques for analysis of means, proportions, and linear association are used to illustrate both effective and fallacious uses of statistics.

Instructor(s): Staff Terms Offered: Spring

Note(s): For students with little or no math background. Not recommended for students planning to take STAT 22000 or STAT 23400 or more advanced courses in Statistics. Students with credit for STAT 20010, STAT 22000, STAT 23400, or more advanced courses in Statistics not admitted. This course may not be used in the Statistics major or minor. This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000, STAT 20010, or STAT 22000, can count toward the general education requirement in the mathematical sciences.

STAT 20010. Elementary Statistics Through Case Study. 100 Units.

This course uses a single real-world case study to introduce statistical concepts throughout the quarter. Topics include methods for the collection, presentation, analysis, and interpretation of data, including elements of sampling, simple techniques for analysis of means, proportions, and linear association, and an introduction to the statistical programming language R. The case study examines the development of the water contamination crisis in Flint, Michigan, from its beginnings in 2014 to present day conditions. Students will use statistical techniques learned in the course to probe critical facets of the story, including: the demographics and history of Flint; the evidence for (and uncertainty about) the existence of contamination; statistical mistakes that allowed officials to initially deny the problem; and predictions for future health effects due to the contamination. Throughout the course, students will practice critically examining claims made in the media and in scientific publications. At the end of the quarter, students are asked to use their statistical skills to propose and defend a set of interventions to benefit the children of Flint.

Instructor(s): K. Burbank Terms Offered: Winter

Note(s): For students with little or no math background. Not recommended for students planning to take STAT 22000 or STAT 23400 or more advanced courses in Statistics. Students with credit for STAT 20000, STAT 22000, STAT 23400, or more advanced courses in Statistics not admitted. This course may not be used in the Statistics major or minor. This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000, STAT 20010, or STAT 22000, can count toward the general education requirement in the mathematical sciences.

STAT 22000. Statistical Methods and Applications. 100 Units.

This course introduces statistical techniques and methods of data analysis, including the use of statistical software. Examples are drawn from the biological, physical, and social sciences. Students are required to apply the techniques discussed to data drawn from actual research. Topics include data description, graphical techniques, exploratory data analyses, random variation and sampling, basic probability, random variables and expected values, confidence intervals and significance tests for one- and two-sample problems for means and proportions, chi-square tests, linear regression, and, if time permits, analysis of variance.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 13100 or 15100 or 15200 or 15300 or 16100 or 16110 or 15910 or 19520 or 19620 or 20250 or 20300 or 20310.

Note(s): Students may count either STAT 22000 or STAT 23400, but not both, toward the forty-two credits required for graduation. Students with credit for STAT 23400 not admitted. This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000, STAT 20010, or STAT 22000, can count toward the general education requirement in the mathematical sciences.

STAT 22200. Linear Models and Experimental Design. 100 Units.

This course covers principles and techniques for the analysis of experimental data and the planning of the statistical aspects of experiments. Topics include linear models; analysis of variance; randomization, blocking, and factorial designs; confounding; and incorporation of covariate information.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): STAT 22000 or 23400 with a grade of at least C+, or STAT 22400 or 22600 or 24500 or 24510 or PBHS 32100, or AP Statistics credit for STAT 22000. Also two quarters of calculus (MATH 13200 or 15200 or 15300 or 16200 or 16210 or 15910 or 19520 or 19620 or 20250 or 20300 or 20310).

STAT 22400. Applied Regression Analysis. 100 Units.

This course introduces the methods and applications of fitting and interpreting multiple regression models. The primary emphasis is on the method of least squares and its many varieties. Topics include the examination of residuals, the transformation of data, strategies and criteria for the selection of a regression equation, the use of dummy variables, tests of fit, nonlinear models, biases due to excluded variables and measurement error, and the use and interpretation of computer package regression programs. The techniques discussed are illustrated by many real examples involving data from both the natural and social sciences. Matrix notation is introduced as needed. Prerequisite: PBHS 32100. Equivalent Course(s): PBHS 32400

Terms Offered: Autumn Spring

Prerequisite(s): STAT 22000 or 23400 with a grade of at least C+, or STAT 22200 or 22600 or 24500 or 24510 or PBHS 32100, or AP Statistics credit for STAT 22000. Also two quarters of calculus (MATH 13200 or 15200 or 15300 or 16200 or 16210 or 15910 or 19520 or 19620 or 20250 or 20300 or 20310).

Equivalent Course(s): PBHS 32400

STAT 22600. Analysis of Categorical Data. 100 Units.

This course covers statistical methods for the analysis of qualitative and counted data. Topics include description and inference for binomial and multinomial data using proportions and odds ratios; multi-way contingency tables; generalized linear models for discrete data; logistic regression for binary responses; multi-category logit models for nominal and ordinal responses; loglinear models for counted data; and inference for matched-pairs and correlated data. Applications and interpretations of statistical models are emphasized.

Terms Offered: Winter

Prerequisite(s): STAT 22000 or 23400 with a grade of at least C+, or STAT 22200 or 22400 or 24500 or 24510 or PBHS 32100, or AP Statistics credit for STAT 22000. Also two quarters of calculus (MATH 13200 or 15200 or 15300 or 16200 or 16210 or 15910 or 19520 or 19620 or 20250 or 20300 or 20310).

Equivalent Course(s): PBHS 32600

STAT 22700. Biostatistical Methods. 100 Units.

This course is designed to provide students with tools for analyzing categorical, count, and time-to-event data frequently encountered in medicine, public health, and related biological and social sciences. This course emphasizes application of the methodology rather than statistical theory (e.g., recognition of the appropriate methods; interpretation and presentation of results). Methods covered include contingency table analysis, Kaplan-Meier survival analysis, Cox proportional-hazards survival analysis, logistic regression, and Poisson regression.

Instructor(s): J. Dignam Terms Offered: Winter

Prerequisite(s): PBHS 32400, STAT 22400 or STAT 24500 or equivalent or consent of instructor.

Equivalent Course(s): PBHS 32700

STAT 22810. Epidemiology and Population Health. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

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

Prerequisite(s): STAT 22000 or other introductory statistics highly desirable. For BIOS students-completion of the first three quarters of a Biological Sciences Fundamentals sequence.

Equivalent Course(s): PPHA 36410, PBHS 30910, ENST 27400, HLTH 20910

STAT 23400. Statistical Models and Methods. 100 Units.

This course is recommended for students throughout the natural and social sciences who want a broad background in statistical methodology and exposure to probability models and the statistical concepts underlying the methodology. Probability is developed for the purpose of modeling outcomes of random phenomena. Random variables and their expectations are studied; including means and variances of linear combinations and an introduction to conditional expectation. Binomial, Poisson, normal and other standard probability distributions are considered. Some probability models are studied mathematically, and others are studied via computer simulation. Sampling distributions and related statistical methods are explored mathematically, studied via simulation, and illustrated on data. Methods include, but are not limited to, inference for means and proportions for one- and two-sample problems, two-way tables, correlation, and simple linear regression. Graphical and numerical data description are used for exploration, communication of results, and comparing mathematical consequences of probability models and data. Mathematics employed is to the level of single-variable differential and integral calculus and sequences and series.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 13300 or 15300 or 16200 or 16210 or 15910 or 19520 or 19620 or 20250 or 20300 or 20310.

Note(s): Students may count either STAT 22000 or STAT 23400, but not both, toward the forty-two credits required for graduation. Students with AP Statistics credit for STAT 22000 will forego that credit by completing STAT 23400.

STAT 24300. Numerical Linear Algebra. 100 Units.

This course is devoted to the basic theory of linear algebra and its significant applications in scientific computing. The objective is to provide a working knowledge and hands-on experience of the subject suitable for graduate level work in statistics, econometrics, quantum mechanics, and numerical methods in scientific computing. Topics include Gaussian elimination, vector spaces, linear transformations and associated fundamental subspaces, orthogonality and projections, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, and matrix decompositions (QR, Cholesky and Singular Value Decompositions). Systematic methods applicable in high dimensions and techniques commonly used in scientific computing are emphasized. Students enrolled in the graduate level STAT 30750 will have additional work in assignments, exams, and projects including applications of matrix algebra in statistics and numerical computations implemented in Matlab or R. Some programming exercises will appear as optional work for students enrolled in the undergraduate level STAT 24300.

Terms Offered: Autumn

Prerequisite(s): Multivariate calculus (MATH 15910 or MATH 16300 or MATH 16310 or MATH 19520 or MATH 20000 or MATH 20500 or MATH 20510 or MATH 20900 or PHYS 22100 or equivalent). Previous exposure to linear algebra is helpful.

Equivalent Course(s): STAT 30750

STAT 24400-24500. Statistical Theory and Methods I-II.

This sequence is a systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data.

STAT 24400. Statistical Theory and Methods I. 100 Units.

This course is the first quarter of a two-quarter systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data. This course covers tools from probability and the elements of statistical theory. Topics include the definitions of probability and random variables, binomial and other discrete probability distributions, normal and other continuous probability distributions, joint probability distributions and the transformation of random variables, principles of inference (including Bayesian inference), maximum likelihood estimation, hypothesis testing and confidence intervals, likelihood ratio tests, multinomial distributions, and chi-square tests. Examples are drawn from the social, physical, and biological sciences. The coverage of topics in probability is limited and brief, so students who have taken a course in probability find reinforcement rather than redundancy. Students who have already taken STAT 25100 have the option to take STAT 24410 (if offered) instead of STAT 24400.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): (MATH 19520 or MATH 20000 with a grade of B or better), or MATH 16300 or 16310 or 20250 or 20300 or 20310 or 20700 or STAT 24300 or PHYS 22100.

Note(s): Some previous experience with statistics and/or probability helpful but not required. Concurrent or prior linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) is recommended for students continuing to STAT 24500. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.

STAT 24500. Statistical Theory and Methods II. 100 Units.

This course is the second quarter of a two-quarter systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data. This course continues from either STAT 24400 or STAT 24410 and covers statistical methodology, including the analysis of variance, regression, correlation, and some multivariate analysis. Some principles of data analysis are introduced, and an attempt is made to present the analysis of variance and regression in a unified framework. Statistical software is used.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): Linear algebra (MATH 19620 or 20250 or STAT 24300 or PHYS 22100 or equivalent) and (STAT 24400 or STAT 24410).

Note(s): Students may count either STAT 24500 or STAT 24510, but not both, toward the forty-two credits required for graduation.

STAT 24410-24510. Statistical Theory and Methods Ia-IIa.

This sequence provides a sophisticated introduction to statistical principles and methods and their application to the analysis of data. In addition to serving undergraduates with a strong interest in Statistics, it is the recommended sequence in theoretical statistics for MS students in Statistics.

STAT 24410. Statistical Theory and Methods Ia. 100 Units.

This course is the first quarter of a two-quarter sequence providing a principled development of statistical methods, including practical considerations in applying these methods to the analysis of data. The course begins with a brief review of probability and some elementary stochastic processes, such as Poisson processes, that are relevant to statistical applications. The bulk of the quarter covers principles of statistical inference from both frequentist and Bayesian points of view. Specific topics include maximum likelihood estimation, posterior distributions, confidence and credible intervals, principles of hypothesis testing, likelihood ratio tests, multinomial distributions, and chi-square tests. Additional topics may include diagnostic plots, bootstrapping, a critical comparison of Bayesian and frequentist inference, and the role of conditioning in statistical inference. Examples are drawn from the social, physical, and biological sciences. The statistical software package R will be used to analyze datasets from these fields and instruction in the use of R is part of the course.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): STAT 25100 or STAT 25150 or MATH 23500. This course is only open to graduate students in Statistics, Applied Mathematics, and Financial Mathematics, and to undergraduate Statistics majors, or by consent of instructor.

Note(s): Some previous experience with statistics helpful but not required. Concurrent or prior linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) is recommended for students continuing to STAT 24510. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.

Equivalent Course(s): STAT 30030

STAT 24510. Statistical Theory and Methods IIa. 100 Units.

This course is a continuation of STAT 24410. The focus is on theory and practice of linear models, including the analysis of variance, regression, correlation, and some multivariate analysis. Additional topics may include bootstrapping for regression models, nonparametric regression, and regression models with correlated errors.

Terms Offered: May be offered in Winter.

Prerequisite(s): STAT 24410 and linear algebra (MATH 19620 or MATH 20250 or STAT 24300 or PHYS 22100 or equivalent). This course is only open to graduate students in Statistics, Applied Mathematics, and Financial Mathematics, and to undergraduate Statistics majors, or by consent of instructor.

Note(s): Students may count either STAT 24500 or STAT 24510, but not both, toward the forty-two credits required for graduation.

Equivalent Course(s): STAT 30040

STAT 24620. Multivariate Statistical Analysis: Applications and Techniques. 100 Units.

This course focuses on applications and techniques for analysis of multivariate and high dimensional data. Beginning subjects cover common multivariate techniques and dimension reduction, including principal component analysis, factor model, canonical correlation, multi-dimensional scaling, discriminant analysis, clustering, and correspondence analysis (if time permits). Further topics on statistical learning for high dimensional data and complex structures include penalized regression models (LASSO, ridge, elastic net), sparse PCA, independent component analysis, Gaussian mixture model, Expectation-Maximization methods, and random forest. Theoretical derivations will be presented with emphasis on motivations, applications, and hands-on data analysis.

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

Prerequisite(s): (STAT 24300 or MATH 20250) and (STAT 24500 or STAT 24510). Graduate students in Statistics or Financial Mathematics can enroll without prerequisites.

Note(s): Linear algebra at the level of STAT 24300. Knowledge of probability and statistical estimation techniques (e.g. maximum likelihood and linear regression) at the level of STAT 24400-24500.

Equivalent Course(s): STAT 32950

STAT 25100. Introduction to Mathematical Probability. 100 Units.

This course covers fundamentals and axioms; combinatorial probability; conditional probability and independence; binomial, Poisson, and normal distributions; the law of large numbers and the central limit theorem; and random variables and generating functions.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): ((MATH 16300 or MATH 16310 or MATH 20500 or MATH 20510 or MATH 20900), with no grade requirement), or ((MATH 19520 or MATH 20000) with (either a minimum grade of B-, or STAT major, or currently enrolled in prerequisite course)). Or instructor consent.

Note(s): Students may count either STAT 25100 or STAT 25150, but not both, toward the forty-two credits required for graduation.

STAT 25150. Introduction to Mathematical Probability-A. 100 Units.

This course covers fundamentals and axioms; combinatorial probability; conditional probability and independence; binomial, Poisson, and normal distributions; the law of large numbers and the central limit theorem; and random variables and generating functions.

Instructor(s): Robert Fefferman Terms Offered: To be determined

Prerequisite(s): (MATH 16300 or MATH 16310 or MATH 20500 or MATH 20510, with a minimum grade of A-), or (MATH 20900 with no grade requirement), or consent of instructor.

Note(s): Students may count either STAT 25100 or STAT 25150, but not both, toward the forty-two credits required for graduation.

Equivalent Course(s): MATH 25150

STAT 25211. Introduction to Random Matrices. 100 Units.

The course is an introduction to the random matrix theory. We will study the asymptotic properties of various random matrix models (Wigner matrices, Gaussian ensembles, etc.). We will also discuss some applications to statistics and neural networks.

Terms Offered: Winter

Prerequisite(s): (STAT 25100 or STAT 25150 or MATH 23500) and (MATH 19620 or STAT 24300 or MATH 20250 or MATH 20700), or consent of instructor.

STAT 25300. Introduction to Probability Models. 100 Units.

This course introduces stochastic processes as models for a variety of phenomena in the physical and biological sciences. Following a brief review of basic concepts in probability, we introduce stochastic processes that are popular in applications in sciences (e.g., discrete time Markov chain, the Poisson process, continuous time Markov process, renewal process and Brownian motion).

Instructor(s): Staff Terms Offered: To be determined

Prerequisite(s): STAT 24400 or STAT 24410 or STAT 25100 or STAT 25150

Equivalent Course(s): STAT 31700

STAT 26100. Time Dependent Data. 100 Units.

This course considers the modeling and analysis of data that are ordered in time. The main focus is on quantitative observations taken at evenly spaced intervals and includes both time-domain and spectral approaches.

Instructor(s): W. Wu

Prerequisite(s): STAT 24500 w/B- or better or STAT 24510 w/C+ or better is required; alternatively STAT 22400 w/B- or better and exposure to multivariate calculus (MATH 16300 or MATH 16310 or MATH 19520 or MATH 20000 or MATH 20500 or MATH 20510 or MATH 20800). Graduate students in Statistics or Financial Mathematics can enroll without prerequisites. Some previous exposure to Fourier series is helpful but not required.

Equivalent Course(s): STAT 33600

STAT 26300. Introduction to Statistical Genetics. 100 Units.

As a result of technological advances over the past few decades, there is a tremendous wealth of genetic data currently being collected. These data have the potential to shed light on the genetic factors influencing traits and diseases, as well as on questions of ancestry and population history. The aim of this course is to develop a thorough understanding of probabilistic models and statistical theory and methods underlying analysis of genetic data, focusing on problems in complex trait mapping, with some coverage of population genetics. Although the case studies are all in the area of statistical genetics, the

statistical inference topics, which will include likelihood-based inference, linear mixed models, and restricted maximum likelihood, among others, are widely applicable to other areas. No biological background is needed, but a strong foundation in linear algebra, as well as probability and statistics at the level of STAT 24400-STAT 24500 or higher is assumed.

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

Prerequisite(s): STAT 24500 or STAT 24510

Note(s): STAT 26300 can count as either a List A or List B elective in the Statistics major.

Equivalent Course(s): STAT 35490

STAT 26700. History of Statistics. 100 Units.

This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories. This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.

Instructor(s): S. Stigler Terms Offered: Spring

Prerequisite(s): Prior statistics course

Equivalent Course(s): HIPS 25600, CHSS 32900, STAT 36700

STAT 27400. Nonparametric Inference. 100 Units.

Nonparametric inference is about developing statistical methods and models that make weak assumptions. A typical nonparametric approach estimates a nonlinear function from an infinite dimensional space rather than a linear model from a finite dimensional space. This course gives an introduction to nonparametric inference, with a focus on density estimation, regression, confidence sets, orthogonal functions, random processes, and kernels. The course treats nonparametric methodology and its use, together with theory that explains the statistical properties of the methods.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): STAT 24400 or STAT 24410 w/B- or better is required; alternatively STAT 22400 w/B+ or better and exposure to multivariate calculus (MATH 16300 or MATH 16310 or MATH 19520 or MATH 20000 or MATH 20500 or MATH 20510 or MATH 20800) and linear algebra (MATH 19620 or MATH 20250 or STAT 24300 or equivalent). Master's students in Statistics can enroll without prerequisites.

Equivalent Course(s): STAT 37400

STAT 27410. Introduction to Bayesian Data Analysis. 100 Units.

In recent years, Bayes and empirical Bayes (EB) methods have continued to increase in popularity and impact. These methods combine information from similar and independent experiments and yield improved estimation of both individual and shared model characteristics. In this course, we introduce Bayes and EB methods, as well as the necessary tools needed to evaluate their performances relative to traditional, frequentist methods. We shall focus on more practical, data analytic and computing issues. Various computing methods will be discussed, in order to find the posterior distributions, including Markov chain Monte Carlo methods such as the Gibbs sampler. We will use R to implement these methods to solve real world problems. The methods will be illustrated from applications in various areas, such as biological science, biomedical science, public health, epidemiology, education, social science, economics, psychology, agriculture and engineering. Recent developments of Bayesian methods on nonlinear models, longitudinal data analysis, hierarchical models, time series, survival analysis, spatial statistics will also be explored.

Terms Offered: Spring

Prerequisite(s): [STAT 22000 or STAT 23400 or STAT 22400 or STAT 22600 or STAT 24500 or STAT 24510] AND [(MATH 13200 or MATH 15200 or MATH 15300 or MATH 16200 or MATH 16210 or MATH 15910 or MATH 19520 or MATH 19620 or MATH 20250 or MATH 20300 or MATH 20310) with a grade of C+ or higher]

Note(s): Students should be comfortable with coding in R software.

STAT 27700. Mathematical Foundations of Machine Learning. 100 Units.

This course is an introduction to the mathematical foundations of machine learning that focuses on matrix methods and features real-world applications ranging from classification and clustering to denoising and data analysis. Mathematical topics covered include linear equations, regression, regularization, the singular value decomposition, and iterative algorithms. Machine learning topics include the lasso, support vector machines, kernel methods, clustering, dictionary learning, neural networks, and deep learning. Students are expected to have taken calculus and have exposure to numerical computing (e.g. Matlab, Python, Julia, R).

Instructor(s): Rebecca Willett Terms Offered: Autumn

Prerequisite(s): CMSC 12200 or CMSC 15200 or CMSC 16200, and the equivalent of two quarters of calculus (MATH 13200 or higher).

Equivalent Course(s): CMSC 25300

STAT 27725. Machine Learning. 100 Units.

This course offers a practical, problem-centered introduction to machine learning. Topics covered include the Perceptron and other online algorithms; boosting; graphical models and message passing; dimensionality reduction and manifold learning; SVMs and other kernel methods; artificial neural networks; and a short introduction to statistical learning theory. Weekly programming assignments give students the opportunity to try out each learning algorithm on real world datasets.

Instructor(s): R. Kondor Terms Offered: Winter

Prerequisite(s): CMSC 15400 or CMSC 12300. STAT 22000 or STAT 23400 strongly recommended.

Equivalent Course(s): CMSC 25400

STAT 27850. Multiple Testing, Modern Inference, and Replicability. 100 Units.

This course examines the problems of multiple testing and statistical inference from a modern point of view. High-dimensional data is now common in many applications across the biological, physical, and social sciences. With this increased capacity to generate and analyze data, classical statistical methods may no longer ensure the reliability or replicability of scientific discoveries. We will examine a range of modern methods that provide statistical inference tools in the context of modern large-scale data analysis. The course will have weekly assignments as well as a final project, both of which will include both theoretical and computational components.

Terms Offered: To be determined

Prerequisite(s): STAT 24400 or STAT 24410. Familiarity with regression and with coding in R are recommended.

Equivalent Course(s): STAT 30850

STAT 28000. Optimization. 100 Units.

This is an introductory course on optimization that will cover the rudiments of unconstrained and constrained optimization of a real-valued multivariate function. The focus is on the settings where this function is, respectively, linear, quadratic, convex, or differentiable. Time permitting, topics such as nonsmooth, integer, vector, and dynamic optimization may be briefly addressed. Materials will include basic duality theory, optimality conditions, and intractability results, as well as algorithms and applications.

Instructor(s): L. Lim Terms Offered: Winter

Prerequisite(s): (MATH 20500 or 20510 or 20800) and (STAT 24300 or MATH 20250 or MATH 25500 or MATH 25800)

Equivalent Course(s): CAAM 28000

STAT 28200. Dynamical Systems with Applications. 100 Units.

This course is concerned with the analysis of nonlinear dynamical systems arising in the context of mathematical modeling. The focus is on qualitative analysis of solutions as trajectories in phase space, including the role of invariant manifolds as organizers of behavior. Local and global bifurcations, which occur as system parameters change, will be highlighted, along with other dimension reduction methods that arise when there is a natural time-scale separation. Concepts of bi-stability, spontaneous oscillations, and chaotic dynamics will be explored through investigation of conceptual mathematical models arising in the physical and biological sciences.

Instructor(s): Mary Silber Terms Offered: Winter

Prerequisite(s): MATH 27300 or (Multivariable calculus (MATH 19520 or 20000 or 20400 or 20410 or PHYS 22100 or equivalent), AND linear algebra, including eigenvalues & eigenvectors (MATH 19620 or STAT 24300 or MATH 20250)).

Previous knowledge of elementary differential equations is helpful but not required.

Equivalent Course(s): CAAM 28200

STAT 29700. Undergraduate Research. 100 Units.

This course consists of reading and research in an area of statistics or probability under the guidance of a faculty member. A written report must be submitted at the end of the quarter.

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

Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors

Note(s): Students are required to submit the College Reading and Research Course Form. Open to all students, including non-majors. Ordinarily taken for P/F grading, but under certain circumstances may be taken for a quality grade by petition.

STAT 29900. Bachelor's Paper. 100 Units.

This course consists of reading and research in an area of statistics or probability under the guidance of a faculty member, leading to a bachelor's paper. The paper must be submitted at the end of the quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors

Note(s): Students are required to submit the College Reading and Research Course Form. Open only to students who are majoring in Statistics. Grading is P/F only.



Theater and Performance Studies

Department Website: <http://taps.uchicago.edu>

Undergraduate Program of Study

Theater and Performance Studies (TAPS) seeks to animate the intersection of practice and theory in the arts. TAPS offers studio classes, seminars, and studio-seminars, which combine academic and practice-based inquiry. TAPS courses are taught by distinguished faculty as well as professional artists from Chicago's vibrant theater community.

Students work closely with the Director of Undergraduate Studies and faculty advisors to shape an individual course of study that reflects the student's interests while fulfilling the program's requirements. Each student's coursework may be organized around one or more clusters, including, for example, acting, dance, devising and writing (across media), design, directing, dramaturgy, media arts, performance studies, theater history, or some combination of the above.

Students majoring in other fields of study may double major or complete a minor in TAPS.

Requirements for the Major

The major requires a total of 13 courses, comprising 11 elective courses and a capstone BA project. At least seven of the elective courses counted toward the major must have a TAPS course number. Course selection is subject to the approval of the Director of Undergraduate Studies. It is generally expected that courses in the major will be at the 20000-level or higher; 10000-level courses will be approved sparingly. Coursework includes:

1. TAPS 22900 Introduction to Theater & Performance Studies, designed to introduce students to foundational ideas and critical skills relevant to the study of theater and performance.
2. Four elective courses in theater and/or performance theory, considered broadly to include history, theory, aesthetics, or analysis. Theory courses may be selected from the TAPS course offerings below or from related course offerings in the College. At least two of these courses will have a TAPS course number.
3. Four elective courses in artistic practice. Artistic practice courses may be selected from the TAPS course offerings below or from related course offerings in the College, including Cinema and Media Studies, Creative Writing, Media Arts and Design, Music, or Visual Arts. At least two of these courses will have a TAPS course number.
4. Three other elective courses selected from the TAPS course offerings listed below or from related course offerings in the College.
5. TAPS 29800 Theater and Performance Studies BA Colloquium, to be taken in the student's fourth year, is devoted to the preparation of the BA project. Although TAPS 29800 extends over two quarters, students register for the course in only Autumn *or* Winter Quarter, receiving 100 units of credit and one grade for the course.

BA Project

The TAPS BA project marks the culmination of a student's studies in TAPS and is typically presented during Spring Quarter of the student's fourth year. There are two project formats from which to choose: (1) an original artistic work (e.g., staged reading, site-specific installation, solo performance, choreography) with an accompanying critical piece of writing, OR (2) a written academic thesis with an accompanying presentation (in the form of a talk or performative component).

With the support of the Director of Undergraduate Studies and other TAPS faculty, students will select a faculty advisor for their BA project, develop the project proposal, and submit a BA Project Statement during Spring Quarter of the third year. Proposals are subject to the approval of the Chair of Theater and Performance Studies.

In the fourth year, students will enroll in TAPS 29800 Theater and Performance Studies BA Colloquium, which offers a weekly forum in Autumn and Winter Quarters to develop the BA project in collaboration with peers and in accordance with a carefully designed set of deadlines. During Spring Quarter of the fourth year, students will present their artistic work(s) and submit their final complete project by Friday of fifth week for honors consideration, or by Friday of the eighth week for the completion of the major. Students graduating in any quarter other than Spring should consult with the Director of Undergraduate Studies about an appropriate timeline.

Honors

Eligibility for honors requires an overall cumulative GPA of 3.25 or higher, a GPA of 3.5 or higher in the TAPS major, and a BA project that is judged by the designated advisors to display exceptional intellectual and creative merit. If the faculty advisors recommend the project for honors, the Chair of TAPS in consultation with the TAPS faculty will issue a recommendation to the Associate Dean and Master of the Humanities Collegiate Division, who makes the ultimate decision.

Summary of Requirements for the Major

TAPS 22900	Introduction to Theater & Performance Studies	100
Four (4) theory and analysis courses		400
Four (4) artistic practice courses		400
Three (3) elective courses		300
TAPS 29800	Theater and Performance Studies BA Colloquium	100

Completion of the TAPS BA project for majors	
Total Units	1300

Application to the Major

Students interested in joining the program are encouraged to consult with the Director of Undergraduate Studies in Spring Quarter of their first year or as soon as possible thereafter. Students who have decided to join the program should file an Application to the Major form with the Director of Undergraduate Studies by the beginning of Spring Quarter of their second year or no later than the end of Autumn Quarter of their third year.

Students must formalize their declaration on my.uchicago.edu (<http://my.uchicago.edu/>) and regularly provide documentation to their College adviser of any approvals for the major.

Grading

All courses in the major or minor must be taken for a quality grade.

Minor Program in Theater and Performance Studies

Students interested in joining the minor program are encouraged to consult with the Director of Undergraduate Studies in Spring Quarter of their second year or as soon as possible thereafter. Students who have decided to join the program should file an Application to the Minor form with the Director of Undergraduate Studies by the beginning of Spring Quarter in their third year. The signed form must be submitted to the student's College adviser.

The TAPS minor requires a total of six courses plus an original artistic work (e.g., staged reading, site-specific installation, solo performance piece, choreography). Required courses include: TAPS 22900 Introduction to Theater & Performance Studies, two (2) TAPS courses and two (2) arts elective courses. Course selection is subject to the approval of the Director of Undergraduate Studies. It is generally expected that courses in the minor will be at the 20000-level; 10000-level courses will be approved sparingly. Many of these courses will be found in the course offerings listed below, as well as the course offerings in Cinema and Media Studies, Creative Writing, Media Arts and Design, Visual Arts, and Music.

In addition, all those minoring in TAPS must register for TAPS 29800 Theater and Performance Studies BA Colloquium. The focus of this course will be the development of the student's artistic project, as described above, to be presented in Spring Quarter of the fourth year. Each student must also submit a brief critical reflection on the project by eighth week of the graduating quarter.

Courses counted toward the minor may not also be counted toward the student's major(s), toward other minors, or toward general education requirements. Courses in the minor must be taken for a quality grade, and more than half of the courses for the minor must bear University of Chicago course numbers.

Summary of Requirements for the Minor

TAPS 22900	Introduction to Theater & Performance Studies	100
Two TAPS courses		200
Two arts electives		200
TAPS 29800	Theater and Performance Studies BA Colloquium	100
Completion of the TAPS BA project for minors		
Total Units		600

Theater and Performance Studies Courses

TAPS 10100. Drama: Embodiment and Transformation. 100 Units.

This course introduces students to a range of theatrical concepts and techniques, including script analysis and its application to staging, design and acting. Throughout, we investigate how theater - as a collaborative art form - tells stories. Students will act, direct, and design. In doing so, they will gain an understanding of a variety of processes by which scripts are realized in the theater, with an emphasis on the text's role in production rather than as literature.

Instructor(s): D. New, P. Pascoe, S. Bockley, L. Danzig, D. De Mayo, Terms Offered: Autumn Spring Summer Winter
 Note(s): Attendance at first class meeting is mandatory. This course meets the general education requirement in the arts.

TAPS 10200. Acting Fundamentals. 100 Units.

This course introduces fundamental concepts of performance in the theater with emphasis on the development of creative faculties and techniques of observation, as well as vocal and physical interpretation. Concepts are introduced through directed reading, improvisation, and scene study.

Instructor(s): P. Pascoe, L. Danzig, T. Pasculli, S. Murray, D. DeMayo, H. Crawford, H. Coleman Terms Offered: Autumn Spring Winter

Note(s): Attendance at first class meeting is mandatory; prior theater or acting training not required. This course meets the general education requirement in the arts.

TAPS 10300 through 10699. Text and Performance. *Experience in dramatic analysis or performance not required. Attendance at first class meeting is mandatory. Each of these courses meets the general education requirement in the arts.* Workshops in dramatic technique and attendance at performances at Chicago theaters, in addition to class time, are required.

TAPS 10300	Text and Performance	100
TAPS 10500	Staging Terror	100
TAPS 10600	Staging Desire	100

TAPS 10300. Text and Performance. 100 Units.

This course offers an introduction to a number of significant dramatic works and seminal figures in the theorization of theater and performance. But the course's aspirations go much further: we will be concentrating upon the intersection of interpretation and enactment, asking how these pieces appear on stage and why. This will not be merely descriptive work, but crucially it will be interpretive and physical work. Students will prepare and present applied interpretations—that is, interpretations that enable conceptual insights to take artistic form. Throughout, we will be searching for that elusive combination of philological rigor, theoretical sophistication, and creative inspiration—probing the theoretical stakes of creativity and testing the creative implications of analytic insights.

Instructor(s): T. Post, S. Murray, J. Muse, H. Crawford, H. Coleman Terms Offered: Autumn Spring Winter

Note(s): Attendance at first class meeting is mandatory. Experience in dramatic analysis or performance not required. This course meets the general education requirement in the arts.

TAPS 10500. Staging Terror. 100 Units.

This course creates the first stage in a site-specific devised work process by engaging with a topic and texts and using the ensemble itself to generate work that is then considered critically. As a theme for the quarter, we will explore the interplay between horror, terror, and pleasure through in-class discussions of theoretical works and the possibilities of practical creative application. The paradox of the attraction to repulsion will be considered as well as the values of shock, suspense, and subtlety. Texts will include classic and contemporary drama, cult fiction, ghost stories, games, films, and theoretic source material. As a part of this foundation, we will question the intricacies of staging through in-class discussions of theoretical works (Aristotle, Brecht, Artaud, Stanislavski, and Bogart) and the possibilities of practical creative application. Working 4-dimensionally in outdoor on-campus locations, we will examine how theorized stagings can evoke suspense. This course will constantly question how analysis itself can be a performative practice and how performance can serve as a critical endeavor.

Instructor(s): H. Coleman Terms Offered: Autumn

Note(s): Attendance at first class is mandatory. This course is offered in alternate years. This course meets the general education requirement in the arts.

TAPS 10600. Staging Desire. 100 Units.

This course explores the interplays between romance, attractions, and distractions through in-class discussions of theoretical works and the possibilities of practical creative application. The paradox of instant gratification and prolonged desire will be considered as well as the values of shock, suspense, and subtlety. Texts will include classic and contemporary drama, vampire cult fiction, fairy tales, films, and theoretic source material. Working 4-dimensionally, we will examine how theorized stagings can evoke and undermine sentimentality. This course will constantly question how analysis itself can be a performative practice and how performance can serve as a critical endeavor. The course will culminate in a series of original scenes to be shown at the end of the quarter. Experience in dramatic analysis or performance not required.

Instructor(s): H. Coleman Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. Course offered in alternate years. This course meets the general education requirement in the arts.

TAPS 10700. Introduction to Stage Design. 100 Units.

Approaching theatrical design as a visual art, we will achieve a basic understanding of the theory, methodology and artistic expression fundamental to each area of design for the stage—scenic, costume, lighting and sound. We will learn how each discipline approaches and executes visual (aural in the case of sound) communication involved in the design process. Students will learn the professional design process, from contracting through production. Projects for this course will be completed using a combination of mediums and materials. If students are away from campus, there will be discussions of what materials may suit each student best based on available resources. Creativity in execution of visual communication will be of great importance. Students will learn to show collaborators ideas instead of talking about them.

Instructor(s): K. Boetcher Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory. This course meets the general education requirement in the arts.

TAPS 10800. Contemporary Dance Practices. 100 Units.

This studio-based course with a seminar component offers an overview of the formal practices and contemporary trends that shape dance as an art form. The class is designed for students who seek to gain a working knowledge of dance and deepen their physical skills. A range of contemporary dance forms and practices will be covered. Topics may include modern dance, hip hop, partnering techniques, social dance forms, improvisation, somatic practices, dance composition, and more. Lectures, viewings, and discussion will support experiential practice components. No previous experience with dance or performance is required. This course meets the general education requirement in the arts.

Instructor(s): J. Rhoads, staff Terms Offered: Autumn Spring Winter

Note(s): Attendance at first class meeting is mandatory. This course meets the general education requirement in the arts.

TAPS 15500. Beginning Screenwriting. 100 Units.

This course introduces the basic elements of a literate screenplay, including format, exposition, characterization, dialog, voice-over, adaptation, and the vagaries of the three-act structure. Weekly meetings include a brief lecture period, screenings of scenes from selected films, extended discussion, and assorted readings of class assignments. Because this is primarily

a writing class, students write a four- to five-page weekly assignment related to the script topic of the week. Equivalent Course(s): CRWR 27102

Instructor(s): T. Brown Terms Offered: Autumn

Equivalent Course(s): MAAD 25500

TAPS 16003. Ventriloquism in Literature and Culture. 100 Units.

In this class we will collectively identify the conventions that have come to define theatrical tradition known as ventriloquism. While this course will be rooted in the study of performance, we will also look at instances when ventriloquism appears in literature and film as a metaphor and as a trope. By looking at ventriloquism both in its technique and its thematics we will investigate the extent to which the ventriloquist and the dummy are sexed and racialized categories. Our texts will span from the recorded performances of famous ventriloquists such as Edgar Bergen and Charlie McCarthy, episodes of *The Twilight Zone*, horror films like *Dead of Night* and popular fiction. We will also consult several theoretical texts such as Freud on the uncanny and Winnicott on transitional objects. (Fiction, Drama, Theory)

Instructor(s): Marissa Fenley Terms Offered: Spring

Equivalent Course(s): ENGL 16003

TAPS 16606. Genre Fundamentals: Drama. 100 Units.

This course explores the unique challenges of experiencing performance through the page. Students will read plays and performances closely, taking into account not only form, character, plot, and genre, but also theatrical considerations like staging, acting, spectatorship, and historical conventions. We will also consider how various agents—playwrights, readers, directors, actors, and audiences—generate plays and give them meaning. While the course is not intended as a survey of dramatic literature or theater history, students will be introduced to a variety of plays from across the dramatic tradition. (Genre Fundamentals, Drama)

Instructor(s): Tina Post Terms Offered: Winter

Equivalent Course(s): ENGL 10606

TAPS 18500. Theater Production. 100 Units.

This class is a practical immersion into the major elements involved with mounting a theatrical production. Students will learn the process of theater-making from the TAPS professional production staff. Topics include production personnel roles and responsibilities, production organization, management and procedures. Practical experience will include hands-on training with the tools and technology associated with each specialized field of production. Class sessions will be held in various spaces in the Logan Center including the Costume, Scene and Prop shops and in Theaters East and West. Students will be assigned a role on a production outside of class hours. The course will serve both students experienced in and new to theater production.

Instructor(s): staff Terms Offered: Autumn

Note(s): Attendance at first class is mandatory.

TAPS 20040. Black Shakespeare. 100 Units.

This course explores the role played by the Shakespearean canon in the shaping of Western ideas about blackness, in processes of racial formation, and racial struggle from the early modern period to the present. Students will read Shakespearean plays portraying black characters (*Othello*, *Titus Andronicus*, *The Tempest*, *Antony and Cleopatra*) in conversation with African-American and post-colonial rewritings of those plays (by Toni Morrison, Amiri Baraka, Keith Hamilton Cobb, and Aimé Césaire, among others). (Drama, Pre-1650 / Med/Ren)

Instructor(s): Noémie Ndiaye Terms Offered: Spring

Equivalent Course(s): TAPS 30040, ENGL 18860, ENGL 38860, CRES 18860

TAPS 20060. The World's a Stage: Performance in Politics, Culture, and Everyday Life. 100 Units.

This course traces the history of the double-edged notion that the world might resemble a stage from its ancient roots to its current relevance in politics, social media, and gender expression, among other areas. We will explore these questions by reading performance texts and performance theory from classical to contemporary, by attending plays and watching films, and by visiting non-theatrical events in order to consider them as occasions for performance. (Drama, Theory)

Instructor(s): John Muse Terms Offered: Autumn

Equivalent Course(s): ENGL 18660, SIGN 26049

TAPS 20120. 21st Century American Drama. 100 Units.

This hybrid seminar focuses on American contemporary playwrights who have made a significant and commercial impact with regard to dramatic form in the past 20 years. Playwrights will include, Tracy Letts, Annie Baker, Lynn Nottage, Quiara Alegria Hudes, Ayad Akhtar, and Amy Herzog. Textual analysis is consistently oriented towards staging, design, and cultural relevancies. Work for the course will include research papers, presentations, and scene work.

Instructor(s): H. Coleman Terms Offered: Autumn

Note(s): Attendance at the first class session is mandatory. Questions: contact vwalden@uchicago.edu.

Equivalent Course(s): ENGL 27583

TAPS 20220. The Promise of Nightlife: Queer Desires & the Marketing of the Erotic. 100 Units.

In brief, this course will survey various forms of nightlife performance across the 20th and 21st century (drag, stripping, burlesque, variety shows & showgirl performance) alongside popular portrayals of nightlife industries. The course asks what it means (for performers and for pop culture more broadly) that nightlife is thought of as an escape from ordinary life and ordinary or conventional forms of work. The focus of this course will track nightlife performance and industries from the material perspective of the performers, organizers, and collectives that form to address economic, racial, and sexual constraints, in addition to thinking about the figure and function of nightlife in U.S. pop culture's imagination (through, for example, films like *Hustlers*, *Showgirls*, etc.). From both questions, we will think through different conceptions and

geographies of spectacle, performance, and the erotic that undergird the world of nightlife entertainment. We will also hear from local nightlife performers/artists in Chicago with the option to attend a local nightlife outing as well. We will examine how nightlife has been approached through various disciplines from ethnomusicology, anthropology, performance studies, literary and cultural studies and read works by selected scholars and performers including Esther Newton, Tim Lawrence, Luis-Manuel Garcia, Kia LaBeija, and madison moore.

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

Equivalent Course(s): GNSE 22220

TAPS 20360. Shrews! Unladylike Conduct on Stage and Page in Early Modern England. 100 Units.

This course will move between three sites of inquiry to investigate the social and material history of an evergreen trope: the domestication of a refractory servant or wife. From rare book libraries and museum collections, we will track the common features of popular entertainments that traffic in this scenario. We will then bring our findings to bear in a theatre lab environment, where we will assay scenes from *The Taming of the Shrew*, *The Tamer Tamed*, and *the City Madam*. (Drama, Pre-1650)

Instructor(s): Ellen MacKay Terms Offered: Spring

Equivalent Course(s): ENGL 20360

TAPS 20507. Mindfulness: Experience and Media. 100 Units.

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

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

Equivalent Course(s): HIPS 25207, HLTH 25207, HUMA 25207

TAPS 20600. Adapting the Unadaptable. 100 Units.

Fiction has always provided rich source material for drama. But much 20th and 21st century fiction can seem unadaptable—it is often sprawling, poetic, interior, fragmentary, or cerebral (or all of the above!). This hands-on course will challenge students to approach modern and contemporary literature with unconventional tools of staging, editing, and design. Students will also be introduced to the work of contemporary theater companies and productions that have taken on seemingly impossible adaptation projects, and closely study adaptations of Jorge Luis Borges, Franz Kafka, Virginia Woolf and others.

Instructor(s): S. Bockley Terms Offered: Winter

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): ENGL 20603

TAPS 20700. Dramaturgy and Dramatic Criticism. 100 Units.

This course is an orientation and practicum in contemporary dramaturgy. After surveying Enlightenment treatises that occasioned Western dramaturgical practices, students will critically engage present-day writings that consider the objectives and ultimate *raison d'être* for the production dramaturg. Students then undertake dramaturgical research, exploring different methodologies and creative mind-sets for four representative performance genres: period plays; new plays; operas or musicals; and installations or performance art. Special attention will be given to cultivating skills for providing constructive feedback and practicing dramaturgy as an artistic collaborator and fellow creator. The class culminates in the design and compilation of a sourcebook for actors, directors, and designers, followed by a dramaturgical presentation intended for a professional rehearsal room.

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

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): TAPS 30710, ENGL 20710

TAPS 21600. Acting Workshop. 100 Units.

This course will develop acting skills required for the professional world. The classes are based in text analysis, physical practices, action work, and scene study with one or many partners. This class will prepare you for various audition scenarios as well as adding to rehearsal room tools and techniques. Previous experience is encouraged.

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

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 31600

TAPS 21667. Poetics of Space in Travel: Performance and Place in Japan and Beyond. 100 Units.

How is space imagined and evoked across different media? How might attention to this question lead us to rethink the way that space mediates our experiences of our surroundings? In examining how spatial imaginings travel across time and medium, we will explore questions of space as they are bound up with problems of gender, exile, aesthetics, and performativity. While Japan will be our primary geographic topos, we will interrogate an understanding of these spatialities as 'Japanese' by surveying the role they come to play in discourses of both 'Japanese-ness' and Western modernism. We will pay special attention to performance (namely, *noh* drama); however, we will also take up short stories, novels, film and more. Centering our investigations on modern and contemporary cultural production, we will also deal with premodern texts to trace the multiple axes along which our diverse array of objects circulate. Figures considered include: Murata Sayaka, Hori Tatsuo, Miyazawa Kenji, Mishima Yukio, Ôe Kenzaburô, Virginia Woolf, and Zeami. No prior background required.

Instructor(s): Anthony Stott Terms Offered: Spring

Equivalent Course(s): EALC 21667, CMLT 21667

TAPS 21700. An Actor Observes. 100 Units.

This course addresses techniques and modes of observation and their application to scene study. Observation study is used to strengthen acting choices, build the physical world of the play, and create original, vital characterizations. It also serves to deepen awareness of group dynamics, integrate symbolic, psychological and physical meaning in a character's behavior, and guide the process of breaking down a scene. Students will perform observation exercises and apply their discoveries to scene work.

Instructor(s): P. Pascoe Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory.

TAPS 21730. Movement for Actors. 100 Units.

This course will explore how an actor uses movement as a tool to communicate character, psychological perspective and style. The foundation of our movement work will center on the skills of balance, coordination, strength, flexibility, breath control and focus. Building on the skills of the actor both in terms of naturalistic character work and stylized theatrical text. Students will put the work into practice utilizing scene work and abstract gesture sequences through studying the techniques of Michael Chekov, Vsevolod Meyerhold, Anne Bogart, Complicite and Frantic Assembly.

Instructor(s): D. de Mayo Terms Offered: Winter

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): TAPS 31730

TAPS 21850. Storytelling in Musical Theater: The Art of the Libretto. 100 Units.

This course introduces students to the art of book writing for musical theater both on stage and in the current, digital landscape of live performance. Students will examine dramatic structure across a variety of genres and musicals, and will apply its lessons to their own original outlines and scenes to be workshopped and performed online. They will learn about adaptation by finding the story, character, and song moments in source materials ranging from poems and movies to historical and current events, and they will study character development by examining iconic musical theater roles and generating character descriptions and arcs of their own. Students will also practice working with existing music by writing from found albums or bodies of songs, and each will use the online spaces and tools of the professional theater world to present the rough draft of an original ten-minute libretto as well as a treatment and excerpt of a new, full-length work of musical theater.

Instructor(s): S. Elmegreen Terms Offered: Autumn

Note(s): Attendance at first class is mandatory.

TAPS 21860. Songwriting for Musical Theater. 100 Units.

This course is a practical introduction to the art and craft of songwriting for musical theater. Students will analyze and practice song form, storytelling through music, and the writing of lyrics and melody for character and tone. In addition to presenting and workshopping new song material weekly, students will learn about orchestration, arrangement, and the structure of the theatrical score by discussing standout examples of the genre. As individuals or in teams of two, students will develop a catalog of character- and story-driven songs to be performed in cabaret at the end of the quarter. A basic ability to read music is expected; experience in songwriting is not required.

Instructor(s): S. Elmegreen Terms Offered: Winter

TAPS 22300. Performance Art Installation: The Dreamer and the Dream. 100 Units.

In this course we will explore the relations between dreaming and waking life using a broad interdisciplinary approach. Our point of departure will be psychological, cultural, and religious understandings of dreams. On the basis of the readings and the skills and backgrounds of participants, the class will develop a 'performance installation' around the liminal spaces of dream and wakefulness. Readings will include literary texts by Apuleius, Calderon, Shakespeare, Schnitzler, and Neil Gaiman, and theoretical texts by Freud, Jung, Klein, and Winnicott.

Instructor(s): P. Pascoe Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 32300

TAPS 22700. Devising Fundamentals. 100 Units.

Devised theater is created from a multitude of sources but, importantly, not a preexisting script. Rather the 'script' (whether or not it eventually takes written form) is developed in rehearsal. This studio course engages students in methods of generating and crafting devised material, including but not limited to physical action, moment work, and verbatim text. Additionally we will focus on the generative power of 'problems' as a motor of creation, which draws from core principles of clowning. Through solo and collaborative projects, students will explore how devised theater wrestles with conventionally discrete roles in theater-making (writer, director, performer, dramaturg, and designer). Other considerations will include strategies for making disparate material cohere and more broadly, what constitutes a story. Select readings and case studies of artists working in devised theater will supplement the practice-based focus of the course.

Instructor(s): L. Danzig Terms Offered: Autumn

Equivalent Course(s): TAPS 32700

TAPS 22900. Introduction to Theater & Performance Studies. 100 Units.

This course is designed to introduce students to foundational concepts and critical skills relevant to the study of theater and performance. In addition to wide-ranging readings and discussions, students will attend a variety of performances and screenings representing a cross-section of genres, interpretive styles, and institutional settings. Although the course will be directed by Prof. Trent, it will be divided into discrete units, each led by a different instructor from the TAPS teaching staff.

Thus, students will gain exposure to a variety of teaching styles, areas of expertise, and approaches to the field. The course is open to all undergraduate students as an elective; it also serves as a required course for all TAPS majors and minors.

Instructor(s): T. Trent Terms Offered: Autumn

Note(s): Attendance at first class session is mandatory.

TAPS 23000. Introduction to Directing. 100 Units.

This course employs a practice in the fundamental theory of play direction and the role of the director in collaboration with the development of textual analysis. By examining five diversely different texts using three different approaches to play analysis (Aristotle, Stanislavski, Ball) students begin developing a method of directing for the stage in support of the written text. In alternating weeks, students implement textual analysis in building an understanding of directorial concept, theme, imagery and staging through rehearsal and in-class presentations of three-minute excerpts from the play analysis the previous week. The culmination is a final five-minute scene combining the tools of direction with a method of analysis devised over the entire course.

Instructor(s): S. Murray Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 23105. Directing: Rehearsal Fundamentals. 100 Units.

This course introduces key concepts, strategies and tools for effective rehearsal preparation at every stage of rehearsing a production. Topics include but are not limited to text analysis in preparation for work with actors, approaches to initial rehearsals that create shared vocabulary (table-work and movement-based alternatives), preparation for staging on a variety of ground plans, how to run rehearsals, and effective methods of collaboration with actors, designers and the management team. Recommended for the beginning through advanced director.

Instructor(s): K. Walsh Terms Offered: Winter

TAPS 23150. Theater-Making Lab. 100 Units.

This course replaces Directing Study with an expanded quarterly lab for students working on theater and performance projects. Each quarter, the lab will be customized to serve directors, designers and dramaturgs who are working on current productions, preparing proposals for future productions, and/or in some way engaged in project development. The cohort will meet weekly to develop project ideas, build skills, experiment with methods of collaboration, receive and give feedback to each other, and receive individual mentorship from the course instructor. Instructor consent required. Interested students should complete the online application for the course (<https://forms.gle/FWzL6FRjUNFmc6j77>) and are encouraged to reach out the instructor with questions and ideas. Priority will be given to TAPS majors and minors.

Instructor(s): L. Danzig, T. Trent, D. de Mayo Terms Offered: Autumn Spring Winter

Note(s): Attendance at first class session is mandatory.

TAPS 23410. Camp and Theatre of the Ridiculous. 100 Units.

Looking at the writings of Charles Ludlum and his Ridiculous Manifesto, we will explore the role of camp, homage, collage and The Ridiculous. Students will stage existing works and be asked to create their own original scenes that use camp, collage and the ridiculous to explore current politics and ideas.

Instructor(s): S. Murray Terms Offered: Spring

Note(s): Attendance at first class session is mandatory.

TAPS 23600. Improv and Sketch. 100 Units.

This course adapts curriculum originally designed for the various schools of modern improvisation (including the iO, the Annoyance and The Second City) and brings it into today's Zoom world. Listening skills, the ability to work well with others as a team, and building scene work organically are highlighted. You will leave this class a better communicator, with interpersonal tools that support other facets of your life.

Instructor(s): S. Messing Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 23800. Playwriting: Writing Utilizing Improvisation. 100 Units.

This course incorporates the spontaneity and freedom allowed by improvisation into the writing process. In addition to focusing on the natural rhythms and nuances of modern communication, the class will also learn to write for individual performers and ensembles. Through these improvisations, the students focus on developing unique voices for each character. Students read scenes from contemporary plays which emphasize spontaneous and realistic dialogue. Students have weekly assignments that further explore the characters they are writing. Each class includes an active roundtable discussion of the weekly assignments as well as collaborative exercises that further explores the voices of their characters. In addition to the weekly assignments, students write three complete scenes that will receive readings by their classmates.

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

Note(s): Attendance at first class meeting is mandatory

TAPS 23905. New Play Development Workshop. 100 Units.

The New Play Development Workshop is designed to be a brave space for writers with varying experience and perspectives. By the end of this course, each student will have created a new, full-length play through the workshop process. In addition to generating new material on a weekly basis, students will be expected to attend one Chicago-based production and write one 500-word critical response.

Instructor(s): E. Edele (Calamity West) Terms Offered: Winter

TAPS 23930. Fundamentals of Playwriting. 100 Units.

This workshop will explore the underlying mechanics that have made plays tick for the last 2,500 odd years, from Euripedes to Shakespeare to Büchner to Caryl Churchill, Susan Lori-Parks, and Annie Baker, etc. Students will be asked to

shamelessly steal those playwrights' tricks and techniques (if they're found useful), and employ them in the creation of their own piece. Designed for playwrights at any level (beginning or advanced), the workshop's primary goals will be to develop a personal sense of what 'works' on stage within the context of what's worked in the past, and to generate a one act play, start to finish.

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

Note(s): ATTENDANCE AT FIRST CLASS IS MANDATORY.

Equivalent Course(s): TAPS 33930

TAPS 23980. Writing the Short, Short Play: Investigations in Micro-Drama. 100 Units.

Never in the history of western theater has brevity gotten so much attention. Festivals around the world are devoted to plays five minutes in length or less; perhaps the most revered playwright of the 20th century, Samuel Beckett, guided his career towards the writing of smaller and smaller works; Chicago's Neofuturists have profitably run their show of 'thirty plays in sixty minutes' for over thirty years; Twitter accounts disseminate multiple two to three line scripts daily; and sketch comedy continues to evolve and thrive. This course will give an overview of the development of the very short play over the last one hundred and twenty years, but will primarily focus on the writing and development of same, asking students to complete - through workshop prompts - 20 to 30 scripts by end of quarter. A particular effort will be made to bring 'traditional' elements of standard-length plays - character, arc, anagnorisis, pathos, backstory, etc - to these miniatures, to test and expand their assumed limitations.

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

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): TAPS 33980

TAPS 24410. Transmedia Puzzle Design & Performance. 100 Units.

This course will introduce students to the burgeoning field of immersive puzzle design. Students will develop, implement and playtest puzzles that are suited for a range of experiences: from the tabletop to the immersive, from online puzzle hunts to broad-scoped alternate reality games (ARG). Students in this course will work directly with master puzzler, Sandor Wiesz, the commissioner of The Mystery League.

Terms Offered: Autumn

Equivalent Course(s): MAAD 24410, TAPS 34410

TAPS 24420. Games and Performance: Live Action Role Playing Games. 100 Units.

This experimental course builds on the emerging genres of 'immersive performance,' 'alternate reality,' and 'Live Action Role Playing (LARP)' to investigate the dynamics of role-playing games through case studies, gameplay, and original student design. Our focus will include the 1913 Gettysburg reunion, parlor games including Parker Brother's 1937 Jury Box, Society for Creative Anachronism in 1966, Dungeons and Dragons (both its inception in 1974 and current resurgence), Brian Wiese's Hobbitt War in 1977, Mind's Eye Theater's development of World of Darkness, and Ground Zero, which began the Nordic Larp movement in 1998. We will explore role of the game master, emergent narratives, improvised community formation as well as 'bleed.' Previous course work in Games and Performance encouraged but not required.

Instructor(s): H. Coleman Terms Offered: Spring

Equivalent Course(s): TAPS 34420, MAAD 24420

TAPS 24500. Chicago Theater: Budgets and Buildings. 100 Units.

This course examines the current state of Chicago theater, focusing on the relationships between facilities, budgets, and missions. Field trips required to venues including Side Project, Timeline, Raven, Steppenwolf, Theater Building, and Greenhouse. Attendance at first class meeting is mandatory.

Instructor(s): H. Coleman Terms Offered: TBD

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 24550. Evolution of Improvisation in Chicago. 100 Units.

This course traces the history of improvisation for performance, beginning with the 'High Priestess' Viola Spolin's work exploring the educational and social benefits of play at Hull House through Paul Sill's development of The Compass Players in Hyde Park to include current companies including Second City, The Neo Futurists, The Annoyance, and IO. The course will include attendance at performances, student presentations, and practice-based workshops.

Instructor(s): H. Coleman Terms Offered: Spring

Equivalent Course(s): TAPS 34550, MAAD 24550

TAPS 25200. Neo-Futurists Performance Workshop. 100 Units.

This course is a hands-on introduction to Neo-Futurism: a method of transforming your own thoughts, feelings, and experiences into creative, task-oriented, audience-participatory, non-illusory, unique theatrical events. Students are encouraged to find their own voice as fully rounded theater artists by writing, directing, and performing their own short performances using their own lives as source material. By pursuing the goal of absolute truth on stage, we focus on an alternative to narrative Realism by embracing such elements as deconstruction, found-text, collage, abstraction, synthesis, and chaos. Classes consist of original group exercises as well as presentations of weekly performance assignments.

Instructor(s): G. Allen Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory.

TAPS 25505. Adaptation for the Screen. 100 Units.

This course introduces students to the rewards and difficulties of adapting literary material to the big screen. In addition to reading short stories and viewing the films that were made from these stories, all students will be given the same short story to adapt into a 50-60 minute film. Progress on these scripts will be addressed through in-class readings, leading to final

meetings with the instructor about your completed first drafts. Screenwriting experience is helpful, but not essential. Class size is limited to 10 students.

Instructor(s): J. Petrakis Terms Offered: Spring

Note(s): Attendance at first class is mandatory.

TAPS 25910. Short Form Digital Storytelling: Creating a Web Series. 100 Units.

This course examines the short form storytelling of the digital web series. Through lectures, viewings and discussions in weekly meetings students will determine what makes a strong web series and apply the findings to writing and polishing the pilot episode of their own web series. Students will write weekly 4-5 page assignments building toward the creation of a 5-6 episode series.

Instructor(s): T. Brown Terms Offered: Spring

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): MAAD 24910

TAPS 26100. Dance Composition. 100 Units.

When does movement become text? How do bodies combine with time, space, and energy to communicate ideas? In this workshop-formatted course, we explore these questions as we study and create dance. Students develop improvisational skills by exploring the dance principles of space, time, dynamics, and the process of abstraction. Through physical exercises, discussions, and readings, students learn how to initiate and develop movement ideas. Major dance works from many styles (e.g., ballet, modern, avant-garde) are viewed and analyzed, as students develop an understanding of choreographic forms. Students also develop a proficiency in the areas of observation and constructive criticism. The course culminates with a choreographic project.

Instructor(s): J. Rhoads Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 36100

TAPS 26150. Dance Lab. 100 Units.

Dance Lab provides students with the dedicated space, time, and support structures to make dance and movement-based theater. The development of each student's work is complemented by discussions with student peers and guest artists, and regular meetings with a faculty advisor. The course culminates in an informal public performance.

Instructor(s): J. Rhoads Terms Offered: Winter

Equivalent Course(s): TAPS 36150

TAPS 27080. Spectacle in Miniature. 100 Units.

This course explores how the grand theatrical event can be 'miniaturized'. Students will investigate forms of spectacle and contemporary puppetry, toy theater, performance installation, and designed environments, along with artists who work in intimate and miniature scale. Students will create works experimenting with how large dramatic stories can be told with detailed and intimate sets, puppets, transforming objects, mechanical contraptions, and text. Sources for narrative will include but not be limited to dream and myth.

Instructor(s): F. Maugeri Terms Offered: Winter

Equivalent Course(s): ARTV 20216

TAPS 27100. Scene Painting. 100 Units.

This course is designed to introduce students to the theatrical art of scenic painting for the stage and film. A scenic artist is the hand of the theatrical designer, translating the small scale of the designer's rendering into full size theatrical environments. In this course, students will explore the unique tools and techniques used by scenic artists to create scenery. The end result of this class will be a basic mastery of painting 'faux' surfaces and an understanding of how a scenic artist transforms the designer's ideas into realized pieces of theatrical art.

Instructor(s): K. Boetcher Terms Offered: Winter

Note(s): Attendance for first class meeting is mandatory. This course is offered in alternate years. Please note a \$30 fee for supplies and materials applies to this course.

TAPS 27550. Costume Design and Technology for the Stage. 100 Units.

In this course, students will learn the basics of designing costumes for theatrical productions, encompassing the skills of theatrical rendering and sketching, as well as the implementation of the design and basic sewing techniques. Students will learn to adopt a vocabulary using the elements and principles of design, understand and experience the process intrinsic to producing costumes for the theater, analyze the production needs related to costumes, and prepare a finalized costume design for a theatrical production.

Instructor(s): N. Rohrer Terms Offered: Winter

Note(s): Attendance at the first class meeting is mandatory.

Equivalent Course(s): ARTV 24554

TAPS 28000. Scenic Design. 100 Units.

This course is an exploration of various forms and processes of designing sets for theatrical performance. We pay particular attention to a cohesive reading of a text, contextual and historical exploration, and visual and thematic research, as well as the documentation needed to complete a show (e.g., model, drafting, paint elevations). We also explore, nominally, the history of stage design and look at major trends in modern stage design.

Instructor(s): K. Boetcher Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 28100. Lighting Design for the Stage. 100 Units.

This course places equal emphasis on the theory and practice of modern stage lighting. Students learn the mechanical properties of lighting equipment; how to create, read, and execute a lighting plot; the functions of lighting in a theatrical context; color and design theory; and how to read a text as a lighting designer.

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

Note(s): Attendance at first class meeting is mandatory.

TAPS 28320. The Mind as Stage: Podcasting. 100 Units.

Audio storytelling insinuates itself into the day-to-day unlike other narrative forms. People listen to podcasts while they do the dishes, drive to work, or walk the dog. In this hands-on course, we will learn to produce a podcast from idea to final sound mix, and explore the unique opportunities that the podcast form affords the storyteller. Students will complete several short audio exercises, and one larger podcast project. The class will be held remotely, with an emphasis on remote recording techniques and what it means to document this moment using tools of non-fiction, fiction, and oral history.

Instructor(s): S. Geis Terms Offered: Autumn

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): TAPS 38320, MAAD 23820

TAPS 28330. Oral History & Podcasting. 100 Units.

This class explores the potential of the podcast as a form of ethical artistic and social practice. Through the lens of oral history and its associated values - including prioritizing voices that are not often heard, reciprocity, complicating narratives, and the archive- we will explore ways to tell stories of people and communities in sound. Students will develop a grounding in oral history practices and ethics, as well as the skills to produce compelling oral narratives, including audio editing, recording scenes and ambient sound, and using music. During the quarter, students will have several opportunities to practice interviewing and will design their own oral history project. This class is appropriate for students with no audio experience, as well as students who have taken TAPS 28320 The Mind as Stage: Podcasting.

Instructor(s): S. Geis Terms Offered: Winter

Equivalent Course(s): MAAD 23833, TAPS 38330

TAPS 28350. Dance & Theater in Real-Time: Performing Presence and Liveness. 100 Units.

Presence is a fundamental yet highly debated subject within numerous fields of study, complicated by questions about authenticity, identity, authority, and self-awareness. In the context of live performance, presence implies relationship to others, location, space, and time, among others. In this course, students will engage in both seminar and studio-based work to consider the phenomenology of presence within the fields of dance, theater, and performance. Coursework considers the relationship between presence and liveness, how presence is impacted by theatrical containers such as choreography, script, or structured improvisation, and the relationship of 'co-presence' between audience and performer, among other topics.

Attendance at first class is mandatory.

Instructor(s): J. Rhoads Terms Offered: TBD

Equivalent Course(s): TAPS 38350

TAPS 28360. Screendance: Movement and New Media. 100 Units.

This course will explore the evolving relationship between moving bodies and video technologies. From early filmmakers using dancers as test subjects, to movie musicals and contemporary dance for the camera festivals, mediatization of the body continues to challenge the ephemerality of live dance performance. This course focuses on the growing field of screendance, videodance, or dance-on-camera, working to define this hybrid genre and to understand the collaborative roles of choreographer, director, dancer, cameraman, and video editor. This course is both a practical and scholarly approach to the genre of screendance, each component essential to a full understanding and mastery of the other. Course work will be divided between the studio and the classroom. For the studio component, students will learn basic video editing and filming techniques. For the classroom component, students will be asked to watch screendance and read a cross-section of criticism. Assignments will be both technological and choreographic (making screendance) and scholarly (written reflections and a seminar paper).

Instructor(s): L. Leopold Terms Offered: TBD

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): MAAD 23860, TAPS 38360, CMST 28360

TAPS 28421. Theater for Social Change. 100 Units.

Augusto Boal argues that theatre is 'rehearsal for the revolution.' Boal's Theatre of the Oppressed provides key strategies for collaboratively crafting dramatic narrative. These strategies challenge the conventional Aristotelian structure that privileges a single protagonist and subordinates other stories. Instead, Boal structures a poetics in which the 'spect-actor' contributes their voice. Students will engage in devising and embodiment exercises in Image Theatre, Newspaper Theatre, Forum Theatre, and more, by interpreting texts, (e.g., religious texts, constitutional documents, or political manifestos), interrogating current events, exploring public narratives, and valuing diverse learning styles. Students will contextualize destinations for the course material according to the aesthetic and academic questions that they bring into the classroom. To consider ethical concerns surrounding participatory theatre, we will examine arts groups past and present that employ the techniques of the Theatre of the Oppressed. Readings include Boal, Freire, Jan Cohen-Cruz, Michael Rohd, bell hooks, and Knight and Schwarzman.

Instructor(s): T. Trent Terms Offered: Spring

Note(s): Attendance at first class is mandatory

Equivalent Course(s): TAPS 38421, CRES 28421

TAPS 29800. Theater and Performance Studies BA Colloquium. 100 Units.

This two-quarter sequence is open only to fourth-year students who are majoring and/or minoring in theater and performance studies.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of Director of Undergraduate Studies.

Note(s): 100 units credit is granted only after successful completion of the Winter term.

TAPS 29900. Reading and Research. 100 Units.

This is a reading and research course for independent study.

Equivalent Course(s): TAPS 49900



Visual Arts

Department Website: <http://dova.uchicago.edu>

Program of Study

The Department of Visual Arts (DoVA) is concerned with art making as a vehicle for exploring creativity, expression, perception, and the constructed world. Whether students take courses listed under ARTV to meet a general education requirement or as part of a major in visual arts, the goal is that they will develop communicative, analytical, and expressive skills through the process of artistic production. The following three courses meet the general education requirement in the arts: ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, and ARTV 10300 Visual Language: On Time and Space. Most advanced courses require one of these as a prerequisite. (See individual course listings for specific prerequisites.)

Range of Course Offerings

The following courses introduce visual communication through the manipulation of various traditional and nonart materials, engaging principles of visual language while stressing the relationship between form and meaning. Readings and visits to local museums and galleries are required.

ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100
ARTV 10300	Visual Language: On Time and Space	100

ARTV courses numbered 21000 to 29700 include media specific courses that teach technical skills and provide a conceptual framework for working in these media (e.g., painting, photography, sculpture, video). Also included are more advanced studio courses designed to investigate the vast array of objects, spaces, and ideas embedded in the contemporary artistic landscape. ARTV courses numbered 20000 to 20999 are not studio-based and may not be counted toward studio requirements for the major or minor. ARTV courses in the 20000 to 20999 range may be counted toward the two electives relevant to the major. (See Program Requirements for more information.)

Students in other fields of study may also complete a minor in visual arts. Information follows the description of the major.

Program Requirements

The BA program in the Department of Visual Arts is intended for students interested in the practice and study of art. DoVA's faculty consists of a core of artists and other humanists interested in making and thinking about art. Students who major in visual arts take an individually arranged program of studio, lecture, and seminar courses that may include some courses outside the Humanities Collegiate Division. The program seeks to foster understanding of art from several perspectives: the practice and intention of the creator, the visual conventions employed, and the perception and critical reception of the audience. In addition to work in the studio, these aims may require study of many other subjects, including but not limited to art history, intellectual history, criticism, and aesthetics.

All students take ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space in the first two years of their studies. After completing one of these general education courses but no later than Winter Quarter of their third year, students meet with the Director of Undergraduate Studies to plan the rest of their program. At least six of the courses beyond the general education requirement in the arts must be drawn from the second level of studio-based offerings (studio art courses numbered 21000 and above). Please note that only courses that are primarily focused on art making can be applied toward this requirement. Students may take up to two studio-based independent study courses (ARTV 29700 Independent Study in Visual Arts) toward their six studio requirements. Two of the remaining three electives may include any intellectually consistent combination of visual arts studio courses, visual arts critical and theory courses, and any other relevant offerings in the College. One elective must be a 20000-level (not meeting the general education requirement in the arts) course in Art History (ARTH).

Students take ARTV 29600 Junior Seminar in their third year. At the end of the Junior Seminar, students may choose to apply for the visual arts studio track. Places in the studio track are limited. Applicants will be reviewed by a faculty committee at the end of their third year, and studio track decisions will be announced before the start of the Autumn Quarter of fourth year. Students in the studio track present their work in a thesis exhibition and may be eligible to receive shared studio space in their senior year. (See "Studio Track" section below for more details.)

Students who wish to study abroad in their third year should contact the department as soon as possible to discuss options for taking the Junior Seminar, which is generally only offered one quarter per year, in the Spring Quarter. Junior Seminar can sometimes be taken in the second year with permission from the Director of Undergraduate Studies.

All visual arts majors must take ARTV 29850 Senior Seminar in the Autumn Quarter of their fourth year. Students in the studio track are required to take an additional course, ARTV 29900 Senior Project, which serves as a critical forum to prepare for the thesis exhibition in the spring. (See "Studio Track" section below for more details.)

Summary of Requirements for Majors

MAJOR

One of the following:*		100
ARTV 10100	Visual Language: On Images	
ARTV 10200	Visual Language: On Objects	
ARTV 10300	Visual Language: On Time and Space	
ARTV 29600	Junior Seminar	100
ARTV 29850	Senior Seminar	100
Six studio art courses numbered 21000 and above**		600
Two electives relevant to the major		200
One 20000-level course in Art History ‡		100
Total Units		1200

* Visual arts majors must take ARTV 10100, ARTV 10200, or ARTV 10300 as a prerequisite to more advanced studio courses, but they may elect to count the course toward the general education requirement in the arts rather than the major. Students who count ARTV 10100, ARTV 10200, or ARTV 10300 toward the general education requirement may replace it in the major with another section of ARTV 10100, ARTV 10200, or 10300, or with a studio art course numbered ARTV 21000 and above.

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

‡ ARTH courses that satisfy the general education requirement in the arts are not eligible.

Studio Track

Visual arts majors may apply for the studio track at the end of their third year. Places in the studio track are limited. Applicants will be reviewed by a faculty committee at the end of the third year, and studio track decisions will be announced before the start of the Autumn Quarter of fourth year. Studio track students work in consultation with the Director of Undergraduate Studies and the visual arts faculty to mount a thesis exhibition at the beginning of the Spring Quarter of their senior year. Studio track students may also be awarded shared studio space during the senior year, based on merit and need, and contingent upon space being available.

Additionally, studio track students must take ARTV 29900 Senior Project in the Winter Quarter of their final year, in preparation for their thesis exhibition.

Summary of Requirements for Studio Track Majors

MAJOR

One of the following:*		100
ARTV 10100	Visual Language: On Images	
ARTV 10200	Visual Language: On Objects	
ARTV 10300	Visual Language: On Time and Space	
ARTV 29600	Junior Seminar	100
ARTV 29850	Senior Seminar	100
ARTV 29900	Senior Project	100
Six studio art courses numbered 21000 and above**		600
Two electives relevant to the major		200
One 20000-level course in Art History ‡		100
Total Units		1300

* Visual arts majors must take ARTV 10100, ARTV 10200, or ARTV 10300 as a prerequisite to more advanced studio courses, but they may elect to count the course toward the general education requirement in the arts rather than the major. Students who count ARTV 10100, ARTV 10200, or ARTV 10300 toward the general education requirement may replace it in the major with another section of ARTV 10100, ARTV 10200, or ARTV 10300, or with a studio art course numbered ARTV 21000 and above.

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

‡ ARTH courses that satisfy the general education requirement in the arts are not eligible.

Honors

Students must have a portfolio of exceptional quality to be recommended to graduate with honors in visual arts. Visual arts faculty make final honors decisions at the end of the student's fourth year, based on performance in visual arts courses, the quality of participation in critiques, and the thesis exhibition.

Grading

Students majoring in visual arts must receive quality grades for the 12 or 13 courses that constitute the major. With consent of their College adviser and the instructor, nonmajors may take visual arts courses for P/F grades if the courses are not used to meet a general education requirement.

Minor Program in the Department of Visual Arts

The minor in visual arts requires six courses: one is from the 10000-level sequence (ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space), and five are drawn from visual arts studio courses numbered 21000 to 29700, chosen in consultation with the Director of Undergraduate Studies. ARTV courses numbered 20000 to 20999 are not studio-based and may not be counted toward studio requirements for the minor.

Students must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The Director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

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

Summary of Requirements for the Minor in Visual Arts

MINOR

One of the following:*		100
ARTV 10100	Visual Language: On Images	
ARTV 10200	Visual Language: On Objects	
ARTV 10300	Visual Language: On Time and Space	
Five studio art courses numbered 21000 and above**		500
Total Units		600

* Visual arts minors must take ARTV 10100, ARTV 10200, or ARTV 10300 as a prerequisite to more advanced studio courses, but they may elect to count the course toward the general education requirement in the arts rather than the minor. Students who count ARTV 10100, ARTV 10200, or ARTV 10300 toward the general education requirement may replace it in the minor with another section of ARTV 10100, ARTV 10200, or ARTV 10300, or with a studio art course numbered ARTV 21000 and above.

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

Course Attendance

Students must attend the first and second classes to confirm enrollment. No exceptions will be made unless the student notifies the instructor before the first class.

Visual Arts Courses

ARTV 10033. Experimental Animation: Handmade Motion. 000 Units.

Experimental Animation: Handmade Motion will introduce fundamental concepts and techniques of animation through a series of exercises and assignments which touch on the history, theory and practice of this dynamic medium. Utilizing a responsive, interactive web-based platform to facilitate lectures, screenings, technical demonstrations, collaborative production processes and direct feedback, students will develop independent and group animations. This online course will provide a unique opportunity to collaborate remotely on MAPs (multi animator projects), produce short individual works, and participate in critical discussions about their creative work and the work of others. A spectrum of methods from flip-books to computer-generated effects will be explored in this multifaceted online course. Techniques such as hand-drawn and collage-based animation, stop-motion, claymation and puppetry will be introduced, providing extensive opportunities for experimentation and the generation of unique footage. The class will culminate with a streaming animation festival to showcase student projects.

Terms Offered: Summer

ARTV 10100. Visual Language: On Images. 100 Units.

Through studio work and critical discussions on 2D form, this course is designed to reveal the conventions of images and image-making. Basic formal elements and principles of art are presented, but they are also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, illusion, analogy, metaphor, time and memory, nature and culture, abstraction, the role of the author, and universal systems can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend the first two class sessions to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at <https://dova.uchicago.edu/waitlist>
Terms Offered: Autumn Spring Winter
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Students must attend the first two class sessions to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at <https://dova.uchicago.edu/waitlist>

ARTV 10200. Visual Language: On Objects. 100 Units.

Through studio work and critical discussions on 3D form, this course is intended to reveal the conventions of sculpture while investigating its modes of production. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, platonic form, analogy, metaphor, verisimilitude, abstraction, nature and culture, and the body politic can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. Students must attend the first two class sessions to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at <https://dova.uchicago.edu/waitlist>

Terms Offered: Autumn Spring Winter

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Students must attend the first two class sessions to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at <https://dova.uchicago.edu/waitlist>

ARTV 10300. Visual Language: On Time and Space. 100 Units.

Through studio work and critical discussion on four-dimensional form, this course is designed to reveal the conventions of the moving image, performance, and/or the production of digital-based media. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as but not limited to narrative, mechanical reproduction, verisimilitude, historical tableaux, time and memory, the body politic, and the role of the author can be illuminated through these primary investigations. Some sections focus solely on performance; others incorporate moving image technology. Please check Class Search at registrar.uchicago.edu/classes for details. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. Students must attend the first two class sessions to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at <https://dova.uchicago.edu/waitlist>

Terms Offered: Autumn Spring Winter

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Students must attend the first two class sessions to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at <https://dova.uchicago.edu/waitlist>

ARTV 16210. Media Art and Design Practice. 100 Units.

This studio-based course explores the practice, conventions, and boundaries of contemporary media art and design. This can encompass areas as diverse as interactive installation, app design, and the Internet meme. Through projects and critical discussion, students engage with the problems and opportunities of digitally driven content creation. Fundamental elements of digital production are introduced, including basic properties of image, video, and the global network. Further topics as varied as--though not limited to--web production, digital fabrication, interfaces, the glitch, and gaming may be considered. Sections will vary based on the instructor's fields of expertise.

Instructor(s): J. Satrom Terms Offered: Spring

Prerequisite(s): HUMA 16000 and HUMA 16100 or instructor consent

Note(s): This course meets the general education requirement in the arts. This course may not double count for general education requirements and the Media Arts and Design minor.

Equivalent Course(s): MAAD 26210

ARTV 17704. Art Meets Philosophy. 100 Units.

The great German Romantic poet and critic Friedrich Schlegel once famously noted that 'one of two things is usually lacking in the so-called Philosophy of Art: either philosophy or art.' In this course, we are looking to prove Schlegel wrong by mapping out the very fruitful history of the relationship between ('western') art and ('western') philosophy instead, beginning in the poet's own early 19th-century Germany and concluding in the contemporary debates surrounding the rising influence of artificial intelligence on the making and exhibiting of art. We will be looking at artists and artworks--and not only in the classroom, but also in museums and artist's studios--in the framework of, and illuminating, contemporaneous philosophical discourse, and reading a variety of texts that help to shed light on the circumstances of certain artistic developments' conception in turn. Think Hegel and Caspar David Friedrich; Nietzsche and Ferdinand Hodler; Heidegger and Van Gogh or Paul Klee; Derrida and Daniel Buren's 'institutional critique'; Agamben and Steve McQueen. (The historical emphasis will rest on post-war art and philosophy.) Our bibliography will focus primarily on the continental tradition in philosophy; writing assignments will depart from a direct experience of seeing and handling art. A final project will propose a physical synthesis of the rivaling siblings of art and philosophy.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 17704

ARTV 20002-20003. History of International Cinema I: Silent Era; History of International Cinema II: Sound Era to 1960.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ARTV 20002. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Instructor(s): A. Field Terms Offered: Autumn

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.

Equivalent Course(s): ENGL 29300, CMLT 22400, CMST 28500, CMLT 32400, MAPH 33600, ARTH 38500, ENGL 48700, CMST 48500, MAAD 18500, ARTH 28500

ARTV 20003. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): REES 45005, REES 25005, ENGL 29600, CMST 28600, ENGL 48900, CMST 48600, MAAD 18600, ARTH 28600, MAPH 33700, ARTH 38600, CMLT 22500, CMLT 32500

ARTV 20006. Contemporary Art. 100 Units.

This course will consider the practice and theory of visual art in the late twentieth and early twenty-first centuries. Among the subjects that will drive our narrative will be the rise of postmodernism, pop art, the aesthetics of the social movements of the 1960s, institutional critique, the relationship between reproductive media and Feminism, the concept of spectacle, conceptual art, the appearance of a global art industry after 1989, the connections between art school and art-making, 'relational aesthetics,' the fate of art in the age of the Internet, the art of the post-studio moment, and what happens to art when it engages with *everything*.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 15800, MAAD 10006

ARTV 20008. Ways of Curating and Collecting. 100 Units.

This seminar takes stock of contemporary currents in curating and collecting practices at a time when we are experiencing rapid expansion of the museum sector internationally, and witnessing the growing ubiquity of 'curation' within the spheres of leisure, culture, entertainment and tourism. Using institutions across campus, the city of Chicago and beyond as our primary locus, we will explore curatorial and collecting strategies employed by a variety of visual arts institutions and platforms from the scale of the single-room/single curator gallery, to the museum and the international biennial. We will consider how curatorial and exhibition-making practices have evolved from the latter half of the 20th century to the present day. We will consider the socio-cultural and political implications of curatorial work, and reflect on the shifting status of the art object within collecting and non-collecting institutions. Together we will explore significant curatorial projects at a local, national and international level; we will undertake site visits as well as play host to visiting curators, artists and thinkers. Course readings will feature the writings of seminal international curators as well as selections from historians and theorists in the field of curatorial studies. Students will work through a series of independent and collaborative assignments as well as a final project that integrates curatorial theory and practice.

Instructor(s): Y. Umlu Terms Offered: Winter

Equivalent Course(s): ARTH 26110, ARTH 36110, ARTV 30008

ARTV 20010. Contemporary Art in Paris. 100 Units.

In this course, we will explore important institutions and contexts for exhibiting contemporary international art in the city of Paris. Our approach will be ethnographic as well as aesthetic and take place at various scales: from national museums to arts foundations, galleries, artist studios, and alternative spaces and artists' 'squats.' Of special interest will be how different architectures and spaces of installation affect our reception and understanding of art. Video and moving image installation will be a special emphasis where possible. Course work will include presentations and weekly contributions to a public blog. Possible field trips could include the Musée d'art moderne de la ville de Paris, la Cinémaèque Française, Fondation Cartier pour l'art contemporain, Galerie Marion Goodman, Les Frigos, and the Paris Art Fair at the Grand Palais.

ARTV 20017. Art and the Archive in Greater Latin America. 100 Units.

How and why do artists engage records of the past in their work? What are the politics of both creating archives and culling from them to visually render or represent the past? Focusing on artists, art-making, and archives in Greater Latin America (including the United States), this course will consider the process of collecting and creating in artistic production from the perspectives of both theory and practice. Students in the course will work directly with archival materials in Chicago and collaborate on contemporary artistic projects that consider issues of relevance to people and places of the Western Hemisphere.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring

Equivalent Course(s): LACS 26384, ARTH 26384, HIST 26319

ARTV 20018. Death Panels: Exploring dying and death through comics. 100 Units.

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

Instructor(s): Brian Callendar Terms Offered: Spring

Equivalent Course(s): KNOW 36230, HIPS 26230, KNOW 26230

ARTV 20019. Topics in Painting. 100 Units.

Discussion based seminar on issues in contemporary and historical painting. Seminar format open to DoVA majors and minors, DoVA MFAs, and MA students in MAPH. This class can be counted as a studio class toward the DoVA major or minor with consent of instructor.

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

Equivalent Course(s): ARTV 30019

ARTV 20206. Second Nature: New Models for the Chicago Park District. 100 Units.

The Chicago Park District seems to preserve 'first nature' within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

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

Equivalent Course(s): ENST 24196, GEOG 24196, ARTH 24196, ARCH 24196

ARTV 20210. Imagining Chicago's Common Buildings. 100 Units.

This course is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the course, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio course and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this course. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24190, ENST 24190, GEOG 24190, AMER 24190, ARCH 24190

ARTV 20215. Adaptation: Text and Image. 100 Units.

A course concerned with the marriage of image and text that explores films, illuminated manuscripts, comic books/graphic novels, children's picture books and present day (perhaps local) theater productions that deal at their core with the balance and dance between story and picture. Examples of work studied would be Chris Marker's *La jetée*, Alice in Wonderland and its many adaptations, the comics of Winsor McCay, Seth, Chris Ware, etc, and William Blake's engraved poems and images. The theatrical collaborations between the instructors themselves ('The Cabinet' and 'Cape and Squiggle,' both produced by Chicago's Redmoon Theatre) will be discussed as well.

Instructor(s): M. Maher, F. Maugeri Terms Offered: Spring

Equivalent Course(s): MAAD 14865, TAPS 28465

ARTV 20216. Spectacle in Miniature. 100 Units.

This course explores how the grand theatrical event can be 'miniaturized'. Students will investigate forms of spectacle and contemporary puppetry, toy theater, performance installation, and designed environments, along with artists who work in intimate and miniature scale. Students will create works experimenting with how large dramatic stories can be told with

detailed and intimate sets, puppets, transforming objects, mechanical contraptions, and text. Sources for narrative will include but not be limited to dream and myth.

Instructor(s): F. Maugeri Terms Offered: Winter

Equivalent Course(s): TAPS 27080

ARTV 20300. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Capra, Dash, Deren, Keaton, Hitchcock, Kubrick, Riggs and Sirk.

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

Note(s): Required of students taking a major or minor in Cinema and Media Studies.

Equivalent Course(s): ENGL 10800, CMST 10100

ARTV 20540. Fact and Fiction. 100 Units.

Since Grierson's definition of the documentary as 'creative treatment of actuality,' critics have been struggling to establish distinctions between documentary and fiction. Furthermore, the critical discourse has been constantly challenged by new artistic meditations of reality and its representation, and works blurring the border between the logic of facts and the logic of fiction. Additionally, this dualism is complicated by the difficult question of truth telling. Cinema has a long and winding history of non-fiction: from staged or dramatized actualities at its beginning, via docudrama, fake documentaries and mockumentary, to trends in recent documentaries that incorporate reenactment and animation. Since the mid-1990s the 'documentary turn in contemporary art' has seen more and more artists experimenting with documentary modes through which they are questioning the mediations by which facts/documents acquire their facticity. The aim of this seminar will be to examine films and works in contemporary art that address these difficult questions of fact and fiction. Readings will include work from film and art criticism and theory, as well as critical literature addressing questions of fact and fiction in historiography, narratology, and philosophy. Films may include works by Edison, Robert Flaherty, Ari Folman, Abbas Kiarostami, Chris Marker, George Méliès, Avi Mograbi, Rithy Panh, Peter Watkins. Works by contemporary artists may include Kutlug Ataman, The Atlas Group/

Equivalent Course(s): CMST 25540, ARTH 35540, ARTH 25540, CMST 45540, ARTV 45540, MAPH 45540

ARTV 20663. Urban Studies: Placemaking. 100 Units.

This course considers the values that drive neighborhood transformation, how policy is shaped and implemented, and the role that arts and culture can play in mindful city-building. Classroom hours will be spent with Theaster Gates, professor, Department of Visual Art, in addition to other UChicago faculty, discussing key principles in guiding city redevelopment in mindful and equitable ways. Students will gain field experience working with Place Lab, Gates's multidisciplinary team that documents and demonstrates urban ethical redevelopment strategies initiated through arts and culture. Working across a variety of projects, students will be exposed to programming, data collection, development, community building, strategy, and documentation. Weekly site visits will give students the opportunity to see analogous projects and meet practitioners throughout Chicago.

Equivalent Course(s): PBPL 25663

ARTV 20805. Framing, Re-framing, and Un-framing Cinema. 100 Units.

By cinema, we mean the art of the moving image, which is not limited to the material support of a flexible band called film. This art reaches back to early devices to trick the eye into seeing motion and looks forward to new media and new modes of presentation. With the technological possibility of breaking images into tiny pixels and reassembling them and of viewing them in new way that this computerized image allows, we now face the most radical transformation of the moving image since the very beginnings of cinema. A collaboration between the OpenEndedGroup (Marc Downie and Paul Kaiser), artists who have created new modes of the moving image for more than decade, and film scholar Tom Gunning, this course will use this moment of new technologies to explore and expand the moving image before it becomes too rigidly determined by the powerful industrial forces now propelling it forward. This course will be intensely experimental as we see how we might use new computer algorithms to take apart and re-experience classic films of the past. By using new tools, developed for and during this class, students will make new experiences inside virtual reality environments for watching, analyzing, and recombining films and that are unlike any other. These tools will enable students, regardless of previous programming experience, to participate in this crucial technological and cultural juncture.

Equivalent Course(s): CMST 37805, CMST 27805, ARTV 30805

ARTV 21002. Life Drawing. 100 Units.

This course is designed to introduce the student to observational drawing of the human figure. The subject of the course will be the live nude model. The object of the course is to see through proportions and the anatomy of the human body and draw out a likeness, rendering present the body as seen in its materiality, its structure, its finitude. Lectures on anatomy and the history of drawing will be ongoing and stitched into this studio course, as will the critique of drawings generated in class.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31002

ARTV 21007. Drawing the Anthropocene. 100 Units.

The anthropocene is linked to the concept of acceleration through human intervention that alters our systems on a planetary scale. Acceleration accurately connotes the pace of radical behavioral and political shifts we are experiencing from Covid-19 and our current political uprising. Looking at these instances of quick change allows us to examine anthropogenic shifts as

right here in our everyday lives. This course takes walking as a measure of inquiry into anthropogenic change as intimate, experienced through the body and space, not way-out-there, but all around us, and uses art as a measure that releases us from the strictly empirical to include the somatic, emotional, philosophical, lyrical, and the humorous. Drawing is a haptic practice, through the hand, that can represent people and things, real and imagined, as well as a method to create a plan or sketch. Taking walking as a point of departure, and using the GPS in our phones, we will begin to draw lines of connection between what is beneath our feet, around us, and above, to make connections between the abstraction of the anthropocene and our lived lives. While drawing is a component of this course, drawing is also engaged as a metaphor, to draw up, to draw out, to illustrate, demonstrate and give form. This class with work towards three artworks/propositions loosely categorized as, the biological, the political and the geological.

Instructor(s): A. Ginsburg Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31007

ARTV 21008. Outside: An Archival Impulse. 100 Units.

In 'An Archival Impulse,' Hal Foster describes the archive as 'found yet constructed, factual yet fictive, public yet private.' Foster's set of tangled binaries provides a foundation on which to build a formal and critical inquiry into the impulses of archiving and the production of archive-driven artwork. What is preserved and what is not is inherently political. Taking to the streets, we will look closely at the flora and fauna and what we term physical and cultural as sites of collection to then sort, instrumentalizing the impulse to preserve as a tool to frame what we have termed outside. Classes will be divided between mapped walks, site visits, dérivés (drifts) and online discussions of readings, artist presentations, and technical instruction that supports projects. All projects will be presented digitally or out of doors. During this three week intensive course, we will produce three artworks/propositions. Taking up an archival strategy, we will produce a project. Thereafter, the subsequent projects will pivot, take a new form and new content based on an adaptation from the ideas in the readings. The suite of three works will not necessarily form a whole, rather a prism from which to unpack and explore the world around us.

Instructor(s): A. Ginsburg Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31008

ARTV 21501. Introduction to Printmaking. 100 Units.

An introduction to basic printmaking techniques, including monoprint, intaglio (drypoint), planographic, and relief printing. Printmaking will be explored as a 'bridge medium': a conduit between drawing, painting, and sculpture. Emphasis will be placed upon investigating visual structures through 'calculated spontaneity' and 'controlled accidents,' as well as on the serial potential inherent in printmaking, as opposed to the strictly technical aspects of this medium.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 31501

ARTV 21502. Advanced Printmaking. 100 Units.

ARTV 21501 is required as a prerequisite. Course description coming soon.

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

Prerequisite(s): ARTV 10100, 10200 or 10300 and ARTV 21501

Equivalent Course(s): ARTV 31502

ARTV 21702. Drawing Concepts. 100 Units.

This course will focus on expanding the definition and practice of drawing. Studio work will engage traditional, spatial and process-oriented mark making in order to materialize thematically driven projects. Emphasis will be placed equally on the formal concerns of subject, material, and technique as well as the ability to effectively convey one's concept. Projects will include weekly and longer-term assignments, in addition to critique. Participation in field trips is required.

Instructor(s): B. Collins Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31702

ARTV 21800. Studio Practice. 100 Units.

This course considers a variety of methods, processes and media to explore conceptual issues pertinent to a contemporary art practice. Through research, material investigation, experimentation and revision, students will develop their own approach to a daily self-directed practice. Projects will include weekly and longer-term assignments, individual and collaborative work. We will also look at the practices of established artists for possible models. Participation in several field trips is required.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31800

ARTV 21902. Color: Theory and Experience. 100 Units.

This studio course proposes a hands-on investigation into the way we experience color in the world and in our own work. We will study a range of approaches to color, including: 'haptic' color perception, Symbolic/Spiritual color theories, as well as more widely known theories of 'optical color.' In the studio, you will be introduced to a unique series of exercises that elucidate the expressive, symbolic, scientific, and cultural aspects of color perception using both acrylic pigment and light. Lectures, field trips, and guest speakers will broaden our discussion of color. A final project in a medium of your choice will serve as a culminating experience for the course.

Instructor(s): K. Desjardins Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31902

ARTV 22000-22002. Introduction to Painting I-II.

This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion. Courses taught concurrently.

ARTV 22000. Introduction to Painting I. 100 Units.

This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion.

Terms Offered: Winter

Equivalent Course(s): ARTV 32200

ARTV 22002. Introduction to Painting II. 100 Units.

No description available

Terms Offered: Winter

Equivalent Course(s): ARTV 32202

ARTV 22200. Introduction to Sculpture. 100 Units.

This course introduces the technical fundamentals of sculptural practice. Using basic introductions to welding, basic woodworking and metal fabrication students will undertake assignments designed to deploy these new skills conceptually in their projects. Lectures and reading introduce the technical focus of the class in various historical, social and economic contexts. Discussions and gallery visits help engender an understanding of sculpture within a larger societal and historical context.

Instructor(s): C. Bradley Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300.

Equivalent Course(s): ARTV 32000

ARTV 22304. Ceramics: Image and Form. 100 Units.

Ceramics and painting have a long connected history. In *Natural History* (77-79 AD), Pliny the Elder attempts to trace the history of portraiture. Butades the potter, brokenhearted at the departure of his soon-to-be-married daughter, catches a glimpse of her profile on the wall from the reflection cast by a candle and traces the outline with some clay. In the retelling of this narrative, this act of doubling is attributed, variously, to the origin of portrait painting and to the origin of the portrait modeling, depending on the focus of the outline as an act done by a brush or the plastic actions of filling in the trace. While historically apocryphal, this account captures the historical dance between ceramics as a surface for painting and material to form shape. In this course, you will bring surface and form together to create a space and site of content. While using the inherently plastic nature of clay to create shape, the workshop format of this course will instrumentalize the surface to test and play with color and line. Thinking of ceramics as a flexible surface for archival paint, also known as glaze, this studio course will test glazes, oxides, decals, and multi-fired surfaces. Assignments will be geared towards experimental results that allow students to further their own interests and practices.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32304

ARTV 22305. Performing Tableware. 100 Units.

Performing Tableware takes the actions and objects of the table as a site of research. Through demonstrations, readings and production, tableware will be considered in the context of contemporary practices in design, sculpture, installation and performance. Materially rooted in ceramics, this course gives students the opportunity to highlight, interrupt or subvert the patterns associated with sitting around table. Developing projects through a process of questioning behavior and the intimate functions of objects of the table, students will extend and challenge their material knowledge and engage in a range of ceramic processes including using raw clay, slip casting, hand building, slab building and multi-fire glaze processes.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32305

ARTV 22312. Material as Performance. 100 Units.

This course delves into the use and practices around a broad range of materials and focuses on the intersection between culture, habit and performance. By examining the histories of specific materials in our present moment, during a time when we know that materials and resources are finite, we will think through our patterns and speculate on interactions with materials in the future. Materials offer us the opportunity to examine history through the lens of performance, questioning who and what is included in these histories, all the while interrogating the inherent humanic lens. This studio course will be iterative, working towards large scale final projects.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 32312

ARTV 22317. Intuitive Form. 100 Units.

Taking the Rorschach Test as a point of departure, students will learn how to associate based on the 'intuitive forms' they create serving as the 'ambiguous stimulus'. Learning perspective is to produce quickly and intuitively in two 'immediate'

materials: unfired clay and drawing. The making will take place in class as exercises, and most materials will be recycled to underline the focus on process instead of product. There will be short lectures throughout the quarter to discuss methods of association and interpretation, and to give an introduction to the Rorschach Test as a method of Psychoanalytic 'Free Association'. There will be written assignments and I am planning to invite a guest visitor from the Psychoanalytic Institute of Chicago.

Instructor(s): J. Phillips Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 32317

ARTV 22500. Computational Imaging. 100 Units.

This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork.

Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc.), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.

Instructor(s): J. Salavon Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): MAAD 22500, CMST 28800, ARTV 32500

ARTV 22501. Art & Machine Intelligence. 100 Units.

Artists have long used autonomous processes to aid in the creation of their work. From 18th century parlor games to contemporary visual culture, creators have applied stochastic methods, automation, and simulation to generate music, text, and imagery. In the last five years, as machine learning has matured into broadly applicable artificial intelligence, artists have turned towards neural networks as a new frontier for creative practice. This studio course will explore the history and uses of autonomous creative tools and focus, more specifically, on leading edge artistic applications of AI. Students will receive exposure to a breadth of methods in this domain and produce multiple projects engaged with these topics. Software development experience is not required, though it may be useful.

Instructor(s): J. Salavon Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 32501, MAAD 25201

ARTV 23801. Video. 100 Units.

This is a production course geared towards short experimental works and video within a studio art context.

Instructor(s): S. Wolniak Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 33801, MAAD 23801

ARTV 23804. Experimental Animation: Exploring Manual Techniques. 100 Units.

Individually directed video shorts will be produced in this intensive studio course. Experimental and improvised approaches to animation and motion picture art will focus on analog and material techniques, with basic digital post-production also being introduced. Early and experimental cinema, puppetry and contemporary low-tech animation will be presented as formal and technical examples.

Instructor(s): S. Wolniak Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 33804, MAAD 23804

ARTV 23813. Experimental Animation: Handmade Motion. 100 Units.

Experimental Animation: Handmade Motion will introduce fundamental concepts and techniques of animation through a series of exercises and assignments which touch on the history, theory and practice of this dynamic medium. Utilizing a responsive, interactive web-based platform to facilitate lectures, screenings, technical demonstrations, collaborative production processes and direct feedback, students will develop independent and group animations. This online course will provide a unique opportunity to collaborate remotely on MAPs (multi animator projects), produce short individual works, and participate in critical discussions about their creative work and the work of others. A spectrum of methods from flip-books to computer-generated effects will be explored in this multifaceted online course. Techniques such as hand-drawn and collage-based animation, stop-motion, claymation and puppetry will be introduced, providing extensive opportunities for experimentation and the generation of unique footage. The class will culminate with a streaming animation festival to showcase student projects.

Terms Offered: Summer

ARTV 23900. Drawing. 100 Units.

This intensive multilevel studio course is dedicated to investigations of genre, technique, and format in relation to subject matter and individual expression. Guided and self-directed experiments are used to develop visual work within conceptual and thematic frameworks. Art historical examples and contemporary strategies in two-dimensional art are presented as models. Students are expected to produce a body of work consisting of studies, sketches, and finished projects in a range of scales and materials. Classes are dedicated to studio work, lectures, critiques, and field trips.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 33900

ARTV 23920. Drawing II: Exploded Drawing. 100 Units.

This intensive studio course will explore wide-ranging strategies in drawing and two-dimensional composition. Interrogating conventions of representation and pictorial space, students will develop new formal and conceptual possibilities that relate to the complexities and changing perspectives of contemporary life. Drawing will be addressed as an expansive, open-ended outlet for thought and action. Emphasis will be on innovation within the fundamental structures of the medium, including its history, materials, and techniques.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 33920

ARTV 23930. Documentary Production I. 100 Units.

Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between 'the real' and 'fiction' will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular-research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.

Instructor(s): J. Hoffman Terms Offered: Autumn

Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.

Equivalent Course(s): HMRT 25106, CMST 33930, HMRT 35106, MAAD 23930, CMST 23930, ARTV 33930

ARTV 23931. Documentary Production II. 100 Units.

Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.

Instructor(s): J. Hoffman Terms Offered: Winter

Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930

Equivalent Course(s): HMRT 25107, MAAD 23931, ARTV 33931, CMST 33931, HMRT 35107, CMST 23931

ARTV 24000. Introduction to Black and White Film Photography. 100 Units.

Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. In this course, students learn technical procedures and basic skills related to the 35mm camera, black and white film, and print development. They also begin to establish criteria for artistic expression. We investigate photography in relation to its historical and social context in order to more consciously engage the photograph's communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Field trips required.

Instructor(s): E. Hogeman Terms Offered: Autumn Spring

Prerequisite(s): ARTV 10100, 10200 or 10300.

Note(s): Students need their own 35mm film camera. Some film and paper are provided, but students need to purchase additional supplies. More details will be provided on the first day of class and on Canvas.

Equivalent Course(s): ARTV 34000

ARTV 24004. Introduction to Color Photography. 100 Units.

Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. We all have photographic habits and ample experience taking and consuming images. In this course, we will use photography as a means toward developing an aesthetic and theoretical language for creating art. Through readings, slideshows, and discussions, we will investigate color photography in relation to its historical and social context in order to more consciously engage the contemporary photograph's communicative and expressive possibilities. Students will be given constraint-driven assignments to help them unpack their habits and develop an understanding of the principles of photography and color editing workflows. Students are recommended to have their own DSLR camera with manual settings, but all camera formats are welcome.

Instructor(s): E. Hogeman Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 34004

ARTV 24112. Advanced Problems in Sculpture. 100 Units.

This course is open to all manifestations of sculptural practice broadly defined, including performance and film/video. A particular focus of the course will be considering issues of presence/the index, material histories, economic determination, and societal legibility. Readings on sculptural history from the 19th through the 21st century will be used to illuminate contemporary concerns and issues.

Instructor(s): G. Oppenheimer Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200 or 10300 and ARTV 22200 or consent of instructor.

Equivalent Course(s): ARTV 34112

ARTV 24122. Diasporic Practices in Contemporary Art. 100 Units.

The class will examine various phenomena of 'Diasporic Practices in Contemporary Art', such as fragmented histories, the question of origin(ality), the limits of translation, social belonging and 'the chosen family', and (over-)representation of origin. In class we will discuss readings by (a.o.) Grada Kilomba, Adrian Piper, Édouard Glissant, Langston Hughes, Trinh T. Minh-ha, and Hito Steyerl. Students will be asked to present on contemporary artists highlighting their diasporic strategies, while also producing creative works through assignments that employ diasporic strategies and that will be discussed in class.

Instructor(s): J. Phillips Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Note(s): Please email Julia Phillips juliaphillips@uchicago.edu with a brief description of how your work relates to a diasporic experience and/or your personal investment in the subject (150-300 words).

Equivalent Course(s): ARTH 24122, GNSE 38122, ARTV 34122, CRES 24122, GNSE 28122

ARTV 24201. Collage. 100 Units.

This studio course explores collage as a means for developing content and examining complex cultural and material relationships. Projects and assigned texts outline the history of collage as a dynamic art form with a strong political dimension, as well as critically addressing how it is being used today.

Instructor(s): S. Wolniak Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34201

ARTV 24265. Best in Show: Art History as Exhibition History. 100 Units.

In this course, I propose a reading of post-war art history as seen, in part, through the periodical prism of one of the field's most important, signature events - the five-yearly Documenta exhibition in Kassel, Germany. Starting with the founding 1955 edition organized by Arnold Bode and ending with the 2017 edition which I worked on as a curator, we will discuss one chapter of Documenta's history per class alongside related events like the Venice and Sao Paulo biennials and Skulptur Projekte Münster, touching upon such key issues of contemporary art practice and theory as the dynamics of globalization, identity politics, the vagaries of market influence, history and memory and the pressures of the social realm on aesthetic experience. As a history of exhibition making and curatorial practice, the course will also draw on recent developments in museum culture and the everyday politics of the art world's various institutions, and will be recounted in part from the perspective of exhibition-making experience. The class will consist of hands-on curatorial exercises, as well as writing and reading assignments that mirror and follow the 64-year arc of our historical periodization.

Instructor(s): D. Roelstraete Terms Offered: Spring

Note(s): Students must attend first section to confirm enrollment.

Equivalent Course(s): ARTV 34265, ARTH 36791, ARTH 26791

ARTV 24301. Writing for Performance. 100 Units.

This course is an exploration of select texts for performance written by performance artists primarily but not entirely operating within the context of art. Via historical context and literary technique, students read, discuss, and analyze texts by various authors spanning the history of performance art: Hugo Ball, John Cage, Richard Foreman, Carolee Schneeman, Joseph Beuys, Karen Finley, Nature Theater of Oklahoma, John Leguizamo, and create and perform their own writing. Field trips and attendance at first class are required.

Instructor(s): Pope.L Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): TAPS 28414, ARTV 34301

ARTV 24403. Advanced Photography. 100 Units.

The goal of this course is to develop students' investigations and explorations in photography, building on beginning level experience and basic facility with this medium. Students pursue a line of artistic inquiry by participating in a process that involves experimentation, reading, gallery visits, critiques, and discussions, but mostly by producing images. Primary emphasis is placed upon the visual articulation of the ideas of students through their work, as well as the verbal expression of their ideas in class discussions, critiques, and artist's statements. As a vital component of articulating ideas and inquiry, students will refine their skills, e.g., black and white or color printing, medium or large format camera usage, or experimenting with light-sensitive materials.

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

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required.

Equivalent Course(s): ARTV 34403

ARTV 24550. Shopcraft: Methods and Materials. 100 Units.

Designed as a complementary course to the DOVA sculpture sequence, Shopcraft explores the tools and techniques available to students in the wood shop. Topics covered include shop safety; the properties of woods; the planning and material selection process for sculpture, furniture, and other woodworking applications; the care and use of hand tools; and interpreting and creating scale drawings and conceptual plans. A series of small projects designed to challenge and expand students' design, drafting, and woodworking skills are assigned. In addition, students are invited to incorporate projects from sculpture classes or their individual studio practice into the course.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34550

ARTV 24554. Costume Design and Technology for the Stage. 100 Units.

In this course, students will learn the basics of designing costumes for theatrical productions, encompassing the skills of theatrical rendering and sketching, as well as the implementation of the design and basic sewing techniques. Students will learn to adopt a vocabulary using the elements and principles of design, understand and experience the process intrinsic to producing costumes for the theater, analyze the production needs related to costumes, and prepare a finalized costume design for a theatrical production.

Instructor(s): N. Rohrer Terms Offered: Winter

Note(s): Attendance at the first class meeting is mandatory.

Equivalent Course(s): TAPS 27550

ARTV 24703. Mixed-Media Drawing: From Object to Concept. 100 Units.

An object of your choice will serve as a departure point for this process-oriented studio course that takes you through a sequenced exploration of a variety of mixed media drawing materials, methods, and approaches: from observation to abstraction to the purely conceptual. Readings, critical writing, and discussion are intended to reinforce fluidity between theory, your ideas, and your art practice. This course is augmented by an image bank and gallery visits. Prerequisite(s):

ARTV 10100, 10200, or 10300 Note(s): Open to all levels of experience.

Instructor(s): K. Desjardins Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Open to all levels of experience.

Equivalent Course(s): ARTV 34703

ARTV 24707. Landscape Record. 100 Units.

Course description coming soon.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34707

ARTV 25402. Metamedia. 100 Units.

Computers dynamically simulate the details of any other medium. This course looks past traditional media to engage with the computer as a 'metamedium'; an environment with infinite degrees of representation. Relationships between form and content will be explored and exploited through deconstructing, augmenting, and experimenting with the data that makes up digital media. Studio time will be spent digitally improvising with expanded approaches to creating new media art. Topics surveyed will include: algorithms as art, metadata as content, and our digital shadows. In addition to making new media art, we will consider our relationship to contemporary media and the politics of digital agency in our connected world.

Instructor(s): J. Satrom

Equivalent Course(s): MAAD 21500

ARTV 25403. ARTGAMES. 100 Units.

This studio course playfully explores the methods, tools, and poetics of video games as art. Develop interactive new media art, machinima, and experimental 3D environments by using (and misusing) contemporary game engines. Projects will include hypertext adventures, walking simulators, abstract platformers, and metagames. By hacking, modding, and recontextualizing existing game assets, we will challenge the rules, mechanics, and interfaces of video games.

Instructor(s): J. Satrom Terms Offered: Winter

Equivalent Course(s): MAAD 20500

ARTV 26206. Revised Ecologies for the Black Image. 100 Units.

A team-taught course with artist, Theaster Gates and art historian, Romi Crawford, 'Valuations, Economies, and Revised Ecologies for the Black Image,' is an investigation and inquiry into the challenges around black photographic image production. The course will require students to both examine and produce (on their own and with the faculty) strategies for making and interpreting contemporary art-- based on the urgent economic and affective needs (often obfuscated) of black photographic archives. Organized around practicums of research and making, students will be required to conduct interviews with artists and/or produce art works in collaboration with living artists and photographers. The course will allow students to work with faculty on producing outcomes in areas such as intergenerational collaboration, archival based art making, and 'service oriented' art history; or one that pays attention to the affective realm of (often) very basic needs and desires of the black and minoritized artist. With students we will develop a process and method for locating and responding to these needs as an actionable part of art historical research and scholarship.

Instructor(s): R. Crawford, T. Gates Terms Offered: Autumn

Note(s): Students who wish to join Revised Ecologies for the Black Image should send a paragraph describing their interest in the topic to felicial@uchicago.edu. Graduate students and fourth-year undergraduates are especially encouraged to apply.

Equivalent Course(s): PPHA 36206, ARTV 36206, CRES 26210

ARTV 26210. XCAP: Food for Thought. 100 Units.

If anthropology and contemporary art have one thing in common, it is the aim to de-familiarize taken-for-granted ways of being in the world by means of ethnographic comparison or aesthetic provocation so as to open up new perspectives on the complexities of human social life. Co-taught by an artist and an anthropologist, this course considers what's at stake when contemporary artists build on this longstanding practice to explore the complexities of current societal, political, and cultural contexts.

Instructor(s): Laura Letinsky & Stephan Palmié Terms Offered: Autumn

Note(s): for 3rd and 4th year students only

Equivalent Course(s): ARTV 36210, CMST 36210, ANTH 25315, ANTH 35315, ARTH 29942, CMST 26210, KNOW 29942

ARTV 26219. Art and the Active Instrument. 100 Units.

Course description coming soon.

Instructor(s): G. Oppenheimer Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 36219

ARTV 27200. Painting. 100 Units.

Presuming fundamental considerations, this studio course emphasizes the purposeful and sustained development of a student's visual investigation through painting, accentuating both invention and clarity of image. Requirements include group critiques and discussion.

Instructor(s): S. Wolniak Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 22000 or 22002

Equivalent Course(s): ARTV 37200

ARTV 27204. Painting Matters: En Plein Air. 100 Units.

Some prior painting experience is required. This studio aims to support the development of a student's personal visual investigation through painting, while also challenging habits of thought and making. We will ask questions about form, content, and context with words and with paint. Participation in group critiques, discussion, and one or two field trips will be required.

Instructor(s): J. Stockholder Terms Offered: Autumn

Prerequisite(s): PQ: ARTV 10100, 10200 or 10300 and some prior experience in painting. Basic supplies for the class will be provided, but students may wish to purchase additional supplies. More information will be provided on the first day of class.

Equivalent Course(s): ARTV 37204

ARTV 27700. Introduction to Puppetry. 100 Units.

Introduction to Puppetry invites students to explore the vast and dynamic world of the history of Puppet Theater and expertly trains students in multiple forms of the medium. From Bun Ra Ku to hand puppetry, Mask Performance to Shadow Puppetry, Toy Theater to banners and costasorias, students will be exposed to the form through real examples of sophisticated objects and expert direction. Students will be immersed in the history, literature, and philosophy of the ritual and performance of the puppet, and will be provided the opportunity to build their own draft of a short production.

Instructor(s): F. Mauerer Terms Offered: Winter

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 27700

ARTV 27920. Virtual Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR 'canon' that spans new modes of journalism and documentary, computer games, and narrative 'VR cinema.' Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short 'sketches' of approaches in VR towards a final short VR experience.

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

Note(s): Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short 'sketches' of approaches in VR towards a final short VR experience.

Equivalent Course(s): CMST 27920, MAAD 24920, CMST 37920, ARTV 37920

ARTV 27921. Augmented Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we'll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

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

Equivalent Course(s): MAAD 22911, CMST 37911, CMST 27911, ARTV 37921

ARTV 27923. Experimental Captures. 100 Units.

This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

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

Equivalent Course(s): MAAD 21011, CMST 37011, ARTV 37923, CMST 27011

ARTV 29600. Junior Seminar. 100 Units.

Students in the Junior Seminar engage in two main activities: (1) a series of studio projects challenging the imagination and enlarging formal skills; and (2) an introduction to the contemporary art world through selected readings, lectures, careful analysis of art objects/events, and critical writing. Studio skills are developed while contending with the central task of articulating ideas through a resistant medium. Toward the end of the quarter, students who wish to apply for the Honors Track may submit their applications to the Department. Visits to museums, galleries, and other cultural and commercial sites required, as is attendance at designated events.

Instructor(s): G. Oppenheimer, A. Ginsburg Terms Offered: Spring

Prerequisite(s): For Visual Arts majors only

Note(s): Students who are majoring in visual arts should enroll in this required course in Spring Quarter of their third year.

Students who plan to study abroad in Spring Quarter of their third year should contact the Department of Visual Arts and register for Junior Seminar in their second year. Toward the end of the quarter, students who wish to apply for the Honors Track may submit their applications to the Department of Visual Arts. Visits to museums, galleries, and other cultural and commercial sites are required, as is attendance at designated events.

ARTV 29700. Independent Study in Visual Arts. 100 Units.

Students in this reading course should have already done fundamental course work and be ready to explore a particular area of interest much more closely.

Terms Offered: Autumn Spring Winter

Prerequisite(s): ARTV 10100, 10200, or 10300 and consent of instructor

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

ARTV 29850. Senior Seminar. 100 Units.

This is a critique-based course utilizing group discussion and individual guidance in the service of advancing the art practice of students who are majoring in visual arts. Emphasis is placed on the continued development of student's artistic production that began in the preceding Junior Seminar. Readings and written responses required. In addition to studio work, visits to museums and galleries required.

Instructor(s): K. Desjardins, Pope.L Terms Offered: Autumn

Note(s): Required of students who are majoring in Visual Arts. Students must take this class in the Autumn Quarter of their fourth year, after having completed Junior Seminar.

ARTV 29900. Senior Project. 100 Units.

Required of Visual Arts majors in the Studio Track. This course provides an opportunity for students to engage in a sustained and intense development of their art practice in weekly critiques throughout the Winter Quarter.

Instructor(s): J. Stockholder Terms Offered: Winter

Prerequisite(s): Only students who are in the Studio Track may register for this class.



Minors

The College offers a wide spectrum of minors across a number of subjects and divisions. These range from intensive explorations of a single field to highly interdisciplinary examinations of more broadly defined concepts. Students are not required to complete a minor. Minors are a way of focusing a student's general electives, demonstrating fluency in areas not reflected in a major, complementing a major, or simply allowing students the opportunity to widen the scope of their education in the College. Minors typically consist of five to seven courses. Not every major offers a minor; some minors are unaffiliated with any major. Just as with majors, a minor will be noted on students' transcripts.

Policies and Regulations

Minors are subject to several regulations. If any are not met or followed properly, it could result in the loss of the formal minor.

- Before declaring a minor, a student must meet with the undergraduate program adviser in the relevant subject and fill out a Consent to Complete a Minor Program (http://collegecatalog.uchicago.edu/thecollege/minors/Consent_Minor_Program.pdf) form, which determines the specific courses that will make up the minor. This form should be returned to the student's College adviser. Once the form is completed, the minor may be declared in the student portal (<https://my.uchicago.edu>).
- If the student takes courses for the minor that do not match the courses on the Consent form, either a new form must be submitted to the College adviser or written approval must be sent by the department acknowledging the deviation.
- No course may be counted toward a major and a minor, nor may a course be used toward general education requirements and a minor.
- More than half of the courses in the minor must be completed through University of Chicago course registrations (as opposed to test or examination credit).
- Minors should be declared by third year. A minor can be discontinued at any time.

Minors Offered

Architectural Studies
 Art History
 Astronomy and Astrophysics
 Biological Sciences
 Chemistry
 Cinema and Media Studies
 Classical Studies
 Critical Race and Ethnic Studies
 Computer Science
 Data Science
 Digital Studies of Language, Culture, and History
 East Asian Languages and Civilizations
 Education and Society
 English and Creative Writing
 Environmental and Urban Studies
 Gender and Sexuality Studies
 Geographic Information Science
 Germanic Studies
 Health and Society
 History
 History, Philosophy, and Social Studies of Science and Medicine
 Human Rights
 Inequality, Social Problems, and Change

Jewish Studies

Latin American and Caribbean Studies

Linguistics

Mathematics

Media Arts and Design

Medieval Studies

Molecular Engineering (including Quantum Information Science; Immunoengineering; Molecular, Cellular, and Tissue Engineering; Systems Bioengineering; Molecular Science and Engineering of Polymers and Soft Materials; Molecular Engineering of Sustainable Energy and Water Resources; Computational Molecular Engineering; Molecular Engineering Technology and Innovation)

Music

Near Eastern Languages and Civilizations

Neuroscience (including Computational Neuroscience)

Norwegian Studies

Philosophy

Physics

Quantitative Social Analysis

Religious Studies

Renaissance Studies

Romance Languages and Literatures (including Catalan; French and Francophone Studies; Italian; Portuguese; Romance Languages, Literatures, and Cultures; Spanish)

Russian and East European Studies

South Asian Languages and Civilizations

Statistics

Theater and Performance Studies

Visual Arts



Academic Regulations and Procedures

Because students are held responsible for this information, they are encouraged to discuss any questions they have with their College advisers. For a general overview, students are urged to review the Policies and Regulations (<http://registrar.uchicago.edu/policies-regulations/>) page published by the University Registrar. The following pages describe some of the College's regulations and procedures in greater detail.

- Academic and Enrollment Statutes
- Course, Grade, and Honors Policies
- Registration
- Academic Advising
- Academic Integrity



Academic and Enrollment Statuses

Academic Probation and Suspension

In each quarter of registration, students must complete, by the end of the quarter, 300 units of course credit with passing grades and with a minimum GPA of 2.0. Incompletes are not considered sufficient for course completion.

A student who fails to meet this minimum requirement will ordinarily be placed on academic probation for the following quarter. Academic probation is a formal sanction but is not permanently notated on the official transcript.

Students on academic probation are expected to complete, by the end of the quarter, 300 units of course credit with passing grades in the next quarter of registration and with a minimum GPA of 2.0. Please note that Incompletes are not sufficient for course completion. Students on academic probation who meet those minimum expectations will be returned to good standing at the end of the quarter. Any student who fails to meet the minimum requirements while on probation will ordinarily be asked to leave the College for a period of time, usually at least one year. Students are not permitted to transfer in course work from another institution taken during the period of suspension.

If any student fails to complete, by the end of a quarter, a minimum of 300 units of course work **and** also fails to attain a GPA minimum of 2.0 in the same quarter, the student may be immediately suspended regardless of whether the preceding quarter was satisfactory.

NOTE: Students on financial aid who fail to meet the completion rate (70 percent of registered courses) and GPA requirements and/or fail to complete their degree within 150% of the program timeframe may jeopardize their financial aid packages.

For the purpose of determining eligibility to participate in varsity sports, all students eligible to register are considered to be in good standing.

Progress Toward the Degree

Ordinarily students are expected to successfully complete 1800 units of course work, or the equivalent, by the end of their second year in the College; and to complete 3000 units of course work, or the equivalent, by the end of their third year in the College.

Students who fail to do so are considered behind rate and will ordinarily be placed on academic probation for the following quarter. Students on academic probation for being behind rate are expected to complete four courses in each subsequent quarter to be relieved from probation.

Any student who fails to meet the minimum rate of completion while on probation, or falls below satisfactory completion rate a second time during the course of their studies, will ordinarily be asked to leave the College for a period of time, usually at least one quarter. During this period of separation, students are expected to complete pre-approved transfer courses or complete courses in the Summer Session so that they may return to satisfactory completion to resume their studies as soon as possible. Students may resume studies once they are at satisfactory completion rate.

Extended Enrollment Status

Students who (1) have satisfied their course requirements for graduation and (2) are within their 12 quarters of enrollment but (3) still have outstanding work to complete, namely BA theses or Incompletes, may request to spend their final quarter of enrollment in 'Extended' status. Students must make the request with their College adviser prior to the end of the first week of the quarter during which the student intends to be on Extended Enrollment Status. Students in Extended Enrollment Status do not register for courses but retain many privileges afforded to students. Students should ask their College adviser about administrative fees associated with this status.

Students in Extended Enrollment Status will be expected to graduate at the end of the Extended quarter. If a student does not graduate at the end of the Extended quarter, the student will be placed in the status of No Further Enrollments Required, if applicable.

No Further Enrollments Required

Students who have either (a) exceeded their 12 quarters of enrollment but still have work to complete or (b) exceeded their one quarter of Extended Enrollment Status will be placed in a status called No Further Enrollments Required. Students on this status will not pay any fees and will retain access to the Library and University email. Students may remain in this status until they have reached the maximum of eight quarters of leave, cumulative or consecutive, after which they will be administratively withdrawn from the College. However, petitions may be granted to extend a leave for up to 12 cumulative quarters for students as a reasonable accommodation for a disability or otherwise as required by law. Students seeking an exception to the eight-quarter maximum must petition the College Dean of Students no later than the end of the eighth quarter of leave.

Reduced Course Load

In order to make satisfactory progress toward the degree, in 12 quarters students must complete the required 4200 units by taking six quarters at a three-course load and six quarters at a four-course load. Accreditation, AP, and IB exams, as well as transfer credits or credits earned during the summer session, may affect these numbers.

In certain limited circumstances, students who need an additional quarter of enrollment in order to complete their primary major may submit a petition to the Dean of Students. Petitions will be evaluated on a case-by-case basis. Ordinarily, petitions for an additional quarter of enrollment will not be considered to complete a secondary major or a minor. Note: summer quarters do not count toward the twelve quarters of enrollment policy. Students ordinarily do not need to request permission for an additional summer quarter of enrollment.

Students who have been provided with a written accommodation by the University's Student Disability Services Office, allowing for enrollment in three courses per quarter for more than six quarters, may also be eligible for additional quarters in which to complete their 4200 units. In such cases students must petition the Dean of Students Office and receive approval in advance (ordinarily during the spring quarter of the student's second year).

Leaves of Absence

Students planning a leave should consult with their College adviser and also arrange for an interview with one of the deans in the Office of the Dean of Students. For full tuition refund, a leave of absence must be arranged either at the end of the quarter prior to the leave or by Friday of first week of the quarter that a student is going to be on leave. For the refund schedule, visit bursar.uchicago.edu (<https://bursar.uchicago.edu>).

In connection with certain leaves (e.g., some medical leaves or leaves taken because of behavioral issues), the dean of students may require, among other things, information from a physician or therapist as a condition for resumption of studies. All conditions are determined on a case-by-case basis.

Ordinarily, students who take a leave of absence after the end of fifth week are not eligible to return for a minimum of one full quarter.

Withdrawing from the College

Students who decide not to return to the College must formally withdraw their registration. To do so, students should contact the Office of the Dean of Students in the College. At the time of withdrawal, students are advised of the conditions under which they may resume their studies in the College. For a complete overview of College policies regarding leaves of absence and withdrawals, visit <https://college.uchicago.edu/advising/leave-absence-withdrawal> (<https://college.uchicago.edu/advising/leave-absence-withdrawal>).

Applying to Graduate with Non-active Enrollment Statuses

Students in Extended Enrollment Status or in the status of No Further Enrollments Required, or withdrawn as described above, can apply to graduate provided they have:

1. met all of their remaining graduation requirements and have cleared all restrictions;
2. informed their College advisers; and
3. submitted a College Degree Application Form by the Friday of the first week of the quarter. The College adviser can provide this form.

Twelfth Grade Certificates

Students who entered the College before graduation from high school and who expect to qualify for a Twelfth Grade Certificate in the Spring Quarter should file an application with the registrar before the first week of Spring Quarter of their first year. In order to be eligible for the certificate, they must have completed during their first academic year a minimum of nine courses with an overall GPA of 1.75 or higher. Certificates are mailed following the end of Spring Quarter. No certificate is awarded without an application.



Course, Grade, and Honors Policies

Grading Scale

The following grades are awarded in undergraduate courses:

Letter Grade	Grade Point Average
A	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
D+	1.3
D	1.0
F	0.0
P	N/A (See below)
W	N/A (See below)
NGR	N/A (See below)
I	N/A (See below)

The grades A through F are known as **quality grades** and carry a specific weight in calculating official grade point averages (GPA). The mark F indicates unsatisfactory work and does not confer credit. A grade of F may not be subsequently changed, except when entered in error by the instructor or the registrar. Be aware that while a D is considered passing, some programs require a higher grade minimum for any course counting in the major or minor.

These averages are regularly calculated to determine Dean's List, academic probation, and general honors. They may influence awards like Phi Beta Kappa and departmental honors. Note that College students who take a course at the University of Chicago Booth School of Business may receive an A+ grade according to the Chicago Booth grade system, but will receive 4.0 grade points in the College grade system for that Chicago Booth course. For College students, other Chicago Booth grades convert to grade points according to the College scale above.

NOTE: Only grades for University of Chicago courses are calculated into a student's GPA. Grades from courses taken at other institutions do not contribute to the GPA. Grades from off-campus study abroad or domestic programs do not contribute to the GPA *unless the courses are listed on the transcript with University of Chicago course numbers*.

Pass/Fail Grading

Students who wish to receive a passing grade rather than a quality grade have one option open to them: Pass/Fail (P/F). Students considering P/F grading should consult with their College adviser early in the quarter because this option is subject to conditions and restrictions. Whether a course with a grade of P can be counted toward a student's degree depends on how it is to be used in the student's program. All general education courses must be taken for quality grades, and most courses satisfying requirements in the major must be taken for quality grades. However, some majors permit a limited number of P marks. For P/F grading, the student and instructor reach an informal agreement, at the discretion of the instructor and according to departmental policy, before the instructor submits a grade for the course; no action is required by the student's adviser.

The P grade indicates that the student has submitted sufficient evidence to receive a passing grade. As some departments give credit only for a grade of C– or higher, students should establish with the instructor what constitutes passing work. A mark of P may not later be changed to a quality grade, and a quality grade may not be changed to a P. Although the P confers course credit, it is not calculated in the GPA. Students who do not pass a P/F course receive an F, which counts as a zero in the calculation of the GPA. A grade of F may not be subsequently changed, except when entered in error by the instructor or the registrar.

Course Withdrawals

The “W” (Withdrawn) grade means that the student has decided after week 3 of the quarter not to complete the work of the course. Students who wish to exercise this option must request a W from their adviser by the Friday of 10th week or the day before the final project/exam is due, whichever is earlier. When made before the deadline, a request for a withdrawal cannot be denied except in cases of academic dishonesty. A withdrawal may not be granted after completion of the course.

Once a student requests a W, it may not subsequently be changed to any other mark. W grades do not confer grade or impact GPA; however, they will count against the completion rate needed to maintain good academic standing.

Students who register for graduate-level courses are subject to the policies governing graduate grading. Students should discuss the implications of these policies with their advisers before registering for courses numbered 30000 and above. NOTE: Grades earned in graduate-level courses contribute to a student's GPA as indicated earlier in this section.

Incompletes

The mark "I" (Incomplete) is intended for a student who has not completed the requirements of a course before the end of the quarter but who has

1. participated actively in the course,
2. completed the majority of the requirements of the course with work that is of a passing quality, and
3. made satisfactory arrangements with the instructor to complete the remaining work.

The student must submit the request for an Incomplete to the instructor before the end of the course. Approval to complete work late is at the discretion of the instructor and/or according to departmental policy.

The student is also responsible for completing and submitting an official Incomplete Form, which must be obtained from the student's College adviser and turned into the registrar's office by Friday of the first week of the following quarter. After this point, students who are otherwise qualified for an 'I' may petition the Dean of Students in the College for approval to arrange the Incomplete. If the required form has not been submitted by the deadline, a grade of 'W' will be entered for the course.

Incompletes must be finished within a period of time agreed upon between student and instructor. In the absence of a specified due date, the work must be completed within one year. In the interim, an 'I' will appear in place of a grade.

If the course work has not been completed within the specified time period and an extension has not been granted, the student will receive a W unless the instructor indicates a specific grade on the Incomplete Form.

NGR (No Grade)

The mark "NGR" (No Grade) is entered on the student's grade report by the registrar's office when the instructor has failed to submit a final grade for a student. The NGR may be resolved by submission of a final grade or a formal Incomplete Form. If neither has been submitted by Friday of the first week of the following quarter, the NGR will be converted into a W. After this point, students who are otherwise qualified for an Incomplete may petition the Dean of Students in the College for approval to arrange the Incomplete.

When a final grade is submitted to replace an NGR, that grade will be entered on the academic record with an 'I' notation, indicating that the work was completed outside the course's standard timeframe. That 'I' may be removed only if the instructor states that the student's work was completed before the end of the quarter or if the student successfully petitions the Dean of Students in the College.

The intermediary NGR should not be interpreted as an informal Incomplete or as a way to avoid an 'I' on the transcript. Rather, students are strongly urged to protect themselves against misunderstandings and missed deadlines by arranging for an official Incomplete if one proves necessary.

Academic Probation

In each quarter of registration, students must complete, by the end of the quarter, 300 units of course credit with passing grades and with a minimum GPA of 2.0. Incompletes are not considered sufficient for course completion. A student who fails to meet this minimum requirement will ordinarily be placed on academic probation for the following quarter. For details and information about implications, please see the 'Academic Probation and Suspension' section on the Academic and Enrollment Statuses page.

Honors

Dean's List

Each year, approximately 20 percent of degree-seeking students whose grade point averages are the highest for that academic year and who have completed a minimum of nine courses with at least seven quality grades, are placed on the Dean's List for that year. Students are only considered for Dean's List once all of their grades for the academic year have been recorded. A determination is made each year on the basis of grades available in the registrar's office after July 1. For course work that does not contribute to the GPA, see Grading Scale. Transcripts are marked accordingly for all students who qualify for the Dean's List.

Honors by Major

For#honors within a major,#students should refer to that department#program description#for the eligibility requirements.

College Honors

Grade point averages are calculated on a cumulative annual basis. At the end of their second year, students in the top 10 percent of their class will be designated Robert Maynard Hutchins Scholars, based on the grade point average for their first and second years. This award is designed to honor students who have performed exceptionally in their general education courses and introductory courses for their major.

In their third and fourth years, students whose cumulative GPA places them in the top 5 percent of their major compared to a five-year average will be eligible for an award by division. The name of the award is selected by each division.

Latin Honors

In addition to departmental honors, students whose cumulative GPA places them in the top 25 percent of students by major over the past five years will be eligible to receive Latin honors. All students in the top 25 percent will be eligible for recommendation to receive their degrees cum laude. Students whose GPA places them in the top 15 percent will be eligible to be recommended to the College for magna cum laude. Students whose GPA places them in the top 8 percent will be eligible to be recommended to receive their degrees summa cum laude.

For honors beyond cum laude, a College committee will review each student's record to gauge broad engagement with the curriculum by, for example, promoting students who have taken graduate courses, taken multiple majors, attempted courses across divisional boundaries, taken extra courses, and completed minors. For the honor summa cum laude in particular, the committee will consider the breadth and depth of the student's engagement with the curriculum outside of the primary major.

Exceptions to these minima may be granted by the College in response to department petition.

The Harper Awards for Exceptional Performance in a Course

To recognize exceptional achievement in an undergraduate course beyond general education, departments are invited to nominate students for a Harper Award. The Harper Award is designed to decorate the deeply engaged, stellar student, independent of the grade the student receives in the course. Departments may nominate up to one Harper Award from each course with more than 10 students and up to two Harper Awards from each course with more than 70 students. Departments can pool courses with enrollments smaller than 10 students and allow faculty to jointly recommend a Harper Award from that group of courses.

Reading courses, independent research courses, and thesis writing courses, are not eligible for a nomination.

The awards will be announced each year near the conclusion of the Spring Quarter.

Class Attendance

It is the expectation of the College that students will attend all classes for which they have registered. Nevertheless, it is up to the individual department, faculty member, or instructor to set the attendance policy for their individual courses. Students should keep in mind that attendance at the first class is required in many courses to confirm enrollment. Many courses will automatically drop students who do not attend the first class meeting or even the entire first week of class meetings. The academic calendar can be found at academic-calendar.uchicago.edu (<http://academic-calendar.uchicago.edu/>).

Course Load

A full-time course load is three or four courses per quarter; the tuition is the same in either case. Over the typical four-year program (i.e., 12 quarters), a student who registers for six four-course quarters and six three-course quarters will successfully reach the 4200 units of credit required to graduate.

Students are not allowed to take 500 units except in very limited situations during their final year of registration. To do so, students should discuss this with their adviser and petition the Dean of Students in the College if applicable.

Although students may progress at varying rates toward the degree, no student may register for more than 12 quarters without the permission of the Dean of Students in the College. No student may register for more than 13 quarters.

Repetition of Courses

When a student repeats a course, both courses appear on the student's transcript and both grades are averaged into the student's GPA. However, only one registration for the course counts toward the total number of credits required for graduation.

In the quarter that a course is repeated, students on financial aid must register for 300 units in addition to the repeated course unless (1) a failing grade was received in a course that a student needs to meet general education requirements or requirements in their major, or (2) the student's major mandates a higher grade than was previously received.

Reading Period

Two days of every academic quarter (Thursday and Friday of tenth week) are designated 'College Reading and Review Period.' Instructors and/or teaching assistants may hold review sessions on these days. However, no new material may be introduced, assignments may not be due, and final examinations may not be given (except as necessary for graduating students) during the reading period. The Reading and Review Period may not be dispensed with by classroom vote.

Examination Schedule

Students should verify that travel arrangements do not conflict with their final examinations. For the College examination schedule, visit registrar.uchicago.edu/calendars/final-exams (<http://registrar.uchicago.edu/calendars/final-exams/>).



Registration

Pre-Registration

At the end of each quarter, students in residence pre-register for the following quarter. Prior to Autumn Quarter, each student must confirm that he or she will be a registered student in Autumn Quarter. To confirm, please click here (<https://registrar.uchicago.edu/records/student-profile-information/annual-confirmation/>). (<https://confirm.uchicago.edu>)

Registration Changes

Course registration may be changed during the first three weeks of each quarter. A change of registration is any course 'drop,' any course 'add,' or any substitution of one course for another. No changes in registration are permitted after Friday of third week without a petition to a dean in the Office of the Dean of Students. For details, visit college.uchicago.edu/advising/registration (<https://college.uchicago.edu/advising/registration/>).

Registration for Professional School Courses

If certain requirements are met, advanced undergraduates may register for up to six courses in professional schools at the University of Chicago. These include the University of Chicago Booth School of Business, the Law School, the School of Social Service Administration, the Irving B. Harris Graduate School of Public Policy Studies, and the Toyota Technological Institute at Chicago. With the exception of Chicago Booth courses, interested students must petition (<https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Professional%20School%20Petition%20Form.pdf>) the Office of the Dean of Students in the College for approval to register for a professional school course. Students interested in professional school courses should follow the guidelines for registration at college.uchicago.edu/academics/graduate-and-professional-school-courses/ (<https://college.uchicago.edu/academics/graduate-and-professional-school-courses/>). For more information about requirements and registration procedures, students should consult their College advisers.

NOTE: Professional school courses generally do not substitute for courses in the major; and no more than four can count toward the forty-two courses (4200 units) required in an undergraduate degree program. Undergraduate-only (20000-level) courses taught at professional schools do not count toward this limit.

Restrictions

The privilege of registration (as well as the use of University services and facilities) will be denied students who have been placed on restriction. Restriction may result from a student's failure to fulfill financial obligations to the University or to comply with University rules and regulations. Whenever possible, students are warned of an impending restriction and are notified when one has been imposed. Students must clear the restriction with the administrative or academic office which imposed it before they can register for subsequent quarters. For more information, visit registrar.uchicago.edu/records/holds/ (<https://registrar.uchicago.edu/records/holds/>). Restrictions are also listed in the student's account on my.uchicago.edu (<https://my.uchicago.edu>).



Academic Advising

College Academic Advising Office

Upon matriculation, every student is assigned to a professional academic adviser on the staff of the dean of students. The primary responsibility of advisers is to support students as they address the range of decisions they will make during college. Advisers help students discover how to pursue their interests within the curricular requirements of the College and plan an appropriate program of study leading to a degree in their selected major. Students should direct questions about courses and programs of study and about University rules and regulations to their College advisers. Advisers are also a good first source of assistance with personal problems. Every effort is made to keep students with the same adviser throughout their time in the College, although for various reasons students are sometimes reassigned to a different adviser within the office.

College advisers can provide students with information about the full range of educational opportunities available in the University community and can assist students in preparing for careers and graduate study.

Students can view a list of the staff members (<https://college.uchicago.edu/about/college-staff-directory/?office=College%20Academic%20Advising%20Office>) of the College Academic Advising Office, and the office can be reached by writing collegeadvising@uchicago.edu.

The Collegiate Divisions

The masters of the Collegiate Divisions (Biological Sciences, Humanities, New Collegiate Division, Physical Sciences, Social Sciences) have curricular and staffing responsibilities for their divisions. The senior advisers of the divisions, assisted by faculty committees, rule on interpretations of the general education requirements in response to questions from advisers or students. Lists of the masters and divisional administrators or administrative assistants for all of the Collegiate Divisions are available at college.uchicago.edu/academics/collegiate-divisions (<https://college.uchicago.edu/academics/collegiate-divisions/>).

Major Programs

Students typically select a major no later than the end of their second year, often sooner. This decision should be discussed with the student's College adviser. After students choose a major, they should have regular contact with the appropriate director of undergraduate studies and other counselors in their department. Among the topics that students discuss with counselors are questions about requirements, study and research opportunities, graduate school and career planning, and departmental events, both social and academic. Some programs of study admit students on the basis of an application procedure. Before officially declaring an intent to pursue such a major, a student must receive consent from the department. Contact information is available at the beginning and end of each program of study description in this catalog.

Minor Programs

Students who elect to pursue a minor program should meet with the appropriate director of undergraduate studies to declare their intention. Before the end of Spring Quarter of their third year, students must submit to their College adviser the director's approval for the minor on a form obtained from the adviser. Students choose courses to meet the requirements of the minor in consultation with the director of undergraduate studies.



Academic Integrity

As students and faculty of the University of Chicago, we all belong to an academic community with high scholarly standards of which we are justly proud. Our community also holds certain fundamental ethical principles to which we are equally deeply committed. We believe it is contrary to justice, to academic integrity, and to the spirit of intellectual inquiry to submit the statements or ideas or work of others as one's own. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously; punishments for committing them may range up to permanent expulsion from the University of Chicago. The College, therefore, expects that you will properly acknowledge your use of another's ideas, whether that use is by direct quotation or by paraphrase, however loose. In particular, if you consult any written source and either directly or indirectly use what you find in that source in your own work, you must identify the author, title, and page number. If you have any doubts about what constitutes 'use,' consult your instructor and visit college.uchicago.edu/advising/academic-integrity-student-conduct (<https://college.uchicago.edu/advising/academic-integrity-student-conduct/>).



Examination Credit

In order to earn a degree from the College of the University of Chicago, a student must obtain credit for at least forty-two quarter courses (4200 units), distributed among general education requirements, major program requirements, and electives, as described in the section on the curriculum at the front of this publication. For students matriculating in Autumn 2017 or later, of the 4200 units, 3800 units of credit must be earned by course enrollment, i.e., not credit by examination.

All students receive credit toward their degrees by taking courses in the College. In addition, students may receive credit and/or satisfy College requirements in the following ways: by placement test; by Advanced Placement (AP) examinations; by accreditation examination; by International Baccalaureate (IB) Programme; and by credit transferred from another institution. The limits and conditions placed on credit earned in these various ways are explained in the following section and on the Transfer Credit page. A student must be in residence at the University of Chicago for at least six quarters and must successfully complete a minimum of eighteen courses (1800 units) while in residence. More than half of the requirements for a major or minor must be met by registering for courses bearing University of Chicago course numbers.

Placement Tests

Placement tests serve to adapt the needs and backgrounds of individual students to the College curriculum. They place entering students at the proper level of study in a given subject. On the one hand, placement tests minimize the repetition of subjects already mastered and, on the other, they reduce the possibility that students might begin their programs with courses for which they are inadequately prepared. Placement tests measure skill in problem solving as well as general knowledge in a subject field. Students who have some background in the areas being tested are urged to review it, but incoming students without such knowledge are not expected to acquire it over the summer preceding entrance.

Placement tests may be taken only at the time of matriculation and each test may be taken only once. Information that describes these tests is sent to incoming first-year and transfer students.

Chemistry Placement Test

Students who wish to enroll in chemistry must take the online chemistry placement test along with the Mathematics Placement Test (or they must have earned a score of 5 on the AP Chemistry exam).

Economics Placement Test

Students who wish to begin their economics major with ECON 20000 The Elements of Economic Analysis I in their first year must pass the economics placement test or complete ECON 10000 Principles of Microeconomics. No standardized external exams (IB, AP, A-Levels) will substitute. The placement test will be offered Monday evening of the first week of Autumn Quarter.

Language Placement Tests

Language placement tests are required of students who plan to continue in languages studied prior to entrance in the College. Language placement tests determine where a student begins language study; results do not confer credit or satisfy the language competency requirement.

Online placement tests in some languages may be taken the summer before arrival on campus. Students will be given instructions in early July on how to access more information. For placement in languages without an online exam, students meet with a coordinator in the language during Orientation Week.

International students are not permitted to take language placement exams in their native language. Students interested in further study in their native language should consult with the appropriate language coordinator for course recommendations.

Placement tests are not available in languages not taught at the University of Chicago. For additional information, visit humanities.uchicago.edu/about/languages-uchicago (<http://humanities.uchicago.edu/about/languages-uchicago/>).

Mathematics Placement Test

Every entering student must take the Mathematics Placement Test. This online test must be taken during the summer before arrival on campus. Scores on the Mathematics Placement Test, combined with a student's high school record, determine the appropriate beginning mathematics course for each student:

- MATH 11200 Studies In Mathematics I
- MATH 13100 Elem Functions and Calculus I
- MATH 15100 Calculus I
- MATH 15200 Calculus II
- MATH 15300 Calculus III

For physical sciences students interested in the MATH 18300-18400-18500-18600 Mathematical Methods in the Physical Sciences I-II-III-IV sequence of courses, success on the online Mathematics Placement Test can also earn an invitation to begin MATH 18300 Mathematical Methods in the Physical Sciences I. Specifically, all students who have

placement into MATH 15300 Calculus III and some students with placement into MATH 15200 Calculus II will earn this invitation.

Students who receive a sufficiently high score on the Mathematics Placement Test may also receive an invitation to enroll in MATH 16100 Honors Calculus I/MATH 16110 Honors Calculus I (IBL). On the basis of placement test results, students may also be invited to sit the on-campus Higher-Level Mathematics Exam prior to the start of Autumn Quarter, which would allow placement into courses at a higher level than MATH 15300 (see below).

Scores on the Mathematics Placement Test are used to determine placement into PHYS 13100 Mechanics or PHYS 14100 Honors Mechanics.

Accreditation Examinations

Credit is available by accreditation examinations, which are optional, to those students who have already studied certain subjects at the college level. See the information below under each subject heading for when these exams are offered. In the case of a course where both experimental and theoretical skills are involved, students may be required to fulfill the laboratory portion along with the rest of the class.

College credit achieved by accreditation examination is entered as units of credit on the student's official academic record. Letter grades are not assigned. An accreditation examination may be taken only once.

Higher-Level Mathematics Exam

Students who have scored at a high level on the online Mathematics Placement Test (described above) will receive an invitation to take the Higher-Level Mathematics Exam, which will be offered prior to the Autumn Quarter. Students planning to continue with higher level mathematics or other disciplines requiring advanced mathematics are urged to take this College-administered accreditation exam. On the basis of this exam, a student may receive placement into:

- MATH 15910 Introduction to Proofs in Analysis
- MATH 19520 Mathematical Methods for Social Sciences
- MATH 19620 Linear Algebra

Students may also be invited to begin MATH 16100 Honors Calculus I/MATH 16110 Honors Calculus I (IBL) or MATH 20700 Honors Analysis in Rn I. Students who are invited to begin Honors Calculus are encouraged to forgo credit in MATH 15100 Calculus I and/or MATH 15200 Calculus II in order to take the full Honors Calculus sequence, MATH 16100-16200-16300 Honors Calculus I-II-III or MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL).

Mathematics Credit

Students who place into MATH 15200 Calculus II will earn examination credit for MATH 15100 Calculus I upon completion of MATH 15200. Students who place into MATH 15300 Calculus III will receive examination credit for MATH 15100 and MATH 15200 by completing MATH 15300. Additionally, students who have placement into MATH 15300 but do not intend to take any further calculus courses (e.g., humanities majors, pre-health students) may earn examination credit for MATH 15100 and MATH 15200 by receiving a sufficiently high score on the Higher-Level Mathematics Exam.

Students who opt to take MATH 18300-18400 instead of MATH 15300 will receive examination credit for MATH 15100 by completing MATH 18300 and for MATH 15200 by completing MATH 18400.

Chemistry Accreditation Examinations

Students who are exceptionally well prepared in chemistry may earn credit for one or more quarters of chemistry on the basis of AP scores or accreditation examinations. Students who have taken the Advanced Placement (AP) test in chemistry and received a grade of 5 will be given credit for CHEM 11100 Comprehensive General Chemistry I. The Department of Chemistry also administers an accreditation examination in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Students may receive credit for chemistry on the basis of their performance on these examinations. The examination in general chemistry is offered *only* during Orientation, or at the start of Autumn Quarter by arrangement with Dr. Vera Dragisch, Department of Chemistry, 702.3071. Only incoming students (i.e., first-year and transfer students) are eligible to take these examinations.

Physics Accreditation Examinations

Accreditation examinations are administered for the content of PHYS 12100-12200-12300 General Physics I-II-III and PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat. The first examination may be taken by incoming students only at the time of matriculation in the College. Students who pass the first examination (for PHYS 12100 General Physics I or PHYS 14100 Honors Mechanics) will receive credit for the lecture part of the course only and will then be invited to try the next examination of the series. Entering students who have taken AP physics in high school but who do not receive AP credit from the College (and who do not plan to major in physics) may take the PHYS 12100 General Physics I accreditation examination. Students who receive AP credit for PHYS 12100-12200 General Physics I-II but whose planned major requires PHYS 13100-13200 Mechanics; Electricity and Magnetism or PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat are eligible to take the PHYS 14100 Honors Mechanics examination. Entering transfer students who choose a major requiring physics but who are not granted transfer credit for a completed calculus-based introductory physics sequence may take one of the accreditation examinations.

NOTE: Accreditation examinations in physics confer credit only for the lecture portion of the courses; additional laboratory work may be required.

Advanced Placement Credit

Students who request college credit or fulfillment of College requirements for Advanced Placement (AP) examinations taken in high school (i.e., before a student matriculates in the College) are asked to submit an official report of their scores on the AP tests given by the College Entrance Examination Board. The decision to grant credit is reported at the end of the first year in residence and units of credit awarded appear on the student's official academic record.

While AP scores alone are sometimes used to establish placement or to confer credit, satisfactory performance on the College's own placement tests may supplement AP scores and lead to additional credit.

The following chart shows how AP credit is automatically awarded. For further information on how credit may be used toward individual degree programs, a student should consult his or her College adviser. For more information on how AP credit may be used to meet major requirements, refer to the major requirements listed under "Programs of Study" in this catalog.

NOTE: For students matriculating in Autumn 2017 or later, at least 3800 units of credit must be earned by course enrollment, i.e., not credit by examination. For students matriculating in Autumn 2018 or later, only scores of 5 on approved tests will confer language competency.

Students who matriculated prior to 2017 should refer to the Advanced Placement credit table in the catalog of their year of matriculation for earlier guidelines regarding AP credit. Archived catalogs can be found [here](#).

AP Exam	Score	Credit Awarded
Art History	5	100 units general elective credit
Biology	4	100 units general education (BIOS 10130)
Biology	5	100 units general education (BIOS 10130)+
Calculus AB	5	MATH 15100 placement
Calculus BC	4	MATH 15200 placement
Calculus BC	5	MATH 15200 placement †
Chemistry	5	CHEM 11100*
Economics: Micro AND Macro	5	100 units general elective credit
English Language and Composition	5	100 units general elective credit
English Literature and Composition	5	100 units general elective credit
Government and Politics: Comparative AND U.S.	5	100 units general elective credit
History: European	5	100 units general elective credit
History: U.S.	5	100 units general elective credit
History: World	5	100 units general elective credit
Music Theory	5	100 units general elective credit
Physics C: Mechanics AND E&M	5	PHYS 12100-12200 ‡
Physics C: Mechanics only	5	PHYS 12100 ‡
Physics C: E&M only	5	PHYS 12200 ‡
Statistics	5	STAT 22000++
Studio Art (2-D Design, 3-D Design, or Drawing)	5	100 units general elective credit
Chinese Language and Culture; French Language and Culture; German Language and Culture; Italian Language and Culture; Japanese Language and Culture; Latin (Literature or Vergil); Spanish Language and Culture; Spanish Literature and Culture	5	Satisfies the Language Competency Requirement

Students may earn any amount of credit from AP exams, placement, accreditation, IB, or other examinations. However, for students matriculating in Autumn 2017 or later, at least 3800 units must be earned through course enrollment. Students who enrolled prior to Autumn 2017 should consult the catalog of their year of entry for policies regarding the use of AP and examination credit, or speak to their College adviser.

AP Physics or Calculus: Students who register for physics or calculus forgo AP credit for the courses they complete.

- † A student who submits a score of 5 on the Calculus BC exam will also receive invitations to register for MATH 16100 Honors Calculus I or MATH 18300 Mathematical Methods in the Physical Sciences I.
- ‡ Students wishing to apply AP credits for 'Physics C: Mechanics only' or 'Physics C: E&M only' toward the physical sciences general education requirement should plan to complete the requirement with an appropriate course from PHYS 12100-12200 General Physics I-II.
- + A Biological Sciences major requires a "Fundamentals" sequence in general education or an "Advanced Biology Fundamentals" sequence in the major. Students with an AP 4 or 5 who complete three quarters of an "Advanced Biology Fundamentals" sequence are awarded a second AP credit to meet the general education requirement.
- * AP Chemistry: Students with a score of 5 may accept credit for CHEM 11100 Comprehensive General Chemistry I, or they can register for CHEM 12100 Honors General Chemistry I or CHEM 12200 Honors General Chemistry II. Students who complete CHEM 11100 Comprehensive General Chemistry I or CHEM 12100 Honors General Chemistry I on campus will forfeit the AP credit.
- ++ AP Statistics: Will count for general education mathematics credit. May not be used to meet requirements for the statistics major or minor. Students who register and obtain credit for STAT 20000 Elementary Statistics, STAT 22000 Statistical Methods and Applications, or STAT 23400 Statistical Models and Methods forgo AP credit for STAT 22000 Statistical Methods and Applications.

International Baccalaureate Programme

Credit earned for courses in the International Baccalaureate (IB) Programme may be applied to certain general education requirements or to electives as described below. Credit will not be granted for other exams. Course credit is only granted for grades of 7 on Higher-Level IB Examinations (HL). The Language Competency Requirement may be satisfied with grades of 5, 6, or 7 on Standard-Level or Higher-Level IB Examinations in languages other than English. Students who receive a 7 on the Higher-Level Calculus exam receive placement into MATH 15200 and an invitation to MATH 16100.

IB Examination	Score	Credit Awarded
Biology	7 Higher Level	100 units general education (BIOS 10130)
English	7 Higher Level	100 units general elective credit
Languages other than English	5, 6, or 7 Standard Level or Higher Level	Satisfies the Language Competency Requirement

British A-Levels and Other Examinations

Students with A-level work in calculus, physics, and chemistry are encouraged to take the College's placement and/or accreditation examinations prior to matriculation. Credit for A-level work in biology may be awarded by petition to the Senior Adviser in the Biological Sciences Collegiate Division; credit for A-levels in other fields except language may be awarded by petition to the Dean of Students in the College. No credit is given for general education requirements in humanities or social science. Elective credit may be given only for grades of A in the Advanced Test in liberal arts subjects.



Transfer Credit

Under some circumstances, students are able to obtain transfer credit for course work taken at other institutions. The following pages detail the differing guidelines and processes for (a) current students who take courses elsewhere while in the College, and (b) students who transfer to the College from another institution.

- Current Students
- Transfer Students



Current Students

Transfer Credit for Courses Taken Elsewhere by Current College Students

The information below is for current College students who wish to take courses elsewhere and transfer the credit back to their University of Chicago degree program. Information for students wanting to transfer from another college or university to the University of Chicago can be found [here](#).

Transfer credit for courses taken at another institution by current College students must be evaluated and approved by the Office of the Dean of Students in the College. If approved, transfer credit is listed on the student's University of Chicago transcript only as the number of credits approved to transfer. Transfer credit does not count toward the University of Chicago GPA, nor do the grades appear on the University of Chicago transcript. Students participating in University of Chicago-sponsored direct enrollment programs will have their credits vetted by the Study Abroad (<https://study-abroad.uchicago.edu/>) office instead of the Office of the Dean of Students in the College.

On this page, you will find guidelines for what credit may and may not be accepted by the College, as well as additional restrictions on course work in certain fields. You will also find directions for submitting transfer course work for approval and additional restrictions on course work taken prior to matriculation. Course credit approved to transfer will count toward the 3800-unit credit minimum students are required to earn via course enrollment.

Residency Requirements and Enrollment Limits

A student must be in residence as a degree-seeking student in the College for at least six quarters (excluding summer quarters and University of Chicago-sponsored summer abroad programs) and successfully complete a minimum of 18 courses (1800 units) while in residence. More than half of the requirements for a major and/or minor must be met by registering for courses bearing University of Chicago course numbers. Course credit approved to transfer will count toward the 3800-unit credit minimum students are required to earn via course enrollment. Faculty-led study abroad programs sponsored by the College may be used to meet both the residency and course requirements.

The Dean of Students in the College expects all students to complete their degrees in a timely fashion, ordinarily within 12 quarters. Students may not register beyond 12 quarters without the permission of the Dean of Students in the College.

Minimum Requirements for Transfer Eligibility

- Courses taken prior to matriculation, including courses taught at the University of Chicago, are not eligible for College credit. Students should contact College Admissions (collegeadmissions@uchicago.edu) for clarification of their entry status.

Note: During the 2020 Summer Session only, incoming students are permitted to take University of Chicago courses. These will confer College credit. Interested students should see Summer Session (<https://college.uchicago.edu/academics/summer-session/>) for more information.

- Beginning in Autumn Quarter 2020, courses taken at U.S. institutions, if they are similar to courses offered at the University of Chicago, are ordinarily not eligible for transfer credit. To be eligible, the course should offer a special opportunity that cannot be pursued at the University of Chicago. Such courses must follow the eligibility guidelines listed below, as applicable. A "special opportunity" is an exceptional circumstance; accordingly, only a small number of such petitions will be approved.
- Courses taken at non-U.S. institutions that are otherwise similar to courses offered at the University of Chicago are eligible for transfer credit and will follow the eligibility guidelines for such courses listed below.
- Courses taken in a language not offered at the University of Chicago must follow the guidelines for language courses listed below.

To be eligible for transfer, courses MUST:

- Be taken at an accredited institution that grants bachelor's degrees, subject to review by the Office of the Dean of Students in the College.
- Confer at least three semester hours or four quarter hours of credit. For institutions without standard credit hours, contact hours (normally a minimum of 30) may be used.
- Be completed with a grade of C or above (not C- or P). Students in science majors must earn at least a B in science courses.
- Not duplicate credit that students will earn or have already earned for college-level course work. (For instance, a student could not take PLSC 28701 Introduction to Political Theory and also transfer credit for an Introduction to Political Theory course taken at an international institution.)

Science course work must follow these additional guidelines:

- Students in any science major must earn at least a B in science courses.
- Courses must have a lab to be considered for the physical sciences general education requirement. At least one course in the biological sciences general education requirement must have a lab component.
- Chemistry course work must be taken at an institution accredited by the American Chemical Society.

- Incoming students may seek to earn credit for organic chemistry via an accreditation exam offered in the Autumn Quarter.
- Depending on the student's major and on the level of work to be evaluated, credit for some courses in other sciences may also be subject to examination.

Courses petitioned to count for general education credit in the civilization studies requirement must follow this additional guideline:

- For the civilization studies requirement, area studies courses in history with an emphasis on primary sources will be favored over courses that focus on political science, anthropology, sociology, etc.

Language course work must follow these additional guidelines:

- Only language courses taken in languages that are not available at the University of Chicago, or language courses taken at a non-U.S. institution that are otherwise similar to courses offered at the University of Chicago, are eligible for transfer credit.
- For courses taken at U.S. institutions that are eligible to transfer, only courses taken in Autumn Quarter 2017 or later are considered. Courses completed earlier (including Summer Quarter 2017) do **not** qualify.
- Completion of an approved intermediate- or advanced-level course with a grade of B or above satisfies the language competency requirement.
- Satisfactory completion (grade of C or above) of approved courses equivalent to one year of introductory language study qualifies the student for the on-campus language competency examination offered in Winter Quarter.
- Students planning or considering additional language study on campus should take the language placement test to confirm placement.
- Courses are subject to all other restrictions and guidelines on this page.

Courses in the following categories are **NOT** eligible for transfer credit:

- Courses taken at a U.S. institution that are equivalent to courses taught at the University of Chicago. Students are expected to complete course work in residence unless there are special circumstances, or unique or extraordinary opportunities to study at another U.S. institution, and the course is not ordinarily available at the College.
- Course work taken during a period of suspension from the University of Chicago.
- Credit for calculus and pre-calculus is not accepted. Credit for calculus will be granted only by College accreditation or AP exam, or on the basis of completion of a higher-level course.
- Any kind of online/distance, tutorial, or independent study course work, including internship credit or prior learning experiences (including work experience, trainings, certifications, etc.).
- Professional or technical courses. This includes such areas as: law, civil/mechanical engineering, speech, education, leadership, and first-year writing. A course in media production will transfer if there is no equivalent course in the College, as verified by the relevant department.
- Undergraduate business courses will be reviewed for transfer credit by the faculty of the University of Chicago Booth School of Business. Chicago Booth actively discourages students from taking non–University of Chicago courses.
- Foreign language courses taken before Autumn Quarter 2017. Advanced literature or topics courses taught in a foreign language that are not available in the College may qualify.

Process for Petitioning for Transfer Credit

Students who wish to take courses at other institutions after they enter the College should carefully read the regulations for transfer credit listed above and discuss their plans in advance with their College adviser. To have non–University of Chicago courses considered for transfer credit, students must follow these steps:

1. Submit a petition (<http://petition.uchicago.edu/>) to the Office of the Dean of Students in the College, including course descriptions and/or syllabi, units of credit, and the name of the institution where courses will be taken. This information should be submitted online well in advance of taking the course. (Students with inactive logins should contact College Advising (collegeadvising@uchicago.edu) for a PDF version of the petition form.)
2. If approved by the College, the student may seek additional approval for use of that pre-evaluated credit toward major/minor/general education requirements. Instructions will be provided if/when the initial petition is approved. Note that approval is not guaranteed and should be sought as early as possible.
3. Have an official transcript sent to their College adviser upon completion of the course work.

Note: Students should petition for approval well in advance of the start date of the desired courses. Students submitting petitions without a sufficient window should not expect to receive a final decision before the courses begin, especially if they hope to use the courses toward a particular requirement.

For students participating in a University of Chicago–sponsored direct enrollment program:

These students do not need to petition the Office of the Dean of Students in the College and should instead speak to their program director in Study Abroad (<https://study-abroad.uchicago.edu>) about the appropriate next steps.



Transfer Students

Transfer Credit for Students Who Transfer to the College from Another Institution

After admitted transfer students have committed to attending the University of Chicago, College Admissions provides information about how to submit the materials necessary for an evaluation of their previous college course work. Students must also have their previous institution send a final, official transcript to College Admissions. These materials should be submitted no later than June 15. *Transfer evaluations cannot be completed before a student has accepted an offer of admission.* Note that transfer credit does not count toward the University of Chicago GPA, nor do the grades appear on the University of Chicago transcript. Students may not receive more than 1200 units of transfer credit for one academic year of work, nor may they receive more than 400 units of credit for one summer of study.

Transfer credit must be evaluated and approved by the Office of the Dean of Students in the College. If approved, transfer credit is listed on the student's University of Chicago transcript only as the number of credits approved to transfer. Students participating in University of Chicago–sponsored direct enrollment programs will have their credits vetted by the Study Abroad (<https://study-abroad.uchicago.edu/>) office instead of the College Dean of Students office.

Residency Requirements and Enrollment Limits for Transfer Students

A transfer student must be in residence as a degree-seeking student in the College for at least six quarters (excluding summer quarters and University of Chicago–sponsored summer abroad programs) and successfully complete a minimum of 18 courses (1800 units) while in residence. More than half of the requirements for a major and/or minor must be met by registering for courses bearing University of Chicago course numbers. Course credit approved to transfer will count toward the 3800-unit credit minimum students are required to earn via course enrollment.

The Dean of Students in the College expects all students to complete their degrees in a timely fashion, ordinarily within 12 quarters. This expectation will be tailored for transfer students who enter the College with a substantial number of credits. Based on the transfer evaluation, transfer students will be assigned a time frame in which they are expected to complete their requirements—typically six or nine quarters. Transfer students may petition the Dean of Students in the College for one additional quarter of study if academically necessary for the undergraduate degree. Transfer students may not register beyond their allotted quarters without the permission of the Dean of Students in the College.

After acceptance to the College, transfer students may not earn additional credits from schools other than the University of Chicago. Faculty-led study abroad programs sponsored by the College may be used to meet both the residency and course requirements. Transfer students will be allowed to participate in direct enrollment study abroad programs affiliated with the College, but these courses cannot be used to satisfy the residency requirement.

On this page, you will find guidelines for what credit may and may not be accepted by the College, as well as additional restrictions on course work in certain fields.

Minimum Requirements for Transfer Eligibility

Courses taken at U.S. or non-U.S. institutions that are similar to courses offered at the University of Chicago are eligible for transfer credit and will follow the eligibility guidelines for such courses listed below.

Courses MUST:

- Be taken at an accredited institution that grants bachelor's degrees, subject to review by the Office of the Dean of Students in the College.
- Confer at least three semester hours or four quarter hours of credit. For institutions without standard credit hours, contact hours (normally a minimum of 30) may be used.
- Be completed with a grade of C or above (not C- or P). Students in science majors must earn at least a B in science courses.
- Not duplicate credit that students will earn or have already earned for college-level course work. (For instance, a student could not take PLSC 28701 Introduction to Political Theory and also transfer credit for an Introduction to Political Theory course taken elsewhere.)
- Be in liberal arts subjects similar to those offered in the College at the University of Chicago.

Science course work must follow these additional guidelines:

- Students in any science major must earn at least a B in science courses.
- Courses must have a lab to be considered for the physical sciences general education requirement. At least one course in the biological sciences general education requirement must have a lab component.
- Chemistry course work must be taken at an institution accredited by the American Chemical Society.
- Chemistry majors may only transfer credit for general chemistry. Incoming transfer students may seek to earn credit for organic chemistry via an accreditation exam offered in Autumn Quarter.
- Physics courses must be calculus-based and include a lab component to be considered as a substitute for General Physics (e.g., PHYS 12100-12200-12300 General Physics I-II-III, PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat).

Courses petitioned to count for general education credit in the civilization studies requirement must follow these additional guidelines:

- For the civilization studies requirement, area studies courses in history with an emphasis on primary sources will be favored over courses that focus on political science, anthropology, sociology, etc.

Language course work must follow these additional guidelines:

- Only courses taken in Autumn Quarter 2017 or later are eligible. Courses completed earlier (including Summer Quarter 2017) do **not** qualify.
- Completion of an approved intermediate- or advanced-level course with a B or above satisfies the language competency requirement.
- Satisfactory completion (grade of C or above) of approved courses equivalent to one year of introductory language study qualifies the student for the on-campus language competency examination offered in Winter Quarter.
- Students planning or considering additional language study on campus should take the language placement test to confirm placement.
- Students may not duplicate credit, so completing the equivalent of, e.g., SPAN 10300 Beginning Elementary Spanish III at another institution and taking SPAN 10300 Beginning Elementary Spanish III at the University of Chicago (or vice versa) results in forfeiture of the transfer credit.
- Courses are subject to all other restrictions and guidelines on this page.

Courses in the following categories are NOT eligible for transfer credit:

- Courses taken during high school, or that were used toward an awarded associate's degree, are not eligible for transfer credit. Courses taken after acceptance to the College are not eligible.
- Credit for calculus and pre-calculus is not accepted. Credit for calculus will be granted only by College accreditation or AP exam, or on the basis of completion of a higher-level course.
- Any kind of online/distance, tutorial, or independent study course work, including internship credit or prior learning experiences (including work experience, trainings, certifications, etc.).
- Professional or technical courses. This includes such areas as: law, civil/mechanical engineering, speech, education, leadership, and first-year writing. A course in media production will transfer if there is an equivalent course in the College, as verified by the relevant department.
- Undergraduate business courses will be reviewed for transfer credit by the faculty of the University of Chicago Booth School of Business.
- Foreign language courses taken before Autumn Quarter 2017. Advanced literature or topics courses taught in a foreign language may qualify. Placement level is determined by exam.
- Completion of an approved beginning-level language sequence at a different institution does not satisfy the language competency requirement; ordinarily, it will qualify the student to take an on-campus competency exam.
- Depending on the student's major and on the level of work to be evaluated, credit for some courses in some sciences may also be subject to examination.



Interdisciplinary Opportunities

These pages identify interdisciplinary areas and courses in those areas. Some students may explore these areas through one of the formal programs of study. Students should discuss these options with their College advisers.

- Big Problems
- Chicago Studies
- Clinical and Translational Science
- Course Clusters
- Parrhesia Program for Public Discourse
- Signature Courses in the College
- Stevanovich Institute on the Formation of Knowledge



Big Problems

Department Website: <http://bigproblems.uchicago.edu>

The Big Problems courses that follow are among a growing number of capstone experiences offered as electives to third- and fourth-year students in the College.

'Big problems' are characteristically matters of global or universal concern that intersect with several disciplines and affect a variety of interest groups. They are problems for which solutions are crucially important but not obviously available.

Big Problems courses emphasize process as well as content: learning how to creatively confront difficult intellectual and pragmatic problems wider than one's area or expertise and to consider how to deal with the uncertainty that results. This often points to the importance of working in groups. If the core curriculum provides a basis for learning and the majors develop more specialized knowledge, the Big Problems experience leads to the development of skills for thinking about and dealing with the important but unyielding issues of our time.

Big Problems courses use interdisciplinary team teaching, seeking to cross disciplines and divisions and to transcend familiar models of content, organization, and instruction.

Big Problems Courses Offered in 2020–21

BPRO 22612. Topics in Medical Ethics. 100 Units.

Decisions about medical treatment, medical research and medical policy often have profound moral implications. Taught by a philosopher, three physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, abortion, organ markets, research ethics, and distributive justice in health care. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): HLTH 21609, PHIL 21609, BIOS 29314, HIPS 21609

BPRO 24050. Understanding Practical Wisdom. 100 Units.

Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to 'smart' or 'clever.' Is it just vast knowledge? This course will examine the nature of wisdom-how it has been defined in philosophy and psychological science, how its meaning has changed, and what its essential components might be. We will discuss how current philosophical and psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy. The course will include lectures by philosophers and psychologists. This course is offered in association with the Chicago Moral Philosophy Project and the Good Life program (the Hyde Park Institute).

Instructor(s): H. Nusbaum, A. Henly Terms Offered: Spring

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

Equivalent Course(s): CHDV 24050, PSYC 24060, PSYC 34060, RLST 24055

BPRO 25600. How Does It Feel to Be an Outlier? Narratives of Medical 'Otherness'. 100 Units.

Ideas of what is 'normal' and what is 'different' are fundamental organizing concepts in scientific and humanistic thinking. Writers in both the sciences and the humanities use these concepts particularly when constructing narratives about how individuals experience selfhood and the world. This course examines a body of writings that depict the lives of those who identify, or are identified, as outliers. Students will approach this topic through medical case studies; through autobiographies and biographies about the experience of being physical or mental exceptions; and through writings by and about doctors, patients, medical researchers, and people who are the subjects of medical research. How do scientists, biographers, journalists, and others capture the experience of being different? What are the aims of outlier narratives? What ethical questions surround these writings? How do such narratives underscore or undercut concepts of what is 'normal' and what is 'different'? In addition to surveying the landscape of outlier literature, students will research and write an outlier narrative in the form of a medical case study, biography, journalistic profile, or memoir.

Instructor(s): P. Mason, N. Titone Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing. Interested students are asked to send one page on why they want to take this course to pmason@uchicago.edu and ntone@uchicago.edu

Equivalent Course(s): ENGL 25613, ENGL 45613

BPRO 26800. How Literature Thinks: Contemporary Writers on Big Problems. 100 Units.

Big Problems' have affective dimensions that not only complicate our thinking about issues like climate change or income inequality but pose 'big problems' of their own: apathy, depression, boredom, paranoia. Literature invites us to reflect on these affective states and their social repercussions while also expanding the forms of feeling and knowing available to us. How do novels, poems, and memoirs explore the connections between emotion, understanding, and individual and collective action? Can criticism help us to see those connections? In this course, we will read the work of contemporary writers who explore a variety of pressing questions. Authors will include celebrated novelists and poets visiting the University,

University of Chicago faculty in Creative Writing, and award-winning local authors. These writers will visit our class to share their views on how literature 'thinks' in generative ways. Readings of contemporary novels, poetry, and nonfiction will be supplemented by theoretical texts that illuminate the affective, epistemological, and political dimensions of artistic responses to social crises. Assignments will include both creative and critical writing exercises, attendance at literary events, and a final (creative, critical, or creative/critical hybrid) project. No prior creative writing experience is required.

Instructor(s): S. Reddy, S. Ngai Terms Offered: Spring

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

Equivalent Course(s): ENGL 38660, ENGL 28660

BPRO 27155. Urban Design with Nature. 100 Units.

This course will use the Chicago region as the setting to evaluate the social, environmental, and economic effects of alternative forms of human settlement. Students will examine the history, theory and practice of designing cities in sustainable ways - i.e., human settlements that are socially just, economically viable, and environmentally sound. Students will explore the literature on sustainable urban design from a variety of perspectives, and then focus on how sustainability theories play out in the Chicago region. How can Chicago's neighborhoods be designed to promote environmental, social, and economic sustainability goals? This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): GEOG 27155, PBPL 27156, ENST 27155

BPRO 28400. Thinking Psychoanalytically: From the Sciences to the Arts. 100 Units.

Since Freud's seminal investigation into the nature of the mind, psychoanalytic thinking has offered a unique approach to unconscious, relational, and meaningful dimensions of human experience. Despite assaults on the field from numerous quarters, psychoanalytic thinking remains central to the work of practitioners across an array of disciplines. After an introduction to key psychoanalytic concepts including the unconscious, repression, and transference, we will investigate some of the ways in which these ideas are mobilized within clinical practice, neuroscience, anthropology, education, philosophy, literary studies, and the visual arts through a series of lectures presented by specialists from these fields. Along the way, we will gain an appreciation for some of the ways in which psychoanalytic perspectives continue to inspire a variety of current scientific and humanistic projects.

Instructor(s): A. Beal; Staff Terms Offered: Spring

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ANTH 24316

BPRO 28800. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, 'Are we alone in the universe?,' in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe - in order to better understand the meaning of human existence.

Instructor(s): P. Sereno; L. Rogers; S. London Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ASTR 18700, BIOS 29142, PSYC 28810

BPRO 28900. Inequality: Origins, Dimensions, and Policy. 100 Units.

For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.

Instructor(s): A. Sanderson and Staff Terms Offered: May be offered in 2020-2021

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

Note(s): ECON 24720 or ECON 22410 may be used as an Economics elective, but only one of the two may be used toward Economics major requirements.

Equivalent Course(s): ECON 24720, PBPL 28920

Big Problems Courses Offered in Previous Years

Any of these courses may be offered in the future.

BPRO 21500. What is Civic Knowledge? 100 Units.

What is civic knowledge? Although civic rights and duties are supposedly universal to all citizens in a 'democratic' nation, their implementation often depends on the strength of community connections and the circulation of knowledge across racial, class, and social boundaries. Focusing on the city of Chicago, we ask how citizens (in their roles as citizens) forge communities, make urban plans, and participate in civic affairs. How does the city construct the public spheres of its residents? Are the social practices of Chicagoans truly 'democratic'? Could they be? What does 'Chicago' stand for, as a political and cultural symbol? For both Chicagoans and their representatives, the circulation of knowledge depends not only on conventional media but also on how the city is constructed and managed through digital media.

Instructor(s): R. Schultz, M. Browning. Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): HUMA 24906, LLSO 24906, PBPL 21500, PHIL 21006

BPRO 22200. Boundaries, Modules, and Levels. 100 Units.

This course investigates conceptual problems arising in the attempt to analyze the structure of complex systems in a variety of biological, psychological, social, and technological contexts, and how the answers may vary with how the boundaries are drawn. We confront descriptive, critical, and normative puzzles arising from questions such as the following: Is a society just a collection of people, an organized collection of people, or something more? Can a corporation have rights and responsibilities? Can groups have identities? Why are minds in the head, or are they? And are genes the bearers of heredity?

Instructor(s): W. Wimsatt, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): PHIL 22210, HIPS 20601

BPRO 22300. Empire. 100 Units.

Students in this course read a variety of texts (e.g., writings of Thucydides, Vergil, and Forster; documents from the caliphate of Andalusia; current articles). By viewing their own experiences in the light of Arab, British, Greek, and Roman empires, students reflect on America's role in the cultures and countries of the twenty-first century. Economics, language, culture, ecology, and social ethics may provide the lenses through which students view and review their experiences.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third- or fourth-year standing. Completion of the general education requirement in civilization studies through a College-sponsored study abroad program.

Equivalent Course(s): CLCV 28707, HUMA 22303

BPRO 22400. The Ugly American Comes Home. 100 Units.

The aims of this course are to interrogate not only the experience of studying abroad, but also the condition of coming 'home' and facing a range of needs to assimilate and articulate your experience. We address being abroad and afterward through a range of reading materials, including travel writings, philosophies of education, and considerations of narrative and perception. Writing assignments will explicitly address the challenge of integrating study abroad with other forms of knowledge and experience that characterize collegiate education.

Instructor(s): J. Ketelaar, M. Merritt Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third- or fourth-year standing; completion of a study abroad program (University of Chicago program, other institution's program, or self-structured program).

Equivalent Course(s): INST 22400

BPRO 22500. Medicine and Society: Things, Bodies, Persons. 100 Units.

Course description isn't available.

Terms Offered: Not offered in 2020-2021

Equivalent Course(s): BIOS 29310, HIPS 22501, PHIL 22501

BPRO 22600. Autonomy & Medical Paternalism. 100 Units.

Course description isn't available.

Terms Offered: Not offered in 2020-2021

Equivalent Course(s): PHIL 22601, HIPS 21901, BIOS 29311

BPRO 22800. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? The early history of alcohol; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy; Alcohol as a cultural artifact; Styles of drinking and intoxication; Alcohol, addiction, and social problems; Alcohol and religion; Alcohol and health benefits; Comparative case studies of drinking.

Instructor(s): M. Dietler, W. Green Terms Offered: Not offered in 2020-2021; May be offered in 2021-2022

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

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): HLTH 25310, BIOS 02280, ANTH 25310

BPRO 23000. Cosmos and Conscience: Looking for Ourselves Elsewhere. 100 Units.

Science and religion are two ways, among many others, that people can seek to know about reality: how do we construct ordered pictures of the whole-cosmos or civilization-and how do we relate to them in terms of action? How do we know what we do not know, and what does that kind of 'knowledge' mean for the orientation and direction of human existence? How would cultural biases be affected by knowing that there are others 'out there' in the universe, should we discover them? From various perspectives, this course addresses these questions of the origins, structures, and ends of reality as we look for ourselves-seek understanding of the human condition-in the cosmos but also in complex religious and cultural traditions. Whereas in our popular culture, science is often identified with the realm of knowledge and religion is simply 'belief' or 'practice,' the course also seeks to trace the rational limits of science and the rational force of religion with respect to the ethical problem of the right and good conduct of human life.

Instructor(s): W. Schweiker, D. York Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): ASTR 23000, RLST 23603

BPRO 23400. Is Development Sustainable? 100 Units.

This course examines alternative concepts and theoretical grounds for notions of sustainable development. We analyze core issues underlying population growth, resource extraction, 'sustainable consumption,' environmental change, and social transformation through a consideration of economic, political, scientific, and cultural institutions and processes. The course, based on orienting lectures and intensive class discussion of core texts, focuses on the sustainability problems of both highly industrialized countries as well as of developing nations. Previous exposure to environmental or development issues, although useful, is not required.

Instructor(s): A. Kolata Terms Offered: Not offered in 2020-2021

Note(s): This course qualifies as a 'Discovering Anthropology' selection for Anthropology Majors.

Equivalent Course(s): PBPL 24400, HIPS 23400, ENST 24400, ANTH 22015

BPRO 23500. The Organization of Knowledge. 100 Units.

This course explores several structures of knowledge that students may have encountered in their core and specialized education, with the goal of enabling students to identify and explore the implications of these different structures. We ask whether all knowledge is relative, and if so, to what? When things are structured differently, does that mean that knowledge is lost? Or are there several diverse ways of structuring knowledge, each of which may be viable? We read a wide range of classical and modern thinkers in various disciplines.

Instructor(s): W. Sterner, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): HUMA 23502, HIPS 23000

BPRO 23600. Social Context, Biology, and Health. 100 Units.

We take for granted our relationships with other people as fundamental. Yet when these connections are absent or disrupted, our minds and biology are likewise disrupted. Epidemiological studies have now clearly established a relationship between social isolation and both mental and physical health. This course adopts an integrative interdisciplinary approach that spans the biological to sociological levels of analysis to explore the interactions involved and possible mechanisms by which the social world gets under the skin to affect the mind, brain, biology, and health.

Instructor(s): J. Cacioppo, M. McClintock, L. Waite Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): PSYC 25300

BPRO 23760. The Social Brain: Social Isolation and Loneliness. 100 Units.

The past two decades have witnessed a remarkable rise in the number of investigations published on the social brain. The discoveries conveyed by the titles of many of these reports (e.g., the neural basis of love, altruism, morality, generosity, trust) have piqued the interest of young investigators, funding agencies, the media, and laypeople alike. Such attention is a double-edged sword, however, as errors are exaggerated in importance, and oversimplifications create false expectations and, ultimately, disillusionment in what the field can contribute. It is, of course, one thing to assume that neural processes underlie all psychological phenomenon, it is another to claim that a given brain region is the biological instantiation of complex psychological functions like the self, empathy or loneliness. The purpose of this course is to examine opportunities and challenges in this field primarily through research on two of the most important topics in the field: social isolation and empathy.

Instructor(s): J. Cacioppo, L. Hawkley Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): PSYC 23760, BIOS 29324

BPRO 23800. The Affect System. 100 Units.

The term 'affect' typically refers to feelings beyond those of the traditional senses, with an emphasis on the experience of emotions and variations in hedonic tone. The structure and processes underlying mental contents are not readily apparent, however, and most cognitive processes occur unconsciously with only selected outcomes reaching awareness. Over millions of years of evolution, efficient and manifold mechanisms have evolved for differentiating hostile from hospitable stimuli and for organizing adaptive responses to these stimuli. These are critically important functions for the evolution of mammals, and the integrated set of mechanisms that serve these functions can be thought of as an 'affect system.' It is this affect system-its architecture and operating characteristics, as viewed from neural, psychological, social, and political perspectives-that is the focus of the course.

Instructor(s): J. Cacioppo, E. Oliver, S. Cacioppo Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): PSYC 23880, PLSC 23810

BPRO 23900. Biological and Cultural Evolution. 100 Units.

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

Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Not offered in 2020-2021

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

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): CHSS 37900, CHDV 23930, NCDV 27400, HIPS 23900, ANTH 38615, LING 39286, CHDV 33930, BIOS 29286, ANTH 28615, LING 11100, PHIL 32500, PHIL 22500

BPRO 24000. Understanding Wisdom. 100 Units.

Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to 'smart' or 'clever.' Is it just vast knowledge? This course will examine the nature of wisdom-how it has been defined, how its meaning has changed, and what its essential components might be. We will examine how current psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy.

Instructor(s): A. Henly, H. Nusbaum Terms Offered: Not offered in 2020-2021

Note(s): See PSYC 24055 The Psychological Foundations of Wisdom.

Equivalent Course(s): HUMA 24005, PSYC 24050, RLST 24050

BPRO 24100. Science and Religion. 100 Units.

In this course, we explore some aspects of the relations between science and religion in Western culture (e.g., Christian, Jewish, Islamic). Questions include: What are science and religion? Are they competing intellectual systems for making sense of the world? What are social institutions? Can they be in conflict with one another? Can they support one another? Each of the instructors treats these questions by examining certain historical episodes and texts to add different perspectives to the material.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

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

BPRO 24150. Romantic Love: Cultural, Philosophical, and Psychological Aspects. 100 Units.

This double-credit course combines humanistic and social scientific disciplines to examine the phenomenon of romantic love-a 'big problem' in practical, theoretical, and cultural senses. The course starts by comparing representations of romantic love experiences in visual, musical and literary arts and myths. After exploring what may be specific to this form of love, we address two further issues: the role and sources of non-rational experience in romantic love, and the role of romantic love in modern marriage. Illumination of these topics is sought through the discussion of humanistic and social scientific texts and cinematic presentations.

Instructor(s): D. Orlinsky, Staff Terms Offered: Not offered in 2020-2021

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

Note(s): The class meets for six hours a week.

Equivalent Course(s): CHDV 24150, HUMA 24150, GNSE 24150

BPRO 24160. Love and Tragedy in Tolstoy's Anna Karenina. 100 Units.

Tolstoy's great novel Anna Karenina may be the finest and most compelling depiction in literature of the diverse aspects and outcomes of romantic love. Combining humanistic and social scientific perspectives, this course undertakes an intensive study of the novel to examine the joys and sorrows of romantic love, and the successes and tragedies that follow from it, as well as the aesthetic achievement of the novel as a major work of art. Resources for understanding the development of the novel's characters and the fate of their relationships are drawn from Freud's Introductory Lectures on Psychoanalysis and other works. Bases for a critical appreciation of the novel are drawn from Aristotle's Poetics and Nietzsche's The Birth of Tragedy.

Instructor(s): D. Orlinsky, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): GNSE 24160, HUMA 24160, CHDV 24160

BPRO 24200. Psychoneuroimmunology. 100 Units.

This course covers all aspects of neuroimmunoendocrinology at the molecular, cellular, and organismal and social levels.

Instructor(s): M. McClintock, J. Quintans Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): PSYC 34100, BIOS 02370, BPRO 44140, PSYC 24150

BPRO 24300. Globalization and Neo-Liberalism. 100 Units.

Developments over the past decade have led a number of former leading enthusiasts of globalization to raise basic criticisms of the neo-liberal paradigm. In doing this, they have echoed and drawn attention to the results of economists and historians whose work undercuts the basic premises of neo-liberalism. This course explicates a varied collection of this work, viewed as a critique and alternative to neo-liberalism, by economic historians (e.g., Hobsbawm, Williams, Arrighi, Polanyi) and economists (e.g., Palley, Taylor, Stretton, Marglin, Eatwell, MacEwan, Blecker, Brenner).

Instructor(s): M. Rothenberg, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): INST 24300

BPRO 24400. Concepts of the Self from Antiquity to the Present. 100 Units.

This seminar explores the evolution of ideas about the nature and formation of selfhood from classical antiquity to the present. Along the way, we look at Greek tragedy, Stoic philosophy, early Christian texts, and the conceptual models of selfhood and self-understanding behind Descartes, Kant, Freud, Foucault, and others. Students should be prepared to deal extensively with scholarship on self, ethics, and community across the fields of philosophy, anthropology, psychology, and social history.

Instructor(s): S. Bartsch, J. Goldstein Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): HIST 20400, CLCV 28100

BPRO 24500. Language and Globalization. 100 Units.

Globalization has been a buzz word in our lives over the past few decades. It is also one of those terms whose varying meanings have become more and more challenging to characterize in a uniform way. The phenomena it names have been associated with important transformations in our cultures, including the languages we speak. Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact in class and their impact on the evolution of languages.

Instructor(s): S. Mufwene Terms Offered: Not offered in 2020-2021

Note(s): Not offered in 2018-2019

Equivalent Course(s): ANTH 47905, LING 37500, CRES 37500, ANTH 27705, CRES 27500, LING 27500

BPRO 24600. Moments in Atheism. 100 Units.

Atheism is as old as religion. As religion and its place in society have evolved throughout history, so has the standing and philosophical justification for non-belief. This course examines the intellectual and cultural history of atheism in Western thought from antiquity to the present. We are concerned with the evolution of arguments for a non-religious worldview, as well as with the attitude of society toward atheism and atheists.

Instructor(s): S. Bartsch, Staff Terms Offered: Not offered in 2020-2021

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

Note(s): Not offered in 2018-2019

Equivalent Course(s): CLCV 22400, HIST 29402, RLST 25200

BPRO 24700. From Neo-Liberalism to Neo-Imperialism. 100 Units.

This course examines the thesis advanced by a number of recent thinkers on the organic ties between neo-liberal doctrine and the rise of a new imperialism. In *False Dawn*, noted conservative political theorist John Gray gives a critique of the global free market. In *Capital Resurgent: Roots of the Neoliberal Revolution*, two important left critics, economists Gerard Dumenil and Dominique Levy, investigate the economic roots of neo-liberalism. Finally, in reading two recent works by the economic geographer David Harvey (*A Brief History of Neo-Liberalism* and *The New Imperialism*) we consider in depth the link between neo-liberalism and imperialism.

Instructor(s): M. Rothenberg, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): INST 24700

BPRO 24800. Complex Problem: World Hunger. 100 Units.

Few of our policymakers are experts in economics, agronomy, food science, and molecular biology, yet all of these disciplines are essential for developing strategies to end world hunger. Choosing one country as a test case, we look at the history, politics, governmental structure, population demographics, and agricultural challenges. We then study the theory of world markets, global trade, and microeconomics of developing nations, as well as the promise and limitation of traditional breeding and biotechnology.

Instructor(s): J. Malamy, Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): SOSC 26900, BIOS 02810, ENST 24800

BPRO 24900. Biology and Sociology of AIDS. 100 Units.

This interdisciplinary course deals with current issues of the AIDS epidemic.

Instructor(s): H. Pollack, J. Schneider Terms Offered: Not offered in 2020-2021

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

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): SSAD 65100, BIOS 02490

BPRO 25000. Images of Time: Japanese History Through Film. 100 Units.

Focusing attention on the emerging nexus between audio-visual media and historical studies, this course deals with theories of time, history, and representation while making those ideas and problems concrete through a study of the way in which history in Japan has been mediated by the cinema. A close reading of a wide range of films produced in and about Japan in tandem with primary and secondary materials on theories of time, images, and national history highlights the historicity and history of both film and Japan. All work in English.

Instructor(s): J. Ketelaar, Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third- or fourth-year standing required; knowledge of Japanese not required.

Equivalent Course(s): EALC 24601, CMST 24906, HIST 24603

BPRO 25100. Evolutionary Theory and Its Role in the Human Sciences. 100 Units.

The course's aim is two-fold: (1) an examination of the origins and development of Darwin's theory from the early nineteenth century to the present; and (2) a selective investigation of the ways various disciplines of the human sciences (i.e., sociology, psychology, anthropology, ethics, politics, economics) have used evolutionary ideas.

Instructor(s): R. Richards, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): HIST 25004, HIPS 25801, PHIL 25123

BPRO 25200. Body and Soul: Approaches to Prayer. 100 Units.

Why do we pray? Why do we experience prayer practice as reaching out towards an intentional being whom we cannot (except in representation) touch, see, or hear? This course approaches an answer to that question by looking at the way we pray, particularly in a Christian context. What kinds of bodily engagement do we find in prayer; what impact might prayer practice have upon our bodies; what bodily features of prayer might help to explain why its practice has been so compelling to so many for so many years?

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): RLST 28800

BPRO 25400. Jews and Christians in the Middle East. 100 Units.

Minorities around the world today invite questions about the prospects of pluralism and tolerance in modern societies. This course will explore these long-studied questions by examining the case of Jews and Christians in the Middle East, as well as its tangled histories with Muslims and Jews in Mediterranean Europe. Co-taught by a historian of Jews in Iraq and an anthropologist of Copts in Egypt, we will explore histories and ethnographies to consider the political, social, and religious dimensions of minority communities. Our syllabus also blends various literary genres and forms of media with academic scholarship to explore various voices in the conversation about Jews and Christians in the Middle East—from novels, films, and poetry to theological tracts and political treatises. We raise the following questions throughout our course: What terms for coexistence have governed Jews, Christians, and Muslims in the Mediterranean? How are religious practices and traditions linked to histories of rule? How do ideologies (e.g., nationalism, secularism, communism) shape the way minorities understand themselves and how society understands them?

Instructor(s): O. Bashkin, A. Heo Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): RLST 20231, JWSC 26215, NEHC 20585

BPRO 25500. Art and Human Rights. 100 Units.

This seminar-style course will explore historical and contemporary interventions in visual and performative artistic practices with human rights. Co-taught by a historian and theater-maker, the course will consider various paradigms for looking at how artists work on human rights. Course work will include critical readings, viewings of artistic work, and direct conversations with artists. Students will also participate in a multi-day summit on campus (April 29-May 2) that will bring distinguished artists from throughout the world to address the question 'What is an artistic practice of human rights, conceptually, aesthetically and pragmatically?' Students will be given the option to produce either an academic or artistic final project.

Instructor(s): M. Bradley, L. Buxbaum Danzig Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ARTV 20009, HIST 29906, HMRT 25502, TAPS 25510

BPRO 26030. The Nuclear Age. 100 Units.

Seventy-five years ago a group of scientists launched the first sustained nuclear chain reaction, commonly known as CP-1, at the University of Chicago under Stagg Field. This course will be part of the commemoration and reflection taking place across the University this fall. Its goal will be to explore the ensuing Nuclear Age from different disciplinary perspectives by organizing a ring-lecture. Each week's lecture, delivered by faculty from fields across the university (for instance, Physics, Biomedicine, Anthropology, and English), will be followed by a discussion section to synthesize and integrate not only the material from the weekly lectures, but the many events happening at the University this fall. CP-1 was not only a scientific achievement of the highest magnitude, but also a civilization-changing event that remains at the boundary of the thinkable.

Instructor(s): D. L. Nelson Terms Offered: Not offered in 2020-2021

Prerequisite(s): Second, third, or fourth-year standing.

Equivalent Course(s): HIST 25424, SIGN 26031, ENGL 26030

BPRO 26050. Memory, Commemoration & Mourning. 100 Units.

This course focuses on the manner in which we make use of the past, the personal past, the collective past, and the place of social and historical change in retelling and rewriting life-history and history. The course begins with a discussion of memory, conceptions of the personal and historic past, and such related issues as nostalgia, mourning, and the significance of commemoration in monument and ritual. These issues are explored in a number of topics such as twentieth-century war memorials, high school and college reunions, and the Holocaust and its representation in contemporary European society.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

Equivalent Course(s): FNLD 23312, AASR 30001, PSYC 25450, CHDV 27102, RLST 28102

BPRO 26102. War. 100 Units.

In this course, we ask such questions as: Why do humans go to war? What is the experience of war like? How does war affect the individual and his society? What is a just war? An unjust war? Can we conceive of a world without war? We read and discuss texts such as Homer's *The Iliad*, Thucydides' *History of the Peloponnesian War*, Tolstoy's *War and Peace*,

Jonathan Shay's *Achilles in Vietnam*, and Glen Gray's *The Warriors*. The readings serve primarily as a starting point for the discussion of the above questions and any other issues raised by the class that are related to war.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): HUMA 26300

BPRO 26300. Globalization: History and Theory. 100 Units.

This course makes sense of globalization as a historical phenomenon focusing primarily on the long twentieth century, but with a look back into the 'deep history' of the making of the contemporary world. While the course has a theoretical bent, it should be taken as an introduction into modern history. It has three goals in particular: (1) It introduces the main concepts and theories of globalization. (2) It explores key moments, processes, and events in the annals of globalization. (3) It highlights the nature of contentions over the terms of global order.

Instructor(s): M. Geyer, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): HIST 29901

BPRO 26400. Movies and Madness. 100 Units.

We propose to investigate representations of madness in fictional, documentary, and experimental film. We divide the topic this way to emphasize the different dimensions of cinematic address to questions of mental illness, and the ways that film genres imply distinct formal and epistemological conventions for the representation of insanity. Documentary ranges from instructional and neutral reportage, to polemical, essayistic interventions in the politics of psychiatry and the asylum, the actual conditions of mental illness in real historical moments. Documentary also includes the tendency in new media for 'the mad' to represent themselves in a variety of media. With experimental film, our aim will be to explore the ways that the cinematic medium can simulate experiences of mania, delirium, hallucination, obsession, depression, etc., inserting the spectator into the subject position of madness. We will explore the ways that film techniques such as shot-matching, voice-over, montage, and special effects of audio-visual manipulation function to convey dream sequences, altered states of consciousness, ideational or perceptual paradoxes, and extreme emotional states. Finally, narrative film we think of as potentially synthesizing these two strands of cinematic practice, weaving representations of actual, possible, or probable situations with the special effects of mad subjectivity. Our emphasis with narrative film will be to focus-not simply on the mentally ill subject as hero.

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): ENGL 38703, ARTV 26411, CMST 35550, ARTV 36411, ARTH 36905, CMST 25550, ARTH 26905, ENGL 28703

BPRO 26500. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper-words in mind and on the page-we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters? (C, H)

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): CRWR 26341, ENGL 34319, ARTV 26901, ARTV 36901, ENGL 24319, CRWR 46341

BPRO 26600. Antonioni's Films: Reality and Ambiguity. 100 Units.

In this in-depth study of several Antonioni films, our eye is on understanding his view of reality and the elements of ambiguity that pervade all of his films. Together, as a film scholar and physicist, we bring out these aspects of his work together with his unique cinematic contributions. This course introduces students to this poet of the cinema and the relevance of Antonioni's themes to their own studies and their own lives.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ARTH 28904, HUMA 26600, CMST 26801

BPRO 26700. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the imitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): FREN 36701, CLAS 36713, SCTH 30411, FNDL 22912, FREN 26701, CLCV 26713

BPRO 26750. Anxiety. 100 Units.

The phenomenon of anxiety emerged as one of the leading psychological disorders of the 20th and 21st centuries. Worrying ourselves into the realm of the pathological, we now have a requisite measure of anxiety for every prescribed stage of life. But why are we so anxious? Considering its prevalence in everyday life, the concept and theories of anxiety have been employed surprisingly seldom as a way into film, fiction, and art. In this course we examine the modern origin of contemporary discourses specific to anxiety and their unique manifestation in cultural artifacts. To understand the complex of anxiety in the so-called Western world, we rely on the theories of Søren Kierkegaard, Martin Heidegger, Sigmund Freud, Jacques Lacan, and Alenka Zupančič; fiction by Stoker, Schnitzler, Kafka, and Sebald; and film by Haneke, Kubrick, Ophüls, and Hitchcock. We will also have guest speakers from the fields of clinical psychiatry, geriatric medicine, philosophy, and comparative anthropology.

Instructor(s): M. Sternstein, A. Flannery Terms Offered: Not offered in 2020-2021

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

Note(s): English majors: This course fulfills the Theory (H) distribution requirement.

Equivalent Course(s): GRMN 26715, ENGL 24260, MAPH 36750

BPRO 27000. Perspectives on Imaging. 100 Units.

Taught by an imaging scientist and an art historian, this course explores scientific, artistic, and cultural aspects of imaging from the earliest attempts to enhance and capture visual stimuli through the emergence of virtual reality systems in the late twentieth century. Topics include the development of early optical instruments (e.g., microscopes, telescopes), the invention of linear perspective, the discovery of means to visualize the invisible within the body, and the recent emergence of new media. We also consider the problem of instrumentally mediated seeing in the arts and sciences and its social implications for our image-saturated contemporary world.

Instructor(s): P. La Riviere, Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): CMST 27300, ARTH 26900, ARTH 36900, BIOS 02927, HIPS 24801, CMST 37300

BPRO 27600. Creation and Creativity. 100 Units.

This seminar explores several creation stories from anthropological, literary, philosophical, and psychological perspectives. We compare the accounts of the beginning in Genesis, Hesiod's Theogony, Ovid's Metamorphoses, Bhagavad Gita, the Maya's Popol Vuh, and other sources, including Native American ones. We explore the ways cosmic creation has been imagined in world culture. We also delineate human literary creativity and ask about the relationship between individual creativity and the cultural myths of creation. We consider at least one modern theory of the beginning of the universe.

Instructor(s): Staff Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ANTH 27610

BPRO 27800. Science and Christianity. 100 Units.

Both Christianity and science have had a critical impact on the development of Western society. Can they continue to flourish, enriching each other, or are they fundamentally at odds and in competition? This seminar will examine the major points of potential tension and synergy between science and Christianity, with the goal of open discussion and an eye on helping students develop their own ideas. We will consider themes such as evolution, extraterrestrial intelligence, consciousness, and particulars of the Christian faith.

Instructor(s): D. Abbot, D. Fabrycky, L. Schweitz. Terms Offered: Not offered in 2020-2021; May be offered in 2021-2022

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

Equivalent Course(s): RLST 27801

BPRO 27900. Climate Change in Media and Design. 100 Units.

If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Rather than merely analyzing or theorizing various futures, this course will prepare students in hands-on methods of 'speculative design' and 'critical making.' Each Tuesday, we will study how art and literature draw on the specific capacities of written and visual media to represent climate impacts, and how new humanities research is addressing climate change. Each Thursday, we will participate in short artistic exercises that explore futures of each area. These exercises include future object design, bodymapping and story circles, tabletop gameplay, and serious game design. Throughout the quarter, guest speakers from across the humanities, sciences, and social sciences will visit the class to speak about how their disciplines are working to understand and mitigate climate impacts. The most substantial work of the quarter will be an ambitious multimedia or transmedia project about one of the core course topics to be completed in a team.

Instructor(s): P. Jagoda, B. Morgan Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): MAAD 21900, ENGL 27904, ENST 27900, CMST 27814

BPRO 28000. Terror, Religion, and Aesthetics. 100 Units.

Through our contemporary experiences of terrorist acts, we apprehend the no-citizens' land of life without a social contract, of the violent 'state of nature' among people. In varied genres (e.g., poems, plays, novels, memoirs, essays), we engage with the transformative powers of diverse aesthetics (e.g., catharsis, the sublime, theatre of cruelty, realism, fable, satire) and of

religious faiths (e.g., deism, Hinduism, Judaism, Islam, Sufism, Buddhism) to counteract terror and redeploy our civil status in society.

Instructor(s): M. Browning, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): HMRT 28801, RLST 23401

BPRO 28100. What is Enlightenment? 100 Units.

What is enlightenment? How does one become enlightened, and who is enlightened? In Euro-American civilization, the eighteenth-century Age of Enlightenment championed the powers of human reason against religion and superstition to achieve scientific progress. Buddhism in the nineteenth century was represented by the heirs of Enlightenment as a religion for the Enlightenment to the point of not being a religion at all. Both traditions offer pathways to freedom (or liberation?) that draw on our rational capabilities, and both sponsor the production of knowledge that re-vision our place in the world. But they seem to be opposed: how could reason reject 'religious' beliefs but also take part in 'religious' traditions that aim to bring certain kinds of persons into being? We compare the mental models, discourses, methods of analysis, world-images, and practices of these traditions of enlightenment to assess the kinds of disciplines that their theoreticians and practitioners acquire and use.

Instructor(s): M. Browning, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): SALC 27601, HUMA 28109, RLST 23403

BPRO 28200. Narrating Migration. 100 Units.

Human migration is one of the most pressing global problems of our time, though it is not a new phenomenon. It has shaped societies throughout time, and the degree to which it is perceived as a 'problem' or an 'opportunity' changes radically according to circumstances and ideologies. In this course, we will analyze the different ways in which migration has been perceived, understood, and experienced. We will focus on two intense episodes in the global history of migration: migration from early nineteenth-century Britain; and migration to late 20th and 21st-century America. Our emphasis throughout will be on the ways in which migration is narrated: the stories that societies tell about the migration of themselves and others. We will cover a wide range of migration narratives, including those of creative writers and artists, and will consider them through the lenses of literary criticism, history, theory, and also artistic practice itself.

Instructor(s): J. McDonagh, V. Tran Terms Offered: Not offered in 2020-2021; May be offered in 2021-22

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ENGL 28200

BPRO 28300. Disability and Design. 100 Units.

Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the 'new normal.' In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.

Instructor(s): M. Friedner, J. Iverson Terms Offered: Not offered in 2020-2021; May be offered in 2021-2022

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): CHDV 28301, MUSI 25719, HLTH 28301, MAAD 28300

BPRO 28500. Sex and Ethics. 100 Units.

Sex is a big problem. How do we think about sex in proximity to considering the ethics of risk, harm, and the potential for good? Developing an account specifically of an ethics of sex requires thinking about the place of sex and sexual vulnerability in social life with an eye toward understanding what's good and what might count as abuses, violations, disruptions, or deprivations of specifically good things about sex. In popular discussion, for example, 'consent' often demarcates ethically good sex from bad sex. This course inquires whether consent is an adequate metric for sexual ethics; if it is necessary or sufficient; if certain factors (e.g., age, gender, violence) vitiate its normative force; and whether its legal definition conflicts, coheres with, or contributes to its general cultural reception. These issues require us to think about the ways people do, do not, and cannot know what they're doing in sex, and complicate the aspiration to have an ethics in proximity to sex. This year's version of the course focuses on political theory/policy/popular scandal in relation to aesthetics and sex theory archives. We talk about sex in proximity to modes of comportment in love, scandal, prostitution, stranger intimacy, political freedom and discipline, impersonality, and experimentality.

Instructor(s): L. Berlant, Staff Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): GNSE 28502, ENGL 28500, PLSC 21901

BPRO 28600. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure).

Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): H. Saussy, M. Schwartz Terms Offered: Not offered in 2020-2021

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): HMRT 28602, CMLT 28900, BIOS 29323

BPRO 28700. Alternate Reality Games: Theory and Production. 100 Units.

Games are one of the most prominent and influential media of our time. This experimental course explores the emerging genre of 'alternate reality' or 'transmedia' gaming. Throughout the quarter, we will approach new media theory through the history, aesthetics, and design of transmedia games. These games build on the narrative strategies of novels, the performative role-playing of theater, the branching techniques of electronic literature, the procedural qualities of video games, and the team dynamics of sports. Beyond the subject matter, students will design modules of an Alternate Reality Game in small groups. Students need not have a background in media or technology, but a wide-ranging imagination, interest in new media culture, or arts practice will make for a more exciting quarter.

Instructor(s): Patrick Jagoda, Heidi Coleman Terms Offered: Not offered in 2020-2021; May be offered in 2021-22

Prerequisite(s): Third- or fourth-year standing. Instructor consent required. To apply, submit writing through online form at <http://bigproblems.uchicago.edu>; see course description. Once given consent, attendance on the first day is mandatory.

Questions: mb31@uchicago.edu.

Note(s): Note(s): English majors: this course fulfills the Theory (H) distribution requirement.

Equivalent Course(s): ENGL 32314, ARTV 20700, TAPS 28466, ENGL 25970, MAAD 20700, CMST 25954, CMST 35954, ARTV 30700

BPRO 29000. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: TBD. Not offered in 2020-2021

Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.

Equivalent Course(s): ENST 29000, PPHA 39201, PSMS 39000, ECON 26800, PBPL 29000, CHSS 37502

BPRO 29100. What Genomes Teach About Evolution. 100 Units.

This course does not meet requirements for the biological sciences major. The twenty-first century opened with publication of the draft human genome sequence, and there are currently over 3,000 species whose genomes have been sequenced. This rapidly growing database constitutes a test of nineteenth- and twentieth-century theories about evolution and a source of insights for new theories. We discuss what genome sequences have to teach us about the relatedness of living organisms, the diversity of cellular life, mechanisms of genome change over evolutionary time, and the nature of key events in the history of life on earth. The scientific issues are related to the history of evolutionary thought and current public controversies about evolution.

Instructor(s): J. A. Shapiro, M. Long Terms Offered: Not offered in 2020-2021

Prerequisite(s): Consent of instructor. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BIOS 29319

BPRO 29200. Global Energy & Climate Challenge: Economics, Science & Policy. 100 Units.

The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.

Instructor(s): M. Greenstone, J. Deutch Terms Offered: Not offered in 2020-2021

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

Equivalent Course(s): ENST 28220, ECON 26730, PPHA 39905, PBPL 29200

BPRO 29660. Colloquium: Digital Humanities/Digital History. 100 Units.

This course will be an interdisciplinary introduction to digital humanities broadly writ with an emphasis on literary and historical developments over long periods of time (*longue durée*), and across large textual, cultural, and archival databases. Questions we will address include how do we constitute and navigate these collections? How do we conceive of digital tools in ways that speak to humanists and humanistic social scientists? How do we incorporate these tools and approaches into discursive argumentation and other traditional humanistic and historical modes of inquiry. No technical background is required, but basic computer skills and reading knowledge of French would be welcome. History concentrators may direct their coursework in this class toward the completion of a pre-BA essay for the major using primary sources.

Instructor(s): C. Gladstone, R. Morrissey, J. Sparrow Terms Offered: Not offered in 2020-2021

Prerequisite(s): History majors must take a History colloquium in their third year.

Equivalent Course(s): FREN 39661, HIST 29661, HIST 39661, FREN 29661



Chicago Studies

Department Website: <http://chicagostudies.uchicago.edu>

Chicago Studies (<http://chicagostudies.uchicago.edu/>) offers curricular and co-curricular opportunities to discover, study, engage with, and positively impact the diverse communities of our world-class city. Working with campus- and city-wide partners, it supports the College community in encountering and learning with Chicagoans from all walks of life. In so doing, it facilitates the development of reciprocal, respectful collaborations between campus and city that empower students in the College to deeper critical inquiry in ways that enrich and build upon their fields of study. Its offerings are designed to create flows of scholarly and civic inspiration between the life of the city and all disciplines represented in the College, and to develop the practice of local citizenship among students and instructors alike. Chicago Studies develops intensive, place-based academic encounters, research experiences, and opportunities for direct engagement that help students think critically and substantively about urban issues more broadly.

Chicago Studies partners with the Program on the Global Environment, Office of Civic Engagement, UChicago Arts, the Mansueto Institute for Urban Innovation, and the Institute of Politics to curate co-curricular experiences that introduce students and faculty to events, resources, and organizations throughout the Chicago region. Students in the College can also obtain advising and resources to connect their programs of study with partners and communities across the city. Chicago Studies also works closely with Career Advancement, the Institute of Politics, the Pozen Family Center for Human Rights, and Office of Civic Engagement—sponsored programs such as the University Community Service Center and the Neighborhood Schools Program to connect students with substantive internship and research fellowship opportunities with organizations and institutions that shape the life of the city.

Programmatically, Chicago Studies offers 'Design Your Chicago (<http://chicagostudies.uchicago.edu/design/>),' a series of workshops that teaches students to use design thinking to develop personal strategies for engaging and impacting the city; sponsors regular Research Roundtables on Chicago-relevant issues to introduce College students to potential mentors, methodologies for urban research, and Chicago research topics; co-sponsors (with the University of Chicago Library) a data portal (<http://chicagostudies.uchicago.edu/research/>) to collect and promote Chicago-focused datasets and research, including student research, to further promote the study of the city; offers an annual Undergraduate Research Prize and colloquium to highlight the best scholarship produced by University of Chicago undergraduates on the history, politics, and cultural life of Chicago; and publishes the *Chicago Studies* annual, a professionally edited and designed journal of exemplary student research and writing on the city. A subcommittee of the Chicago Studies Faculty Advisory Board considers submissions, which may be from any discipline, for both the Prize and the Annual each spring.

Chicago Studies Courses

Chicago Studies supports students and course instructors in studying Chicago both in and beyond the classroom by supporting instructors in developing and offering Chicago-focused courses across the College, and sponsoring special curricular opportunities such as the Chicago Studies Quarter (see below). Some of these are offered by Teaching Scholars, practitioners hired by Chicago Studies from organizations and cultural institutions around the city to offer unique courses in their areas of expertise. Chicago Studies supports Chicago-based teaching with course/instructional design consultation, micro-grants, and logistical support for experiential learning, and course development grants for University of Chicago faculty and course instructors.

Chicago Studies designates courses that explore all aspects of Chicago's ecology, culture, politics, history, social structure, and economic life. Many of these courses are cross-listed between departments, meaning many of them may fulfill requirements in multiple academic programs; most are integrated into the Environmental and Urban Studies major. Some of them may also contribute to students' completion of the academic requirements of the College's interdisciplinary Certificate in Chicago Studies (<http://chicagostudies.uchicago.edu/certificate/>) (see below). Chicago Studies publishes thematic listings of such courses each term prior to pre-registration on the Chicago Studies website (<http://chicagostudies.uchicago.edu/classes/>).

Chicago Studies Quarters

The Chicago Studies Quarters offer a cohesive set of courses that join classroom instruction with experiential learning opportunities, using the city and the region as a site of inspiration and instruction.

The Chicago Studies Quarter (CSQ) (<http://chicagostudies.uchicago.edu/quarter/>) is a selective, quarter-long academic program that allows a small cohort of students to devote an entire term to the intensive study and exploration of the distinctive folkways and civic codes that distinguish Chicago as a world city. Admitted students enroll in three interrelated courses with a common theme, taught by distinguished scholars in various disciplines. Like Study Abroad courses, CSQ courses utilize excursions within the city, guest speakers, and engagement with civic groups and leaders to enrich class readings and assignments. Participants in the CSQ are required to take all three course offerings, but may register for a fourth course of their choosing provided it does not conflict with the required classes or the mandatory excursions held on Fridays.

Chicago Studies Quarter: Calumet focuses on topics of human land use in the Calumet Region just south and east of the city. It is a full-time, one-quarter experience intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations, and is offered every other year in the spring term (even years only).

The Chicago Studies Quarters are designed for undergraduates in good academic standing who have completed at least two quarters of study in the College. While the program stipulates no minimum grade-point average, an applicant's transcript should demonstrate that the applicant is a serious student who will make the most of this opportunity. The Chicago Studies Quarters are open to University of Chicago undergraduate students only; applications from outside the University are not accepted. For more information, please contact Christopher Skrable (cskrable@uchicago.edu), Director of Chicago Studies & Experiential Learning in the College.

Interdisciplinary Certificate in Chicago Studies

The College's interdisciplinary Certificate in Chicago Studies (<http://chicagostudies.uchicago.edu/certificate/>) recognizes the meaningful integration of academic inquiry with positive, impactful engagement in Chicago. The certificate is available to students in any field of study; the specific fulfillment of its requirements (below) is up to the individual student, with close advising and support from Chicago Studies' team. Students may choose to focus their certificate on discipline-based, academic study of the city; pre-professional experience with Chicago institutions; deep engagement with a particular community; or social change.

Students may begin pursuing the Chicago Studies Certificate at any time during their College careers. This will require an initial (and highly preliminary) proposal for how one hopes to fulfill the requirements and an advising session to discuss the plan and resources available to support it. That mandatory advising is provided by the Chicago Studies staff, with a second required meeting before proposal of the capstone project.

Students who complete the certificate will have that designated on their transcript. The transcript designation and the certificate itself are standalone recognitions, conferred by the College and its partners without reference to students' formal degree programs. However, completion of the Chicago Studies Certificate does fulfill the internship/field study requirement of the Environmental and Urban Studies major.

The Chicago Studies Certificate Program includes the following components:

1. Introductory/Preparatory Experiences ('Modules,' at least 3)
2. Chicago-Focused Courses (at least 3)
3. Direct Community Engagement (at least 200 hours)
4. Capstone Project

1. Introductory/Preparatory Experiences ('Modules,' at least 3)

These not-for-credit, non-curricular introductory experiences—which may be on- or off-campus—should expose students to local civic actors, leadership and research skills, and Chicago social issues. As a first stage of the certificate, students must identify and participate in three such 'experiments in Chicago-ing' to help them frame, focus, and reflect on the kind of impact they hope to have as engaged scholars.

A list of possible/previously pursued experiences may be found on the Chicago Studies website (<https://chicagostudies.uchicago.edu>). Existing programs sponsored by Chicago Studies partners (both internal and external to the University) may fulfill one or more of these requirements; students should discuss this during their initial advising appointment.

2. Chicago-Focused Courses (at least 3)

The certificate requires completion of three Chicago-focused courses with a C– or above. Successful completion of any of the Chicago Studies Quarters will satisfy this requirement, as will completion of an approved sequence of courses drawn from the list of Chicago Studies courses. In some cases, special permission may be granted for inclusion of one or more courses outside the cluster. Students not completing a formal Chicago Studies Quarter will need to propose and receive faculty approval for their chosen theme and receive subsequent approvals for each course chosen along the way.

Petitions should be made in advance of enrollment and will be evaluated on a case-by-case basis, in relation to the petitioner's stated rationale for including specific courses in their program of study and engagement. The General Petition Form (<https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/GeneralPetition.pdf>) is available on the College website and should be directed to Sabina Shaikh (sabina@uchicago.edu) (Sabina@uchicago.edu), faculty director for Chicago Studies. Advising on this academic component and selection of appropriate courses is available; visit the Chicago Studies website (<http://chicagostudies.uchicago.edu/classes/>) for current listings of Chicago-focused courses.

3. Direct Community Engagement

Certificate recipients must demonstrate a sustained, impactful engagement with Chicago's diverse communities in the following ways:

- complete at least 200 hours of community-benefiting engagement in Chicago; AND
- receive a positive recommendation from a community-based supervisor of or partner in their engagement; AND
- articulate both academic learning and skills development from this experience and its relevance to the student's capstone project in a significant way.

Advising on the selection of appropriate engagement opportunities is available from the Chicago Studies team (<http://chicagostudies.uchicago.edu/people/>). Some examples of existing opportunities that could fulfill this program requirement include:

- 200+ hours of documented volunteer engagement on a single community issue through leadership in a community service recognized student organization
- 200+ hours of student employment with a single community organization or on a single issue through community-based Federal Work-Study
- completion of the University Community Service Center's Summer Links internship and social justice education program
- completion of the Institute of Politics Summer Political Internship (in Chicago)
- completion of a Pozen Family Center Human Rights Internship (in Chicago)

4. Capstone Project

A Capstone Project is a high-impact learning practice that requires students to integrate, apply, and articulate their learning across a sequence of experiences. Many capstones will be completed during the fourth year of study, but it is possible to complete a capstone earlier.

To receive the Chicago Studies Certificate and transcript designation, program participants must successfully produce a major paper, project, or product (e.g., a discipline-based research project, investigative journalism series, creative production, action research product, etc.) that:

- integrates aspects of the student's academic and community-based learning throughout the student's fulfillment of previous certificate components; AND
- takes Chicago either as its focus OR uses it as a significant example (for works focused on broader urban themes); AND
- responds to a community-defined priority or question, including being presented as such to one or more relevant publics.

Advising on and approval of capstone project proposals is run by the Chicago Studies team, which can assist students in identifying appropriate community partners, issues, and audiences. In the case of capstone projects based on or closely related to a student's formal academic work (e.g., a BA thesis), capstone adjudication will assess only the capstone's successful integration of the student's academic and community-based learning, as required for the certificate. Such evaluations should not be taken as direction of the student's formal discipline-based academic research.

In addition to on-campus presentation opportunities provided through Chicago Studies, students should also, whenever possible, directly present their capstones to relevant publics in the broader community as an expression of reciprocal benefit to those whose community-based knowledge has helped to inform their completion.

Questions about the Chicago Studies Certificate Program may be directed to Christopher Skrable (cskrable@uchicago.edu), Director of Chicago Studies & Experiential Learning in the College. Additional information is also available on the Chicago Studies website (<http://chicagostudies.uchicago.edu/certificate/>).

Primary Contacts

General Information; Programming; Certificate Program; Pedagogy & Course Support

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Clinical and Translational Science

Department Website: <https://chess.uchicago.edu/training-and-education/academic-courses> (<https://chess.uchicago.edu/training-and-education/academic-courses/>)

The Committee on Clinical and Translational Science (CCTS) is a freestanding academic unit housed within the Biological Sciences Division. Our mission is to enhance multidisciplinary training in clinical and translational science at the University of Chicago. We seek to offer high-quality curriculum and mentorship to a new generation of researchers who will synthesize social and biological science to significantly advance medical science and practice.

With joint input from the Center for Health and the Social Sciences (<http://chess.bsd.uchicago.edu>) (CHeSS) and the Institute for Translational Medicine (<http://itm.uchicago.edu>), the CCTS mobilizes faculty from across the University to enhance course offerings in clinical and translational science. While most courses offered in CCTS are designed for graduate-level trainees, postdoctoral fellows, and junior faculty, there are also specific courses designed for undergraduate students interested in health and social sciences. For more information contact Kelsey Bogue, Committee Administrator, at kbogue@bsd.uchicago.edu.

Current areas of concentration include:

- Comparative Effectiveness Research
- Translational Informatics
- Health Services Research
- Quality and Safety
- Clinical Research
- Community-Based Research
- Global Health
- Pharmacogenomics

Below is a list of undergraduate courses that have been offered in the past. Refer to the CCTS section of the CHeSS website at chess.uchicago.edu/training-and-education/academic-courses (<https://chess.uchicago.edu/training-and-education/academic-courses/>) for current course offerings and prerequisites for each course.

Examples of Previously Offered Co-Undergraduate/Graduate Courses

CCTS 20400. Health Disparities in Breast Cancer. 100 Units.

Across the globe, breast cancer is the most common women's cancer. In the last two decades, there have been significant advances in breast cancer detection and treatment that have resulted in improved survival rates. Yet, not all populations have benefited equally from these improvements, and there continues to be a disproportionate burden of breast cancer felt by different populations. In the U.S., for example, white women have the highest incidence of breast cancer but African-American women have the highest breast cancer mortality overall. The socioeconomic, environmental, biological, and cultural factors that collectively contribute to these disparities are being identified with a growing emphasis on health disparities research efforts. In this 10-week discussion-based course students will meet twice weekly and cover major aspects of breast cancer disparities.

Instructor(s): E. Dolan, S. Conzen Terms Offered: Winter

Prerequisite(s): BIOS 25108

Equivalent Course(s): GNSE 30408, HLTH 20400, GNSE 20408, CCTS 40400, BIOS 25327

CCTS 20500. Machine Learning & Advanced Analytics for Biomedicine. 100 Units.

The age of ubiquitous data is rapidly transforming scientific research, and advanced analytics powered by sophisticated learning algorithms is uncovering new insights in complex open problems in biology and biomedicine. The goal of this course is to provide an introductory overview of the key concepts in machine learning, outlining the potential applications in biomedicine. Beginning from basic statistical concepts, we will discuss concepts and implementations of standard and state of the art classification and prediction algorithms, and go on to discuss more advanced topics in unsupervised learning, deep learning architectures, and stochastic time series analysis. We will also cover emerging ideas in data-driven causal inference, and demonstrate applications in uncovering etiological insights from large scale clinical databases of electronic health records, and publicly available sequence and omics datasets. The acquisition of hands-on skills will be emphasized over machine learning theory. On successfully completing the course, students will have acquired enough knowledge of the underlying machinery to intuit and implement solutions to non-trivial data science problems arising in biology and medicine.

Instructor(s): Ishanu Chattopadhyay Terms Offered: Winter. Not offered every year

Prerequisite(s): Rudimentary knowledge of probability theory, and basic exposure to scripting languages such as python/R is required. This course does not qualify in the Biological Sciences major.

Equivalent Course(s): BIOS 29208, CCTS 40500

CCTS 21005. The Making of the 'Good Physician': Virtue Ethics and the Development of Moral Character in Medicine. 100.00 Units.

This multi-disciplinary course draws insights from medicine, sociology, moral psychology, philosophy, ethics and theology to explore answers to the unique challenges that medicine faces in the context of late modernity: How does one become a 'good physician' in an era of growing moral pluralism and health care complexity? Students will engage relevant literature from across these disciplines to address issues regarding the legitimate goals of medicine, medical professionalism, the

doctor-patient relationship, vocation and calling, the role of religion in medicine, and character development in medical education. The course will first introduce the challenges that moral pluralism in contemporary society presents to the profession of medicine along with the subsequent calls for a renewed pursuit of clinical excellence in today's complex health care system. It will then survey the resurgence of a philosophical discipline (virtue ethics) that has begun to shape contemporary debate regarding what types of 'excellences' are needed for a good medical practice dominated by medical science and technology.

Instructor(s): John Yoon Terms Offered: Autumn Spring Winter

Note(s): This course is limited to those who have been accepted into the Emerging Scholars Cohort in Bioethics (Hyde Park Institute, <https://hydeparkinstitute.org/esc>). Depending on space availability, other students interested in enrolling will need prior approval from Course instructor(s). This course is a yearlong course with several 2-hour lecture discussions throughout the year, 2 all-day Saturday sessions (Fall/Spring), and an off-site practicum. Registration in Autumn, Winter, and Spring Courses is required. The spring quarter course will be worth 50 units.

Equivalent Course(s): MEDC 31005, CCTS 41005

CCTS 21007. Clinical and Health Services Research: Methods and Applications. 100 Units.

This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus on policy-related implications. Through exposure to theoretical foundations, methodologies, and applications, students without significant investigative experience will learn about the design and conduct of research studies. We will cover the integration of research within the stages of translational medicine, and how science conducted across the translational medicine spectrum informs policy through purveyors of clinical services (e.g. physicians, hospitals), government, insurers, and professional societies. We will use the examples of postmenopausal hormone replacement therapy and autologous bone marrow transplantation to illustrate pitfalls in the progression from basic science research to clinical trials leading to diffusion in clinical medicine that can complicate the creation of logical, evidence-based practice guidelines, reimbursement, and clinical practice.

Instructor(s): Greg Ruhnke Terms Offered: Spring

Equivalent Course(s): BIOS 29329, HLTH 21007, PBPL 23007, CCTS 43007

CCTS 21008. Health Systems in Low- and Middle-Income Countries. 100 Units.

Strengthening health systems is imperative to achieving lasting improvements in health. This course provides students with a comprehensive overview of health systems in low- and middle-income countries. We will learn key frameworks and tools to analyze, assess and influence health systems in these contexts. The course is organized around core components of health systems, including service delivery, human resources for health, health financing, supply chain systems, governance, community engagement and information systems. Each class draws upon contemporary case studies from a variety of low- and middle-income countries to illustrate challenges, controversies and opportunities in these contexts. We will examine historical, social and political contexts, and key international, national and local stakeholders that influence health systems presently. We will consider the impact of external shocks, such as conflict, natural disasters, and economic and political crises, on the structure and functioning of health systems. Finally, recognizing the convergence between global and local, we will situate current challenges in the U.S. health system in a global context.

Instructor(s): Veena Sriram Terms Offered: Autumn. Not offered every year.

Prerequisite(s): Open to graduate students and third- and fourth-year undergraduate students. First- and second-year undergraduates interested in taking the course may write to the course instructor for permission.

Equivalent Course(s): CCTS 41008, HLTH 21008

CCTS 33000. Scientists Advancing the Forefront. 000 Units.

In this survey course, leading basic and translational biomedical scientists will review cutting-edge themes that constitute the forefront of medical research. Learners will emerge with a broad understanding of: •

Instructor(s): Erika Claud, Ronald Cohen Terms Offered: Spring Winter. Students who register in fall and spring will earn 50 credit units in spring.

Prerequisite(s): Course open to MS1 students

Note(s): Students should email Kelsey Bogue at kbogue@bsd.uchicago.edu to request permission to enroll.

Equivalent Course(s): MEDC 33000, MOLM 33000

CCTS 40006. Pharmacogenomics: Discovery and Implementation. 100 Units.

Pharmacogenomics is aimed at advancing our knowledge of the genetic basis for variable drug response. Advances in genetic knowledge gained through sequencing have been applied to drug response, and identifying heritable genetic variants that predict response and toxicity is an area of great interest to researchers. The ultimate goal is to identify clinically significant variations to predict the right choice and dose of medications for individuals- 'personalizing medicine.' The study of pharmacogenomics is complicated by the fact that response and toxicity are multigenic traits and are often confounded by nongenetic factors (e.g., age, co-morbidities, drug-drug interactions, environment, diet). Using knowledge of an individual's DNA sequence as an integral determinant of drug therapy has not yet become standard clinical practice; however, several genetics-guided recommendations for physicians have been developed and are highlighted. The ethics and economics of pharmacogenomics are also discussed.

Instructor(s): R. S. Huang, B. Stranger Terms Offered: Spring

Prerequisite(s): Undergraduates (third- and fourth-years only) must have taken BIOS 20187 and are required to email instructors for approval (bstranger@medicine.bsd.uchicago.edu and rhuang@medicine.bsd.uchicago.edu) prior to registering.

Equivalent Course(s): CABI 47510

CCTS 43100. Topics in Global Health. 100 Units.

This course is a continuation of Introduction to Global Health (CCTS 43000). It is designed to address specific medical issues of global significance including maternal and child health, communicable and non-communicable diseases, and emerging diseases; the course will also address the impact of population growth, migration, environmental decay, and humanitarian disasters on health. Finally, the course will discuss research and career opportunities within the field of global health.

Instructor(s): C. S. Olopade Terms Offered: Winter

Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): BIOS 29279



Course Clusters

The Course Cluster Program (<https://college.uchicago.edu/academics/college-course-clusters/>) is designed to continue the thematic focus and multidisciplinary perspective of the general education curriculum; to expose students to ideas from the vantage point of different disciplines across the humanities and the social, physical, and biological sciences; to stimulate and cultivate the student's intellectual curiosity and sense of academic adventure; and to help students structure their electives without imposing programmatic strictures and limiting the freedom of intellectual exploration.

Course clusters consist of three or more courses on a common topic or issue that are offered over a span of two to three years. Course clusters can be made up of existing courses or encourage the creation of new courses. Courses within a cluster can have different formats. They can be smaller seminars or larger lecture courses. The only prerequisite is that they have no prerequisites and not be designed primarily for minors/majors (even though they can count towards major requirements).

Please review the College Course Clusters page (<https://college.uchicago.edu/academics/college-course-clusters/>) for updated information regarding the Course Cluster Initiative, including courses belonging to each cluster.

The following are examples of course clusters currently offered:

Climate Change, Culture, and Society

The planetary scale of anthropogenic climate change challenges us to reassess many central questions in the humanities and social sciences from justice and power to truth and art. This course cluster encourages students to explore the problem of climate change from a variety of disciplinary perspectives. Courses in history, political science, classics, English, philosophy, and other disciplines from the social sciences and the humanities complement courses in the physical and biological sciences. In addition to learning about the science of climate change in the latter, the former will ask a host of questions: What were the historical roots of fossil fuel use? What can the human past teach us about our ability to cope with climate change? How will we ensure justice and human rights in the face of a threat that affects poor people and future generations disproportionately? In what ways might literature and art help understand and communicate climate change, and shape our sense of agency and hope in facing an uncertain future?

Economic History, from Sumer to the Global World

The course cluster 'Economic History, from Sumer to the Global World' will propose every year up to three courses in economic history. We wish to cover a broad time span and a wide range of cultures. The courses will put a special emphasis on the methodology of economic history. The students will thus also be able to acquire a deep knowledge of the questions that are currently debated in this field.

History of the Law

The development of law and legal systems is one of the defining hallmarks of societies from antiquity to the present. Abundant written evidence survives from the societies of the ancient Mediterranean, the Near East, South Asia, and East Asia. This cluster of courses will include deep dives into individual legal systems known from ancient societies in Greece, Rome, Babylonia, Assyria, Israel, Egypt, China, and India, as well as comparative investigations informed by historical and anthropological literatures.

Inequality

The problem of inequality has been an abiding concern in the social sciences and humanities. In recent years it has attracted heightened attention and inspired scholarly innovation, fostering real ferment among those seeking to understand the mainsprings of the modern world. To understand such an abiding aspect of social and cultural organization requires a broad set of analytical resources and intellectual perspectives. Drawing on a range of methodologies, students will trace and examine the sources and challenges of inequality and mobility in many of their dimensions, selecting from courses in economics, history, political science, gender and sexuality studies, public policy, and other disciplines across the divisions. The broad, considered lens offered by this approach will allow students in the cluster to understand more fully the dynamics and consequences of inequality in modern culture and society, and its roots in persistent patterns of distribution of wealth, income, education, and social and other kinds of capital.

Urban Design

Urban design concerns the proactive effort to create human settlements of a particular character and quality. The study of urban design is an opportunity to evaluate the difference between ideal and actuality, gaining an understanding of what urban designers are trying to do and why and evaluating the reasons behind apparent successes and failures. Students will explore the history, theory, and practice of urban design from multiple perspectives, from historical surveys to more contemporary investigations of urban interventions and their effect on social change, in courses offered through art history, geographical studies, history, anthropology, sociology, comparative human development, and other disciplines from the social sciences and humanities. Whether urban design is capable of balancing social equity, aesthetic achievement, economic growth, and environmental stewardship is of key interest within the field, practice, and study of urban design. How do we

leverage meaningful public engagement in the urban design process? How do we balance individual expression and a sense of the collective? Students will engage with these fundamental problems in diverse contexts across the cluster.



Parrhesia Program for Public Discourse

Parrhesia Program for Public Discourse Mission

Rooted in the University of Chicago's principles of freedom of expression and academic inquiry, the Parrhesia Program for Public Discourse offers an innovative curriculum in the theory and practice of public discourse and deliberation. It strives to foster open and inclusive public discourse by developing students' abilities to articulate and communicate their ideas effectively, thereby allowing them to engage productively in civic deliberation and dialogue. Theory-driven as well as practice-oriented, the Parrhesia Program for Public Discourse offers courses at multiple levels of instruction, such as courses on the history and theory of free discourse and rhetoric as well as on the principles and practices of public speaking, deliberation, and dialogue. The curriculum aims to develop communicative competence within a wide variety of communities, including academic, professional, and civic. The Parrhesia Program for Public Discourse will be integrated into the College's distinctive undergraduate curriculum and reflects the conviction that open discourse can advance probing and challenging critical thought.

Parrhesia Program for Public Discourse Courses

PARR 13000. Public Speaking: Theory and Practice. 100 Units.

Public Speaking: Theory and Practice emphasizes clear, direct, and concise presentation of complex, specialized, or controversial ideas. Through the study of rhetorical theory and examination of speeches and other public discourse, the course prepares students to communicate in a variety of academic, professional, and civic contexts. Course assignments and exercises actively engage students in the rhetorical process of research, evidence evaluation, argument construction, audience analysis, and presentation preparation and delivery. The course includes three outside of class speaking sessions to be arranged in consultation with students.

Instructor(s): L. Brammer, Ryan Solomon Terms Offered: Autumn Spring Winter



Signature Courses in the College

Signature Courses are intended to introduce College students to exciting themes, ideas, and materials in the humanities and social sciences. They afford unique and memorable learning experiences, exemplary of humanistic inquiry.

They are designed as gateway courses that open up fields and disciplines for further exploration. Thus, Signature Courses have no prerequisites and are open to all College students. While they are conceived as general elective courses, they may count towards departmental major and minor requirements.

Please refer to the **College Signature Courses page** on the College website for the most up-to-date information about Signature Courses being offered.



Stevanovich Institute on the Formation of Knowledge

Department Website: <https://sifk.uchicago.edu/courses> (<https://sifk.uchicago.edu/courses/>)

Stevanovich Institute on the Formation of Knowledge

The Stevanovich Institute on the Formation of Knowledge (SIFK) opened in the fall of 2015 at the University of Chicago as a focal point for scholars to ask, What do we know?

In the current era, this question is more confusing than ever, and answers are hard to come by. We face unreliable news, non-replicable scientific experiments, masses of data, groupthink, cultural relativism, confusion about values, entrenched beliefs, and more.

In such an environment, we seek new methods for asking about the world. At the Stevanovich Institute on the Formation of Knowledge, we aim to understand how factors like history, politics, culture, and religion can shape knowledge—year in and year out, over decades, over centuries. We believe that to understand a phenomenon, one must approach from a number of different fields, and with sensitivity to context. As no area of knowledge arises in a vacuum, we underplay the division of knowledge into departments within the university, offering KNOW courses that bring together perspectives from a number of fields.

About SIFK Courses

Join us for a KNOW course as we try to find new answers to some of the largest and most perennial questions, all bearing on what it means to be human in the 21st century. We offer undergraduates and graduate students team-taught courses that challenge conventional wisdom across the board.

KNOW courses are cross-listed with a variety of departments, so students can enroll in them as a major course with their department's course number or as an elective with the KNOW course number. We also offer an innovative Experimental Capstone series of courses (XCAP), that brings practice together with theory, inside and outside the classroom—yet another way of broadening academic knowledge and bringing a new dimension to the undergraduate experience.

For up-to-date KNOW course listings, visit sifk.uchicago.edu (<https://sifk.uchicago.edu/courses>) (<https://sifk.uchicago.edu/courses/>).

XCAP: The Experimental Capstone

In addition to its KNOW courses, the Stevanovich Institute on the Formation of Knowledge offers XCAP: The Experimental Capstone. Designed for upper-level undergraduate students, and team taught by faculty from different divisions or schools, the program offers three courses a year, one per quarter. These courses are designed to encourage students not only to theorize but to put theory into practice as a way of approaching problems. Students are challenged to build upon their University of Chicago educational experience by adding practice, impact, and influence as important dimensions for undergraduate education.

XCAP courses incorporate a variety of topics and frameworks, but inherent in each of these courses are the following three elements:

- an element of practice, a result in a product, or a measurable impact;
- an appeal to students from all the collegiate divisions for maximal interaction of different points of view; and
- a part of the College experience with particular relevance to post-College life.

The XCAP courses may be taken Pass/Fail or for a quality grade, and students may take one, two, or all three quarters of XCAP, as the courses are not part of a sequence. Each course is taught by a different team of faculty and will provide a distinct perspective on the three core elements above.

To see the full listing of 2020–21 XCAP courses, visit sifk.uchicago.edu/courses/xcap. (<https://sifk.uchicago.edu/courses/xcap/>)



Joint Degree Programs

The University offers a number of joint degrees to students in the College. Joint BA-MA/MS programs permit qualified students to enter upon a course of graduate study while also completing their work in the College. Applicants must have completed a significant portion of their undergraduate program before they can apply to master's level programs. Generally this means that students are admitted to candidacy for the master's degree during their fourth year in the College. During this year of graduate work, students will be billed for tuition at the graduate rate.

Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year. All applicants to joint degree programs must meet with their College adviser in the Autumn Quarter of their third year.

Any department may initiate a joint program by submitting a program proposal to the College Curriculum Committee.

Five-Year Joint Bachelor's/Master's Programs

Five-year joint bachelor's/master's programs permit undergraduate students to begin a master's degree program during their fourth year in the College. Successful students earn a bachelor's degree at the end of their fourth year and a master's degree at the end of their fifth year.

Students begin the application process in the Autumn Quarter of their third year by meeting with their College adviser. By the end of the third year, all joint degree candidates will need to complete at least 39 of the required 42 credits for the undergraduate degree, including all general education requirements (students should consult the individual five-year programs to determine the exact number of credits that need to be completed).*

Students pursuing joint degrees should be aware that they will be charged at the graduate tuition rate in their fourth year of study. College aid can be applied toward tuition charges in the fourth year of study but will not extend into the fifth year. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BA/MA in Computational Social Science
- Joint BA/MAT in Education and Teaching Certification
- Joint BA/MA in the Humanities (Two-Year Language Option)
- Joint BA/MA in Middle Eastern Studies
- Joint BA/MPP in Public Policy Studies (Harris)
- Joint BA/MS in Computational Analysis and Public Policy (Harris)
- Joint BA/MA in Social Service Administration
- Professional Option: Medicine

Four-Year Joint Bachelor's/Master's Programs

Four-year joint bachelor's/master's programs permit successful undergraduate students to complete a master's degree program over their fourth year in the College. Though their admissions criteria vary, they are all highly selective programs. Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year. Students planning to pursue a joint degree in the physical sciences should consult closely with their individual departments regarding course selection in their major.

Students apply to four-year joint bachelor's/master's programs during their third year in the College. They begin the process before the end of the Autumn Quarter by meeting with both their College Adviser and the joint degree program coordinator in their department of interest. They are also required to meet with the dean of students in their prospective graduate division. By the end of the third year, all joint degree candidates will need to complete at least 39 of the required 42 credits for the undergraduate degree; this should include all general education requirements.

Students pursuing joint degrees typically register for nine courses in their fourth and final year of study.[†] In the humanities and social sciences programs, all course work will be graduate level. In the physical sciences, students will work with program advisers to develop an individualized program of course work. All students will be allowed to use up to three credits from their graduate course work to fulfill the remaining credits for the undergraduate degree.* (Candidates may petition the director of undergraduate studies to apply the three graduate courses toward their major, otherwise the courses will be applied toward general electives).

Students should be aware that they will be charged at the graduate tuition rate in their fourth year of study. College aid can be applied toward tuition charges in the fourth year of study but will not cover the additional expenses associated with graduate tuition rates and fees. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BS/MS in Biological Chemistry
- Joint BS/MS in Chemistry
- Joint BA/MS or BS/MS in Computer Science

- Joint BA/MA in Digital Studies of Language, Culture, and History
- Joint BA/MA in the Humanities
- Joint BA/MA in International Relations
- Joint BA/MS or BS/MS in Mathematics
- Joint BA/MA in the Social Sciences
- Joint BA/MS or BS/MS in Statistics

Notes

- * Courses in a minor cannot be double-counted anywhere in a student's program, including in the graduate portion of the degree.
- † Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with most joint degree fourth-year curricula. Joint degree candidates should be aware that registration for a fourth course in any term may result in higher tuition. Students are encouraged to complete their BA project before beginning their graduate course work.



Joint BS/MS in Biological Chemistry

A four-year joint degree program leading to a concurrent award of the BS in Biological Chemistry and the MS in Chemistry is available for a select group of students who have achieved advanced standing through their performance on placement or on accreditation examinations. Special programs are developed for such students. For more information, consult John Anderson at jsanderson@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Chemistry Department.



Joint BS/MS in Chemistry

Students who achieve advanced standing through their performance on placement examinations or accreditation examinations may consider the formulation of a four-year degree program that leads to the concurrent award of the BS and MS degrees in chemistry. For more information, consult John Anderson at jsanderson@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Department of Chemistry.



Joint BA/MA in Computational Social Science

Department Website: <http://macss.uchicago.edu>

General Information

The Master of Arts in Computational Social Science (<http://macss.uchicago.edu>) is a two-year program of graduate study. It has a structured curriculum, with a total of 18 required and elective courses tailored to the disciplinary track a student follows. Students submit an article-length MA thesis in their second year, after completing a three-quarter research commitment working directly with a member of our executive or affiliated faculty (<http://macss.uchicago.edu/directories/full/all/>).

The program aims to produce leading social scientists in each of our core social science fields—economics, sociology, political science, psychology, history, and anthropology—producing competitive PhD applicants, well-trained in computational approaches, who have mastered the research and analytical skills necessary to make important contributions. Students receive close mentorship from the program's faculty director, academic staff, and members of our executive and affiliated faculty.

They receive full professional support from our director of career services, with biweekly workshops, career planning, and employer recruitment.

Finally, all MA students may participate in an optional summer practicum between their first and second years, with internships drawn from academic and professional organizations. International students have three years of STEM work eligibility after they graduate.

Program Requirements and Course Work

Courses are selected with the advice of our academic staff and follow different disciplinary tracks, tailored to the research commitments of each student.

In their first year, all students take a three-course core: Perspectives on Computational Analysis, Perspectives on Computational Modeling, and Perspectives on Computational Research.

Most take a three-course sequence on Computer Science with Applications (with more advanced courses for students with prior exposure).

The remaining three courses vary and depend on the student's prior training and disciplinary path. Priority will go to any needed courses in statistics, linear algebra, or advanced math in particular disciplines (e.g., real analysis in economics). If those requirements are met, the student will take up to three social science electives in their area of research.

In their second year, all students submit an article-length MA thesis, take three advanced courses in computational methods, three social science electives, and three additional graduate courses from any University of Chicago department or professional school where the student meets the minimum prerequisites.

Should they choose, students may take the MA Research Commitment, a three-course sequence producing an MA thesis modeled on a professional journal article, in place of the three additional graduate courses.

Outside of their course work, all MA students are expected to attend our weekly Computation Workshop, where advanced scholars and invited guests present drafts of their research for critique and discussion.

Admission

Students who wish to pursue a joint BA/MA degree should consult first with their College adviser and then with the associate dean of students (Kelly Pollock, kplock@uchicago.edu) in the Autumn Quarter of their third year.

Please see this page (<https://macss.uchicago.edu/content/bama-degree-requirements/>) to review our eligibility requirements for the BA/MA.

Any questions about the MA in Computational Social Science can be directed to our managing director (Chad Cyrenne, c-cyrenne@uchicago.edu).

Application Requirements

- Applicants are expected to have a GPA of 3.55 or higher.
- Applications are due by February 1.
- The application (<https://apply-ssd.uchicago.edu/apply/>) is submitted online to the dean of students of the Division of the Social Sciences. (See apply-ssd.uchicago.edu/apply (<https://apply-ssd.uchicago.edu/apply/>)).
- BA/MA applicants should not pay the application fee. Email admissions@ssd.uchicago.edu (admissions@ssd.uchicago.edu?subject=Fee%20Waiver%20BA%20FMA%20Dual%20Degree%20Program) to ask how to receive the fee waiver.
- GRE scores are not required.
- Prospective BA/MA students are expected to complete all of their general education requirements and all but three of their BA requirements before they begin the BA/MA program in the Autumn Quarter of their fourth year.
- Up to three graduate courses can be used as electives in the undergraduate program or can be applied to the undergraduate major, by petition to the director of undergraduate studies.

- Students in the BA/MA program are charged tuition at graduate rates in their fourth year. They retain whatever aid has been provided in the College. In their fifth year, students are eligible for an award of one-half tuition if they achieve a 3.4 GPA over their first nine courses.
- Students may walk and receive the BA in June of their fourth year if they wish to graduate with other members of their College class.
- All other requirements for the MA degree are identical.

How to Apply

The Application for Admission and Financial Aid, with instructions and deadlines, is available online at: apply-ssd.uchicago.edu/apply (<https://apply-ssd.uchicago.edu/apply/>).

For additional information about our program, please contact Vanessa Carey, our student affairs administrator, at 773.702.8301 or carey1@uchicago.edu.

Please also visit our website: macss.uchicago.edu. (<https://macss.uchicago.edu/>)



Joint BA/MS or BS/MS in Computer Science

Outstanding undergraduates may apply to complete an MS in computer science along with a BA or BS (generalized to 'Bx') during their four years at the College. Students must be admitted to the joint MS program. There are three different paths to a Bx/MS: a research-oriented program for computer science majors (Option 1 below), a professionally oriented program for computer science majors (Option 2), and a professionally oriented program for non-majors (Option 3).

Participants in the Bx/MS program must meet the requirements for the BA or BS, complete nine courses for the MS, and, if applicable, a master's project. Students must earn a C+ or higher in any course counted toward an MS requirement. Students may double-count up to two courses toward both their Bx and MS degrees. By the conclusion of their third year, students must have completed 3900 of the 4200 units of credit required by the College, including all general education requirements.

To be considered for the program, students need to have earned a 3.5 GPA and have completed one of the following:

- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 12200, CMSC 15200, or CMSC 16200 with at least a B+ average in the two, or
- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 27100, CMSC 27130, or CMSC 37110 with at least a B+ average in the two.

The detailed requirements of the three program options follow.

Bx/MS Option 1: Research-Oriented Computer Science Majors

Option 1 is designed for computer science majors who are interested in research. Students pursuing a Bx with a computer science major currently have to take at least fourteen courses chosen from an approved program, while obtaining an MS requires nine courses. The research-oriented option requires students to take a total of twenty-one courses: twelve that count only toward the Bx degree, seven that count only toward the MS, and two that count toward both the Bx and MS degrees.

The nine courses required for the MS degree under Option 1 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37115); Algorithms (CMSC 27200, CMSC 27230, or CMSC 37000); one Core Systems course (see *Allowed Courses* below); Machine Learning (CMSC 25300, CMSC 35300, CMSC 25400, CMSC 35400, or TTIC 31020); two Reading and Research courses (no more than one per quarter); and three electives.

At most two courses can be drawn from the CMSC 20000-level course list, and at most two courses can be counted towards a student's computer science major and MS degree. Option 1 students are expected to take their electives from the Computer Science Department's CMSC 30000-level offerings and selected TTIC (Toyota Technological Institute at Chicago) offerings.

Students in this option are required to complete a master's project, write a report describing the project, and give a public presentation. Master's projects are overseen by a faculty member and evaluated by a committee of three faculty members, including the student's project adviser. The two required Reading and Research courses are intended to help students get started on their projects early in their fourth year and to complete their projects in a timely fashion.

Bx/MS Option 2: Professionally Oriented Computer Science Majors

Option 2 is designed for computer science majors who are seeking the opportunity to build upon their foundational skills and take some industry-oriented electives. As with Option 1, computer science majors who are pursuing a joint Bx/MS are required to take a total of twenty-one courses: twelve that count only toward the Bx degree, seven that count only toward the MS, and two that count toward both the Bx and MS degrees.

The nine courses required for the MS degree under Option 2 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37115); Algorithms (CMSC 27200, CMSC 27230, or CMSC 37000); two Core Systems courses (see *Allowed Courses* below); and five electives.

At most two courses can be drawn from the CMSC 20000-level offerings, and at most two courses can be counted toward both a student's computer science major and MS degree. Option 2 allows students to take electives from the Computer Science Department's CMSC 30000-level and MPCS 50000-level offerings and selected TTIC offerings.

Bx/MS Option 3: Professionally Oriented Non-Computer Science Majors

Option 3 is designed for students who are not computer science majors and wish to combine a professionally oriented MS in computer science with their undergraduate major. Students in this option are expected to complete nine courses, two of which can be also counted as electives toward a student's BA or BS.

The nine courses required for the MS degree under Option 3 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, CMSC 37115, or MPCS 50103) or Core Programming (see *Allowed Courses* below); Algorithms (CMSC 27200, CMSC 27230, CMSC 37000, or MPCS 55001); three Core Systems courses (see *Allowed Courses* below); and four electives.

Students in the option are allowed to take electives from the department's CMSC 20000-level, CMSC 30000-level, and MPCS 50000-level offerings or selected TTIC offerings (see *Allowed Courses* below for more details). At most two

courses can be drawn from the department's CMSC 20000-level offerings. At most two courses can be counted toward both a student's Bx and MS degrees, with the following constraints:

- A CMSC/MPCS/TTIC course that counts toward the MS degree can always be double-counted as a College elective.
- A CMSC/MPCS/TTIC course that counts toward the MS degree may be double-counted toward the student's major, as long as it is a course that is already routinely counted toward that major. If not, the adviser for the major would have to approve this course.

Allowed Courses

The following guidelines are used when deciding whether a course can be counted toward the Bx/MS requirements:

- In general, only courses with CMSC/MPCS/TTIC codes can be counted toward the MS requirements. Students may count, with prior approval, one course from a non-CS program as long as it is a computationally oriented class. For Option 3, the non-CS course can be a quantitatively oriented class (not necessarily computationally oriented) only if it is being double-counted toward the student's major.
- Students can only take exactly three courses per quarter. Exceptions are only made, with prior approval, if the student needs to take an additional course to meet a graduation requirement.
- In all options, courses that can be counted as Core Systems courses in the computer science major or the PhD program (<https://www.cs.uchicago.edu/graduate/phd-programs/cs-course-requirements/>) can be counted as Core Systems courses in the Bx/MS program.
- In Options 1 and 2, MPCS courses cannot be double-counted toward a computer science major requirement.
- In Option 3, any MPCS Core Programming course can be counted as a Core Programming course, unless the student has already taken an introductory CMSC 100-level course in the same language as the Core Programming course the student wishes to take. Students who have completed an introductory sequence in Computer Science (one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 12200, CMSC 15200, or CMSC 16200) are considered to have fulfilled the Core Programming requirement for the purposes of MPCS course prerequisites.
- In Option 3, any MPCS Core Systems course can be counted as a Core Systems course in the Bx/MS program.
- In all options, CMSC 20000-level, CMSC 30000-level, and TTIC courses can generally be counted as electives.
- In Options 2 and 3, MPCS courses can generally be counted as electives.
- In all options, students may not count two courses with different course codes that have significant overlap (e.g., CMSC 23300 Networks and Distributed Systems and MPCS 54001 Networks).
- Bx/MS students may not enroll in the MPCS Practicum program. In Options 2 and 3, students may not count a Reading and Research course toward their MS requirements.



Joint BA/MA in Digital Studies of Language, Culture, and History

Department Website: <https://digitalstudies.uchicago.edu/bama> (<https://digitalstudies.uchicago.edu/bama/>)

About

The Digital Studies of Language, Culture, and History curriculum is designed to develop not only technical programming skills, but a deeper understanding of the complexities and cultural implications of technology across a broad range of academic disciplines. Students in the Digital Studies program will discover how to use a wide variety of powerful software tools while learning how to think about computing from a humanistic perspective.

The Master of Arts Program in Digital Studies of Language, Culture, and History allows students in the College to combine a BA program in an undergraduate major with an interdisciplinary MA program in Digital Studies. The MA program allows students flexibility to explore interests in a number of areas, including textual analysis, computational linguistics, historical or cultural studies, and digital arts and media.

Where to Begin

Qualified students in the College who wish to pursue a joint BA/MA degree in Digital Studies should consult with their College adviser followed by conversations with the Digital Studies academic director and the Dean of Students Office in the Division of the Humanities. Interested students are advised to begin these discussions by the end of their second year in the College.

Potential applicants should meet with their College adviser during the Autumn Quarter of their third year to confirm that they are far enough along in their College program to complete the course requirements for both degrees within four years.

Eligibility

Permission to receive concurrent BA/MA degrees in Digital Studies is a privilege extended only to those undergraduate students who have demonstrated a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant, and applicants are carefully reviewed in the context of both their undergraduate major and the Digital Studies degree requirements.

- Applicants should have a GPA of 3.55 or higher for their undergraduate work and are expected to have entered their major.
- Applicants are expected to have completed 39 of the 42 courses required for graduation, including all general education requirements (exceptions must be approved by the Digital Studies academic director), before entering concurrent residence status for the three quarters preceding the anticipated quarter of graduation.

How to Apply

Interested students should apply through the Humanities online graduate application at <https://humanities.uchicago.edu/students/admissions/apply-now> (<https://humanities.uchicago.edu/students/admissions/apply-now/>). The application should be completed by February 1.

Applicants must submit the following items:

- MA application
- Statement of academic purpose
- Three letters of recommendation
- Official transcript(s)

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination (GRE).

Applicants will be interviewed by the Digital Studies academic director. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

The application is evaluated by the admissions committee of the MA program on the basis of the student's academic record, letters of recommendation, and personal statement of intellectual and academic goals. Admission to the MA program is highly competitive and subject to approval by the College.

Program Requirements

Course Requirements

- 9 courses over 4 academic quarters.
- 7 required courses, 1 elective course, and 1 capstone project course.
- The elective course(s) must have a digital component and are subject to approval by the Digital Studies academic director. A list of approved electives can be found on the Digital Studies (<https://digitalstudies.uchicago.edu>) website. Courses taken prior to entry into the MA program may be counted as electives to fulfill this requirement.

- Digital Studies BA/MA students must complete an introductory programming course prior to entering their fourth year. DIGS 20001 Introduction to Computer Programming is offered every Spring Quarter and is recommended as it is tailored for Digital Studies students, but students are also welcome to take an equivalent Computer Science course such as CMSC 12100 Computer Science with Applications I, CMSC 15100 Introduction to Computer Science I, or CMSC 16100 Honors Introduction to Computer Science I to fulfill this requirement.
- DIGS 20002 Data Analysis for the Humanities I (currently offered in the Autumn Quarter) or STAT 22000 Statistical Methods and Applications (currently available every quarter) may also be taken as an undergraduate prior to the student's fourth year, or DIGS 30002 must be taken in the Autumn Quarter of the student's fourth year. An introduction to statistics is a prerequisite for subsequent courses in the program.
- Students who have taken CMSC 12100, CMSC 15100, CMSC 16100, and/or STAT 22000 as part of their major requirements may substitute additional electives for these courses as approved by the academic director.

Course Sequence

The elective course may be taken in any quarter, subject to its own prerequisites.

Spring Quarter (or previously)

- DIGS 20001 Introduction to Computer Programming (or equivalent Computer Science introductory course); an introduction to programming is a prerequisite for subsequent courses in the program.

Autumn Quarter

- DIGS 30002 Data Analysis for the Humanities I; required only if the student has not previously completed STAT 22000 or DIGS 20002
- DIGS 30003 Data Management for the Humanities
- DIGS 30007 Introduction to Digital Humanities

Winter Quarter

- DIGS 30004 Data Analysis for the Humanities II
- DIGS 30005 Data Publication for the Humanities

Spring Quarter

- DIGS 30006 Natural Language Processing
- DIGS 30008 Thesis Preparation

Capstone Project

Students prepare their capstone projects under the supervision of a faculty member and a lecturer in Digital Studies. During the Winter and Spring Quarters, students consult with their faculty adviser as well as the academic director in Digital Studies as they develop and write their theses. The academic director will schedule biweekly individual and group meetings.

Students in a major in which a BA paper is required may (subject to the approval of their BA paper adviser, MA project adviser, College adviser, and the director of the MA program, and with the understanding that the paper is based on substantial additional research and analysis) submit an MA paper proposal related to their BA essay.

General Guidelines

- Students who begin work towards the MA degree in Digital Studies and then leave the University without completing the program will not be allowed to complete the MA in Digital Studies at a later date.
- Once a student has begun to pursue both the BA degree and the MA degree in Digital Studies, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students in the Humanities as well as the dean of students in the College.
- Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as usual.



Joint BA/MAT in Education and Teaching Certification

Program Website: <https://utep.uchicago.edu>

The University of Chicago Urban Teacher Education Program (UChicago UTEP) is a two-year master's degree program with post-graduation supports. Through UChicago UTEP, candidates receive a master of arts in teaching (MAT) degree and Illinois teaching certification. There are two certification pathways, Elementary (grades 1–6) and Middle Grades (5–8).

The two pathways meet Illinois's new licensure structure and standards for teaching: (1) all core subjects in self-contained elementary grades 1–6; and (2) specific core subjects in departmentalized middle grades 5–8.

UChicago UTEP offers a joint BA/MAT program for qualified fourth-year College students. All BA/MAT students participate in all aspects of UChicago UTEP alongside MAT students throughout the two years of the program. Through the BA/MAT program, fourth-year undergraduate students complete their BA while also completing the first year (Foundations Year) of the MAT program. Upon completion of the BA degree and the first year of the MAT program (Foundations Year), students enter the Residency Year of the program as full MAT students.

For more information about the two-year course sequence and practicum-related experiences, please visit the UChicago UTEP (<https://utep.uchicago.edu/>) website.

Where to Begin

Undergraduate students interested in the BA/MAT program should begin by discussing this option with their College adviser as well as speaking with Diane Wright, UChicago UTEP student services administrator and recruiter/admissions coordinator. The purposes of these discussions are to ensure that interested students are far enough along in their undergraduate program to complete the major requirements for the BA (with the exception of a BA thesis, if required) by the end of the third year in the College and to ensure that core course requirements for UTEP have also been met.

Interested students are advised to begin these discussions with their College adviser in the Spring Quarter of their second year in the College to determine feasibility of the program before applying to the joint program in the Autumn Quarter of the third year. Prior to application, students must meet with the College adviser again to fill out the eligibility worksheet provided by the College as part of the application process.

Eligibility and Program Requirements

- UChicago UTEP is open to all College majors.
- Students should have a 3.0 GPA or higher in their undergraduate major at time of application to UTEP.
- By the end of the third year in the College, students are expected to have completed 36 of the required 42 courses to matriculate into the BA/MAT program, including all general education requirements before entering the BA/MAT program as a fourth-year dual degree student. Up to six courses can be double counted between the BA and MAT programs.
- For Illinois teaching certification, the following general education requirements must be met prior to entering the BA/MAT program. These requirements can be met through the general education requirements for all College students.
 - One science course (in any of the following areas: life, physical/chemistry, earth science, space science)
 - Two social science courses (in any of the following areas: history, geography, civics and government, economics, anthropology)
- BA Thesis Requirements
 - As a part of fitting the required components of the College and the UChicago UTEP program into the fourth year, UTEP will provide the equivalent of the BA Seminar to College students who complete the BA/MAT program. This will be offered to BA/MAT participants who do **not** enroll in the BA Seminar in the Spring Quarter of their third year. As such, UTEP BA/MAT program enrollees in majors such as sociology and comparative human development will continue to register for the BA Seminar within their department. For UTEP BA/MAT program enrollees who are in majors such as public policy studies, which have the BA Seminar in the Autumn Quarter of the fourth year, UTEP will offer a replacement BA Seminar. Students must seek and receive approval from their major departments for this exception.
 - The UTEP BA Seminar will mirror the approach and content that is included in the BA Seminar in other departments, including instruction and advising in identifying a thesis topic, data collection, research methods, constructing a literature review, and creating a final thesis.
 - For UTEP BA/MAT students, a BA focused on an approved education-related topic will fulfill the final paper requirements for the Autumn and Winter Quarter Foundations of Education courses.
- Students enter joint residency status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at the UTEP master's rates. Students will carry over their undergraduate financial aid for the joint fourth year. Students may qualify for graduate-level financial assistance during the fifth (full year) of UTEP.

Application Process

Application for admission to UChicago UTEP should be completed during Autumn Quarter of the student's third year in the College.

Applicants must submit the following items:

- Online application (including three letters of recommendation)
- Official transcripts
- The GRE exam is **not** required for admission.
- If the application meets the criteria, students will be invited to an interview during the Winter Quarter of their third year in the College.

For more information, please email Diane Wright, UChicago UTEP student services administrator and recruiter/admissions coordinator, at dianenew@uchicago.edu.



Joint BA/MA in the Humanities

Department Website: <http://maph.uchicago.edu>

Students in the College may pursue the master of arts degree in the Humanities while working toward an undergraduate degree. Undergraduate students admitted to this program pursue a specific course of study depending on their specific research and professional interests. Students may design their own course of study in any of the departments within the Humanities Division, such as Philosophy, English Language and Literature, or Art History, specializing in a single field or moving across disciplines. Alternatively, they may choose a more directed course of study in a number of fields with specific Master of Arts Program in the Humanities (MAPH) program options, like Gender and Sexuality Studies, Theater and Performance Studies, Digital Humanities, Cinema and Media Studies, Classics, Cultural Policy, or Creative Writing.

Undergraduate students who wish to complete an MA in the Humanities concurrently with a bachelor's degree should begin by discussing this option with their College adviser in the Autumn Quarter of their third year and with the director of undergraduate studies in their major, followed by a conversation with the associate director of the MAPH Program and the dean of students in the Division of the Humanities.

Undergraduate students pursuing this option are in "concurrent residence" beginning in the Autumn Quarter of their fourth year at the University and remain in this status for three contiguous quarters.

Qualifications and Eligibility

Permission to receive concurrent BA and MA in the Humanities degrees is granted only to those undergraduate students who have demonstrated, in their undergraduate work, a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant and applicants are carefully reviewed in the context of both the undergraduate major and the MA in the Humanities degree requirements.

Applicants should have a minimum GPA for their undergraduate work comparable to that required for honors in the major and have completed the College general education requirements as well as 39 courses.

In addition to a distinguished record of achievement during their time in the College, applicants must convincingly demonstrate that they will be able to complete all requirements for the two degrees by the end of the allotted three quarters of full-time concurrent residence. For this purpose, potential applicants should meet with their College adviser and fill out a BA/MA Worksheet. The adviser's signature certifies that prospective applicants are far enough along in their College program to complete the course requirements for both degrees within four years.

Two-Year Language Option

Year 1

During the first year, students participating in the Two-Year Language Option (<https://maph.uchicago.edu/tlo/>) (TLO) move through the MAPH year (<https://maph.uchicago.edu/study/maph-year/>) in the traditional manner—a required core course in the Autumn Quarter, seven elective courses, and completion of a thesis in the Spring Quarter. However, BA/MA TLO students must devote at least one of their electives to language study every quarter. Students are eligible for College aid in the first year.

Year 2

In the second year, BA/MA TLO students take nine courses—three electives and any outstanding language study courses for a minimum of nine language courses over the two years. Students are no longer eligible for College aid, but, in the second year, TLO students receive a scholarship that covers 90 percent of that year's tuition. To receive this scholarship, students must have completed all nine first-year courses by the start of Autumn Quarter and maintained a 3.5 GPA in those courses.

For more information, please email ma-humanities@uchicago.edu or contact Maren Robinson (marenr@uchicago.edu), associate director, at 773.834.1201.

Time Limits

This course of study is not intended to prolong registration beyond four undergraduate years for those completing the standard BA/MA option or five years for the Two-Year Language Option. All course registrations for both degrees must be completed in three quarters after enrollment into the MAPH Program for the standard BA/MA option or six quarters after enrollment for the Two-Year Language Option. Students who have finished all requirements for the BA and the MA in the Humanities in the Spring Quarter may take both the BA and the MA in the Humanities degrees at Convocation in June. Students in the TLO may take the BA in the fourth year and the MA in the fifth year at Spring Convocation.

Registration, Tuition, and Financial Aid

To receive at the same time both the BA degree and the MA in the Humanities degree requires that the last three quarters of the undergraduate course of study be spent in full-time (three courses per quarter) registration status in MAPH. Students are to register for a minimum of nine graduate courses. Three graduate-level courses may be double counted, that is, applied to both the College and the MAPH requirements. (Students may petition their director of undergraduate studies to apply the three graduate-level courses to their undergraduate major; otherwise the courses will be applied to general

electives). For each of the three quarters in which the students are registered in MAPH, they pay tuition at the graduate tuition rate, which is somewhat higher than the undergraduate tuition rate.*

Students are not eligible for financial assistance from the Humanities Division. However, any awards a student receives from College Aid will continue in the MA year. Students in the TLO may be eligible for funding in the fifth year.

- * Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with the MAPH curriculum. Joint degree candidates should be aware that registration for a fourth course in any term may result in higher tuition.

Course Requirements

Students will be required to take MAPH 30100 Foundations of Interpretive Theory (the MAPH core course). The core starts two weeks prior to the beginning of Autumn Quarter and is only offered in the autumn. In addition to the core, students take eight courses, three per quarter, over the course of the year. One of these courses is MAPH 30200 Thesis Writing Workshop A/MAPH 30400 Thesis Writing Workshop B.

Students prepare their theses under the supervision of faculty members and their preceptors. During the winter, students participate in a non-credit thesis workshop (MAPH 30200 Thesis Writing Workshop A) with their precept groups. Students exchange drafts with their peers and workshop their writing in biweekly to weekly sessions. In addition, preceptors are available for individual consultations as the thesis workshop progresses. During the spring, students participate in a for-credit workshop (MAPH 30400 Thesis Writing Workshop B). Preceptors divide their group into subgroups for weekly or biweekly meetings, supplementing this with individual meetings.

For courses counting toward the MA in the Humanities degree, including any courses that are double counted, students must earn a *B-* or better in the core, must maintain a *B* average with no grade lower than *B-*, and must earn a *B* or better on their thesis.

Application Procedures

Students interested in obtaining both the BA degree and the MA in the Humanities degree should submit an online application (<https://humanities.uchicago.edu/students/admissions/apply-now/>). The application should be submitted by February 15, but applications are accepted and reviewed starting January 1.

The following documents must be on file with the Humanities Dean of Students office before the application will be reviewed:

1. the application
2. two letters of recommendation
3. official transcript(s)
4. BA/MA Worksheet: filled out and signed by the College adviser
5. Joint BA/MA in the Humanities Form: top portion filled out
6. Applicants interested in the Two-Year Language Option (TLO) (<https://maph.uchicago.edu/tlo/>) must submit the above materials and a supplemental document. In the supplement, applicants should indicate why they are interested in the TLO and what language(s) they plan to study.

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination.

Applicants will be interviewed by the MAPH program director. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

For more information, please email ma-humanities@uchicago.edu or contact Maren Robinson (marenr@uchicago.edu), associate director, at 773.834.1201.

General Guidelines

- Students who begin work towards the MA in the Humanities degree and then leave the University without completing the program will not be allowed to complete the MA in the Humanities at a later date.
- Once a student has begun to pursue both the BA degree and the MA in the Humanities degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students in the Humanities as well as the dean of students in the College.
- Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as usual.



Joint BA/MA in International Relations

Department Website: <http://cir.uchicago.edu>

General Information

The special strength of the Committee on International Relations (CIR), the first graduate program of its kind in the nation, lies in its interdisciplinary approach to a wide range of questions relating to international issues. The Committee's faculty includes members of the various departments in the Division of the Social Sciences, as well as the University of Chicago Booth School of Business, the Irving B. Harris Graduate School of Public Policy Studies, the Divinity School, and the Law School. Their expertise extends over a broad range of subjects: international relations theory, security studies, international political economy, international history, history and conduct of U.S. foreign policy, human rights, international law and organization, international development, and regional international relations.

Joint BA/MA Program

Qualified students in the College who wish to pursue a joint MA degree in international relations should consult with their College adviser, the Associate Dean of Students in the Social Sciences (Kelly Pollock (kpollock@uchicago.edu)), and a CIR preceptor. These meetings should happen in the Autumn Quarter of the student's third year and are a mandatory component of the application process. Students are expected to have a GPA of 3.55 or higher, and at that time they are also expected to have met most of their general education requirements and to have chosen their major.

Application

Applications are due by February 1.

The application is submitted online to the dean of students of the Division of the Social Sciences (ssd.uchicago.edu/apply (<https://apply-ssd.uchicago.edu/apply/>)).

More information on the application process can be found at socialsciences.uchicago.edu/admissions/ (<https://socialsciences.uchicago.edu/admissions/>).

The Application for Admission and Financial Aid, with instructions and deadlines, is available online at: ssd.uchicago.edu/apply. (<https://apply-ssd.uchicago.edu/apply/>)

BA/MA applicants should not pay the application fee. Email ssd-admissions@uchicago.edu to ask how to receive the fee waiver.

Based on the available course list, applicants to the CIR BA/MA program must also submit a Proposed Curriculum document that identifies (1) up to three courses completed as part of the BA degree that will be petitioned to count toward the MA degree distribution requirements (NOTE: These courses cannot be counted as part of the required nine graduate-level courses—see Program Requirements below) and (2) the graduate-level courses they intend to take during their year in the program. CIR preceptors are available for consultation and guidance on a student's preparation of the document. NOTE: A student admitted to the CIR BA/MA program must submit changes to the CIR Program Chair.

Space in the CIR BA/MA program is limited, and admission is very competitive. The application is evaluated by the CIR Admissions Committee on the basis of the student's academic record, letters of recommendation, GRE scores if available, a 10- to 20-page term or research paper, and a personal statement of intellectual and academic goals. Admission to the MA program is also subject to approval by the College. BA/MA students are expected to complete all but three of their BA requirements before entering joint residence status for the three quarters preceding the anticipated quarter of graduation (up to three graduate courses can be used as electives in the undergraduate program or they can be applied to the undergraduate major by petition to the Director of Undergraduate Studies). Students in joint residence status are charged tuition at graduate rates.

Program Requirements

Students selected to participate in the joint degree program must meet all the normal BA requirements for their particular field of study, as well as all the general education requirements. In addition, joint degree students in international relations must meet the following requirements:

1. Completion of nine graduate-level courses for quality grades, including seven CIR-approved courses. NOTE: The total number of CIR-approved credits required for the joint degree is 48, assuming that three courses taken at the graduate level in the fourth year may be double counted toward both degrees.

2. Fulfillment of the CIR distribution requirement. This is designed to ensure that, within the nine required courses for the MA degree, students achieve sufficient depth and breadth in the study of international relations. Students may petition the CIR to count toward their MA distribution requirements up to three appropriate courses taken for their BA degree. Currently, each student must pass three courses each in two of four fields of international relations:

- a. Security, International History, and International Relations Theory
- b. International Political Economy and Development
- c. Regional Studies and Nationalism

d. Human Rights, Environment, and Law

3. A passing grade in the Committee's noncredit Perspectives on International Relations (INRE 30000) course in Autumn Quarter.

4. A passing grade in the Committee's MA paper workshop (INRE 46500) in Winter and Spring Quarters.

5. Completion of an MA paper that is approved by a faculty adviser and a preceptor.

6. Completion of both BA and MA degrees within a quarter of each other.

Details are available in the Committee office (5730 S. Woodlawn Ave.).



Joint BA/MS or BS/MS in Mathematics

Qualified College students may receive both a bachelor's and a master's degree in mathematics concurrently at the end of their studies in the College. Qualification consists of satisfying all requirements of both degrees in mathematics. While only a few students complete the joint bachelor's/master's program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director of undergraduate studies. This consent is based on an assessment by the director that it is in the student's best interest to enroll in the graduate course.

Students should submit their application for the joint program to one of the co-directors of undergraduate studies in the Department of Mathematics as soon as possible, but no later than the Winter Quarter of their third year. For more information, contact John Boller, co-director of undergraduate studies, at 773.702.5754 or oller@math.uchicago.edu.



Joint BA/MA in Middle Eastern Studies

Students in the College may pursue the master of arts degree in Middle Eastern Studies leading to the award of a four-year undergraduate degree in their declared major and a two-year graduate degree in Middle Eastern Studies after five years of studies at the University of Chicago.

Undergraduate students who wish to complete both degrees in five years should begin by discussing this option in the Autumn Quarter of their third year with their College adviser and with the BA adviser in their major, followed by a conversation with the deputy director for academic programs of the Middle Eastern Studies program (Paul Walker, 773.702.4619, pwalker@uchicago.edu) and the dean of students representative of the Social Sciences or Humanities Division, depending on the student's undergraduate major.

Undergraduate students pursuing this option are in "concurrent residence" beginning in the Autumn Quarter of their fourth year at the University and remain in this status for three contiguous quarters. Upon completion of the BA at the end of the fourth year, the students continue to be registered as graduate students for three contiguous quarters in the second year of the Middle Eastern Studies program.

Qualifications and Eligibility

Permission to receive both the BA in a major field and the MA in Middle Eastern Studies is not an automatic perquisite of undergraduate study at Chicago. It is a privilege extended only to those undergraduate students who have demonstrated, in their undergraduate work, a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant, and applicants are carefully reviewed in the context of both their undergraduate major and the master's degree requirements.

Applicants should have a minimum GPA for their undergraduate work comparable to that required for honors in their major and have completed the College general education requirements as well as 39 courses, including some graduate-level courses.

Furthermore, applicants are required to have completed by the end of their third year:

- one year (three courses) of a Middle Eastern language, and
- three courses related to Middle Eastern studies

Applicants who are pursuing an undergraduate major that requires a BA thesis will be permitted to register for the BA thesis workshop as a fourth course during the fourth year of undergraduate studies.

In addition to a distinguished record of achievement during their time in the College, applicants must convincingly demonstrate that they will be able to complete all requirements for the two degrees by the end of the allotted six quarters of full-time residence. For this purpose, potential applicants should meet with their adviser in the College and fill out a BA/MA Worksheet. The adviser's signature certifies that prospective applicants are far enough along in their College program to complete the course requirements for both degrees within five years.

Time Limits

This course of study prolongs registration at the University to five years. Students are expected to complete the BA requirements at the end of the fourth year in the College to be allowed to continue into the second year of the MA program and receive their BA at the end of the fourth year in the College.

Students enrolled in the second year of the Middle Eastern Studies program as part of this BA/MA program will be enrolled as any other students in the second year of the Middle Eastern Studies program and subject to the same rules and requirements for graduation.

Registration, Tuition, and Financial Aid

To receive both the BA in an undergraduate discipline and MA in Middle Eastern Studies requires that the last three quarters of the regular undergraduate course of study be spent in full-time (three courses per quarter) registration status in the Middle Eastern Studies program and an additional three quarters of registration in the Middle Eastern Studies program. For each of the six quarters in which students are registered in the MA program, the students are charged the graduate tuition rate, which is somewhat higher than the undergraduate tuition rate.

Students are not eligible for financial assistance from the Social Sciences or Humanities Division in the first year of the MA program (their fourth year in the College). Therefore, students admitted to this program should consult the College Aid Office to determine if their financial aid will be affected. In the second year of the MA program, students are eligible for financial aid from the Social Sciences or Humanities Division on the same terms as any other second-year graduate student in the Middle Eastern Studies program.

A minimum of six quarters of undergraduate residence in the College is required, including the three quarters of registration of the first year in the Middle Eastern Studies program.

Courses and Requirements

No more than three graduate-level courses taken in the fourth year in the College may be double-counted; that is, applied to both the College requirements and the MA requirements. Graduate courses taken during the second or third year

in the College may not be counted toward the BA/MA in Middle Eastern Studies. Once admitted to the BA/MA program, students will be required to complete the core course requirements of the MA degree.

During their fourth year in the College (first year of the MA program), students retain their undergraduate privilege of registering for four courses per quarter. However, students are encouraged to take no more than three, if possible. During the second year of the MA program, students must follow MA rules, which restrict enrollment to three courses per quarter. The MA program requires a master's thesis which must be planned, researched, and written, and this requires a significant amount of time.

Application Procedures

Third-year students in the College who have been certified by their adviser that they are prepared to pursue both the BA and MA degrees in Middle Eastern Studies in five years should obtain a graduate program application. Depending on the undergraduate major of the student, the graduate application should be obtained from either the Dean of Students Office in the Social Sciences (Foster 103) or Dean of Students Office in the Humanities (Walker 111). The application should be completed, signed, and returned to the same office with all the necessary supporting documents by February 1.

The following documents must be on file with the divisional Dean of Students Office before the application will be reviewed:

1. the application
2. two letters of recommendation
3. a writing sample
4. official transcript(s)
5. BA/MA Worksheet: Filled out and signed by the College adviser
6. BA/MA Form: Top portion filled out

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination. Applicants will be interviewed by the Center for Middle Eastern Studies deputy director for academic programs. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as any other undergraduate student.

Other Guidelines

- Students who begin work towards the MA degree in Middle Eastern Studies and then leave the University without completing the program will not be allowed to complete the MA at a later date.
- Once a student has begun to pursue both the BA and the MA degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students of the applicable graduate division as well as the dean of students in the College.

Contact

For more information, please contact Paul Walker, Deputy Director for Academic Programs (pwalker@uchicago.edu; 773.702.4619).



Joint BA/MPP in Public Policy Studies (Harris)

The University of Chicago Harris School of Public Policy offers students an opportunity to begin their professional training in public policy while still in the College, leading to the awarding of a four-year undergraduate degree in their declared major and a two-year master of public policy (MPP) degree after five years of studies at the University of Chicago.

The MPP is a professional degree program designed for students who wish to gain rigorous training in public policy skills and issues. The core curriculum draws on a variety of disciplines and fields, including economics, statistics, sociology, political science, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis, reflecting Harris Public Policy's belief that mastering quantitative and analytical skills prepares students to be effective public policy leaders.

Program Requirements

Students selected to participate in the joint degree program must meet all normal BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in the BA/MPP program must satisfy the following criteria:

1. Students are encouraged to complete all general education and BA requirements in their third year in the College before beginning the MPP degree in the fourth year. Students who wish to count these courses toward their undergraduate major must receive permission from their major's director of undergraduate studies. Students must complete all BA requirements before beginning the fifth year.
2. Applicants are expected to have a GPA of 3.25 or higher.
3. All majors are strongly encouraged to apply.
4. Students must have completed at least one course, at any level, in at least two of the following three areas at the College: microeconomics, statistics, or calculus. Examination credit will not be accepted for this requirement, i.e., AP course work.
5. Students must register for at least nine courses (900 units of credit) in their fifth year.
6. PPHA courses taken prior to entering the BA/MPP program will not count toward the MPP. If the courses taken prior to matriculation are required for the MPP, the student will substitute them with approved electives.
7. Students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at Harris's master's rates. Students will still be eligible for financial aid from the College while in joint residence.
8. Students must complete all requirements of the MPP, as stated in the Graduate Announcements (<http://registrar.uchicago.edu/page/catalogs-and-announcements/>), to receive the BA/MPP degree.

Application Procedures

Before beginning the application process with Harris, students are encouraged to first meet with their College adviser. Students should make appointments during their second year to ensure that all College requirements are met. After reviewing with their College adviser, students should speak with Sparkle Dalphinis, associate director of student recruitment at Harris (sdalphinis@uchicago.edu), early in the third year. Interested students should submit their formal application to the program by April 15 of their third year in the College: apply-harris.uchicago.edu/apply (<https://apply-harris.uchicago.edu/apply/>). Please note that BA/MPP applicants are exempt from the application fee and do not have to submit a GRE score.

For more information, please contact Harris Recruitment and Admissions at harrisadmissions@uchicago.edu.



Joint BA/MS in Computational Analysis and Public Policy (Harris)

The University of Chicago Harris School of Public Policy in conjunction with the Department of Computer Science offers students an opportunity to begin their professional training in the growing field of civic technology and data science in public policy while still in the College, leading to the awarding of a four-year undergraduate degree in their declared major and a two-year master of science degree in computational analysis and public policy (MSCAPP) after five years of study at the University of Chicago.

The BA/MSCAPP is a professional degree program for students in the College who wish to gain rigorous training in the emerging and critical role of technologists fluent in public policy skills and issues. The policy piece of the core curriculum draws on a variety of disciplines and fields, including economics, statistics, sociology, political science, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis, reflecting Harris Public Policy's belief that mastering quantitative and analytical skills prepares students to be effective public policy leaders.

The computer science core curriculum augments the core policy training with courses in computer programming, data analytics and machine learning, and database management. The unique combination equips students with technical expertise that is useful for many aspects of society but increasingly in demand in the public sector. By combining the strengths of the two faculties, the program builds on the tradition of interdisciplinary teaching and research at the University.

Program Requirements

The BA/MSCAPP program assumes students have no formal computer science training or exposure to programming at the onset of admission to the program. Students from all majors are encouraged to apply.

Students selected to participate in the joint degree program must meet all BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in the BA/MSCAPP program must satisfy the following criteria:

1. Admission to the BA/MSCAPP program assumes no prior computer science course work or coding experience. Candidates are evaluated on the strength of their application, similar to the metrics used for admission to the BA/MPP program.
2. Students are encouraged to complete all BA requirements in their third year before beginning the MSCAPP degree program in the fourth year. Students with two or fewer courses remaining in the BA, excluding any thesis, research, or final paper requirements, are eligible for admission with approval from the MSCAPP program director. The final two courses can be double-counted toward the BA and the MS, but these courses must be graduate-level courses (course number 30000 or above). Students who wish to count these courses toward their undergraduate major must receive permission from their major's director of undergraduate studies. Students must complete all BA requirements before beginning the fifth year.
3. Applicants are expected to have an overall GPA of 3.25 or higher.
4. All majors are strongly encouraged to apply.
5. Students must have completed at least one course, at any level, in at least two of the following three areas in the College: microeconomics, statistics, or calculus. Examination credit will not be accepted for this requirement, i.e., AP credit.
6. Students must register for at least nine courses (900 units of credit) in their fifth year.
7. No courses taken in CMSC (Computer Science) or PPHA (Public Policy/Harris) prior to entering the BA/MSCAPP program will be allowed to count toward the requirements for the MSCAPP. If the courses taken before entering the program would have fulfilled MSCAPP requirements, students will be permitted to replace those courses with approved electives.
8. Students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at Harris's master's rates. During their fourth year of study students will still be eligible for College aid.
9. Students must complete all requirements of the MSCAPP program, as stated in the Graduate Announcements (<http://registrar.uchicago.edu/page/catalogs-and-announcements/>), to receive the BA/MSCAPP degree.
10. The GRE is not required for admission to the BA/MSCAPP program for students who have taken at least two MATH (Mathematics) courses and received a B grade or higher. Applicants who have not taken MATH courses should submit a GRE as part of their application.

Application Procedures

Before beginning the application process with Harris Public Policy, students should make appointments during their second year to ensure that all College requirements are met. After reviewing with their College adviser, students should speak with Sparkle Dalphinis, Associate Director of Student Recruitment at Harris (sdalphinis@uchicago.edu), early in the third year. Interested students should submit their formal application to the program by April 15 of their third year in the College: apply-harris.uchicago.edu/apply (<https://apply-harris.uchicago.edu/apply/>). Please note that BA/MSCAPP program applicants are exempt from the application fee.

For more information, please contact Harris Recruitment and Admissions at harrisadmissions@uchicago.edu.
(jerickson1@uchicago.edu)



Joint BA/MA in the Social Sciences

Department Website: <http://mapss.uchicago.edu>

General Information

The MA Program in the Social Sciences (MAPSS) is an intense, intellectually transformative one-year program. Students concentrate in Anthropology, Economics, History, Political Science, Psychology, and Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Others may specialize in Quantitative Methods for Social Analysis, Education and Society, Gender and Sexuality Studies, and Geographic Information Science.

All MAPSS students take nine graduate courses, selected from all University of Chicago departments and professional schools. Each student works closely with the program directors, our senior academic staff, and an assigned preceptor, designing a customized curriculum and defining an area of scholarly research. They work directly with University of Chicago faculty on the MA thesis.

Students must take MAPS 30000 (<http://collegecatalog.uchicago.edu/search/?P=MAPS%2030000>) Perspectives in Social Science Analysis, our core course, in the Autumn Quarter. In addition, students must satisfy a methods requirement by selecting among dozens of graduate alternatives in ethnography, historical methods, involved interviewing, network analysis, survey analysis, content analysis, game theory, rational choice, causal inference, statistics, interpretive methods, comparative case study, and others.

We offer preeminent training for those aspiring to go on to funded PhD study in the social sciences. Each year 70 to 90 of our graduates do so successfully, at a 90 percent placement rate. More than 100 MAPSS graduates are pursuing the PhD at the University of Chicago alone.

MAPSS also offers an exceptional program of career placement, working directly with our director of career services, with weekly workshops, on-campus recruitment, and visits by leading alumni who provide mentorship in a variety of fields.

Joint BA/MA Program

Qualified students in the College who wish to pursue a joint BA/MA degree in the Master of Arts Program in the Social Sciences should consult with their College adviser, the associate dean of students in the social sciences (Kelly Pollock, kpollock@uchicago.edu), and Chad Cyrenne (c-cyrenne@uchicago.edu), managing director of MAPSS, as early as possible in their third year, during the Autumn Quarter.

Please see this page (<https://mapss.uchicago.edu/bama-degree-requirements-current-uchicago-college-students/>) to review our eligibility requirements for the BA/MA.

Application

Applicants are expected to have a GPA of 3.55 or higher.

Applications are due by February 1.

The application is submitted online to the dean of students of the Division of the Social Sciences ([apply](https://ssd.uchicago.edu/apply) (<https://apply-ssd.uchicago.edu/apply/>)).

More information on the application process can be found at socialsciences.uchicago.edu/admissions/ (<https://socialsciences.uchicago.edu/admissions/>).

BA/MA applicants should not pay the application fee. Email admissions@ssd.uchicago.edu to ask how to receive the fee waiver.

The Application for Admission and Financial Aid, with instructions and deadlines, is available online at [apply-ssd.uchicago.edu/apply](https://ssd.uchicago.edu/apply). (<https://apply-ssd.uchicago.edu/apply/>)

Space in the MAPSS BA/MA program is limited, and admission is very competitive. The application is evaluated by the MAPSS Admissions Committee on the basis of the student's academic record, letters of recommendation, and a personal statement of intellectual and academic goals. Admission to the MA program is also subject to approval by the College. Prospective BA/MA students are expected to complete all but three of their BA requirements before entering joint residence status for the three quarters preceding the anticipated quarter of graduation. Up to three graduate courses can be used as electives in the undergraduate program or they can be applied to the undergraduate major by petition to the director of undergraduate studies. Students in joint residence status are charged tuition at graduate rates.

Program Requirements

Students selected to participate in the joint degree program must meet all normal BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in MAPSS must satisfy the following criteria:

1. Completion of nine MAPSS-approved graduate-level courses for quality grades, including MAPS 30000 Perspectives in Social Science Analysis in the Autumn Quarter and a course that satisfies the graduate methods requirement.

2. Completion of 48 total credits for the joint degree. Up to three courses taken at the graduate level in the fourth year may be double-counted toward both the BA and the MA degree, with permission from the College.
3. Completion of an MA paper that is approved by the faculty adviser.
4. Completion of both the BA and MA degrees, the second awarded no later than the August convocation following a September matriculation.

Preceptors/Graduate Advisors

Please contact E. G. Enbar (egenbar@uchicago.edu) to be put in touch with a preceptor who shares your disciplinary or research interests.



Joint BA/MA in Social Service Administration

The School of Social Service Administration (SSA) offers students an opportunity to begin their professional training in social work and social welfare administration and policy while still in the College. Qualified students who wish to pursue a joint MA degree in Social Work and Social Welfare at SSA should consult with their College adviser and with the admissions office (admissions@ssa.uchicago.edu) at SSA as soon as their first year, but no later than early in their third year.

Students will need a GPA of 3.25 or higher and to have completed both their general education requirements and the requirements for their College major by the end of their third year.

BA/MA students take nine courses in their fourth College year: seven SSA Core courses and two electives. Students will also complete two field placements (an evaluated internship): one in the first year (College year four) and one in the second year of joint residence. The nine graduate-level courses together with field work constitute a demanding curriculum; therefore students are encouraged to complete their BA projects before beginning their graduate course work.

BA/MA students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at SSA's graduate rates.

For more information, contact the admissions office for SSA, at 773.702.1250 or admissions@ssa.uchicago.edu, or visit ssa.uchicago.edu/ab-am-program (<http://www.ssa.uchicago.edu/ab-am-program/>).



Joint BA/MS or BS/MS in Statistics

This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. The BA or BS can be in any field, not necessarily Statistics. Outstanding undergraduates in other majors are welcome to apply.

Only a small number of students will be selected for the program through a competitive admissions process. Participants must apply to the MS program in Statistics by June 1 of their third year for admission to candidacy for an MS in Statistics during their fourth year. To be considered, students should have completed almost all of their undergraduate requirements, including all of their general education and language competence requirements, by the end of their third year. They should also have completed, at a minimum, both STAT 24400-24500 Statistical Theory and Methods I-II (or STAT 24410-24510 Statistical Theory and Methods Ia-IIa) with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the departmental adviser for majors and their College adviser early in their third year.

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, STAT 24410-24510 Statistical Theory and Methods Ia-IIa and STAT 34300 Applied Linear Stat Methods, which satisfy requirements for the MS in Statistics, could also be used to satisfy requirements of a BA or BS program in Statistics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details, visit <https://stat.uchicago.edu/academics/graduate-programs/graduate-student-resources/academic-life/requirements-and-regulations-for-m.s.-candidates> (<https://stat.uchicago.edu/academics/graduate-programs/graduate-student-resources/academic-life/requirements-and-regulations-for-m.s.-candidates/>).



Professional Option: Medicine

The University of Chicago Pritzker School of Medicine's Professional Option Program in Medicine permits undergraduate students who have demonstrated outstanding potential for success in medicine to begin medical school during their fourth year in the College. This is a highly competitive, merit-award program.

Due to the accelerated nature of the curriculum, applicants must have outstanding academic credentials as evidenced by a combination of GPA and MCAT scores that place them among the top candidates nationwide for medical school. The academic requirements for eligibility include a minimum GPA of 3.7 and an MCAT score not less than the 93rd percentile, with no individual section score less than the 85th percentile. Additionally, eligible students have a clear understanding of their motivation for medicine and can provide evidence of analytical thinking, effective communication skills, leadership, and meaningful engagement in the various communities in which they participate, in addition to compelling reasons to attend Pritzker.

Candidates will apply to this program during their third year in the College. Eligible students must have completed 33 credits (of the 42 required for a degree in the College) by the end of their third year. These 33 credits must include all 15 general education requirements and one-half of the requirements for their major.

Through this program, students will, upon completion of the first year of medical school at Pritzker, be allowed to use credit from their medical school courses to fulfill the remaining nine credits for the undergraduate degree. At the successful conclusion of their first year of medical school, students completing their degree in this fashion will receive the *Bachelor of Arts in Professional Option: Medicine*. Because students pursuing a professional option program do not complete the requirements for a College major, they are not eligible for departmental honors upon receiving their bachelor's degree.

Interested students should schedule an appointment with their UChicago Careers in Health Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions/>) (UCIHP) adviser early in their second year, and in the Autumn Quarter of their third year will need to meet with their College adviser to evaluate their curricular progress. Following those meetings, students should schedule an appointment with their UCIHP adviser to further solidify their plans and intent to apply. The deadline for applications is February 26.

Students with questions or who would like more information, please contact UChicago Careers in Health Professions (ucihp@uchicago.edu).



Study Abroad

Department Website: <http://study-abroad.uchicago.edu>

Study Abroad Programs

The University of Chicago Study Abroad program encourages students to expand their education through diverse intellectual perspectives, active participation in a new culture, and critical, firsthand engagement with local and global challenges. Study Abroad's distinctive range of faculty-led programming blends the academic rigor and spirit of intellectual curiosity that is central to the College curriculum with the University's wide-reaching international mission.

The College sponsors 66 study abroad programs in 20 countries (32 cities) around the world. These include faculty-led, direct enrollment, and language-intensive programs.

Faculty-Led Programs

Civilization Abroad Programs

The following programs allow students to fulfill their civilization studies requirement in a single quarter. Courses are taught primarily by University of Chicago faculty and carry no language prerequisite, other than for the civilization sequences taught in French and Spanish. Students also study a local language.

- Athens (Spring Quarter)
- Barcelona (Winter Quarter taught in English, Spring Quarter taught in Spanish)
- Beijing (Autumn Quarter)
- Cairo (Winter Quarter)
- Dakar (Winter Quarter, offered in alternating years)
- Granada (Spring Quarter)
- Hong Kong (Spring Quarter: Colonizations)
- Hong Kong (Autumn Quarter: Gender and Sexuality in World Civilizations)
- Jerusalem (Spring Quarter)
- Oaxaca (Winter Quarter)
- Paris (Autumn Quarter: African Civilizations, offered in alternating years)
- Paris (Autumn, Winter, Spring, and Summer Quarters: European Civilization taught in English)
- Paris (Autumn Quarter: European Civilization taught in French)
- Paris (Spring Quarter: Russian Civilization)
- Pune (Autumn Quarter)
- Rabat (Winter Quarter)
- Rome (Autumn Quarter)
- Vienna (Autumn Quarter)

Thematic Programs

Thematic programs are also taught primarily by University of Chicago faculty and offer a range of courses across disciplines, some of which meet major, minor, or general education requirements.

- Barcelona: Public Policy (Spring Quarter)
- Florence: Living with History (September Course)
- Hong Kong: Economics (Winter Quarter)
- Hong Kong: The Global Urban (September Course)
- London: British Literature and Culture (Autumn Quarter)
- Paris: Astronomy (Spring Quarter)
- Paris: Cinema and Media Studies (Winter Quarter)
- Paris: Classics of Social and Political Thought (Autumn Quarter, offered in alternating years)
- Paris: Global Health (Winter Quarter)
- Paris: Humanities (Spring Quarter)
- Paris: Law, Letters, and Society (September Course)
- Paris: Mathematics (Spring Quarter)
- Paris: Neuroscience (Autumn Quarter)
- Paris: Social Sciences - Urbanism (Winter Quarter)
- Vienna: Human Rights (Spring Quarter)

Direct Enrollment Programs

Direct enrollment programs are available at partner universities in the following cities:

- Barcelona: Universitat Pompeu Fabra
- Beijing: Peking University, Renmin University
- Berlin: Freie Universität Berlin
- Bologna: University of Bologna
- Great Britain and Ireland
 - King's College London
 - London School of Economics and Political Science
 - Trinity College Dublin
 - University College London
 - University of Bristol
 - University of Cambridge
 - University of Edinburgh
 - University of Oxford
- Kyoto: Kyoto Consortium for Japanese Studies
- Menton: Sciences Po
- Milan: Bocconi University
- Paris: various universities, including Sciences Po
- Santiago: Catholic University of Chile
- Seoul: Yonsei University
- Shanghai: Fudan University
- St. Petersburg: Smolny College
- Tokyo: Waseda University

Language Programs

Quarter-long intensive language programs offer intermediate- and advanced-level instruction. Upon your return, you may be able to earn the University of Chicago's Office of Language Assessment foreign language proficiency certifications. Visit languageassessment.uchicago.edu/flpc (<https://languageassessment.uchicago.edu/flpc/>) for more information.

- Paris (Summer Quarter)
- Toledo (Autumn Quarter)

Additional Details

Students who wish to study abroad should attend the Autumn Quarter information meetings organized by the Study Abroad Office. Students should discuss their plans with their College adviser to determine how study abroad fits into their degree program in Chicago and should make an appointment with the relevant Study Abroad staff member to discuss the program and application process. Visit the College Scheduling site (<https://collegescheduling.uchicago.edu/samonline/BookAppt/?C=C&T=P&P=88>) to make an appointment. For more information, including the most current list of program locations, visit study-abroad.uchicago.edu (<https://study-abroad.uchicago.edu>).

Participants in University of Chicago Study Abroad programs pay the same tuition as if they were on campus, plus a nonrefundable study abroad administrative fee and, in most cases, a program fee set by the College. Each program fee includes housing and subsidizes the cost of excursions, instruction, and local support. Please visit the specific program pages (<https://study-abroad.uchicago.edu/programs/>) for precise fees. Participants retain their financial aid (<https://study-abroad.uchicago.edu/tuition/financial-aid/>) eligibility while abroad. Financial aid packages are extended to take into account the program fee when a University of Chicago student studies abroad on a College program, and Odyssey Scholars receive additional funding.

Students participating in some study abroad programs (e.g., direct enrollment programs) are not eligible for the Dean's List for that year. Please note that more than half of the requirements for a major or minor must be met by registering for courses bearing University of Chicago course numbers. Please see the Direct Enrollment Credit Guide (<https://study-abroad.uchicago.edu/direct-enrollment-credit-guide/>) for more information.

Summer International Travel Grants

Each year the College awards approximately 100 Summer International Travel Grants to support outstanding undergraduates for intensive language study or research abroad. Awards are \$5,000. Applications are submitted online (see the Study Abroad website (<https://study-abroad.uchicago.edu/sitg/>) for details) and are normally due in early February.

Foreign Language Acquisition Grants (FLAG)

The FLAG Program offers awards of \$5,000 to defray the costs of intermediate or advanced language study abroad. Study programs must be at least eight weeks in duration of intensive language study (at least 15 hours per week) and located in a setting where the target language is predominantly spoken. Applicants must have completed or placed out of the first

year of the target language by the program start date. If a language is not offered on campus, applicants may apply at any level. For French and Spanish language applications, preference will be given to students who have completed some intermediate language study.

Research Grants

Research grants provide \$5,000 to support students conducting six to eight weeks of summer research outside the United States. In most cases these awards support research leading to a BA paper; however, other academic research projects may also be considered.



Preparation for Professional Study

Department Website: <http://careeradvancement.uchicago.edu>

Business

The College general education curriculum provides excellent preparation in the critical thinking skills needed for graduate-level study in business administration. Along with the course work required to complete their major, it is advisable for interested students to pursue courses that hone their quantitative, verbal, and written skills. In addition, after their first year, students may enroll in up to six graduate-level courses at the University of Chicago Booth School of Business, with four of those courses counting toward the degree requirement. While many sections allow undergraduate enrollment, Chicago Booth also offers undergraduate versions of many classes with 20000-level numbers. BUSN 20000-level (undergraduate-only) courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSF 30000-level versions will be subject to Chicago Booth's academic and administrative policies. Consult the Booth website for details.

Additional support for students considering graduate study in business is provided through the Dougan Scholars Certificate Program, Trott Business Program, Financial Markets Program, and Business Career Services.

The Dougan Scholars Certificate Program is a selective program managed by Chicago Booth, while the Trott Business Program and Financial Market Program are selective programs managed by the College through Career Advancement. Applications are accepted from all students, regardless of their major, during the first and second year for the Dougan Scholars Certificate Program, and during the first year for the Trott Business Program and Financial Markets Program. While the specific focus and requirements of the selective programs vary, each includes course work requirements at Chicago Booth, opportunities to build additional business understanding through special events with industry and academic professionals, and mentoring opportunities with upper-level College students and MBA students.

Business Career Services is an open enrollment option available to all students in the College offering industry-experienced advising and a menu of optional workshops and experiential opportunities.

Most graduate business schools require applicants to take the Graduate Management Admissions Test (GMAT). A GMAT score is currently valid for five years. Students planning to apply to graduate studies in business administration within five years of graduation should take the GMAT in their final year in the College; students can learn more and register at <http://www.mba.com/us> (<http://www.mba.com/us/>). Graduate business schools typically expect matriculating students to have acquired, on average, five years of work experience.

Education Professions

To strengthen the University of Chicago's reputation as a 'teacher of teachers,' the College and Career Advancement launched UChicago Careers in Education Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in-education-professions/>) in the fall of 2012. UChicago Careers in Education Professions provides specialized preparation for students in pursuing careers in teaching as well as educational administration, research, and policy.

UChicago Careers in Education Professions is a selective program that provides a variety of resources for students, including advising, workshops, guest speakers, teacher-training programs, partnerships with public and private local schools, internship opportunities, and treks to various education institutions.

Advising: Students have access to one-on-one advising with the program director of UChicago Careers in Education Professions, an expert with extensive experience in education. The program director provides students with personalized assistance in career planning, finding job and internship opportunities that match their interests, and preparing application materials.

Workshops and Events: Workshops are held throughout the academic term and cover an array of issues in the education field. Events have included, for example, talks with former U.S. Secretary of Education Arne Duncan, education technology entrepreneurs, local principals in community schools, and researchers investigating promising best practices in teaching, learning, and child development.

Metcalf Internship Opportunities and Career Treks: Education Professions is committed to offering students valuable internship opportunities at a wide range of education-focused organizations. In addition, the program offers career treks to Chicago area schools, non-profits, and leading policy and research institutes. During these treks, students have the opportunity to experience firsthand myriad work environments and career roles in these organizations.

Partnership with the Urban Education Institute: Through a close partnership with the Urban Education Institute (<http://uei.uchicago.edu>) (UEI) and numerous academic departments, the College offers over 30 education-related courses. These include: ECON 26700 Economics of Education, SOCI 20105 Bidwell's Educ Organization/Social Inequality, and BPBL 25405 Child Poverty and Chicago Schools.

Gap Year Support: Increasingly, College students wait to apply for graduate programs until after they graduate, giving them time to make sure they are making the right decision and are able to assemble a competitive application. Education Professions supports students who choose to take time between college and their graduate programs in several

ways. We continue to work with alumni who may need assistance with their applications or decision-making process. We also help students and alumni find appropriate gap year experiences in the field of education.

Entrepreneurship

Students with an interest in starting a business, working at a start-up, or exploring entrepreneurial finance will find a wide range of resources available to them through UChicago Careers in Entrepreneurship (<https://careeradvancement.uchicago.edu/uchicago-careers-in/entrepreneurship/>). The goal of this pre-professional program is not to have every student start a business, but rather for every student to have the opportunity to be exposed to an entrepreneurial way of thinking through experiential learning opportunities that complement the general education curriculum.

In addition to organizing College-specific workshops and opportunities, this Career Advancement program also works closely with the Polsky Center for Entrepreneurship and Innovation (<http://research.chicagobooth.edu/polsky/>). College students are able to take advantage of world-class opportunities and resources available through the Polsky Center, including attending industry conferences, attending workshops organized by the MBA student-run Entrepreneurship and Venture Capital Club, and attending office hours with Entrepreneurs-in-Residence. Students are also able to take courses at Chicago Booth, notably an undergraduate-only section of Building the New Venture, an undergraduate-only section of Application Development, and the College New Venture Challenge course.

Programming highlights for UChicago Careers in Entrepreneurship include:

- The College New Venture Challenge is an undergraduate-only business plan competition that enables students to go through the progression of discovering an idea, building a team, creating a proof of concept, and pitching to investors. Throughout the competition, students are engaged with mentors drawn from alumni and local entrepreneurs.
- Many student teams also enter competitions that are not sponsored by the University. Examples include competitions sponsored by Clinton Global Initiative, Clean Energy Trust, Net Impact, Microsoft, Google, and Wal-Mart, as well as competitions sponsored by other universities like Stanford and MIT.
- Social entrepreneurship is a popular topic on campus with many student organizations, including GlobeMed, Campus Catalyst, and Envision Do, supporting students who want to solve social and environmental issues through new innovations.
- Start-up careers and internships are another area of student interest. Many local companies participate in the Metcalf Internship program, and local start-up companies are encouraged to hire UChicago students through subsidies and other promotions. Of note, UChicago Careers in Entrepreneurship has strong partnerships with the University's Polsky Exchange in Hyde Park, the 1871 incubator at the Merchandise Mart, and the health care incubator Matter.
- In addition to bringing in alumni and local entrepreneurs as speakers, the program also engages with local angel investors and venture capital firms. Students have worked in associate roles while in school with such local groups as Chicago Ventures, OCA Ventures, and Hyde Park Angels.
- Career treks are an outstanding way for students to meet with companies in various industries as well as learn about different regions of the country or the world. In addition to treks to Silicon Valley, UChicago Careers in Entrepreneurship looks to engage with other regional hubs of entrepreneurial opportunity, including New York City, Boston, Austin, and Chicago.

Health Professions

UChicago Careers in Health Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions/>) (UCHHP) provides students with the resources and support to develop the knowledge, skills, competencies, and experiences required for advanced study in the health professions. The College's broad and intellectually expansive liberal arts education, coupled with pre-health courses and support from UChicago Careers in Health Professions, is exceptional preparation for a career in health and medicine. Students develop the competencies required by graduate schools of the health professions, including: in-depth experience with the process of scientific inquiry; a facility in drawing linkages among scientific disciplines; strong critical thinking and communication skills; the ability to use mathematics to explain the natural world; mastery of basic principles of physics and chemistry; an understanding of the diversity of subject matter and methods of investigation in the biological sciences; and a sophisticated appreciation of the social context of health and medicine.

Upon meeting the College's general education requirements, *students are encouraged to major in any discipline in which they have a strong interest*, while fulfilling the following common entry requirements for advanced study in the field:

- 3 quarters of general chemistry with labs
- 3 quarters of organic chemistry with labs
- 3 quarters of biology with labs
- 3 quarters of physics with labs
- 1 quarter of biochemistry
- 3 quarters of a general education humanities sequence (recommended)
- 3 quarters of calculus (recommended)
- 1 quarter of statistics (recommended)

The Biological Sciences Collegiate Division (BSCD) offers several course sequences that prepare students for advanced study in the health professions. Students should consult the Biological Sciences page in this catalog and work closely with their College advisers to determine which sequence is most appropriate.

Students should be aware that the MCAT has expanded to include a section on Behavioral and Psychological Sciences; for more information, visit students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam (<https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam/>). Students are encouraged to consider SOSC 18100 Topics in Behavioral and Social Sciences Relevant to Medicine or other course work within the Social Sciences Collegiate Division to assist in preparing for this section.

Students who are unable to complete three quarters of a general education humanities sequence in their first year should plan to take a writing-intensive English course when their schedule allows. They should understand however, that this English course cannot be applied to the general education humanities requirement.

It is recommended that students work closely with their College advisers to choose courses appropriate to their level of preparation and interest. Although the College offers course sequences that fulfill all of the above requirements, some schools of the health professions have additional requirements. To ensure all requirements are met, students are also encouraged to check directly with the schools to which they intend to apply.

UChicago Careers in Health Professions supports students and alumni as they explore the health professions, among them allopathic (MD) and osteopathic (DO) medicine, nursing (PhD), dental (DDS) and podiatric (DPM) medicine, veterinary medicine (DVM), pharmacy (PharmD), and health services research (PhD). In addition to curricular assistance, UChicago Careers in Health Professions offers a wide range of cocurricular support that empowers students to achieve a high level of academic, professional, and personal success.

Students interested in the health professions should consult first with their College adviser and then with UChicago Careers in Health Professions. Appointments may be made with UCIHP via AdviseStream (<http://uchicago.advisestream.com>).

Journalism, Arts, and Media

Journalism, arts, and media converge and flourish at the University of Chicago. Through the College's strong liberal arts curriculum and the Reva and David Logan Center for the Arts, students pursue multiple interdisciplinary areas, even as they become experts in specific areas of interest. As part of Career Advancement, UChicago Careers in Journalism, Arts, and Media (UCIJAM) provides essential professional development opportunities to help students launch successful careers in these fields. Internships, fellowships, employment opportunities, and alumni networks take University students across the country and around the globe, allowing them to grow outside the classroom, develop as professionals, and pursue opportunities in a wide variety of disciplines.

UChicago Careers in Journalism, Arts, and Media (<https://careeradvancement.uchicago.edu/uchicago-careers-in/journalism-arts-media/>) complements the College's emphasis on academics with one-on-one career advising and programming designed to connect students with emerging and established professionals in the fields of journalism, publishing, visual art, music, film, television, theater, architecture, design, and more. Internships, mentorships, apprenticeships, and collaborations with working professionals provide students with the hands-on experience and deep networking needed to launch successful careers.

The program is organized and managed by Career Advancement. The components include:

- Individual advising to help students win internships and jobs in their particular areas of interest
- Workshops with leading practitioners to develop practical skills and networking opportunities
- UChicago Careers in Journalism, Arts, and Media—wide emphasis on building a body of work, including an emphasis on personal entrepreneurship
- Grants and apprenticeships to help support students working in unpaid internships and student-initiated projects
- Advising of registered student organizations

Law

The College curriculum provides excellent preparation for the study of law. More important than a specific major is the acquisition of certain skills necessary for the intelligent practice of law: the ability to communicate effectively in oral and written expression, a critical understanding of human institutions and values, and the ability to reason closely from given premises and propositions to tenable conclusions. Such skills can be developed in any major and by taking courses in English language and literature, philosophy, public policy, American history, political science, mathematics, and economics.

Students interested in a career in law should use the resources provided by the UChicago Careers in Law (<https://careeradvancement.uchicago.edu/uchicago-careers-in/law/>) program, which is organized and managed by the Career Advancement office. UChicago Careers in Law supports students as they explore their interest in law through programming, internships, treks, and advising.

Advising: Students have access to one-on-one advising with the program director and assistant director of UChicago Careers in Law, experts with extensive experience in the legal field. The directors provide students with personalized assistance in career exploration and planning, finding job and internship opportunities that match their interests, and

preparing application materials for those positions. UChicago Careers in Law also assists students and College alumni in targeting law schools, preparing successful applications, and choosing the most appropriate law school.

Workshops and Guest Speakers: UChicago Careers in Law workshops are held throughout the academic year and cover an array of current topics and issues in the field of law, including an introduction to legal research and writing. These programs include alumni lawyers practicing in private, public, and nonprofit sectors who give students an accurate picture of professional experiences across a broad range of fields, including international law, corporate law, public interest, and government services.

Metcalf Internship Opportunities: Internships in law-related organizations provide students with on-the-job experience—which can be extremely useful in determining whether or not law is the correct path to take—and allow them to explore different areas of legal practice. The Metcalf Internship Program provides paid, substantive internships exclusively available to UChicago students.

Treks: UChicago Careers in Law students visit public and private institutions in order to gain exposure to a wide range of legal careers and workplaces. Local Treks are available to students throughout the academic year and also include opportunities to meet with attorneys in such major legal markets as New York and Washington, DC.

Mentor Program: With nearly 100 students participating each year, the Mentor Program creates a community between University of Chicago law students and undergraduates, providing students from the College with guidance and helpful insights into the law school experience. The Law School and the College have sustained a very close relationship over the years, and the College is consistently one of the largest feeder undergraduate schools to the Law School.

Public Policy and Service

The public and social service sectors cover a wide range of opportunities in government and nonprofits, including domestic and international policy, direct social service, philanthropy and development, and nonprofit consulting and administration, among many others. The Fried Public Policy and Service Program (<https://careeradvancement.uchicago.edu/uchicago-careers-in/public-social-service/>) engages with students interested in the diverse range of government and nonprofit careers. Employers in these arenas look for individuals with deep commitment to their organization's mission. Through their rigorous academic studies, University of Chicago students learn the essential skills necessary to contribute meaningfully in service fields, including qualitative and quantitative research skills, the ability to analyze complex problems and to develop creative and effective solutions, exemplary written and oral communication skills, and an aptitude for managing and prioritizing numerous projects and commitments.

Fried programs and advising hours are open to students of all levels, and students may participate in the program at any point during their College years. Students interested in public policy and service are encouraged to meet with Fried Public Policy and Service Program advisers to explore specific areas of interest. Numerous resources are offered to educate students about specific areas within public and social service and to connect them with alumni and employers in their chosen fields. Resources include:

- Paid internship opportunities with government agencies and nonprofit organizations
- Skill-building workshops to educate students about how to navigate job searches and careers in the public and social service sectors
- Information sessions with industry experts to help students learn about different organizations and agencies and the types of opportunities available
- Panels with alumni from a variety of fields to offer students networking opportunities and the opportunity to learn how University of Chicago graduates have translated their educations into careers in these sectors
- Treks to such locations as Washington, DC, and New York City, as well as in Chicago, to visit a variety of organizations and agencies to learn about public and social service work in the field

Science, Technology, Engineering, and Math

UChicago Careers in Science, Technology, Engineering, and Math (<https://careeradvancement.uchicago.edu/uchicago-careers-in/science-technology/>) (UCISTEM) helps students explore, prepare for, and obtain careers or professional school placement in STEM fields. Students of any major may join UChicago Careers in Science, Technology, Engineering, and Math, in which they have the opportunity to participate in an elective workshop curriculum as well as such experiential learning options as research assistantships, internships, externships, and innovation competitions. Opportunities for mentorship, alumni networking, and one-on-one advising are readily available as well. UChicago Careers in Science, Technology, Engineering, and Math students have successfully gone on to graduate school programs and careers in a variety of fields, including alternative energy, biotechnology, entrepreneurship, and national laboratory research.

Components of the program include advising, workshops, and expert speakers, the Annual Undergraduate Research Symposium, research and internship opportunities, career treks, the Facilitating UChicago Students in Engineering (FUSE) cohort, and connections with the P (<http://ime.uchicago.edu>)ritzker School of Molecular Engineering (<http://pme.uchicago.edu>), the Marine Biological Laboratory (<http://www.uchicago.edu/mbi/>), and Fermi National Accelerator Laboratory (<http://www.fnal.gov/>). Benefits may include:

- Exploration of the diverse career options in STEM fields through workshops led by alumni, industry treks, and facility tours to such Chicagoland organizations as Argonne National Laboratory (<http://www.anl.gov>)

- Exposure to industry information, workplace cultures, and networks of alumni mentors and student peers on diverse industry treks such as the Houston Energy Trek or the San Francisco Tech Trek
- Opportunities to hone skill sets for graduate school applications and employers such as GRE preparation and programming skill sets
- Finding laboratory positions on campus or off campus through the Metcalf Internship Program



Research and Fellowships

The College Center for Research and Fellowships (CCRF) (<http://ccrf.uchicago.edu/>) provides comprehensive advising and institutional support for undergraduate research and nationally competitive fellowships. Students benefit from a wide range of information sessions and targeted workshops on specific opportunities, as well as on how to write research proposals and personal statements, how to build relationships with faculty, how to secure strong letters of recommendation and how to create a comprehensive *curriculum vitae* for use in securing research experiences, grants and fellowships.

Students also benefit from high-impact individual advising about getting started in research, identifying research opportunities and counsel on making research public through presentations publications. Undergraduates interested in applying for nationally and internationally competitive fellowships benefit from extensive advising about preparing and applying for opportunities including, but not limited to: the Fulbright US Student Program (<http://us.fulbrightonline.org/fulbright-us-student-program/>), Knight-Hennessy Scholars (<https://knight-hennessy.stanford.edu/>), Schwarzman Scholars (<http://schwartzmanscholars.org/>), Yenching Academy Scholars (<https://yenchingacademy.pku.edu.cn/>), National Science Foundation Graduate Research Fellowship (<https://www.nsfgrfp.org/>), and the Marshall (<http://www.marshallscholarship.org/>), Rhodes (<http://www.rhodesscholar.org/>), Truman (<https://www.truman.gov/>), Gates Cambridge (<https://www.gatescambridge.org/>), Mitchell (<https://www.us-irelandalliance.org/mitchellscholarship/>), Churchill (<http://www.winstonchurchillfoundation.org/scholarship.html>), Goldwater (<https://goldwater.scholarsapply.org/>), Udall (<https://www.udall.gov/OurPrograms/Scholarship/Scholarship.aspx>), and Beinecke (<http://fdnweb.org/beinecke/>) scholarship programs.

CCRF staff members (<http://ccrf.uchicago.edu/about-ccrf/our-staff/>) provide general support to all students by helping them to identify relevant opportunities and assist them in strategically planning for those opportunities, closely mentor students through rigorous application processes, and facilitate campus endorsement procedures when relevant. CCRF Research staff also assist faculty in supporting current research opportunities and aiding in the creation and curating of new opportunities.

Undergraduates can access a searchable database of undergraduate research opportunities (<http://ccrf.uchicago.edu/undergraduate-research/finding-research-opportunities/>)—including funding—and guidance on getting involved in research on the CCRF website (<http://ccrf.uchicago.edu/undergraduate-research-uchicago/>). Students can also search the national fellowship opportunity database (<http://ccrf.uchicago.edu/search/>)—which also includes UChicago-based funding on the CCRF website (<http://ccrf.uchicago.edu/national-scholarships-and-fellowships/>) as well.

Students are strongly encouraged to sign up for the CCRF weeklylistserv (<http://ccrf.uchicago.edu/>) to stay up to date about opportunities, deadlines, and relevant information sessions. Individual advising appointments are strongly recommended for any student in getting involved in undergraduate research or applying to national scholarships, fellowships, or postgraduate opportunities. Appointments can be made through College Scheduling via the CCRF website (<http://ccrf.uchicago.edu/contact-us/>).



Archived Catalogs

Archives

- 2019-20 College Course Catalog (PDF (http://collegecatalog.uchicago.edu/thecollege/archives/The_College_Catalog_2019-20.pdf)), (HTML (<http://collegecatalog.uchicago.edu/archives/2019-2020/thecollege/>))
- 2018-19 College Course Catalog (PDF (<http://collegecatalog.uchicago.edu/thecollege/archives/2018-2019.pdf>)), (HTML (<http://collegecatalog.uchicago.edu/archives/2018-2019/>))
- 2017-18 College Course Catalog (PDF (<http://collegecatalog.uchicago.edu/thecollege/archives/2017-2018.pdf>)), (HTML (<http://collegecatalog.uchicago.edu/thecollege/archives/2017-2018/thecollege/>))
- 2016-17 College Course Catalog (PDF (<http://collegecatalog.uchicago.edu/thecollege/archives/2016-2017.pdf>)), (HTML (<http://collegecatalog.uchicago.edu/thecollege/archives/2016-2017/thecollege/>))
- 2015-16 College Course Catalog (PDF (<http://collegecatalog.uchicago.edu/thecollege/archives/2015-2016.pdf>)), (HTML (<http://collegecatalog.uchicago.edu/thecollege/archives/2015-2016/>))
- 2014-15 College Course Catalog (PDF (<http://collegecatalog.uchicago.edu/thecollege/archives/2014-2015.pdf>)), (HTML (<http://collegecatalog.uchicago.edu/thecollege/archives/2014-2015/>))
- 2013-14 College Course Catalog (PDF (<http://collegecatalog.uchicago.edu/thecollege/archives/2013-2014.pdf>)), (HTML (<http://collegecatalog.uchicago.edu/thecollege/archives/2013-2014/>))
- 2012-13 College Course Catalog (PDF (<http://collegecatalog.uchicago.edu/thecollege/archives/2012-2013.pdf>)), (HTML (<http://collegecatalog.uchicago.edu/thecollege/archives/2012-2013/>))
- 2011-12 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/collegecatalog1112/>)
- 2010-11 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog1011/>)
- 2009-10 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog0910/>)
- 2008-09 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog0809/>)
- 2007-08 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog0708/>)
- 2006-07 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog0607/>)
- 2005-06 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog0506/>)
- 2004-05 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog0406/>)
- 2003-04 College Course Catalog (PDF) (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog03-04/>)
- 2002-04 College Course Catalog (PDF) (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog02-04/>)
- 2001-02 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/college-catalog01-02/>)
- 2000-01 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog00-01/>)
- 1999-00 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog99-00/>)
- 1998-99 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog98-99/>)
- 1997-98 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog97/catalog97-98.html>)
- 1996-97 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog96/catalog.html>)
- 1995-96 College Course Catalog (<http://collegecatalog.uchicago.edu/thecollege/archives/catalog95/catalog.html>)



Academic Calendar

2020 Summer Quarter

Description	Date(s)
Quarter Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Quarter Ends	Saturday, August 29

2020 Autumn Quarter

Description	Date(s)
College Orientation Begins	Tuesday, September 8
Quarter Begins	Tuesday, September 29
Study Week/Thanksgiving Break	Monday–Friday, November 23–27
College Reading Period	Saturday–Monday, December 5–7
Quarter Ends	Saturday, December 12

2021 Winter Quarter

Description	Date(s)
Quarter Begins	Monday, January 4
Martin Luther King Jr. Day	Monday, January 18
College Break	Friday, February 12
College Reading Period	Thursday–Friday, March 11–12
Quarter Ends	Saturday, March 20

2021 Spring Quarter

Description	Date(s)
Quarter Begins	Monday, March 29
Memorial Day	Monday, May 31
College Reading Period	Thursday–Friday, June 3–4
Convocation	Saturday, June 12
Quarter Ends	Saturday, June 12

All dates are subject to change with no notice.

Up-to-date academic calendars can be found at [uchicago.edu/academics/calendar](https://www.uchicago.edu/academics/calendar) (<https://www.uchicago.edu/academics/calendar/>).



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